A COMPARATIVE STUDY OF MALE/FEMALE TEACHERS' 
CODE SWITCHING IN EFL CLASSROOMS 

Case Study: Middle School Teachers in Ain Beida 

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree 
of Master in Language Sciences and Teaching English as a Foreign Language 

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Dedication

With all love that covers my heart, I dedicate this work to:

My parents:

Thank you for your unconditional support with my studies; I am honored to have you as my parents.

Thank you for giving me a chance to prove and improve myself through all my walks of life.

Please do not ever change. I love you.

Thank you for believing in me, for allowing me to further my studies.

Please do not ever doubt my love for you.

My family:

Sisters and brother

Sonia: My second Mum, my elder sister and her husband.

Abd Elhalim: my beautiful brother for his encouragement, to his wife.

Soraya: the funny girl and her husband

Awatef: sign of tendency, to her husband.

Warda: the wonderful angel and her husband

Hida: my soul mate whom I never stop fighting with and her husband.

To My husband who has supported me through the process.

To the greatest gifts I have ever gotten: my nieces Lina and Oumayma.


My beloved friends especially: Ibtissam, Selma and Amel.
To all my teachers, friends, colleagues, and all those who contributed to the achievement and fulfillment of this work.

To all those who believe in the richness of learning.

You as a reader.

Thank you all.
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In the Name of Allah, Most Gracious, the most Merciful.

All the Praise is due to Allah alone, the Sustainer of the entire World.

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Abstract

This study aims at comparing male and female teachers' code switching in EFL classroom in middle schools of Ain Beida. To carry out this research a quantitative research method was adopted, a classroom observation was used as an instrument to collect data in order to determine which gender tends to use code switching more male or female and for which function code switching will be used by male or female teachers. In addition, two questionnaires were used: teachers' questionnaire and pupils' questionnaire that were designed to confirm the data collected from the classroom observation and to check teachers' and students' attitudes toward teachers' code switching. The conclusion that can be drawn from classroom observation is that female teachers tend to use code switching more than male. It shows also that female teachers' code switching serves the functions of exercising discipline and indicate the starting and the ending point of the lesson, whereas males' code switching serves different functions: to create a friendly relationship, to emphasize certain language points, to gain time and for translation that is to say the functions of female and male teachers' code switching are totally different. The analysis of the questionnaires indicates that teachers hold different attitudes toward the use of code switching in classroom positive and negative and students show positive attitudes.
List of abbreviations

μ  Mean
>
More Than
AA  Algerian Arabic
EFL  English as a Foreign Language
FL  Foreign Language
Fr  French
L1  Native Language
L2  Second Language
MS  Middle School
MSA  Modern Standard Arabic
N  Number
T  Tamazight
TEFL  Teaching English as a Foreign Language
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INTRODUCTION

1. Statement of the Problem

In Algeria there are three spoken languages: Arabic, Berber and French this leads to the identification of different patterns of language: borrowing, code mixing and code switching. Code switching is considered as a wide world phenomenon that occurs in many bi/multilingual societies. Besides its occurrence in societies, this phenomenon exists also in FL classes, especially, in teaching English as a foreign language (TEFL).

The aim of this study is to compare male and female teachers’ use of code switching in EFL classes in Ain Beida. Since pupils of this region do not have enough exposure to English outside class, EFL teachers of middle school (MS) are expected to use French and or Arabic languages for many purposes and in many situations to provide their students with a large input that enables them to acquire and master that FL. Many researchers gave more importance to the study of this subject, in this research the researcher uses classroom observation and questionnaires to collect data and analyze them to compare code switching used by male and female teachers. The researcher in this study is not interested only in who use code switching more male teachers or females but also in the functions for which female teachers use code switching more than males and vice versa. For instance, female teachers may often use code switching as a medium of instruction and male teachers may alternate between languages more for discipline.

2. Aims of the Study

First, it attempts to shed some light on the phenomenon of code switching used by English teachers both males and females.

Moreover, this works aims at comparing male and female teachers’ code switching in middle schools ,i.e. who tends to use code switching more males or females and for which function code switching will be used by males or females .

Second, the study aims also at investigating teachers’ and students’ attitudes toward teacher’s use of code switching.
3. Research Questions

To achieve the aim of the study, the following research questions are addressed:

- Does code switching differ among male and female EFL teachers?
- What are students' and teachers' attitudes toward teachers' code switching?

4. Methodology and Research tools

4.1. Population and Sampling

This study, unlike other studies, is concerned more with teachers. Accordingly, the population is made up of MS teachers in Ain Beida. To get a more representative sample, six teachers out of thirty and three hundred and two students out of one thousand and four hundred were selected.

4.2. Research instruments

In order to compare male and female teachers' code switching in EFL classroom a classroom observation, teachers' and students' questionnaires are used as tools for data collection. The aim from the observation of classrooms is to compare male and female teachers' use of code switching whereas, the aim from conducting the questionnaires is to investigate students' and teachers' attitude toward this practice.

5. Structure of the dissertation

The current work consists, in addition to its general introduction and conclusion, of two chapters: literature reviews about the subject and the field work.

The first chapter is the theoretical background of code switching and gender. It contains two sections: the first section is devoted for code switching whereas, the second section dealt with gender in language teaching and learning.

The last chapter will be concerned with the practical part in which the following sections are dealt with: Data analysis, interpretation and discussion of the result obtained from classroom observation, data analysis, interpretation and discussion of the result obtained from teachers' questionnaire, data analysis, interpretation and discussion of the result obtained from pupils' questionnaire.
CHAPTER ONE: THEORETICAL BACKGROUND OF CODