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***Examining Code-switching as a Teaching Strategy for EFL
Young Learners. The Case of First Year Pupils at
Rihani Brothers' Middle School. Kais, Khenchela.***

*A Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

In the memory of my Mother,

May Allah bless her, and have mercy on her soul and shed light on her grave and widen its entrance and make paradise her last resort and sanctuary.

To my dear Father,

Who enlightened my way and who encouraged and supported me throughout my studies. May Allah bring him good health and a long life.

To my aunt Leila,

For her never-ending support and encouragement, thank you for being the mother that I miss and thank you for being there whenever I needed you.

To my sweet beloved sisters and brother,

Faiza, Chaima, Ibtihal and little Ziad, you are the best thing happened in my life.

To my big brother Hamza and his wife.

To all my family,

My grandfather, aunts, uncles and cousins for their love, support and encouragement.

To my best friends,

Whom I share with unforgettable memories

Thank you all for being there for me.

Boutheyna.

Dedication

To my unique mother

I 'am grateful to all what you have done for me. Thanks a lot for your love, tender and care.

This work would not see the light without your prayers .Thanks you Allah for
enlightening my life with the greatest mother at all.

To my wise father

You were there for me whenever I needed you, listening to my complaints, understanding me

I felt that I 'am important to you, as you are very important to me .My treasure father, be
proud of me as I 'am proud of being your little girl.

To my sweetest two sisters Assia and Nor El Houda

For their encouragement and deep love .Nor El Houda, my soul twin, my funny gorgeous
sister .I will not forget neither your affectionate smile nor Assia's tender and good heart.

To my two dear lovely brothers

I 'am indebted for the never - ending support of Fares and Fodel.

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brother, you are a great role model to me .Allah protect you both.

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Abstract

The current study is an attempt to elicit and recognize the EFL learners and teachers' attitudes towards Code-switching and practices of this phenomenon, as well as to investigate its usefulness as a teaching strategy in first year classes at Rihani Brothers' Middle School in Kais, Khenchela. To answer the questions of the study, the researchers relied on the descriptive research design by using double self-reported questionnaires and an observation checklist, which was used to take stock of code-switching occurrence in EFL classes and analyze them, as data gathering instruments. The study indicated that code-switching is a phenomenon that does exist in first year middle school EFL classes since it was used by the participants of the same classes. Also, the participants had positive attitudes about the use of Code-switching as a teaching strategy because it fits in situations where they encounter difficulties in communicating or delivering information. The study concluded that using code-switching as a teaching strategy would guarantee language literacy and to motivate learners to interact in first year middle school EFL classrooms.

Keywords: Code-switching, EFL classroom, Middle School, Teaching strategy.

List of Abbreviations

CS: Code-switching.

EFL: English as Foreign Language.

ESL: English as Second Language.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

SLA: Second Language Acquisition.

TS: Teaching Strategy.

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المخلص

General Introduction

General Introduction

1. Statement of the Problem

In a normal EFL environment, learning and teaching English can be considered as effortless tasks when the participants of the classroom communicate, deliver and understand the knowledge effectively in the target language (English). However, teaching English for young learners can be a difficult mission since they are being exposed to English for their first time. Teachers of first year middle school pupils more specifically in Algerian middle schools may encounter some difficulties in the process of teaching English with its different components; some of these difficulties are the lack of comprehension for the learners and falling in shortage when introducing new concepts for the teachers. Therefore, teachers seek to find some strategies and techniques to promote the Teaching-Learning process. Code-switching; *“The alternating use of L1 and L2 in the same discourse, sentence or constituent”*, (Pop Lack, 1980) can be one of the assistive strategies in bridging the gap in the classroom discourse; in other words, it helps to provide better interaction and communication in the classroom. And it can be a useful tool to bring about understanding of unfamiliar concepts and processes in the target language.

2. Research Questions

The present study raises the following questions:

- ❖ What are the attitudes of EFL teachers and first year middle school pupils towards the use of Code-switching in an EFL classroom?
- ❖ Under what circumstances can teachers switch code in the classroom?
- ❖ Is Code-switching beneficial as a teaching strategy?

3. Background to the Study

The term code-switching is broadly discussed and used in linguistics and many other related fields. This research attempts to explore the use of code-switching in socio-cultural linguistics. Generally, the term code-switching occurs mostly in bilingual and multilingual communities, where more than two languages are used. This phenomenon has been the subject matter of many researchers and linguists who attempt to define it. According to Bokamba (1989, P.278), code-switching is “*the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event*”. This definition is similar to that of Gumperz who described it as the use of more than one code or language during a speech event involving two different grammatical systems (1982, p. 59). Thus, it appears in the same utterance by moving from one linguistic code to another. Also, Alvarez – Càccamo (1990) defines code-switching as the alternation of languages used by participants, who at least have one language in common while holding bilingual conversations.

Furthermore, code-switching took a large part in the scientific investigations about bilingual classes (ESL and EFL classes), where researchers controvert about the use of code-switching and its convenience in such academic settings. Some have a positive point of view and others have a negative one. Regarding the first view, Losey (2009) states that classroom interaction focusing on code-switching has the advantage of providing an understanding of the discourse of a shared identity and community among interlocutors. Moreover, Kirkpartick (2014a) argues that code-switching is a natural way of communication; therefore the action to separate languages in a multilingual classroom by only using monolingual communication makes it unnatural. However, in the other view, researchers like Macaro (2005, 2009, 2014) believes that mastering language is best done exclusively in the target language since there will be more exposure which leads to comprehensible input. And others see that code-

switching is a sign of language deficit, and a sign of language fatigue (Le Van Canh & Hamied. 2014).

4. Aim and Objectives

This study aims to shed the light on the phenomenon of Code-switching in EFL classroom, examine the existing attitudes and practices of code-switching in EFL classes by teachers and pupils. Also, it investigates the usefulness of code-switching in facilitating and simplifying the process of teaching and learning to both middle school teachers and learners of English language.

5. Research Methodology

5.1. Choice of the Method

The methodology used in this study is the mixed-method research. Both quantitative and qualitative data are used. The researchers followed the descriptive research design because it is the appropriate one for the objectives being set. Furthermore, it permits to describe and present the phenomenon of code-switching among teachers and first year pupils of middle school. To explain some factors and reasons that lead to switch codes, and also to see the different attitudes towards code-switching.

5.2. Population and Sampling

The population of this study is Middle School's first year pupils of Rihani Brothers' Middle School. And English language teachers from different Middle Schools in Khenchela.

The sample participants were 40 pupils and 17 middle school teachers randomly assigned the questionnaires.

5.3. Data Gathering Tools

To answer the above questions, two data collection procedures were conducted; an observational checklist and survey questionnaires. The observation checklist was used to take stock of code-switching occurrence in EFL classes and try to analyze them, and to observe the attitudes towards classroom code-switching, since it provides more accurate data to the research. Also, two questionnaires were developed and distributed to Middle School's first year pupils and English teachers of Rihani Brothers' Middle School and other middle schools in Khenchela.

6. Structure of the Study

The present research is divided into three main chapters in which the first two chapters are devoted for the literature review of this study. The first chapter is concerned with the theoretical background of code-switching. Definitions of code-switching, types of code-switching and classroom code switching, as well as a review of teachers attitudes and perceptions about this phenomenon. The second chapter is devoted to teaching strategies, beginning with the different methods used to teach EFL Classes. Then, definitions of teaching strategy and its different types were briefly concerned. The last chapter is for the practical part, including data collection procedures, analysis and interpretation of the results acquired from the observation checklist and the two questionnaires.

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Introduction

In this chapter, we will study the phenomenon of code-switching from different perspectives, giving much importance to the socio-linguistic one to narrow the scope of our study. Also, we will shed light on its origin and definition under the umbrella of Bilingualism. Taking into account the different types of code-switching as well as the functions and the reasons behind its use, in order to pave the way to talk about classroom code-switching, its definition, perceptions and functions. Moreover, we are going to illuminate the attitudes towards this phenomenon than compare it with other language contact phenomena.

I. Code-switching

I.1. Emergence of code-switching:

In the 1940's and early 1950's, the phenomenon of code-switching (CS) appeared in Hans Vogt's (1954) review of Uriel Weinreich's 'Language in Contact' (1953). Weinreich had used the phrase "switching codes", apparently borrowed from information theory of Fano (1950). However, as any other language contact phenomena, code-switching did not receive much importance from researchers at that time due to the monolingual view of language; that it was a random process and it took a place without a logical pattern behind it.

Roman Jakobson (1953) and Einar Haugen (1956) were among the earliest linguists to develop the notion of code-switching. Weinreich (1953, p.1) says that code-switching is "*a deviant behavior pattern*". He also stated that using much language switching is a kind of faulty, saying that switching from one language to another in accordance to felicitous changes like (interlocutors, topic, etc.) in the speech situation but not in the stable speech situation (1953).

An early study on code-switching was held by Braun (1937). This latter dealt with CS between Russian and German. Ten years later, Barker (1947) described language use among

Mexican Americans in Tucson, Arizona during his study that attempted to answer the question of how does it happen among bilinguals. He found out that the ancestral language is used on one occasion and English on another occasion, and on other occasions bilinguals alternate without apparent cause from one language to the other. Five years later, Jakobson (1952) refers to the process of “switching codes” depending on work of Fano’s (1950) information theory, and on Fires and Pike’s (1949) work on “coexistent phonemic systems”. He confirms that two or more phonemic systems may coexist in the speech of monolingual. Similarly, Hoijer (1949) made up the pairs of concepts “phonemic alternation” which is alike to CS (alternation of phonological systems) and also similar to borrowing (the alternation of the target language’s grammar’s aspects).

Jakobson (1961: 245-55) includes the foundational block of the information theory; the idea of “code” as a mechanism for the clear transduction of signs between systems, and especially Fano’s application to “speech communication”. Switching codes for him is the modification made by the speaker to “decipher” another speaker’s code. He says “*Obviously, such a task of deciphering become more difficult in the frequent cases called ‘switching code’ by communication engineers or ‘coexistent phonemic system’ by linguists [...]’*”.

Haugen (1950) refers to code-switching (CS) and says that speakers may switch code rapidly from one language to another but while at any moment or when they recourse to other language to help, they remain speaking only one language. Haugen, Weinreich (1953) and Makey (1962) share the same point of view that it is not easy to determine which language the speaker is using because he is supposed to use only one language at a given moment. In Weinreich’s (1953) work “language in contact”, he argues that the speaker who is able to speak two or more languages own different linguistic varieties which they use in different occasions. He also criticizes Barker (1947) examination of frequent alternation in Arizona, saying that it was output of a poor parenting.

In the other hand, Hans Vogt (1954) considers code-switching as a psychological phenomenon not a linguistic one, when he claims that “*code-switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one and its causes are obviously extra-linguistic. But bilingualism is of great interest to the linguist because is the condition of what has been called interference between languages*”. Haugen (1956) indicates that the phenomenon of code-switching is a process that occurs when a bilingual produce disincorporate words from another language in his speech, he accompanied it with interference and integration following the same line of thought of Diebold and Jakobson (1961) agreed about using the term code-switching to refer to “recording”. The latter is translated in French as “recordage” which means CS. However, in the Spanish translation it refers to two different phenomena. The first is “recodification” means recoding, and the second translation is “interconexión codal” which means code-switching.

- **The sociolinguistic vision of code-switching.**

A new vision was brought to the study of code-switching by Gumperz (1957, 1958, 1961, 1964a and 1964b). He copes with it from an interactional point of view; Jakobson inspired him when he introduced CS as a conversational phenomenon. Gumperz (1962, 1964a) concentrates on the importance of studying CS from a social outlook. He wanted to relate each code to a specific social function, since he concentrates on Hindi and its range of dialects, most of his work was done in Northern India. Gumperz (1958) describes three forms: village dialects, regional dialects, and standard Hindi. Each form has different function in the Indian society.

Most of the researchers were interested in the study of CS based their works on presenting “code” and “linguistic theory” as substitutable notions. “Code” is considered to be a “cluster of co-occurring variables” by Gumperz and Herasimchuk (1972). In contrast,

Ervin-Tripp (1973:90) states *“The code or variety consists of a systematic set of linguistic signals which co-occur in defining setting. For spoken languages, alternative codes may be vernaculars or superposed varieties. Sociolinguistic varieties or optional varieties within a code, that is; two different ways of saying the same thing”*. Ervin-Tripp inspired a lot of scholars like Gumperz and others through his work which was based on the idea that setting, participants and topic determine language choice. She shed the light on the case of bilingual Japanese-born women living in the United States of America; as a result she found that there is a remarkable correlation between language choice and discourse content.

In 1963, Blom and Gumperz studied the case of small fishing village named Hamnesberget of 1.300 people in Norway. Gumperz (1964a) compared between the use of the vernaculars Ranamal and the standard form which is Bokmal in Norway to the use of standard and local dialects in India. He discovered that the vernaculars were used in the interaction with neighbors, while the standard form was left for ritual barriers communication or barriers of hereditary social class village grouping in India and of academic administrative and religious setting in Norway. Gumperz (1964a) suggests that verbal repertoire is representative an social and linguistic terms.

Eight years later, Blom and Gumperz proceeded their work in Hamnsbergt about Bokmal and Ranamal, the two were seen as dialect codes but not different languages, they remark that both Ranamal and Bokmal are similar but they are considered as detached forms by the residents of Hamnsbergt, they state that dialects and standard language are linguistically separated because of social reasons (1972).

I.2. Definition of Code-switching

Code-switching is a phenomenon that exists in bilingual and multilingual societies that have the opportunity to use more than one language to communicate. The term code-

switching is used broadly in linguistics and other related fields. Many studies have dealt with the phenomenon of code switching (e.g. Gumperz & Chavez, 1972; Pfaff, 1979; Poplack, 1980), yet most linguists did not agree about a clear and cohesive definition for code switching. Myers-Scotton (1993, p.1) defines it as “*alternations of linguistic varieties within the same conversation*”. Some linguists emphasize that the switch can occur not only between languages but also dialects of the same language. Gardner-Chloros explains that to define CS, it is important first to understand what the term code means, as she says (2009: np): “*code is understood as a neutral umbrella term for languages, dialects, styles/registers, etc*”. She explains that CS refers to the alternation between languages, dialects, and styles as the term code may be used to include the whole. Moreover, Gumperz (1982, p.59) refers to CS as “*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems*”. He explains this by saying that code-switching is alternating between two or more languages within the same interaction.

The definition of code-switching given by Bentahila and Davies (1983) sounds to be more comprehensive. They write: “*We shall henceforth use the term code-switching to refer to the use of two languages within a single conversation, exchange or utterance. The result is an utterance or interaction of which some parts are clearly in one of the bilingual’s languages and other parts in the other language (p302)*”.

According to Sert (2005), code switching can be used for self-expression and it is a way of modifying language for the sake of personal intentions. It is also used to establish a sort of intimacy among members of a bilingual community. In this respect, code switching is a tool for creating linguistic solidarity especially between individuals who share the same cultural identity.

As a result of what has been introduced as definitions to code switching, we conclude that the term code-switching has two definitions. Theoretical and operational definition, the

former defines it as the alternation use of two languages within the same discourse, sentence or constituent. Whereas, the latter defines CS as the co-existence of different language varieties within a single context or discourse to have a better communication.

I.3. Types of Code-switching

It is found that code-switching has three patterns: Situational code-switching, Metaphorical code-switching and Conversational code-switching. Concerning the theories of code-switching, they are presented in four types: Intra-sentential code-switching, Inter-sentential code-switching, Tag-switching and Intra-word switching.

I.3.1. Patterns

Blom and Gumperz (1972) introduced two patterns of code-switching: situational code-switching and metaphorical code-switching; then, Gumperz (1982) developed the concept of metaphorical code-switching and introduced another term that is "conversational code-switching".

I.3.1.1.Situational code-switching

Situational code-switching is the use of whether language varieties or different languages in different social or sociolinguistic situation, or in order to indicate that to the collocutor. The change in situation might be defined as a change in any sociolinguistic situation component such as the converser, time and place, and others... this signifies that language or language varieties have and transmit a social meaning. So, it differs according to the situation in which bilinguals are associated.

I.3.1.2. Metaphorical code-switching:

Metaphorical code-switching indicates the use of different languages or language varieties within the same social position. In this type, the speaker alternate language within

the same position that calls only for one language rather than the other in a normal and ordinary case. What makes the difference between situational and metaphorical code-switching is that; in the first pattern the code choice is determined by the social situation. Whereas, in the second pattern the speaker is the one who determine the code choice to define again the relationship with his converser or for other reasons for instance adding “*special social meanings to the conversation*”. Blom and Gumperz (1972). Moreover, Hymes and Gumperz (1972) differentiate between situational and metaphorical CS as the following: “*In Hymes [the research site] situational switching involves change in the participants and/or strategies. Metaphorical switching involves only change in topical emphasis*”.

A recent study done by Wordhaugh (1998) states that in situational CS the topic does not change and it takes a place when language choice is determined by the situations where the bilinguals choose to do so, which means they speak in each situation or setting a different language. While, metaphorical CS for Wordhaugh occurs when a bilingual code switches to show his identity, also when the roles change, or relations in the conversation by the partakers. He states that the topics of the conversation affect metaphorical CS but social situation has no influence on it. He also explains that metaphorical CS has an affective aspect; he mentions as well that a speaker may change the language depending on situation. For example: from formal to informal, and from serious to humorous.

Gumperz (1972) indicates that metaphorical CS may change to stand for conversational acts such as: request, refusal complaints or apology in a conversation. Hudson (1980) mentions that conversational CS takes a place when the codes represent different languages.

I.3.2. Theories

Linguists differentiate code-switching on the basis of the level of mixing languages with each other. They distinguish 4 types of switching:

I.3.2.1. Intra-sentential code-switching

Intra-sentential code-switching denotes that the switch between languages occurs within one clause or sentence boundaries, this type is known as “Code-mixing”.

I.3.2.2. Inter-sentential code-switching

Inter-sentential code-switching refers to the change of language that occurs in the boundaries of a clause or a sentence, where the first is in L1 and the second in L2. It is known as “Code changing”.

I.3.2.3. Tag-switching

Tag-switching is “[...] *the insertion of a tag in one language into an utterance which [...] is in the other language*” Romaine (1995, p.22). Tag-switching include also interjections and discourse markers like: ok, right and well.

I.3.2.4. Intra-word switching

This type occurs within word boundaries, it means that a word is linked to a morpheme from another language.

I.4. Reasons for Code-switching

Appel and Muysken (1987) introduce one of the first categorizations of code-switching, in which they provide five reasons that lead the speakers to code-switch: Referential function, directive function, expressive function, phatic function and meta-linguistic function.

When a speaker uses the Referential function of code-switching, he was intended to fill a gap in the language either to compensate lexical gaps in the language or to help them to avoid harsh speech flow. The detective function indicates a situation in which a speaker wants to include or exclude himself from a conversation. The phatic function refers to a shift in the tone. Meta-linguistic function takes place when a speaker gives remarks on a certain characteristics of a language by using another language. The last function is the expressive; Appel and Muysken define it as “*By making one’s feelings known, one can present oneself to others as a unique individual (np)*”.

Another function of CS was added by Appel and Muysken in 2006 called the Poetic function. It refers to the case in which the speaker shift the language when he tells jokes or uses word play in another language, or he tries to get rid of using words or phrases which are socially and culturally forbidden in the main language used in a certain conversation. Crystal (1987) states the possible sociolinguistic reasons for the use of CS as: the speaker’s failure to express him/herself in one language due to emotional condition, the desire to be part of a specific group, and to send his attitudes to a listener. He named six functions of CS including quotation meaning (code-switched quote), receiver specification meaning (a code-switched message), interjection meaning (a code-switched interjection), also repetition used to say again what already said, and a message to improve what already said, personification or objectification to improve meaning which is a code-switched message to shed the light on a personal or objective idea.

Furthermore, people from different ethnic groups tend to use CS to show solidarity and make relationship with people from different ethnicities. Holmes (2001) says that a speaker may alternate between languages to express belonging to a group and shared ethnicity with a listener. Similarly, people switch from one language to another to entail a certain social position to be distinguished from other social positions or to be a part of a specific social

class. In addition, Sigall, Hronek, Stich and Horecky (1992) argue that the speaker's linguistic behavior is determined by their relation with their hearers. That is; the speaker may use a distinct linguistic code when it comes to communicating with people in the intimate zone like relatives close friends, but they alternate in the case of the presence of strangers. Also, another function of CS is when the speaker code-switch to entertain the listener or to ask for permission or for condemnation.

Code-switching rise the curiosity of the psychologists like Howard Giles (1973) took an audience centered approach, and he argues that speakers use CS to either connect with the collocutors or disconnect from them. He says an audience will evaluate a speaker in a helpful manner because of his effect to express his connection with the audience. In contrast, they will judge those who exclude themselves from the audience.

I.5. Classroom code-switching

I.5.1. Definitions

It is observed very often the phenomenon that language learners and teachers return to their native language in foreign language classrooms. This means, they code-switch between languages to facilitate the fluency of the teaching-learning process. Thus, classroom code-switching is considered to be an international phenomenon that took the interest of many researchers like Sert who said that it is an extensively observed phenomenon, Simon (2001, p 313) claims that the research of code-switching in foreign language classrooms has been developed in the last two decades.

Moreover, Classroom code-switching has many definitions; according to Lin (2008), it is the alternating use of more than one language by any of the classroom's participants. Levine (2011, p. 65) uses the term code choice rather than code-switching since he means by code; referring to how meanings are made in both linguistic and non-linguistic situations. Yet,

Macaro (2014) explains that code choice means the use of one language in a context and another language in a different context which seems not the case of code-switching. He states that classroom code-switching refers to systematic use of two or more language alternations within one speech event occurring in the classroom discourse.

Macaro (2014, p.11) considers classroom code-switching different from the naturalistic code-switching, because the purpose of the upper mentioned is to overcome the difficulties that face the classroom participants and also to improve the foreign language learning. Whereas, the naturalistic purpose of code-switching is a communicative one.

I.5.2. Perceptions and Beliefs in Using Classroom Code-switching

In bilingual and multilingual classroom interactions, switching languages when teachers and learners communicate seems to be an unconscious act. Yet they consider the use of native language in an L2 classroom as undesirable act and they discourage learners from using it in their classrooms. Also, it is seen as a deficit in learning a foreign language because it represents lack of language mastery and reflects an impure form of language; Shin (2005). However, the use of native language as reflected in classroom code-switching appears to be useful to help learning target language as a bilingual strategy to cognitively make learners more engaged in learning (Cook, 2001).

Classroom code-switching took a large place in the debates of using L1 in FL classrooms. Krashen (1982) believes that using L1 can reduce the exposure of the target language as a comprehensible input; therefore using code-switching is inappropriate and unnecessary in order to ensure that L1 do not interfere in learning the target language. On another hand, Cook (2002) advocated the usage of code switching as he suggests that if L1 is present in the learners' mind, its role in the classroom might have positive effects on learning and teaching as "a way of conveying the target language meaning," "a short-cut for explaining

tasks, tests, etc.,” “a way of explaining grammar,” and “practicing using the native language such as code-switching” (2002, p. 59). Moreover, Macaro (2005, 2009, 2014) sees the debate of classroom code-switching is reflected in two positions, first one is the maximal position which believes that using L1 can help to gain better access to the target language but it should be wisely used. The second is virtual position which is the opposite of the first; it considers the use of the target language in an exclusive way will ensure mastery of the target language (Krashen, (1982), cited in Turnbull & Dailey-O’Cain, (2009) since the learners are gaining more exposure to comprehensible target language input. Among these positions, Turnbull and Dailey-O’Cain (2009) argue that target language exposure is certainly important but it does not guarantee language learning because there are many factors required in making the input successfully internalized.

I.5.3. Functions of Classroom Code-switching

The functions of classroom code-switching are divided into functions of teachers code-switching and learners’ functions. The first mentioned fell into four functional categories; that is: teachers use code-switching in four different cases in order to achieve the goals of teaching foreign language. The first three categories are identified by Ferguson (2003, 2009) and the fourth one by Cahyani (2015):

- ***Knowledge construction***: includes educational scaffolding of content lectures, conceptual reinforcements, explanations of L2 key terms and review a topic.
- ***Classroom management***: coordinates between topic shift in lecture content and management of pupils’ behavior by gaining attention, developing self-awareness and chiding.
- ***Interpersonal relations***: involves treating and debating different socio-cultural identities and also humanizing the classroom atmosphere by establishing relationships and giving praise.

- ***Personal affective meaning***: concerns the teacher's personal experiences, feelings and socio-cultural functions.

The other functions of code-switching are the learners' functions. Their use of code-switching in FL classroom is to raise awareness for culture and identity, i.e.: to discover the similarities and the differences between their native culture and the target culture. Also, according to a study made by Moodley (2007) learners use code-switching mainly for phatic reasons like group management, influencing peer behavior and express points of view. Moreover, it was found in this study that learners code-switch to transmit knowledge and information and to make elaboration and reiteration.

I.6. Attitudes towards Code-switching

People's attitudes towards code-switching differ to be whether positive, negative or neutral attitudes. Those who have positive and neutral attitudes view it as a natural linguistic phenomenon; its role is to send messages. However, those with negative attitudes regard it as deficiency of knowledge or failure in the use of two different languages in a proper manner. As Skiba (1997) states that CS is not language interference but it is accompanier to speech. Its use indicates failure in the expression. Code-switching stipulates continuous speech rather than indicating language interference.

Aranoff and Miller (2003) argue that many linguists straighten out that alternating between languages is an obtainable communicative choice to a bilingual member of a speech community; it is similar to alternating between styles or dialects in the choice of monolingual speaker. Moreover, Gumperz (1970) explains that bilinguals use CS as a communicative strategy; consequently, this linguistic act starts to be known as a beneficial act.

A number of previous studies have described CS negatively and criticize its use; such as "verbal salad" in Nigeria, "still colonized" in Morocco, and "very irritating" in Hong Kong,

Lawson and Sachdev (2000). However, CS is regarded also as a disability in the use of one of the two languages and that speakers are not capable to maintain the floor in a conversation using only one language.

Code-switching is considered as a signal of deficiency, Probyn (2009). And, it is as a signal of language weakness by Le Van Canh and Hamied (2014). And, as Grosz (1982) states CS is a language origin eradicator, unlike those who disagree with the idea of the use of CS. For more than two decades, there were publications discussed the idea that CS is pedagogically and socially beneficial, Bernard and Mc Lellan (2014). Also, Macaro (2009) figures out that CS gave learners a chance to develop their knowledge in the field of linguistics like vocabulary without causing damage to the linguistic skills development. Hence, he adds forbidding the use of first language in foreign language classroom interaction will decrease the cognition and meta-cognition capacities of the learners.

I.7. Code-switching and other language contact phenomena

I.7.1. Code-switching and Code Mixing

It is the norm of bilingual and multilingual societies to switch and mix between codes according to certain personal and social communicative conditions. These two processes of codes alternation are called code-switching and code mixing. Scholars and linguists disagreed on the definitions of these terms which made confusion between the contact phenomena. Romaine (1995:180) writes: *“Problems of terminology continues to plague the study of language contact phenomena with terms such as code-switching, mixing and borrowing not being used by researchers in the same way or even defined at all”*. However, they agreed that both processes are communication strategies.

William C, Ritchie and Tej.K Bhatia (2004: 337) give a definition for code-switching: “ *we use the term code switching (CS) to refer to the use of various linguistic unites (words, phrases, clauses and sentences) primarily from two participating grammatical systems across sentence boundaries within a speech event. In other words, CS is inter-sentential and may be subject to discourse principles. And it is motivated by social and psychological factors*”.

And they define code mixing as the following: “*we use the term code mixing (CM) to refer to the mixing of various linguistic unites (morphemes, words, modifiers, phrases, clauses and sentences) primarily from two participating grammatical systems within a sentence. In other words CM is intra-sentential and is constrained by grammatical principles and may also be motivated by social and psychological factors*”(p337).

What is understood by these definitions is that the researchers made the distinction between the two terms through clarifying that inter-sentential code-switching occurs between sentences and intra-sentential code mixing occurs between sentence boundaries. But they share one common feature that they are both socially and psychologically motivated.

In regards of the distinction between CS and CM, Walwadkar (2013) views that CS is the shift from one language to another for different reasons like the situation and the speakers. While, CM is the transfer of the linguistic elements from a language to another. In the same view, Bokamba (1989) indicates three ideas concerning the differences between the two terms. First, the two phenomena are different because each of them involves different linguistic aspect. For example, CS does not involve of the language used in speech whereas CM does. Second, CM shows a high degree of bilingualism and it needs a competence in two languages. Finally, it requires the use of two languages.

I.7.2. Code-switching and Diglossia

Diglossia is the use of two languages or two varieties of the same language, for different reasons and purposes. One variety is called ‘high’ variety which is kept for formal situations, for example: standard Arabic. Whereas, the ‘low’ variety is used in informal situations between friends and family, e.g.: Algerian Arabic or chaouie. However, code-switching is the alternating use of two languages in the same sentence.

I.7.3. Code-switching and Borrowing

One of the important results of language contact is borrowing. This linguistic phenomenon as code mixing is confused with code-switching. Linguists try to distinguish between the two phenomena. Hudson (1996:55) says: *“whereas code-switching and code mixing involve mixing languages in speech, borrowing involves mixing the systems themselves, because an item is ‘borrowed’ from one language to become part of another language”*. He means the borrowed words become assimilated to the other language and be part of its word collection.

Researchers make the distinction between borrowing and code-switching by three features. First one is the consideration of the use of single words from another language as borrowing and the insertion of more than a one word as switching. The second feature is the phonological adaptation of the borrowed words to the host language. The other feature to distinguish between the two phenomena is the morphological adaptation of the borrowed words in the question of the borrowing language. Also, borrowing may exist only in the speech of monolinguals but code-switching and code mixing occurs in bilingual and multilingual societies.

I.7.4. Code-switching and Bilingualism

Bilingualism is a universal phenomenon exists in communities where its speakers use two or more languages. Bloomfield (1933, p.55) marks out bilingualism as *“Native-like control of two or more languages”*. According to this definition, Bloomfield implies equal and fluent competence in both languages. However, Haugen (1956) argues that bilingualism is present *“at the point where the speaker of one language can produce complete, meaningful utterances in the other language”*. The above quotations confirm that bilingualism is a widespread phenomenon and millions of people around the world regularly use in their conversations two and/or more languages. Hence, these people are called bilinguals. Moreover, Mayers-Scotton writes in defining bilingualism that *“it refers to any utterance containing either actual surface-level morphemes or abstract lexical structure from more than one language”* (2002, p.7). From the mentioned definitions, bilingualism is the ability to equally use and master two languages or more.

In general the term bilingual is used to describe the person who owns the capacity and the ability of speaking and using a second language. Bonvillain (2003, p.406) argues that the term “bilingual” can be used to refer to individuals as well as to communities. She states *“knowledge and use of two languages the term applies both individual speakers who know two languages and to communities in which two languages are employed by many, most or all members”* (p406). Sridhar (1996, p.47) has the same thought of the term *“to refer to the knowledge or use of more than one language by an individual or a community”*. Bilinguals are proficient in more than one language. Their proficiency in either language may vary, Wei (2000). Therefore, they may switch between the languages and they use switching frequently in their daily discourses. Hence, the phenomenon of switching between codes used by bilingual and multilingual is called “Code-switching”.

Conclusion

In this short overview, we presented some of the important concepts about the study of the phenomenon of Code-switching, its definition, types and reasons for Code-switching. Also, we dealt with the relation that links Code-switching and foreign language classrooms, perceptions towards using it, and its functions in such classes. Furthermore, we tried to show its relation with other contact phenomena by presenting the differences that exist between them.

II-Conclusion générale :

Les ontologies médicales ont la spécificité d'être nombreuses, d'abord parce qu'il existe de nombreux thésaurus, ensuite parce que les réflexions et les développements sur les ontologies sont très avancés dans le milieu médical. Et selon (Charlet et al., 2006) Les ontologies médicales sont des systèmes terminologiques riches et formalisés, développés pour le partage et l'exploitation du contenu sémantique des dossiers médicaux. Dans la mesure où chaque ontologie possède une couverture, une granularité et une structure qui lui est propre, elle ne peut habituellement pas être réutilisée pour une autre tâche que celle prévue initialement (Coiera, 1995).

Notre contribution consista à construire une ontologie du diabète, Pour ce faire, nous avons eu recours à un processus basé sur certains travaux intéressants, trouvés dans la littérature, notamment la méthodologie METHONTOLOGY, qui est une méthodologie de conception des ontologies très complète et recommandée, Bien évidemment, nous étions guidés dans notre travail par plusieurs principes largement acceptés par la communauté des ontologistes. Une fois l'ontologie conceptuelle mise au propre, nous avons passé à opérationnalisation avec l'outil PROTÉGÉ qui nous a permis de générer automatiquement le code OWL de notre ontologie, et qui est un éditeur très utilisé dans le domaine de la construction des ontologies, Puis interroger l'ontologie avec des requêtes SPARQL (Protocol and RDF Query Language), qui est un langage de requête et un protocole qui permet de rechercher, d'ajouter, de modifier ou de supprimer des données RDF.

Chapter Two: Teaching Strategies.

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Introduction

The present chapter is devoted to introduce review of the process of teaching English as a foreign language and teaching strategies in particular. We will present some of the important concepts and aspects of this process, starting by defining second language acquisition, and the different teaching methods used in EFL classes. Also, we will shed the light on the teaching strategies, its definition and its various types that facilitate teaching to EFL teachers.

II.1. Second Language Acquisition

According to the Collins dictionary, second language acquisition (SLA) is “*the language that a person learns after his or her native language*” (2013). Susan M, Gass, and Larry Selinker (2008) state that SLA refers to learning another language whether it is a second, third or a fourth language after learning the native one. It is the learning of a foreign language after the learning of the native one, and it is called L2 in a classroom or in a natural setting.

SLA is relatively a new field. Although teaching and learning language is an interesting field, it is difficult to state a fixed date of its beginning. However, it spread out and developed clearly in the past 40-45 years. It is the study of the ways in which second languages are acquired or the acquisition of non-native tongue, or it is the acquisition of a language which is after the mother tongue. Similarly, it is about what learners did obtained and did not obtain, it is also about the reason behind learners’ degree of knowledge and competence in a second language which are dissimilar to those acquired in their mother tongue. Moreover, the study of second language acquisition affects and is affected by other areas of study among which; psychology, linguistics, psycholinguistics, sociology, discourse analysis and education. Each area brings to the study of SLA its own purposes and data gathering tools.

II.2. Teaching Methods

It has been estimated that more than sixty percent of today's world population is multilingual. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern. English today is the world's most widely studied foreign language, because it is seen as the language of education, commerce, and government. And it allows people to communicate across time and distance. The purpose of teaching English is to make learners understand the variety of English language from place to another, and the reason of learning English is to get a way to communicate with people from different places where the use of mother tongue is inappropriate. Thus, teaching and learning a language is a means of communication between all mankind. Therefore, the teaching of English language has been subjected to remarkable change throughout the past ages. English language teaching methods have changed according to the proficiency of learners need. Like a move to oral proficiency rather than reading comprehension as an objective of language studies. Among the methods in teaching English, some methods have had their heyday and have fallen into relative obscurity; others are widely used now. Some of these methods are:

II.2.1. Grammar Translation Method:

The grammar translation method is a method of teaching foreign languages originated from the classic method of teaching Greek and Latin in Europe from the 17th century to the 19th. In grammar-translation classes, students learn grammatical rules and then apply them by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-by-word. The method has two main goals: the first is to enable learners to read and translate literature written in the target language, and the other is to promote the general intellectual development of the learners.

II.2.2. The Direct Method:

Direct Method originated in 1901. It was developed as a reaction against the grammar translation Method. This Method is recognized by a number of names such as ‘Natural method’, ‘Mother’s Method’ and ‘Reformed Method’. It is based on the principle that fluency in reading and facility in writing follows fluency in speech. Webster’s New International Dictionary defines Direct method as “...a method of teaching a foreign language, especially a modern language, through conversation, discussion, and reading in the language itself without the use of the pupil’s language, without translation and without the study of formal grammar”. This method stood for principles and procedures such as; the target language was exclusively conducted in the classroom instructions, the vocabulary and sentences are being taught from everyday language, new teaching points were introduced orally, grammar was taught inductively, and correct pronunciation was emphasized and both speech and listening comprehension were taught. Also, the direct method refrains the learners from using native language and just uses the target language.

II.2.3. The Audio-Lingual Method:

The audio-lingual Method resulted from the increased attention given to foreign language teaching in the United States towards the end of the 1950s. The combination of structural linguistic theory, contrastive analysis, aural-oral procedures, and behaviorist psychology led to the Audio-lingual Method. In this method, language learning was alike to another earlier method called the direct method. Like the direct method, the audio-lingual method advised that the language should be directly taught to learners, without using their native language to explain new words or grammar in the target language. However, contrasting the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled learners in the use of grammar.

This method follows some principles such as; the four skills of language are taught separately, the skills of writing and reading were not neglected. But the focus of this method was throughout on speaking and listening. Also, Dialogues were the most important features of the audio lingual curriculum and they form the important media for instructions in the method. They are seen as the chief means of presenting language items. They provide learners the opportunity to practice, mimic and memorize parts of language. Patterns drills are used as an important strategy and important part of this method for language teaching and learning. And the use of the native language is totally neglected.

II.2.4. Communicative Language Teaching:

The origins of Communicative Language Teaching (CLT) are found when the British language teaching tradition changed dating from the late 1960s. The need of language teaching changed to focus on the communicative proficiency rather than the mastery of structure. Communicative language teaching, known also as the communicative approach stresses interaction as both the means and the essential goal of language learning. It is not a method but an approach. Regardless, of a lot of criticisms, it continues to be accepted mainly in Europe. In recent years, Task – based language learning (TBLL) is a further refinement of the CLT approach. CLT is generally characterized as a broad *approach* to teaching, rather than as a teaching *method* with a clearly defined set of classroom practices. As such, it is often defined as a list of principles or features. The most recognized of these lists is the one of David Nunan's (1991. P, 5) which contains five features of CLT:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning condition.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

II.2.5.Suggestopedia:

Suggestopedia was first introduced in the late 70's by a Bulgarian psychologist called Georgi Lozanov. According to the experiment made by this psychologist (1979), this method offers valuable insight into the "Super learning" powers of our brain. It is insightful and constructive and can be practiced from time to time. A relaxed open mind can help a student to feel more confident. Music played an essential role in this method. Lozanov came up with this method of learning and used relaxation as a means of retaining new knowledge and material. In suggestopedia vocabulary, reading, role-plays, drama and other foreign language classroom activities can be presented with classical music in the background and students are directed to be seated in comfortable seats in relaxed states of consciousness. In this way, the students became "suggestible". The objective of this method is to tap into students' mental potentials of learning, in order to accelerate the process through which they learn to understand and use the target language for communication.

II.2.6.The Silent Way:

Like Suggestopedia, the silent way rested on the cognitive arguments rather than the affective ones. The silent way is a discovery learning approach invented by Caleb Gattegno in the early 1970s. The teaching was characterized by a problem-solving approach to learning. The teacher is usually silent and he/she is distant and must disabuse himself/herself of the tendency to explain everything to learners. This way of learning is seen very difficult because the learners are responsible for their own way of learning and they are encouraged to interact. They have to develop independence and autonomy and cooperate with each other in solving

problems. The role of the teacher is to give clues and hints, not to model the language, Gattegno (1972).

II.3. Definition of Teaching Strategy

Before knowing what a teaching strategy means, first we should know what is a strategy? It is a word borrowed from military which actually means utilizing all of the nation's forces through planning and development to guarantee security. Moreover, according to encyclopedia; strategy refers to the art of planning and directing military movements and operations.

Teaching strategy as Lawton state is a generalized plan for a lesson which includes structure desired learner behavior in terms of objectives of instructions and an outline of planned tactics required to implement the strategy. Mackenzie.B defines the terms strategy and teaching separately. According to him, *“Teaching refers to a system of actions involving an agent, a situation, an end-in-view and two sets of factors in the situation-one set over which the agent has no control and one set which the agent can modify with respect to the end in view”*(2000).

B.O Smith (1960) defines teaching strategy as a pattern of acts that severs to attain certain outcomes and to guard against certain others. Whereas T. PradeepKumar states that *“Teaching strategy is a quite comprehensive term which includes all what a teacher does in fulfilling his task of teaching, i.e., realization of objectives. Thus a teaching strategy includes teaching methods, teaching techniques, teaching aids material, teaching tactics etc., for framing such a broad teaching learning structure as to help the learner in the realization of the set objectives”* (2012, P.41).

There are different types of TS used by the subject teacher. He manipulates them according to the need of the learners, subject matter, and the instructional objectives followed

by implementing them in classroom teaching. Selection and manipulation of teaching strategies is done at pre-active stage of teaching while implementation is done at interactive stage of teaching.

II.4. Types of Teaching Strategies

In this chapter, we opted to get know to the different teaching strategies from the instructional book of the earlier mentioned author. Herrell's *Fifty Strategies for Teaching English Language Learners* provides an informative introduction to the field; this book is designed to train EFL and ESL teachers in the most effective practices for instruction of limited English proficient learners. According to Harrell A.L and Jordan M (2012), there are fifty (50) main strategies for teaching English learners which are divided into five main sections; each section deals with different strategies that are used to teach different aspect of language. In this part, we tried to present the most famous strategies used by the teachers in teaching English as a foreign language.

II.4.1.Strategies to encourage Active Involvement.

II.4.1.1.KWL and Data Charts: Researching and Organizing Information.

- *KWL Charts:* Ogle (1986) says that they are tables subdivided into three parts used by students to examine what they already know (K), what they seek to know (W), and what they will learn (L) about a certain subject. The teacher introduces the topic to his students and discuss it together as brainstorming, he lists what they know about the topic in the section know (k) in the table. Then, he asks his students what they want to know about the topic and he lists their answers in the (W) section. Whereas, the (L) section is left to the end to compare it with what the student learnt about the topic.
- *Data Charts:* Tompkins (2007) states that data charts are shapes of graphic organizer that help students to make a helpful reproduction of the acquired knowledge in dealing with the topic. Data charts are beneficial in teaching the students the way of information organizing for using them in tests and in oral and written reports. A data chart work side

by side with the KWL Charts, students report their research and mention the sources and provide concise result of a one page of the learnt information concerning a certain topic.

The steps of using KWL charts and Data charts are the following:

Choose a topic to use in introducing essential research skills; you choose an appropriate topic in accordance to your social life or principles of science to use in teaching learners the way to collect the essential information for preparing piece of information. Then, set up an empty KWL or KWL plan tables and present them within the classroom; the teacher needs to know his students' background about the topic, he writes their answers in (K) part then finds the source to approve or disapprove the information. If the students have nothing to add, he asks them what they wish to know about the chosen topic and list their answer in the (W) part. After that, the teacher presents the data chart as an information gathering or organizer and shows the way of using the data charts in organizing and writing a report on the chosen topic. As a conclusion, KWL and Data charts are two beneficial strategies which they give students opportunity to discover texts and recording information. They create interaction between the teacher and his students. Also, they teach students the way of collecting data from texts and how they organize them to produce oral or written reports.

II.4.1.2.Preview/Review: Building Vocabulary and Concepts to support Understanding.

Lessow-Harrley (1990) defines Preview/Review as a teaching strategy that is more related to bilingual classrooms in which the teacher explains the lesson in English and introduces the materials used in the students' mother tongue to guarantee the understanding of the lesson content. This strategy has some steps to be implemented in a lesson. First, the teacher creates a plan and collect materials by designing a lesson plan introducing the essential concepts and glossary and collecting supportive materials that aid students to understand the lesson. Then, present and review important glossary and concepts to students; introducing the important concepts and glossary motivate the students, and display understanding through considering the supportive materials. Finally, giving extra practice by

making a bulletin of learning which help the students to exercise more the important concepts by using supportive materials which are used in the lesson. To conclude, Preview/Review strategy is beneficial for English students because it encourage them to get knowledge. The Review part of the lesson provides the teacher with a chance to create connections, correct wrong ideas and make students a part in celebrating their achievements.

II.4.1.3.Predictable Routines and Signals: Reducing Anxiety.

Predictable Routines and Signals are considered to be one of the important strategies when it comes to decreasing English students' anxiety. And, it is seen as the easiest strategy to be applied in the classroom, Krashen (1982). Because English learners do not grasp all what is taught in the classroom, it is necessary for them to have patterns, signals and routines to make them relieve and do not care about the flowing of the stream of events in school, by knowing about what to avoid and they can concentrate more on the guideline rather than on their next step. The sequent subject to be studied, the accessible storing places, the chalkboard where the announcements are written or what the students are asked to do the signal routine lists and the signals written by hand or flashing light which show the end and the beginning of the activities are all considered as predictable routines.

The steps of applying predictable routines and signals are preparing the room with taking into consideration designing areas for group work, non restricted reading and pair work accompanied with students and asking them for their opinions concerning the areas and the way of sitting using class graphical illustrations. Then, framing routines by forming fixed places for students to submit their assignments and collect the materials needed. Finally, present routines as they were created. Predictable Routines and signals economize time because a standard routine or a short sign inform students about what is expected from them in the classroom. This strategy also reduces English students' anxiety and makes them feel as active elements in the classroom.

II.4.2.Strategies for Language Development.

II.4.2.1.Realia Strategies: Connecting Language Acquisition to the Real World.

Realia is a term for real and concrete things that are used in the classroom to build background knowledge and vocabulary. Realia is used to provide experiences on which to build and to provide students with opportunities to use all the senses in learning. Echevarria, Vogt, & Short, (2010). Realia is the best choice to help the students to explore objects from the real world using the five senses if they need to know everything about a particular topic. If the real things do not exist, the teacher uses a model which is alike to the real thing such as a photograph or an illustration for the sake of providing the correct meanings to build knowledge and vocabulary. For example, developing vocabulary and sensory experiences about food; the teacher brings all kinds of food: fruits, vegetables, unusual and unfamiliar items to children by using plastic food items available for the sake of the classroom use.

There are four steps to implement the use of realia in classroom. First, identify opportunities to use realia through knowing the opportunities to include realia in the lesson plan. Second, collect realia by collecting items that can be stored in the classroom such as plastic items, crafts and even books and maps ...etc. Then, build a library of realia by collaborating with other teachers in the same school to make a library in which you collect all the necessary items and equipments. Finally, use field trips as realia make the learning easy to students because they experience the learned knowledge and they can really understand it. To conclude, using realia in the classrooms support English learners in different ways, it helps them to experience the knowledge being taught by using their senses and it motivates them because it helps them to learn about things in the way they are intended to.

II.4.2.2.Vocabulary Role-play: Building Vocabulary through Dramatization.

Vocabulary role-play (Herrell, 1998) is a strategy used to encourage learners to create connections among their past experiences, the content being studied now, and vocabulary that is new or being used in a different way. Students are introduced to new vocabulary and given a chance to discuss and use the vocabulary in context through role-playing. In this way, English language learners have an opportunity to see the vocabulary words used in context, as well as demonstrations of several contexts in different plays acted by different groups of students in which the words may be used appropriately.

Implementing vocabulary role-play comes in different steps. The first step is identifying key vocabulary; the teacher determines the words that will be used in the lesson. Then, he teaches the lesson or reads the book he stops when he encounters a key vocabulary. After that, he connects the vocabulary to past experiences by asking students about the ways they have been experiences the words. And he asks them to sort out the words' meanings. Then, he plans ways to use the words and give the students time to practice them. Finally, the student are expected to perform the scenes in which the key vocabulary exist and focusing more on the multiple meanings of the same word. As a conclusion, Vocabulary role-play provides the connection between learning a new word and using the word in context, or multiple contexts. Role-play enables students to build experiences with which to link the new vocabulary.

II.4.2.3.Language Framework Planning: Supporting Academic Language and content acquisition.

Language framework planning according to (Gibbons, 1993) is *“a strategy in which a teacher identifies the academic language necessary for students to be successful in a lesson and plans activities that support the use of the language in multiple functions.”* It is called language framework planning because makes a prior framework of a lesson that identifies the

topic, activities, language functions, language structures, and vocabulary that are included in the lesson.

The steps in language framework planning are five. First one is identifying language objectives of the lesson to be taught. The objectives must be related to the functions of language and sentence structures and patterns to be used in the lesson. Then, the teacher identifies the language structures that are expected to give the students problems and plan to model their use early in the lesson. After that, he plans the sequence of the lesson by making a chart in which the language functions, structures, and vocabulary are modeled and then practiced by the students as a part of the activity. Then, he assesses and documents students' progress and adds the use of technology like the use of computer to create cards that may be helpful to them in learning. Although language framework planning takes time, it provides a link to the difficulties many English language learners experience in content-area classrooms.

II.4.3.Strategies for Language Development.

II.4.3.1.Read-aloud Plus: Using strategies to support Comprehension.

Jordan and Harrel (2001) state that read-aloud plus strategy is a strategy used for reading difficult texts. Short and Echevarria (2004) define it as a strategy which provides a fluent and expressive reading of English texts, makes vocabulary clear, checks English learners' understandings and provides knowledge to help students to connect texts and their own experiences. In read aloud plans strategy, the teacher reads the text loudly while students rewrite it, add graphics and pictures and relate the text to their own experiences to give it another life.

Steps of implementing the read-aloud plus strategy are as follow: the teacher mark and read the text in advance and he selects the supportive materials and the unfamiliar vocabulary. Then, he tries to make the learners familiar with the process so that they will take part in the process. After that, he reads and explains the text to his students and engages them in an active manner by introducing the main concepts existed in the text. Also, the teacher depends

on the activities and the students' own forms and he marks their achievements in order to evaluate their understanding.

II.4.3.2.Imaging: Creating Visual pictures to support Understanding

Imaging is a helpful strategy in many classroom situations for English learners. According to Chamot and O'Malley (1994) imaging is a strategy that is used by students; they generate pictures in their minds to help them in solving problems and understanding. It is an interaction tool between students and teachers. Their disability to image or create pictures indicates that they do not understand. Irwin (1991) in his research about reading comprehension states that imaging is a unique characteristic for good readers but not for weak readers, these later do not image. That is, it is an important strategy to be taught in order to help learners to understand better.

Steps in implementing imaging in the classroom begin with the teacher; he needs to be attentive where to use imaging to help students to understand and to instruct them concerning this strategy and select an area where imaging serves its best. Secondly, present it as a facilitating tool of their academic work and a problem server. Because they might be beginners in using this strategy, the teacher must guide them step by step. Then, choose the words and synonyms that will be used to create a clear image for English learners and include some words from the students' first language. Also after creating the image, the teacher ask the students to describe it and then compare it with the one of the text and discuss the different sources. It is common that students write paragraph to describe what they learnt from the imaging activities. Finally, it will be much better if the students draw their own pictures on transparent film to be shared after among the whole class members e.i. it is helpful to use technological features in the first stage to facilitate understanding.

II.4.3.3.Read, Pair, Share: Working with a partner to negotiate meaning.

MC Tighe and Lyman (1988); Harrell and Jordan (2006) indicate that read, pair, and share is a partner activity adaptation named think, pair, and share ideas and thoughts together

to help themselves to understand text, trying to provide answers to the ordinary questions: who, what, where, when and how. It provides for the learners a chance to interact with each other and examine language in a powerful and cooperative atmosphere.

Steps for applying read, pair, share:

First, present the questioning words “who, what, where, when, and how” with and explain them at the beginning of the activity. Second, ask a student to the text with a partner and give the rest a paragraph and a form of questioning to use the strategy as well as introducing the title of strategy and then reading the text in a silent way “silent reading model”. Then, explaining to students that they will try together to provide answers to the questions then they go back to the paragraph to locate the answers which will be shared with the whole class. Also, this step requires demonstrating how to modify questions felicitous with the paragraph which will give students ideas about reformulating the questions. Moreover, the teacher chooses a partner for each student bearing in mind that he needs to combine a weak student with a good one not combining the weak one together and the advanced one together, also provide them with an assignment of reading and give them time to do it and help them whenever they need. Finally, when the students finish the work, the teacher gathers them to discuss and share the questions or the modified questions.

II.4.4.Strategies for Content Instruction.

II.4.4.1.Learning Strategy Instruction: Acquiring self-help skills

Learning strategy instruction is based on helping students in understanding their own learning and in monitoring the methods and results of strategies used in reading, writing, discussions, and research, Gagne (1985). Learning strategy instruction helps English language learners in utilizing self-monitoring and self-help approaches to succeed in school Chamot & O’Malley (1994). Three areas of instruction are addressed in learning strategy instruction. All three areas are self-related. Learners focus on strategies they can use to improve their own

success in school. The three areas of learning strategies included in learning strategy instruction are meta-cognitive strategies, cognitive strategies, and social/affective strategies.

Steps for implementing learning strategy instruction are:

The teacher should first match the appropriate strategies with the curriculum and the objectives of each lesson. Then, develop students' self-awareness by having them reflect on how they approach a learning task, and model each strategy used in teaching and call it in name whenever it is required in the classroom. Also, give them a chance to practice the strategy and discuss how it is used and evaluating their use of the strategy. This strategy makes learners more responsible for their own success in school.

II.4.4.2.Dictoglos: Improving Listening and Communication Skills.

A dictoglos is a strategy developed by Ruth Wajnryb (1990) for use with high school students, yet it can be adapted for use with all students. It is particularly effective with English language learners because the strategy focuses on fluent academic language and supports learners in listening and recalling good English language models Gibbons (1993).it involves students in listening to repeated English texts, at the beginning they just listen and after many readings they start writing down the text. This strategy combines students to work in pairs or groups, and it provides an authentic reason for communication and practice in re-creating, rewriting, and rereading English text. In order to implement this strategy in the classroom, the teacher follows several steps; first he selects an appropriate text and read it aloud to students and repeat reading it several times to let students to write down the key words and phrases. Then, the teacher asks the student to work in pairs or groups to rewrite and recreate the text, when they finish they present and discuss it with the teacher and classmates.

II.4.4.3.Collaborative Reading

Collaborative reading (Gibbons, 1993) is a strategy that is useful to English learners when they read for information. This strategy allows as well the teacher to support readers of different abilities in working collaboratively as they study a specific topic. Collaborative

reading can be used to provide students with knowledge from a range of sources. It helps the formation and strengthening of a classroom community by providing students with an activity in which their unique gifts; like speaking more than one language, drawing, or using a computer or other technology to create visuals, supply a valuable element to the group presentation. In the process of creating, practicing, and presenting the group report, students have quite a few opportunities to acquire new vocabulary, to write and reread English and home language summaries of the material read and written, and to communicate in English for a meaningful purpose.

II.4.5. Technology Strategies for English Learners.

II.4.5.1. Wiki Building: Using Wikis to support Reading, Writing and Vocabulary Development.

A Wiki is a technological website which enables learners to make and edit a web page without caring about internet procedures like DHTML or HTML. It has unlimited benefits on students, it helps them to be involved in projects, motivates them to practice their skills as well as it provides them with the opportunity of publishing their works immediately to their specific readers with a great chance to develop their language skills. Moreover, it allows students to work in pairs or groups to produce whether stories or reports. The power of this strategy can be reflected on the teacher also, so that he can follow the students' works and determine how each student assist in the project.

Steps of implementing Wiki in classroom:

First, the teacher or the students visit the wiki spaces website and follow the guidelines in order to establish their own wiki. Second, determine the way of using wikis in the classroom so that students or their advisors can have an access to the wiki space. Then, show how the wikis work and display the way to students of how to begin the project as well as

how to edit and interact. Finally, provide the students with time and support them until all of them be familiar with this technology.

II.4.5.2. Interactive Comprehension Building: Using Technology to build background Knowledge.

Technology provides resources access to English language learners and help them to develop their vocabulary and comprehension skills. Building background knowledge is an efficient way to use technology in an English classroom, related to written subject matter through system of presentation. For instance: Microsoft PowerPoint, these systems are designed to create interactive connections which are created by teachers to give extra information on internet, so that students can depend on this extra information to raise their understanding of the presented subject.

Steps in interactive comprehension building with technology are:

First of all, choose suitable material to be introduced due to the time and efforts that creating PowerPoint presentations take. It is necessary for teachers to present materials. Then, create PowerPoint presentation which gives the main vocabulary and ideas to be taught in the classroom. After creating PowerPoint presentations, present vocabulary, ideas or situations that an English learner may face as obstacles in understanding due to the lack of experience or to a higher level of vocabulary. As a result, introduce visuals or pictures to help students to understand the text. Finally, verify the links if they are appropriate and no difficult to be used by the students.

II.4.5.3. Handheld Computers and Smartphone: Applications in and out of the classroom.

According to Roblyer (2006), considering the fact that technology is available. Teachers should be attentive of the various ways in which they can be used whether in or outside the classroom. Some of the new available applications serve as motivators for students in the process of finishing projects and make learning more exciting. Furthermore, students'

parents see those devices as advantageous because they can always contact their children and in an easy way because they take them anywhere they go.

Steps for using handheld computers and Smartphone applications in the classroom:

The teacher investigates first the available applications list because each device has its own tutorial and website. Second, plan a study in which one of the applications is used, and make a plan for the steps in presenting the devices and the applications in the classroom project also, the teacher must be inclusive to the access procedures of the devices as well as how the students will share the devices and applications, plus the results of the project, and then show them the ways of using those applications and devices because unlike some students who own Smartphone or computers at home, there are also some who lack enough information about them and the teacher needs to direct them and provide them with a topic and ask them to collect information through those devices and document what they collected. Finally, give them time to do the project and keep guiding them until the end.

Conclusion

Through this chapter, some major points related to teaching English as a foreign language had been revealed such as second language acquisition. Furthermore, we have seen that methods of teaching English as a foreign language vary from one to another according to the needs of the class. In addition, we introduced the different types of teaching strategies which FL teachers can utilize to be more effective in teaching English to FL learners.

Chapter Three:

Field Work

Chapter Three: Field Work.

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Introduction

This chapter represents the practical part of the study. It outlines the methodology design used in this study focusing on the participants, data collection and data analysis procedures. This will be undertaken by reflecting upon the database consisting of questionnaires, and an observation checklist. The work of this chapter has been carried out during the 2018/2019 academic year at Rihani Brothers' Middle School at Kais with pupils of first year classes and teachers of English.

1. Research Methodology

The research methodology that is used to investigate the research problem is *mixed-methods* approach, which highly depends on the type of data and the nature of the research theme. The researchers opt for the use of descriptive design, which will permit to describe and present the phenomenon of code-switching in the English classrooms among the teachers and the pupils in middle school. Also, to explore their attitudes towards it and explain the reasons leading to switch between languages.

2. Population and Sampling

According to Miller (1975), the term population is used in statistics to refer to all subjects of a particular type. The population for this study is first year pupils at Rihani Brothers' Middle School, Kais which are about 170 pupils divided into four groups, these pupils learn English as subject for the first time. And English teachers from different middle schools in the district of Khenchela.

A sample is relatively a small group selected from the population; the first group consists of 40 pupils which represent the target population. And a group consisting of 17 teachers. The informants were selected randomly, so that each member could have an

opportunity to be selected; this selection procedure proved to be an interesting component of the study.

3. Data gathering tools

In this research, two data gathering tools were employed, self-reported questionnaires and observation checklist. Questionnaires have for so long been used as a research instrument for collecting data for different topics of the research. For R. Michelle the questionnaire can be an effective tool for analysis that permits the researcher to collect a wide range of information through different, but inter-related and inter-dependant, questions (1975, p.35). The present work includes two questionnaires. The first one is addressed to middle school teachers of English at Rihani Brothers' Middle School and other middle schools in Khenchela. The second is distributed to first year pupils at Rihani Brothers' Middle School. Also, an observation checklist which is used to identify and to analyze the occurrence and existence of the phenomenon of code-switching in first year middle school classes.

4. Pupils' questionnaire

4.1. Description of Pupils' questionnaire

The pupils' questionnaire is developed for the purpose of obtaining data from first year pupils at Rihani Brothers' Middle School. This research has made use of the questionnaire about pupils' attitudes towards learning English in general since they face it and learn it for the first time as a subject in school, and the use of code-switching in English classes in particular.

This questionnaire consists of a number of questions. It includes three types of questions: close, open and multiple choice ones. It consists of 8 questions where the pupils answer after reading them attentively. Since English is a new language to the pupils, we opted for an Arabic version of the questions in order to guarantee their answers.

The questionnaire contains questions designed to obtain general information about the pupils' thoughts about English as a new subject they encounter. And questions that are meant to provide pupils' attitudes and perceptions of the use of code-switching in an English class.

4.2. Analysis of Pupils' questionnaire

Q1: Is learning English for the first time difficult?

Table 01: Degree of difficulty of learning English.

Options	Number	Percentage
Yes	29	72.50%
No	11	27.50%
Total	40	100%

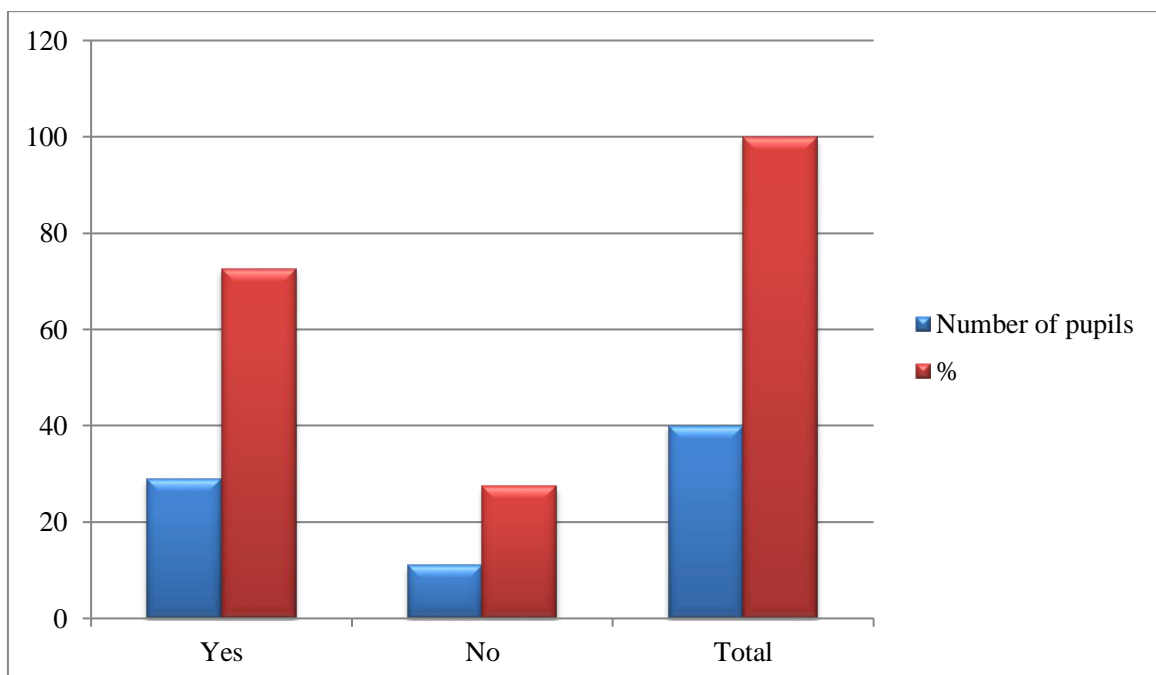


Figure 01: Degree of difficulty of learning English.

From the table above, it is noticed that a large majority of pupils about 29 (72.5%) believe that learning English is difficult because it is their first time to deal with it. Whereas, the 11 remain pupils (27.5%) find it not that difficult.

Q2: Does your teacher use Arabic in the English class?

Table 02: The teacher’s use of Arabic in English class.

Options	Number	Percentage
Yes	28	70%
No	12	30%
Total	40	100%

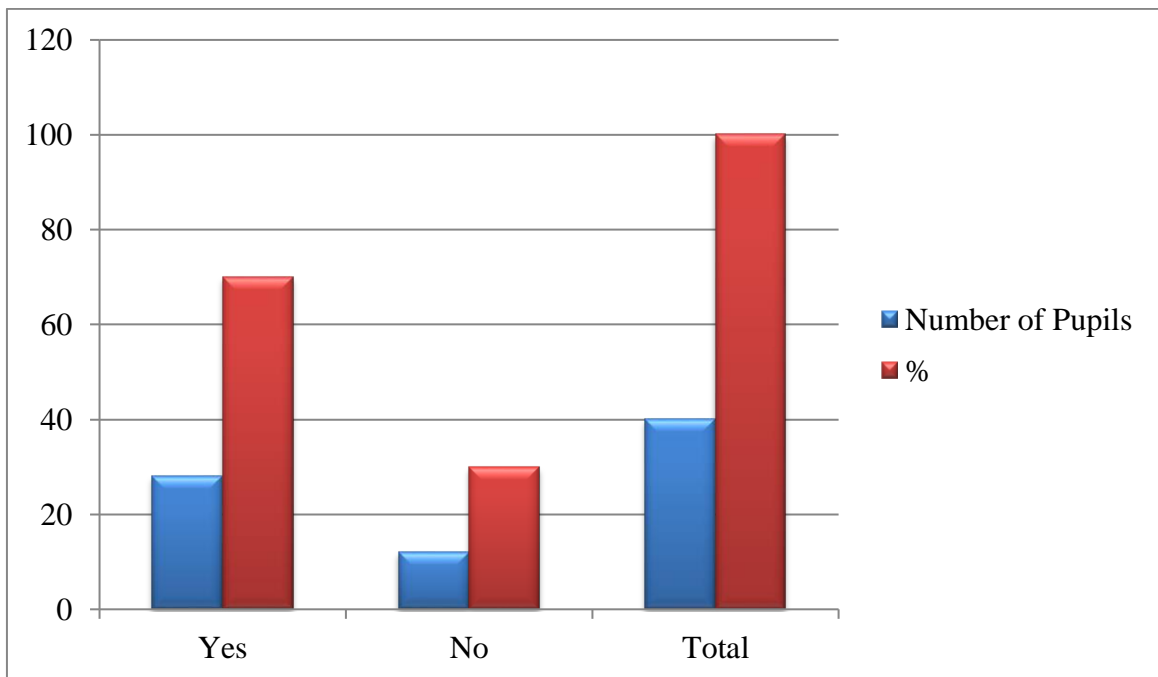


Figure 02: The teacher’s use of Arabic in English class.

The table above shows that (70%) of the pupils confirm and believe that their teacher of English uses Arabic in an EFL class. And (30%) of pupils believe that their teacher does

not use Arabic in the English class. This may be explained that the teacher uses Arabic to overcome the obstacles that interfere in the fluency of the courses.

Q3: When your teacher speaks Arabic during English lesson/class, you:

Table 03: The degree of pupils' understanding when teacher speaks Arabic.

Options	Number	Percentage
Understand better	25	62.5%
Understand less	06	15%
Understand as well in Eng	09	22.5%
Total	40	100%

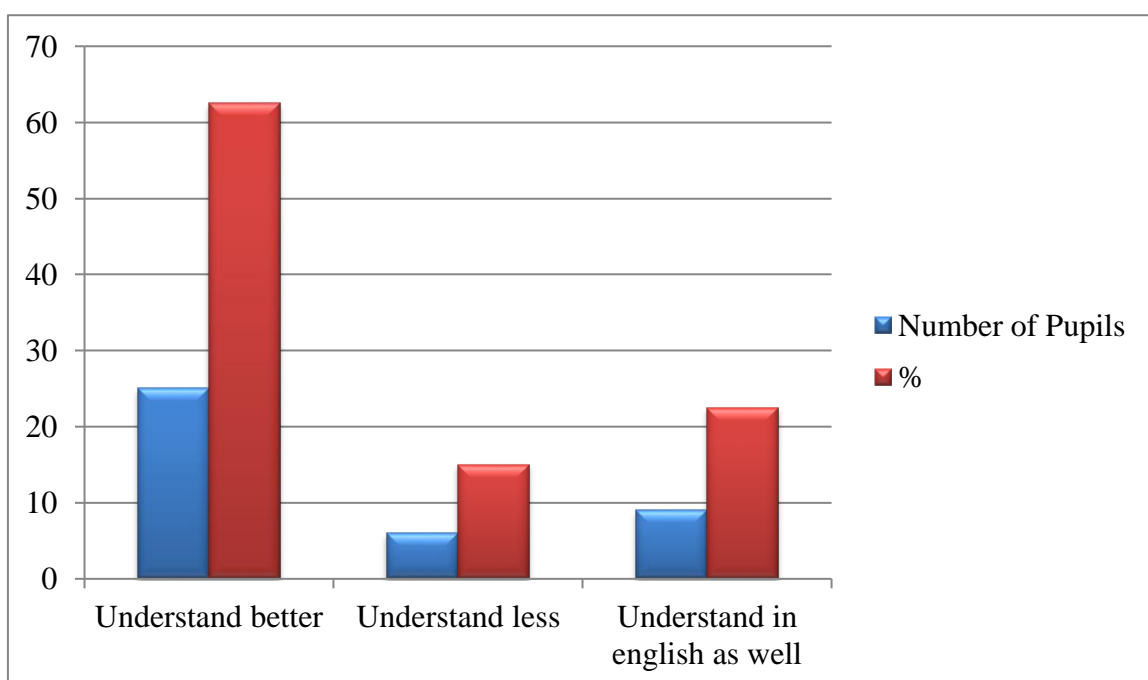


Figure 03: The degree of pupils' understanding when teacher speaks Arabic.

From the table above, (62.50%) of pupils admit that they understand better when their teacher speaks Arabic. While (22.50%) pupils believe that they understand as well when the teacher speaks only English, and (15%) of them do not understand much when speaking in

Arabic. This shows that the majority of pupils prefer their teacher to use Arabic when they do not grasp the difficult information in English.

Q4: What do you want from you teacher to do when you do not understand his explanations?

Table 04: The pupils’ needs when encountering difficulties in understanding.

Choices	Number of Pupils	Percentage
Repeat the explanation	04	10%
Explain in other ways in English	06	16%
Explain in Arabic	05	12.50%
Explain in both Arab/Eng	23	57.50%
Total	40	100%

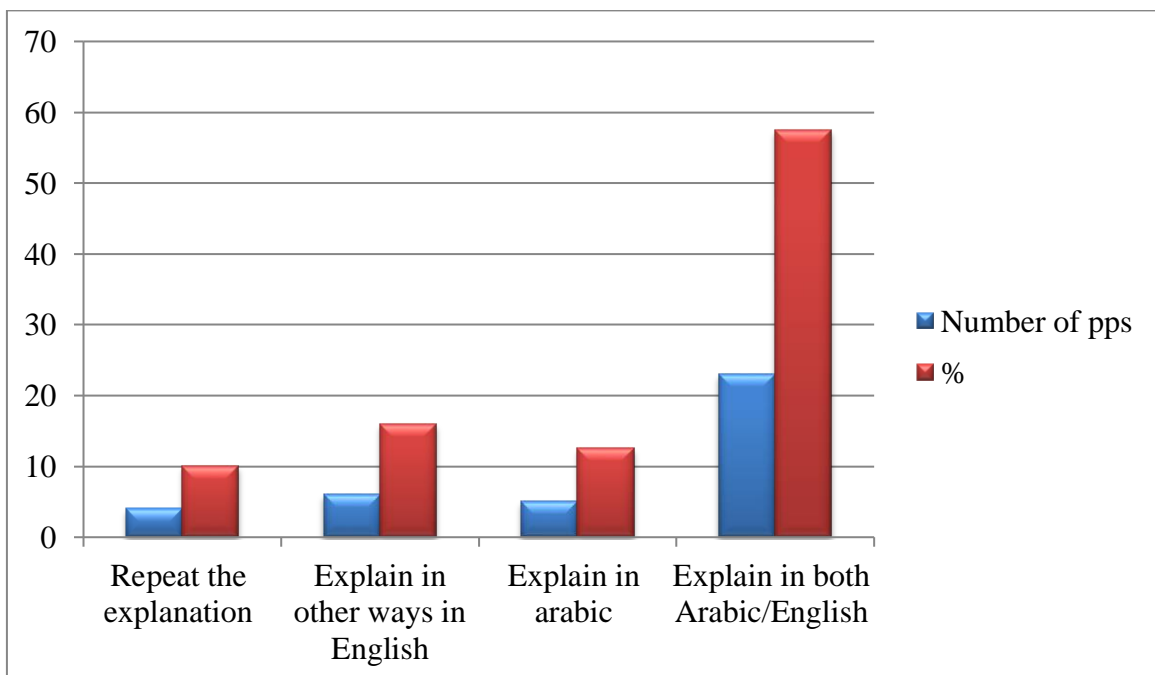


Figure 04: The pupils’ needs when encountering difficulties in understanding.

The graph indicates that (57.50%) of pupils want their teacher to repeat the explanations when they do not understand using both Arabic and English i.e. using code-switching. And then, (22.5%) of pupils prefer their teacher to use different ways in English. Whereas a minority of them (15%) want from the teacher to explain the difficulties in Arabic, and (10%) of the pupils want him/her to repeat the same explanation of the difficulties.

Q5: when do you use code-switching?

Table 05: Situations of code-switching used by pupils.

Situations	Number of Pps' choices	Percentage
Ask permission from the teacher.	12	16.67%
Face difficulties in structuring a question.	24	33.33%
Cope with the inability to find equivalent word/expression in English.	20	27.78%
Explain an English word/information to a classmate.	11	15.28%
Discuss the details of homework/test.	05	6.94%
Total	72	100%

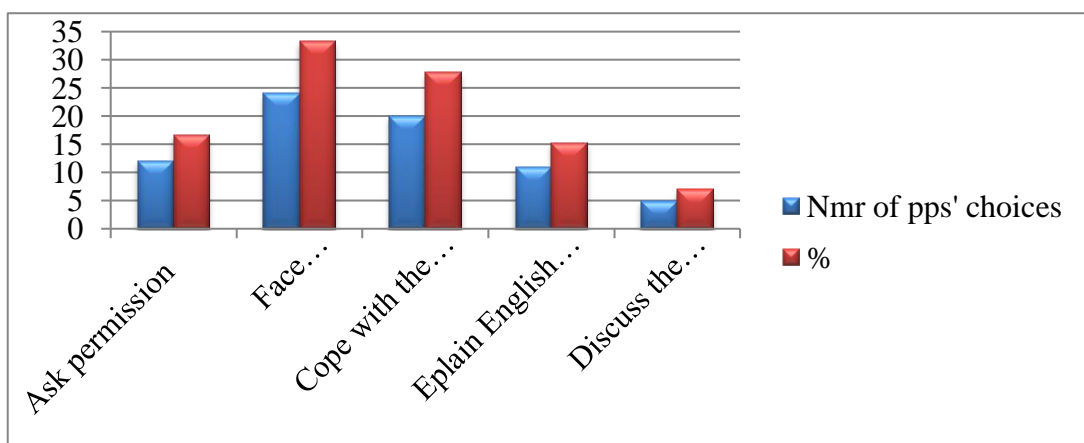


Figure 05: Situations of code-switching used by pupils.

The table above shows the situations where the pupils use code-switching in the EFL class. As it is noticed that the highest percentage which represent (33.33%) of the pupils' choice was when they face difficulties in structuring a question. Then (27.78%) of the pupils' choice goes to the situation when they cope with the inability to find the equivalent word/expression in English. Whereas (16.67%) of the choices, pupils use code-switching to ask permission from the teacher and (15.28%) use it to explain an English word or information to a classmate. However, (6.94%) of pupils use code-switching in the situation when they discuss the details of homework/test.

Q6: what do you think about the use of code-switching in learning English?

Table 06: Advantages and disadvantages of code-switching.

Choices	Number of Pps	Percentage
Advantageous	30	75%
Disadvantageous	10	25%
Total	40	100%

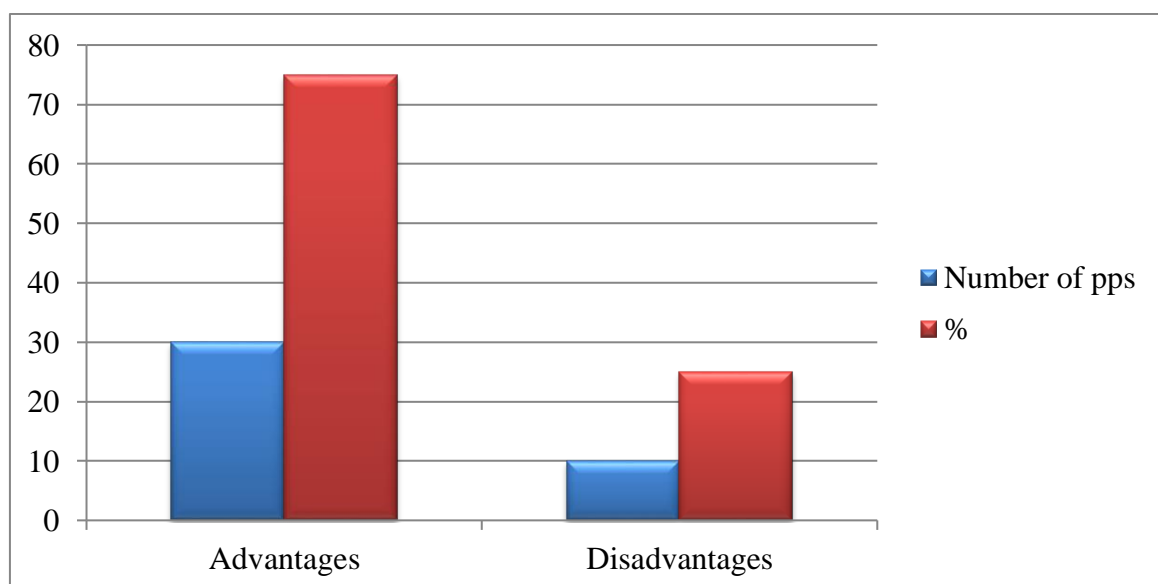


Figure 06: Advantages and disadvantages of code-switching.

Most of the pupils (30) representing (75%) found that the use of code-switching is advantageous in learning English. On the other hand, (10) pupils representing (25%) think that code-switching is disadvantageous and has no positive effect in learning English.

Q7: What do you do to facilitate your learning of English?

From the responses of the pupils, we found that almost all of them have the same strategies and ways to ease their learning. They use bilingual dictionaries (English/Arabic), they watch authentic materials like cartoons and movies presented by native English speakers with subtitles in Arabic. Also they depend more on the teacher's explanations in the classroom and have extra sessions outside the class.

5. Teachers' questionnaire

5.1. Description of Teachers' questionnaire

The main aim of this questionnaire is to know middle school teachers' attitudes towards code-switching as a teaching strategy at EFL classes' especially first year classes. And examine the usefulness of code-switching in simplifying the teaching-learning process.

The questionnaire was devoted to seventeen (17) middle school teachers from different middle schools in khanchela. They were given enough time to answer the questionnaire. It began with an introductory paragraph; this latter paved the way to sixteen (16) questions which are included in three (03) sections; each one was set up to provide specific information.

Section One: Background information

It comprises two items (Q1-Q2) designed to obtain general information about the teachers' gender and their teaching experience.

Section Two: Teaching strategies

This section contains two questions (Q3-Q4) meant to find out whether teaching English to first year pupils difficult or not, and to know the different strategies used to cope with these difficulties.

Section Three: Teachers' attitudes towards Code-switching and its usefulness.

The main aim of this section is to collect information about the different teachers' attitudes about code-switching in the teaching process, and its utility as a strategy used with first year classes. It consists of 12 questions (Q5-Q16) meant to endeavor that.

5.2. Analysis and Results of Teachers' questionnaire

Q8: What is your gender?

Table 07: Teachers' gender

Gender	Number	Percentage
Male	03	17.65%
Female	14	82.35%
Total	17	100%

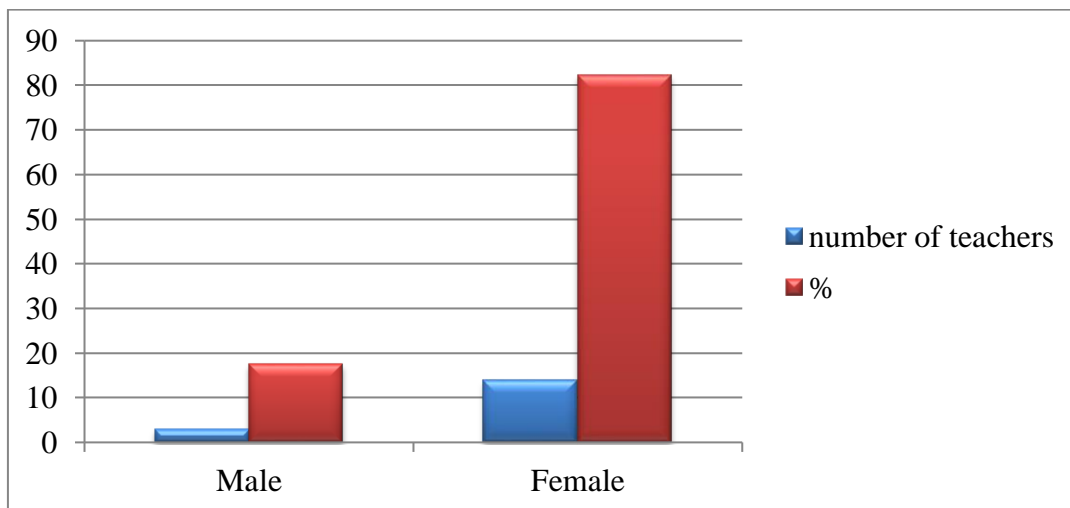


Figure 07: teachers' gender

From the table above, it was noticed that the large majority of the participants are females about 82.35%. Whereas, the remaining (17.65%) of teachers are males.

Q9: How long have you been teaching English at the middle school level?

Table 08: Teachers' experience.

Years	Number	Percentage
01 to 05	08	47.06%
06 to 10	05	29.42%
11 to 15	02	11.76%
16 and more	02	11.76%
Total	17	100%

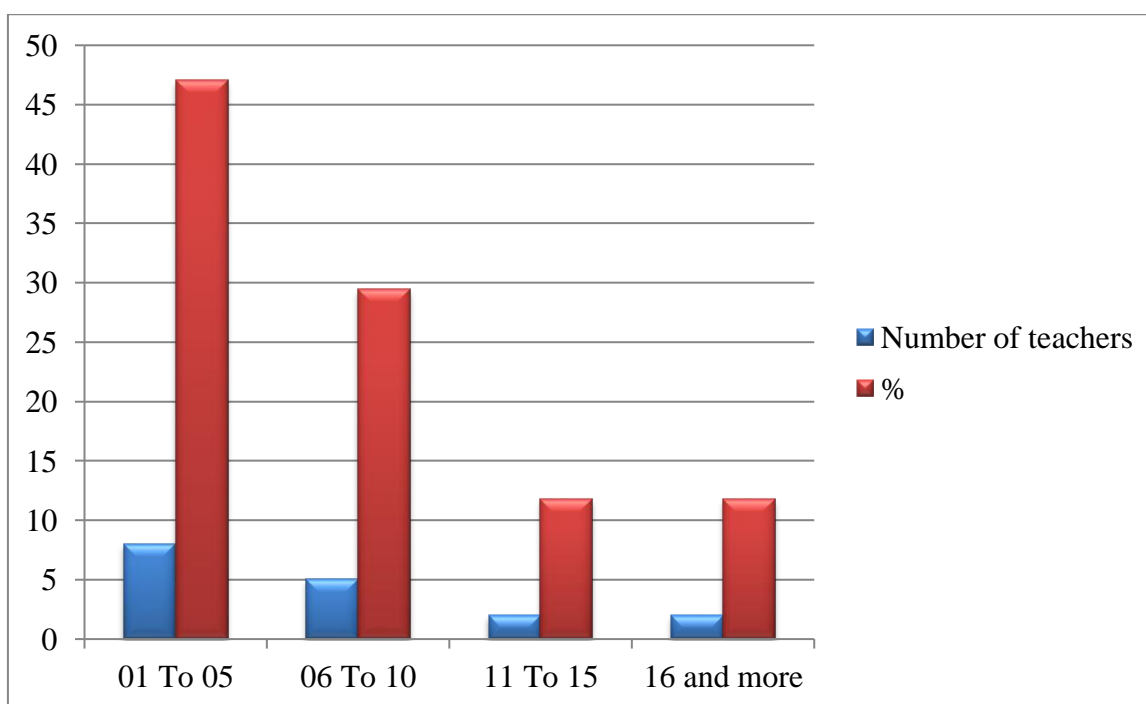


Figure 08: Teachers' experience.

The above table shows that (47.06%) of the participants have been teaching English at the middle school level (MSL) from one year to 05 years. While, (29.42%) of them taught English at (MSL) from 06 years to 10 years .Whereas 11.76% taught English at (MSL) from 11 to 15 years, and from 16 years and more respectively.

Q10: Is teaching pupils who face English for the first time (first year MS) difficult?

Table 09: The nature of teaching first year middle school pupils.

Option	Number	Percentage
Yes	13	76.47%
No	04	23.53%
Total	17	100%

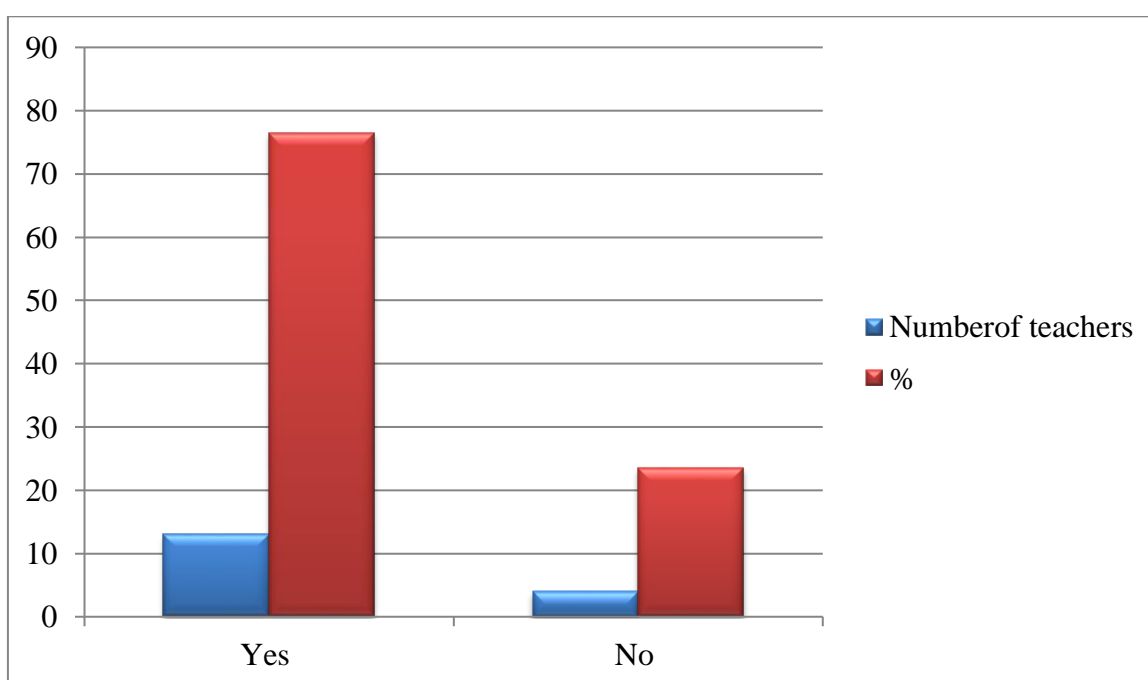


Figure 09: The nature of teaching first year middle school pupils

Both of the table and graph above display that (76.47%) of the participants qualify teaching first year middle school pupils as difficult .On the other hand (23.53%) of them qualify it as not difficult.

- **If yes, what are the difficulties you encounter?**

The followings are the teachers' responses:

- Difficulties in teaching grammar implicitly and teaching new vocabulary items.

- Difficulties in explaining every aspect of language only in English.
- Pupils cannot understand well English and they mix it with French. Also, they face difficulties in speaking English fluently.

Q11: What are the different strategies you use to overcome these difficulties?

From the teachers' responses, the most used strategies to overcome the difficulties they face when teaching first year pupils are the followings:

- Using ICT and VAKT (visuals, auditory, kinesthetic, and tactile teaching).
- Realia and set contextualized situations.
- Using L1.

Q12: What do you think about the use of Arabic/other languages in the English classroom?

Table 10: Attitudes about the use of Arabic /French in the English classroom.

Option	Number	Percentage
Useful	09	52.94%
Not useful	06	35.30%
Uncertain	02	11.76%
Total	17	100%

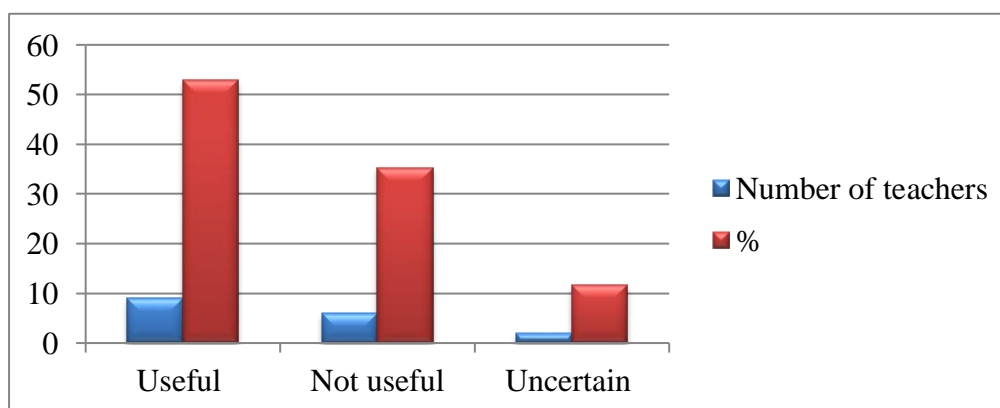


Figure 10: Attitudes about the use of Arabic /French in the English classroom

From the obtained results, it is clear that nearly (53%) of the participants describe using Arabic/French in the English classroom useful. Conversely, (35.30%) of them describe it not useful. Whereas (11.76%) of the teachers are uncertain about the use of a foreign language in an English class.

Q13: Do you use code-switching in teaching EFL classes?

Table 11: The use of code-switching in EFL classroom.

Option	Number	Percentage
Yes	13	76.47%
No	04	23.53%
Total	17	100%

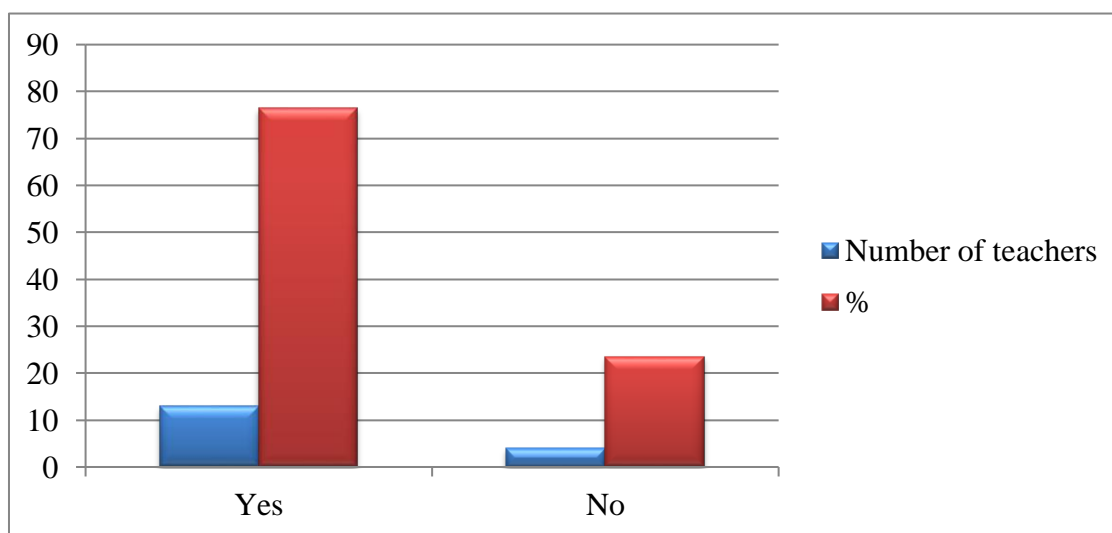


Figure 11: The use of code-switching in EFL classroom.

From the table above, it was remarked that the highest percentage representing (76.47%) goes to teachers who use Code-switching in teaching EFL classes. Conversely, (23.53%) represent the teachers who do not use Code-switching in teaching EFL classes.

Q14: Which language(s) you prefer to use when switching between languages?

Table 12: Teachers' preferable language during switching.

Choices	Numbers	Percentages
Standard Arabic	07	41.18%
Algerian Arabic	06	35.29%
French	02	11.76%
Other languages	02	11.76%
Total	17	100%

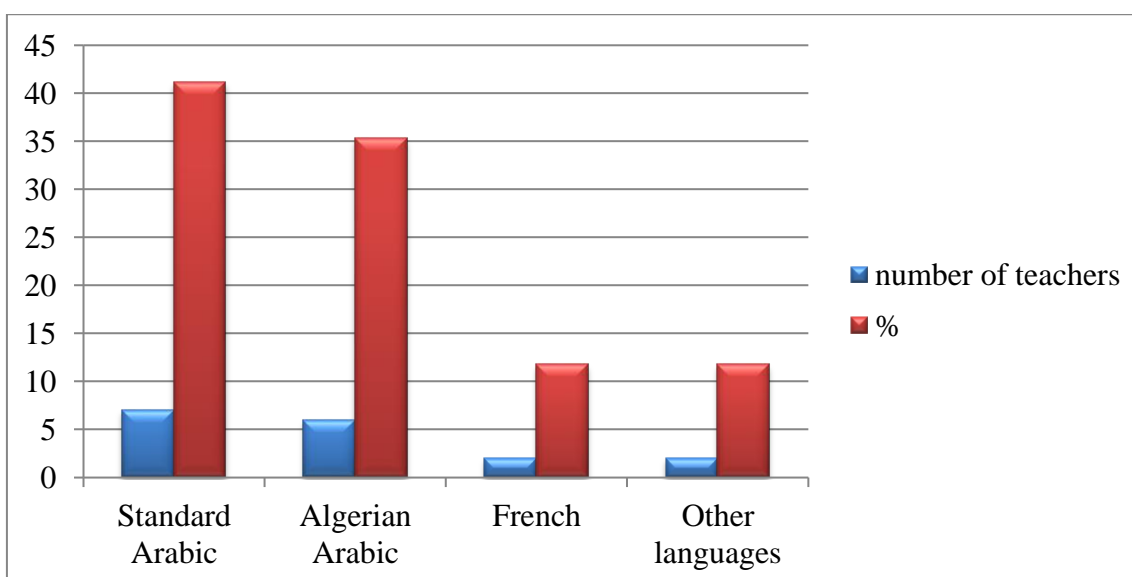


Figure 12: Teachers' preferable language during switching.

From the obtained results, it is clear that (41.18%) of the participants prefer to use Standard Arabic when Switching between the languages in EFL classrooms. While (35.29%) of them prefer using Algerian Arabic .On the other hand (11.76%) of them prefer using French and other languages namely Chawie.

Q15: what are the situations you choose to use code switching?

Table 13: The situations in which teachers choose to use code-switching.

Choices	Number of choices	Percentage
Managing the classroom	03	11.11%
Providing new vocabulary	07	25.93%
Providing instructions	05	18.52%
Explaining grammar rules	05	18.52%
Giving feedbacks and punishments	03	11.11%
Reducing anxiety	04	14.81%
Total	27	100%

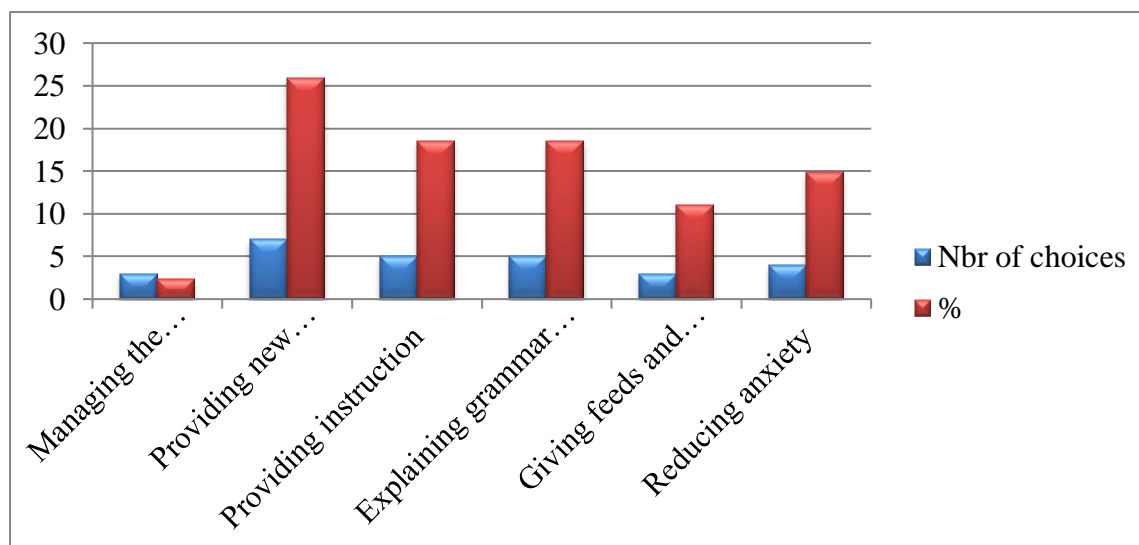


Figure 13: The situations in which teachers choose to use code-switching.

From the table and the graph above, it was noticed that teachers use Code-switching in different situations; almost (26%) of teachers' choice goes to the situation of providing new vocabulary. While (18.52%) of their choice is when they try to provide instructions and explaining grammar rules. Whereas (14.81%) of teachers' choice represent the situation of

reducing pupils' anxiety. Conversely, (11.11%) of their choice goes to managing the classroom and giving feedback and punishments.

Q16: Are there any situations you try extra hard not to use code-switching?

Table 14: The situations when teachers try not to use code-switching.

Option	Number	Percentage
Yes	07	58.82%
No	10	41.18%
Total	17	100%

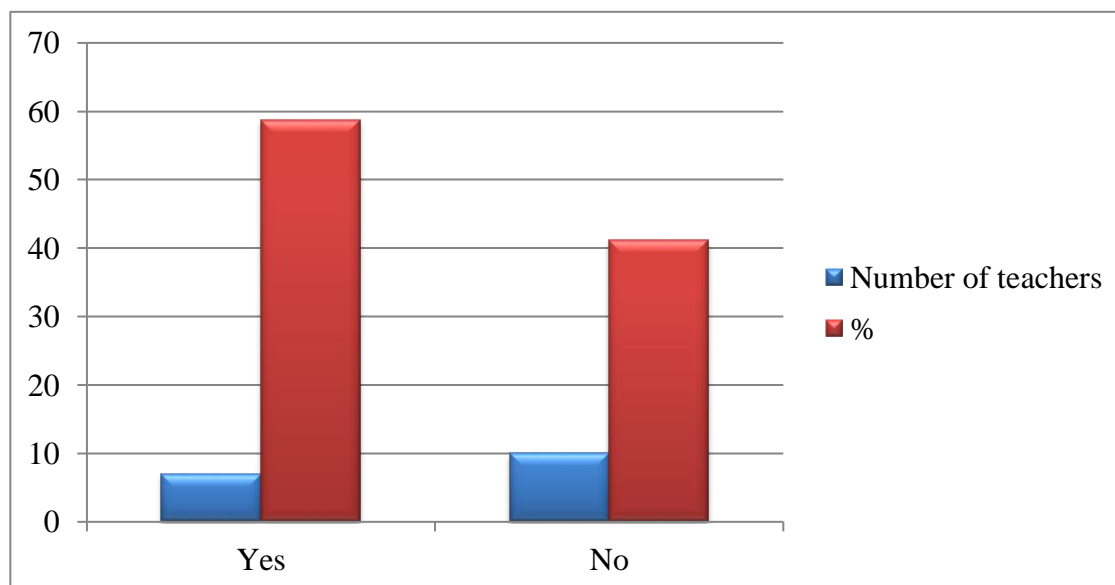


Figure 14: The situations when teachers try not to use code-switching.

From the former illustrations, it is remarked that (58.82%) of the participants try extra hard not to use Code-switching. Unlike (41.18%) of them do not try hard to avoid using CS.

- **If yes, please cite them.**

Most of the teachers' responses were when they explain new situations (e.g. Initial situations and situations of integration) and when they teach new sequences and lessons.

Q17: When you alternate between languages, you do it: Consciously, unconsciously or do not know?

Table 15: Teachers’ state when alternating between languages.

Options	Number	Percentage
Consciously	12	70.59%
Unconsciously	03	17.65
Do not know	02	11.76%
Total	17	100%

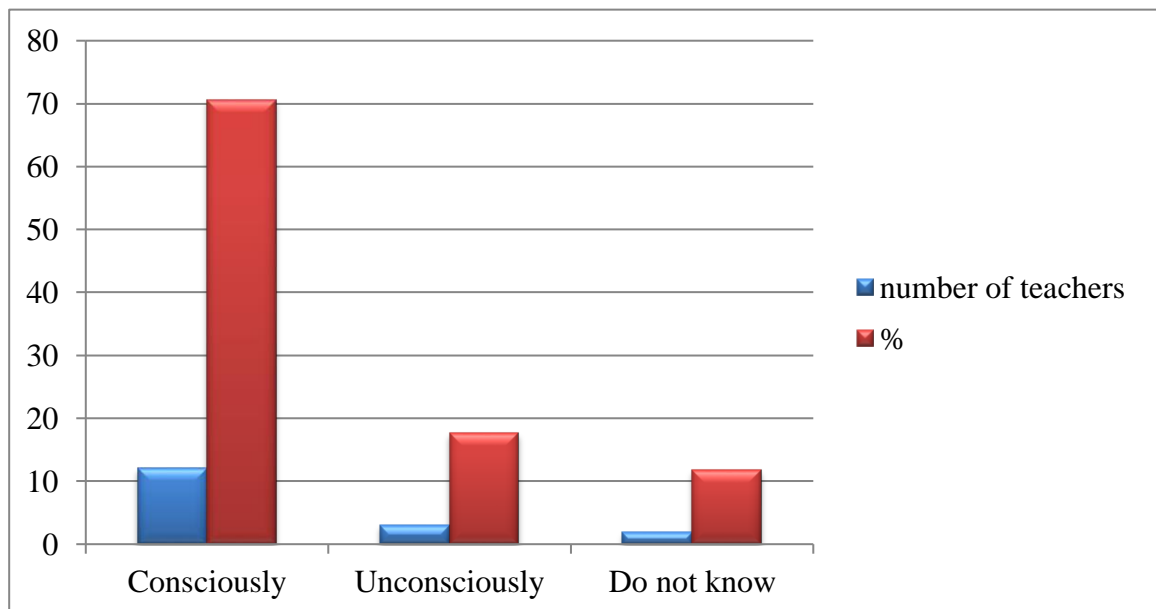


Figure 15: Teachers’ state when alternating between languages.

From the obtained results, it was observed that the large majority of the participants representing (70.59%) alternate consciously between languages. Unlike (17.65%) of them, their alternations between the languages are expressed unconsciously. While the remaining (11.76%) of them do not know.

Q18: How do you react when you receive an answer in Arabic?

Table 16: Teacher’s reaction when receiving an answer in Arabic.

Choices	Number of choices	Percentage
Accept it	05	20%
Reject it	01	04%
Ask pupil to reformulate it	09	36%
Translate it to English	10	40%
Total	25	100%

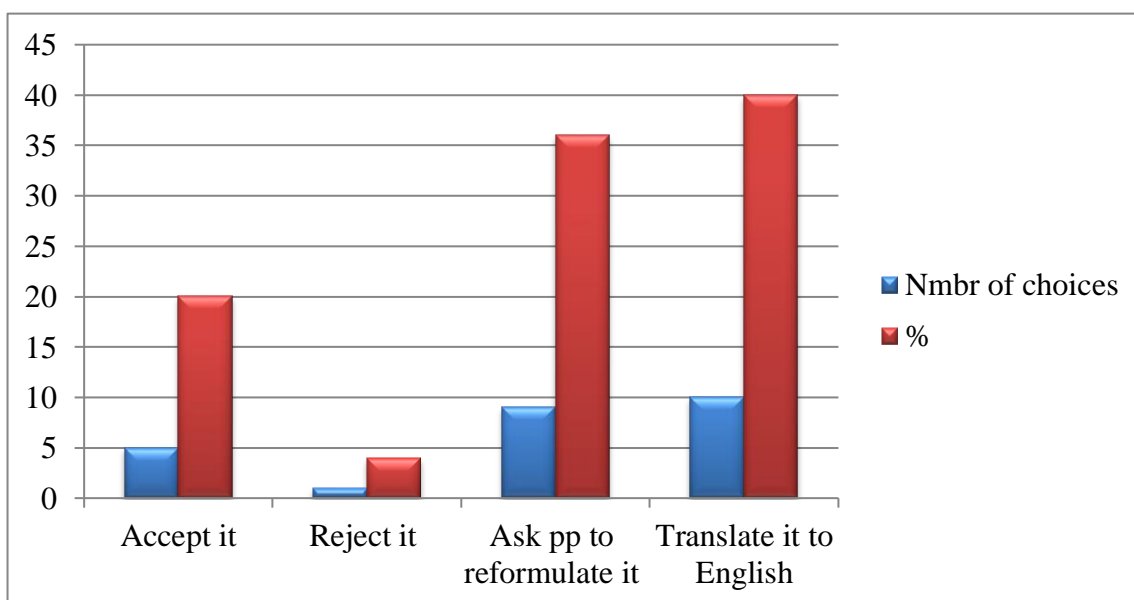


Figure 16: Teacher’s reaction when receiving an answer in Arabic.

From the former illustrations, it is clear that teachers' reaction towards pupil's Arabic answers differ from one teacher to another; it is remarked that (40%) of the Teachers' choice goes to translate the answer to English. Unlike (36%) of their choice represents the situation of asking the pupil to reformulate it. Conversely, (20%) of the choices, teachers tend to accept it. And On the other hand, (04%) of the teachers’ choice represent their rejection of receiving an answer in Arabic.

Q19: Do you switch codes from English to Arabic only when you address one pupil or the whole class?

Table 17: The teachers' addressees when switching between English and Arabic.

Choices	Number	Percentage
One Pupil	06	35.30 %
Whole Class	09	52.94%
Both	02	11.76%

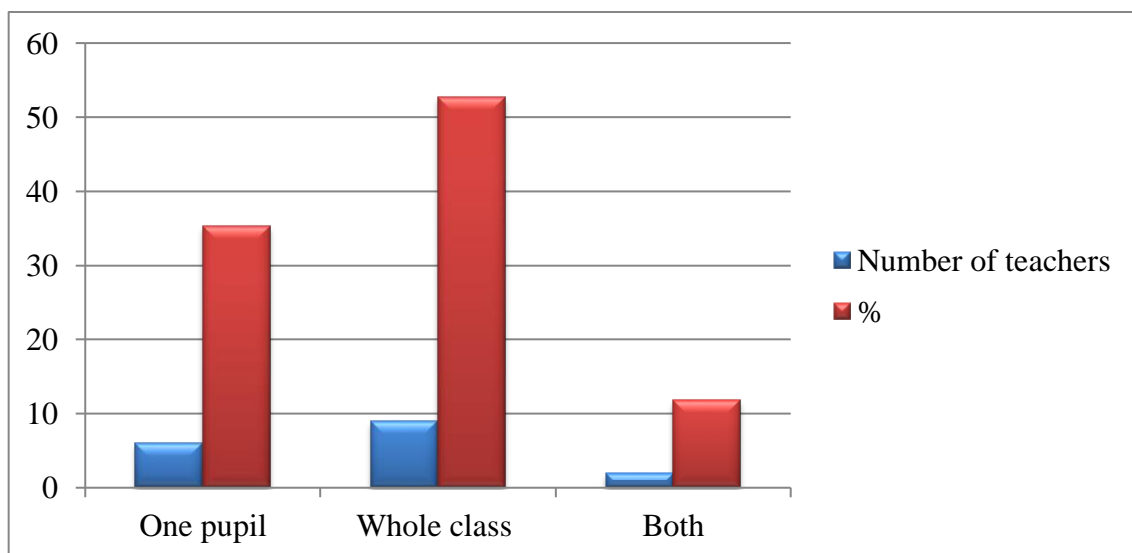


Figure 17: The teachers' addressees when switching between English and Arabic.

From the obtained results, it was observed that almost (53%) of the participants address the whole class While Switching codes from English to Arabic .Whereas (35.30%) of the teachers address only one pupil .In contrast to (11.76%) of them who state that they address both cases.

Q20: Please tick the option next to the statement which reflects your opinion.

Table 18: Teacher's opinions about code-switching.

Statements	strongly agree		Agree		Undecided		Disagree		Strongly disagree	
	Nmb	%	nmb	%	nmb	%	nmb	%	Nmb	%
1. Combining English and Arabic is a common phenomenon in EFL classes.	3	17.65 %	9	52.94 %	0	00 %	3	17.65 %	2	11.76 %
2. Switching between languages make the lectures easy to be taught.	1	5.88 %	8	47.06 %	0	00 %	7	41.18 %	1	5.88 %
3. Teachers who switch codes from English to Arabic are deficient in English.	1	5.88 %	2	11.76 %	0	00 %	6	35.29 %	8	47.06 %
4. Teachers who use code-switching can clearly express themselves during their lectures.	3	17.65 %	8	47.06 %	3	17.65 %	2	11.76 %	1	5.88 %
5. Teachers who use code-switching can better motivate and encourage learners to participate in the class.	1	5.88 %	7	41.18 %	4	23.53 %	3	17.65 %	2	11.76 %
6. Using code-switching is an efficient strategy in the teaching-learning process.	2	11.76 %	9	52.94 %	2	11.76 %	4	23.53 %	0	00 %

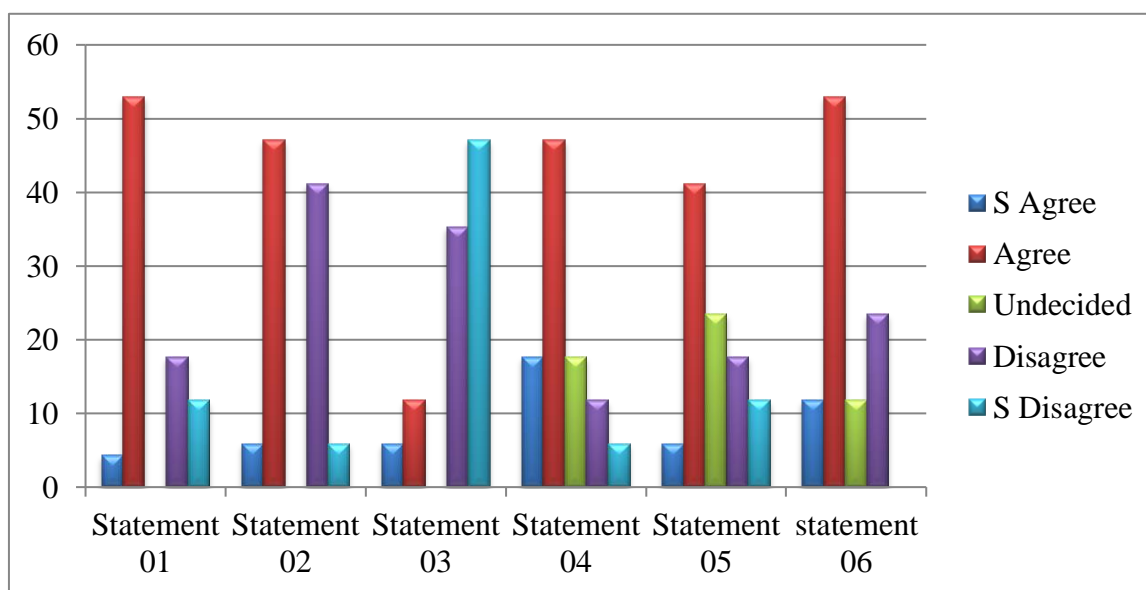


Figure 18: Teacher's opinions about code-switching.

From the former illustrations, it was remarked that almost (17.65%) of the participants are strongly agree with the first statement (S1): Combining English and Arabic is a common phenomenon in EFL classes. While nearly (26%) of them agree with it. whereas (17.65%) of them disagree with it. Unlike (11.76%) of them who are strongly disagree with it. Concerning (S2); (5.88%) of the participants are strongly agree with it. However, (47.06%) of them are agree with it. while (41.17%) of them disagree with it. Whereas (5.88%) are strongly disagree with it. For (S3); (5.88%) of the participants are strongly agree with it. Unlike (11.76%) who agree with it. On the other hand (35.29%) of them disagree with it. While (47.06%) of them strongly disagree with it. Concerning (S4); (17.65%) of the participants are strongly agree with it. Whereas (47.06%) of them agree with it. While (17.65%) did not decide. In contrast to (11.76%) who disagree with it. (5.88%) of them strongly disagree with it from the other hand. For (S5); (5.88%) of the participants strongly agree with it. Conversely, (41.17%) of them agree with it. (23.53%) did not decide. However, (17.65%) of them disagree with it. Whereas (11.76%) of them strongly disagree with it. Concerning (S6) (11.76%) of the participants strongly agree with it. While nearly (53%) of them agree with it. (11.76%) did not decide. From the other hand (23.53%) of them disagree with it.

Q21: What of the following you think represent advantages of code-switching while used as a classroom instruction strategy?

Table 19: Advantages of code-switching.

Choices of Advantages	Number of choices	Percentage
1. Code-switching fosters the quality of teaching.	05	18.52%
2. Code-switching contributes to better interaction.	05	18.52%
3. Code-switching is a shortcut for comprehending.	08	29.63%
4. Code-switching works as a tool of translating the difficulties of the language to support teaching process.	11	40.74%
5. Code-switching makes meanings clear and transfers knowledge to learners in an efficient way.	08	29.63%
Total	27	100%

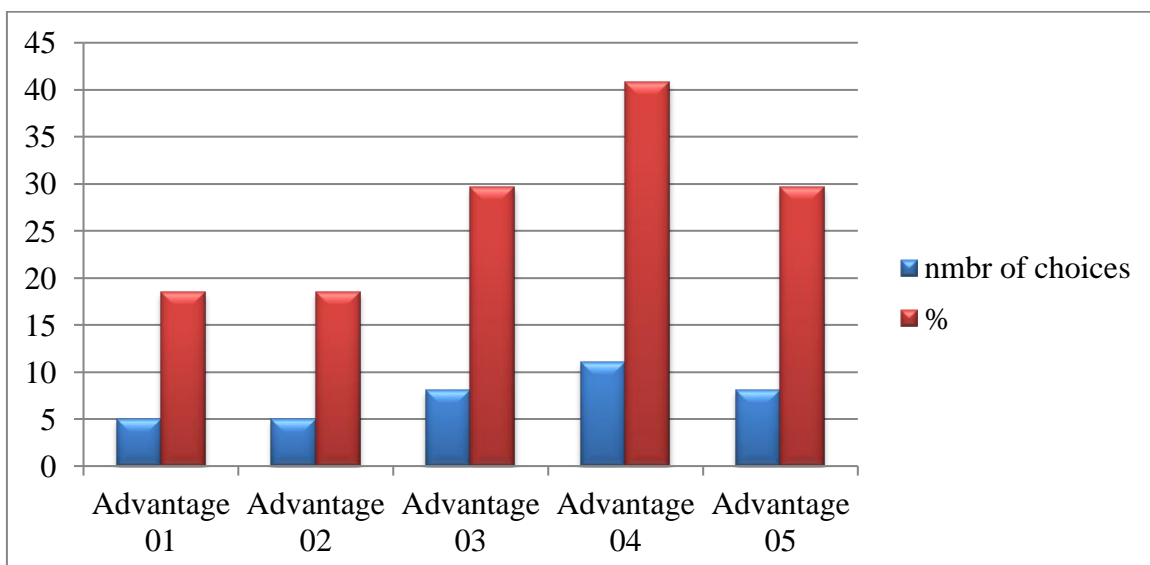


Figure 19: Advantages of code-switching.

The above table and graph clearly display teachers' choice about the advantages of code-switching. (40.74%) of teachers' choice presented that code-switching works as a difficulties translating tool. While (29.63%) of the choices tend to see CS as a shortcut for comprehending, and making meanings clear and transferring knowledge efficiently to learners. On the other hand, (18.52%) of their choice goes to its advantage in fostering the teaching quality and contributing to better interaction.

Q22: What of the following you think represent disadvantages of code-switching while used as a classroom instruction strategy?

Table 20: Disadvantages of code-switching.

Choices of disadvantages	Number of choices	Percentage
1. CS does not contribute to developing pupil's proficiency and confidence in using English.	07	25.92%
2. CS makes learners rely on the teacher explanation in Arabic than understand input in English.	13	48.15%
3. CS may be a barrier which prevents mutual intelligibility.	03	11.11%
4. CS defeats the purpose of learning a new language.	04	14.82%
Total	27	100%

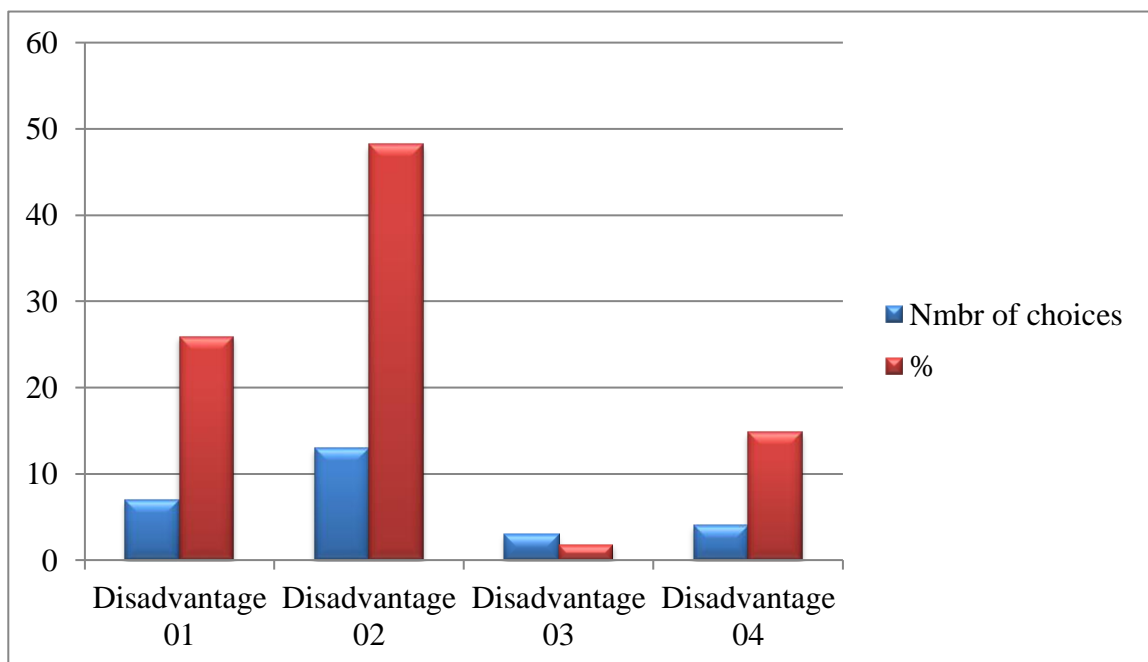


Figure 20: Disadvantages of code-switching.

From the obtained results concerning the disadvantages of code-switching, it was observed that (48.15%) of teachers' choice goes to the disadvantage of CS in making learners rely more on the Teachers' Arabic explanation. Unlike almost (26%) of their choice goes to CS does not contribute to developing pupils' English proficiency. While (14.82%) of their choice goes to CS defeats the purpose of learning a new language. Conversely, (11.11%) of their choice goes to CS may be a barrier which prevents mutual intelligibility.

Q23: Please add other comments you see relevant to the aim of the questionnaire.

In most of the comments added by the teachers, it was noticed that they state that though dealing with first year classes is not an easy task, they try to minimize the use of L1 and focus on motivating and stimulating learners through realia and communicative supports. However, they did not neglect the utility of code-switching in the same classes because the pupils cannot understand everything in English so it becomes a must to refer to L1 and use it in some occasions.

6. Observation checklist

6.1. Description of Observation checklist

In this study, classroom observations were conducted in order to have valid and authentic results which would help to reach the research objectives. Observation is a tool of documenting data, *"it is the systematic description of the events, behaviors and artifacts of a social setting.* (Marshall and Rossman, 1989, p.79)". A classroom observation checklist was adopted as an observation guide to enable us to analyze the existence and use of code-switching among the participants of English classrooms particularly first year middle school classes. Moreover, the classroom observation checklist includes frequency counts that enable us to determine how often the participants of the EFL classroom use Code-switching. In order to collect the needed data from the observation. The researchers attended two sessions with two different teachers and classes at Rihani Brothers' Middle School and came up with the following results.

6.2. Analysis and Results of Observation checklist.

I/ Teachers' Observation

Table 21: The frequency of the languages used by the teachers in first year classes.

Events	In English		In Arabic		Use of code-switching	
	T.A	T.B	T.A	T.B	T.A	T.B
Greeting	01	01	00	00	00	00
Give instruction	06	03	01	00	00	01
Give feedback/punishments	04	04	00	00	01	02
Explain new word	04	02	00	01	03	02
Explain grammar	01	00	00	00	00	01
Discuss assignment	02	03	00	00	01	01
Manage the classroom	03	02	00	00	02	03
Communicate with Pupils	02	03	01	00	05	01
Correct Pupils' mistakes	02	02	00	00	00	00
Reduce anxiety	00	01	00	00	00	00
Goodbyes	01	01	00	00	00	00
Total	26	22	02	01	12	11
Percentage	65%	64.7%	05%	03%	30%	32.36%

T.A: Teacher A

T.B: Teacher B

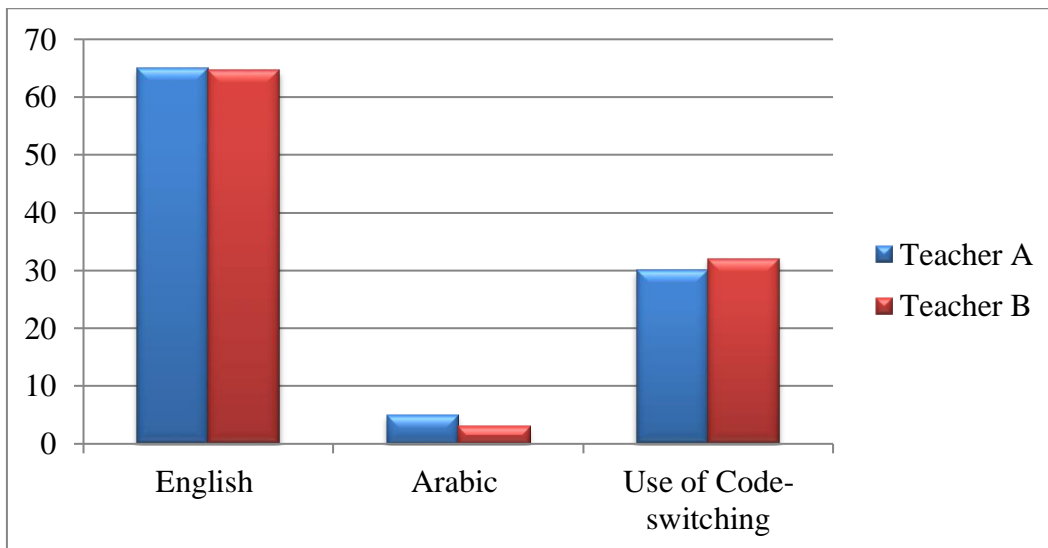


Figure 21: The frequency of the languages used by the teachers in first year classes.

The above illustrations show the different languages used by the two teachers "A and B" in various events that happen within first year classes. It was observed that English is the predominant language used by both teachers, which it is frequented almost in the two-thirds of the events (65%). Unlike Arabic which is the less used language by the two teachers in the different events (3% to 5%) only. However, switching between languages has quite a considering room in the classroom events. We noticed that teachers use code-switching in different events since it was frequented to take nearly a third of counts (30% to 32%).

II/ Pupils' Observation

The table below (table 23) illustrates the frequencies of languages used by first year pupils in two different classes "A and B". It was observed that pupils use code-switching in a very large amount (45% to 47%) because it was frequented nearly in all the classroom events in both classes. Also, English was used significantly by the pupils of the two classes (37% to 41%). Unlike the aforementioned results, Arabic was the least used language in both classes (14% to 15%).

Table 22: The frequency of the languages used by the pupils in first year classes.

Events	In English		In Arabic		Use of Code-switching	
	Pps A	Pps B	Pps A	Pps B	Pps A	Pps B
Greetings	01	01	00	00	00	00
Ask teacher for clarification	01	00	01	00	02	01
Ask questions to the teacher	03	01	01	01	01	01
Discuss assignment with classmates	00	01	02	01	02	02
Interact with teacher/ classmates within classroom activity	03	02	00	00	01	02
Interact with classmates / teacher after finishing activity	02	01	00	01	03	01
Explain an info/word to a classmate	00	00	00	00	03	02
Goodbyes	01	01	00	00	00	00
Total	11	07	04	03	12	09
Percentage	40.74%	36.84%	14.81%	15.79%	44.44%	47.37%

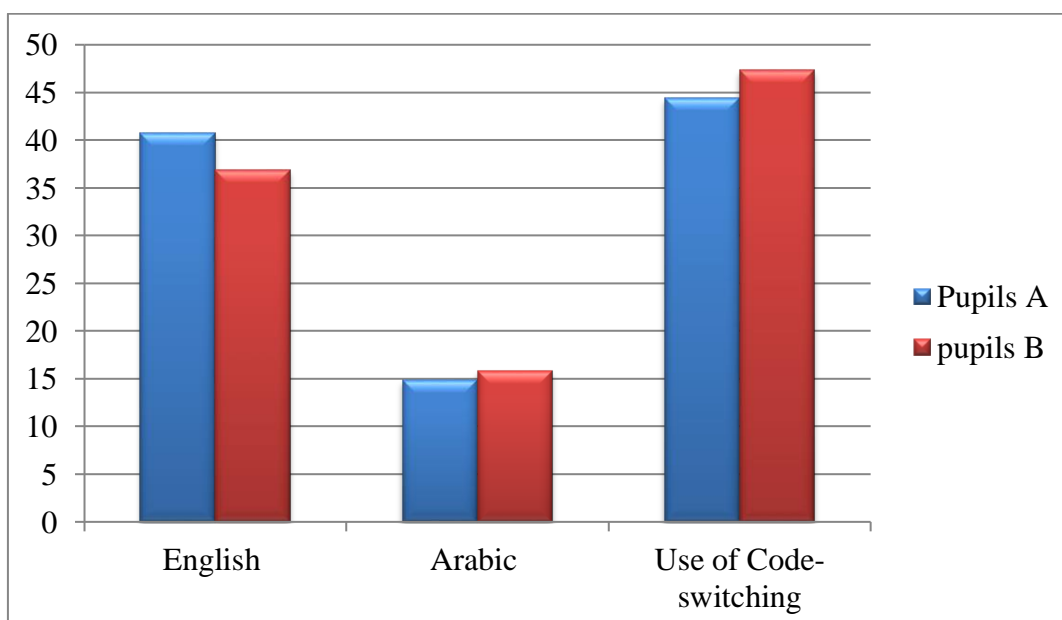


Figure n°23: The frequency of the languages used by the pupils in first year classes.

7. Discussion and Findings.

Based on the foregoing results, teaching and learning English for first year middle school pupils is not an easy process. As Tables 1 and 9 illustrate that the majority of the teachers and pupils find it difficult. This can be explained by the various difficulties that teachers encounter whether in teaching grammar, Vocabulary or any other aspect of language. Regarding the pupils' disability to grasp fully English and mixing it with French as well as speaking it fluently. Consequently, teachers use some beneficial Strategies to overwhelm the former obstacles .For instance: Using ICT and VACT (Visuals, Auditory, Kinesics and Tactile) teaching. And also, by using their first language as a serviceable way to reduce the lack of understanding. In the other hand, pupils tend to have a positive view about using L1 "Arabic" in English classes since it affects their understanding of the lesson in a good way (table3).

Moreover, it can be revealed from the two questionnaires that the majority of the teachers and pupils have a positive perception toward using code-switching; alternating between languages; in their classes. Table11 showed that the vast majority of the teachers (76.5%) admit that they use code-switching in the English classroom. This result ties well with previous study of Lee (2010) in China which showed a higher percentage (85.7%) of teachers' perspective about the use of code-switching in English classes. The teachers claim that switching between languages happens consciously mainly from English to Standard Arabic. In the same way, learners perceive that teachers should use code switching in the classroom setting and this teacher's code switching practice does help their learning. Table4 illustrated that pupils prefer the teacher's use of both English and Arabic "code-switching" when encountering difficulties in understanding.

Hence, code-switching is qualified by the teachers as a beneficial strategy especially when it comes to provide new vocabulary and instructions, explain grammatical rules and reduce

pupils' anxiety as far as English is new for the learners. In another aspect, pupils tend to use code switching in a variety of situations; the most deployed ones are when facing difficulties in structuring a question and also when coping with the disability to find equivalents in English. During the process of alternating between languages, teachers tend to react in a flexible manner towards their pupils' Arabic answers; they translate them together into English.

Furthermore, the final analyses of teachers' questionnaire brought the light to the fact that Combining English and Arabic is a common phenomenon in EFL classes. This makes the lectures easy to be delivered, and enable teachers to express clearly themselves during their lectures, as well as help them to motivate and encourage their pupils so that they became more active and motivated during the English class. However, code-switching is not always viewed positively as some participants in the present study expressed their negative attitudes towards it indicating that it makes learners rely more on the teachers' Arabic explanation and do not depend on their own abilities or even make efforts to understand and learn English.

Contrary to what some teachers stated about their use of code-switching and its existence in first year classes Table 11. The results obtained from the classroom observation showed that the phenomenon of code-switching exists in FL classrooms and it takes a fore fount position in it since it is used by the classroom participants. However, the frequency of using code-switching differs between the participants; it was revealed that pupils tend to use it more than their teachers (tables 22 & 23) depending on the difficulties of the subject matter.

To conclude the above findings, the existence of the phenomenon of code-switching in FL classroom has positive perspectives and attitudes from the classroom participants. It is widely seen that the usage of code-switching in EFL classes may facilitate the teaching and learning processes, since it suits and functions in many situations that a teacher may find it difficult to express and deliver the needed instructions and information.

Conclusion

The chapter was based on a case study in which two questionnaires and an observation checklist were selected as research tools to collect and analyze data. They helped the researchers to shed some light on code-switching in EFL classroom. Also, it enabled the researchers to discover the attitudes and reasons that lead the informants to code switch, and to know whether code-switching is an assistive teaching strategy or not.

The findings of the data showed that code-switching is a beneficial teaching strategy when it comes to teaching first year middle school pupils. And it fits in many situations where the teacher encounters difficulties to present and deliver the information, because of that they have a positive attitude towards using it in such classes.

Limitations

This study has several limitations that should be kept in mind. The study was conducted with only one middle school in Kais, Khanchela. And due to the little number of English language teachers in one school (2 to 3 teachers in each), the researchers went on considering other middle schools to distribute the questionnaire in order to receive the needed data. In addition, this study is also limited to a short period of time. Adding to that, due to the lack of literature review about the teaching strategies, the researchers depended in writing its review from one instructional book entitled *“Fifty Strategies for Teaching English Language learners”* by Herrell. A L and Jordan M (2012).

Suggestions and Recommendations

“English language learners learn best when their needs are met” (Ovando & Carols, 2012). Therefore, the flexibility of the teacher in the classroom in terms of code-switching can guarantee that language literacy occurs. Through this study, it would be better for the teachers to use code-switching in their classroom because it will make the English low proficiency learners more attracted and motivated in learning English, and its use will promote their participation in class. Also, teachers should have enough knowledge and training about the use of code-switching in the classroom in order to serve its best.

Furthermore, it would be interesting if this study will be replicated with different levels and settings such as the level of secondary schools to discover other attitudes and perceptions towards using code switching in EFL classes.

General Conclusion

General Conclusion

The aim of this dissertation is to examine the phenomenon of Code-switching as a teaching strategy at EFL classes, the case of this study was first year pupils at Rihani Brothers' Middle School in Kais, Khenchela. In order to provide answers to the research questions being set, it is divided into three (3) chapters, the first two chapters represented the theoretical part that serve as a background for readers to have a full understanding of the phenomenon under investigation.

The first chapter elucidates Code-switching from different perspectives, with much emphasis on the sociolinguistic one, Bilingualism as the umbrella in which it is included, code-switching definitions, types (patterns and theories), the reasons behind its use, and classroom Code-switching; its definition, perceptions and beliefs towards its use, its function, and the attitudes towards Code-Switching, with a comparison between this latter and other language contact phenomena. The second chapter was devoted for teaching strategies, starting by a review of second language acquisition, definition of teaching methods with a brief explanation of the most important and known ones. It also tackled the definition of teaching strategies, its various types, mainly five types, giving much importance to three strategies for each type. Moreover, concerning teaching strategies the researchers depended on a instructional book entitled: *"Herrell's Fifty Strategies for Teaching English Language Learners"* by Herrell A.L and Jordon M (2012), in which they deal with fifty (50) main strategies for teaching English language learners and facilitate the teaching learning process. Furthermore, the third chapter represented the practical part of the study that is devoted for the data analysis and the obtained results. Additionally, it highlighted the methodology design used which is the mixed method approach. Using the descriptive design permitted to describe the phenomenon under study. Further, it is devoted for the analysis of the pupils' and the middle school teachers' questionnaires in which the

randomly chosen participants were given different yet related questions to the topic, along with an observation checklist to have well-grounded and trustworthy results in order to help the researchers to reach the objectives set previously.

Although a remarkable number of previous studies were conducted about Code-switching as a teaching strategy, they were based on the assumption that code-switching is not a useful strategy, and do not help neither the teacher nor the learners and do not facilitate the teaching-learning process but rather was considered as a deficiency in the English language. However, the findings of our study reveal that code-switching is used among both of the participants in EFL classes, teachers use this strategy to overcome the difficulties of understandings of their pupils, and to bridge the gap between them; especially when it comes to provide new vocabulary and instructions as well as reduce their pupils' anxiety towards the new language they are learning. The pupils as well use this strategy when they face difficulties in structuring questions and finding equivalents for words or expressions in English. Also they understand much better when their teachers use Arabic in the English class. The observation checklist revealed the existence occurrence of code-switching as a teaching strategy in the English class among its participants; pupils tend to use code-switching more than teachers who use more English rather than Arabic.

The overall conclusion to be drawn from the present study is that both teachers and pupils have positive attitudes towards code-switching; they qualify it as a helpful and useful teaching strategy, because it facilitates the process of teaching and learning English as a foreign language..

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Appendix 01:

Pupils' Questionnaire.

Dear pupils,

We would be very grateful if you could answer the following questions. This questionnaire tends to examine the phenomenon of code-switching as a teaching strategy in EFL classes. Please, tick the appropriate box (✓), and make full statements whenever necessary.

Ps: You can answer in the language you prefer.

1. Is learning English for the first time difficult?

Yes No

1- هل تعلم اللغة الانجليزية صعب في المرة الأولى؟

نعم لا

2. Does your teacher use Arabic in the English class:

Yes No

2- هل يستعمل أستاذك اللغة العربية في حصص اللغة الإنجليزية:

نعم لا

3. When your teacher speaks Arabic during English lesson/class, you :

- Understand better.
- Understand less.
- Understand as well when he/she speaks English.

3- عندما يتحدث أستاذك باللغة العربية في درس/حصص اللغة الانجليزية:

تفهم بشكل أفضل.

تفهم بشكل أقل.

تفهم كذلك عندما يتحدث بالانجليزية.

4. If you do not understand your teacher's explanations. you want him/her to:

- Repeat the explanation.
- Explain with different ways in English again.

- Explain in Arabic.
- Explain in both English and Arabic.

4- إذا لم تستطع فهم أستاذك، تريد أن:

-يعيد الشرح.

-يشرح بطرق أخرى باللغة الانجليزية.

-يشرح باللغة العربية.

-يشرح باللغتين الانجليزية و العربية.

5. You use code-switching (alternating between Arabic and English) when you:

- Ask permission from the teacher.
- Face difficulties in structuring a question.
- Cope with the inability to find the equivalent word/expression in English.
- Explain an English word/information to a classmate.
- Discuss the details of homework/test.

5-تستعمل التبادل اللغوي (التبديل بين اللغتين الانجليزية و العربية) عندما:

-اطلب الإذن من الأستاذ.

-أواجه صعوبات في تكوين سؤال.

-أتعامل مع عدم قدرتي في إيجاد مرادف لكلمة أو عبارة ما باللغة الانجليزية.

-أشرح كلمة أو معلومة باللغة الانجليزية لزميلي.

-أناقش تفاصيل واجب أو اختبار.

6. What do you think about the use of code-switching in learning English?

Advantageous

Disadvantageous

6-ما رأيك في استخدام التبادل اللغوي في تعلم اللغة الانجليزية؟

غير مفيد

مفيد

7. What do you do to facilitate your learning of English?

7-ماذا تفعل لتسهل عملية تعلمك للغة الانجليزية؟

.....

.....

Thank you.

Appendix 02:

Teachers' Questionnaire

Dear teachers,

This questionnaire aims at “Examining the phenomenon of Code-switching at EFL classes as a teaching strategy”. Your most appreciated contribution is accepted to be honest and straight forward. Please read all of the questions before answering. Be sure, your identification is kept anonymous. So please put pen to paper without any delay or hesitation.

Thank you for your collaboration.

Section one: General information

1. What is your gender?

Male Female

2. How long have you been teaching English at the middle school level?

.....

Section Two

3. Is teaching pupils who face English for the first time (first year middle school pupils) difficult?

Yes No

If yes, what are the difficulties you encounter?

.....
.....

4. What are the different strategies you use to overcome these difficulties?

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

Section Three

5. What do you think about the use of Arabic/French in the English classroom?

Useful Not useful Uncertain

6. Do you use Code-switching in teaching EFL classes?

Yes No

7. Which language(s) you prefer to use when switching between languages?

English to:

Standard Arabic Algerian Arabic French Other language

8. What are the situations you choose to use code-switching in EFL classes?

(Tick more than one box if you want.)

- Managing the classroom.
- Defining new vocabulary/ ideas.
- Providing instructions.
- Explaining complex grammar rules
- Giving feedbacks and punishments.
- Reducing anxiety.
- Others

.....
.....

9. Are there situations when you try extra hard not to use code switching?

Yes No

If yes, please cite them.

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

10. When you alternate between languages, you do it :

Consciously Unconsciously Do not know

11. How do you react when you receive answers in Arabic?

(Tick more than one box if you want.)

- Accept it.
- Reject it.
- Ask the pupil to reformulate it.
- Translate it to English.

12. Do you switch codes from English to Arabic only when you address one pupil or the whole class?

.....

13. Please tick the option next to the statement which reflects your opinion.

Statement	strongly agree	Agree	Undecided	Disagree	Strongly disagree
Combining English and Arabic is a common phenomenon in EFL classes.					
Switching between languages make the lectures easy to be taught.					
Teachers who switch codes from English to Arabic are deficient in English.					
Teachers who use code-switching can clearly express themselves during their lectures.					
Teachers who use code-switching can better motivate and encourage learners to participate in the class.					
Using code-switching is an efficient strategy in the teaching-learning process.					

14. What of the following you think represent advantages of code-switching while used as a classroom instruction strategy?

(Tick more than one box if you want.)

- Code-switching fosters the quality of teaching.
- Code-switching contributes to better teacher-learner interaction.
- Code-switching is a shortcut for comprehending than spending a lot of words in the same language to explain itself.
- Code-switching works as a tool of translating the difficult instructions of the target language to facilitate the teaching process.
- Code-switching makes meanings clear and it transfers the knowledge to learners in an efficient way.
- Other(s)

15. What of the following you think represent disadvantages of code-switching while used as a classroom instruction strategy?

(Tick more than one box if you want.)

- Code-Switching does not contribute to developing the pupil's proficiency and confidence in utilizing English.
- Code-switching makes learners rely more on the teacher's explanations and elaborations in Arabic than understanding the input in English.
- Code-switching may be a barrier which prevents mutual intelligibility.
- Code-switching defeats the purpose of learning a new language.
- Other(s)

16. Please add comments you see relevant to the aim of the questionnaire.

.....

Thank you.

Appendix 03:

Observation Checklist.

Name of the research: Examining the phenomenon of Code-switching as a teaching strategy in EFL classrooms.

Objectives: To analyze the existence and use of Code-switching by the participants of English classrooms (Case of first year middle school classes).

Level:

Class:

Course:

Date:

I/ Teacher's Observation.

Events.	In English.	In Arabic.	Use of code-switching.	Other observations.
Greetings.				
Give instructions.				
Give feedbacks.				
Explain new word.				
Explain grammar.				
Discuss assignments.				
Manage the classroom.				
Communicate with pupils.				
Correct pupils' mistakes.				
Reduce anxiety (telling jokes & encouragements)				
Goodbyes.				

II/ Pupils' Observation.

Events	In English	In Arabic	Use of Code-switching.	Other observations.
Greetings.				
Ask the teacher for clarifications in the classroom.				
Ask questions to the teacher in the classroom.				
Discuss the instructions with classmates.				
Interact with classmates within classroom activity				
Interact with classmates after finishing the classroom activity				
Explain an information/word to a classmate.				
Goodbyes.				

Other remarks:

المخلص

تسعى هذه الدراسة لاستنباط والتعرف على سلوكيات و ممارسات متعلمي ومعلمي اللغة الإنجليزية كلغة أجنبية من ظاهرة التناوب/التبديل اللغوي، وكذلك للتحقيق في فائدتها كإستراتيجية للتدريس في أقسام السنة الأولى في متوسطة الإخوة ربحاني في قايس خنشلة. و للإجابة على أسئلة الدراسة ، اعتمد الباحثان على منهج البحث الوصفي باستخدام وسيلتين للبحث: أولهما ، استبيان قدم لمعلمي المدارس المتوسطة وآخر إلى تلاميذ السنة الأولى متوسط. ثانياً ، قائمة مرجعية للملاحظة و التي تم استخدامها لتقييم التناوب اللغوي في فصول اللغة الإنجليزية وكذا لتحليله. أشارت الدراسة إلى أن التحول اللغوي هو ظاهرة موجودة في فصول اللغة الإنجليزية في أقسام السنة الأولى متوسط حيث وجد أن هذه الظاهرة يتم استخدامها من قبل المشاركين في نفس الفصول. و كذلك بينت الدراسة أن لدى المشاركين مواقف إيجابية بشأن استخدام التناوب/التبديل اللغوي كإستراتيجية تعليمية لأنها تتناسب و بعض المواقف التي يواجهون فيها صعوبات في توصيل المعلومات و كذا عمليات التواصل. وفقا للنتائج ، يقترح الباحثان استخدام التناوب/التبديل اللغوي كإستراتيجية لضمان معرفة اللغة وأيضاً لتحفيز المتعلمين على التفاعل في فصول اللغة الإنجليزية كلغة أجنبية

الكلمات المفتاحية: تبديل لغوي، فصل اللغة الإنجليزية كلغة أجنبية، المدرسة المتوسطة، إستراتيجية التدريس.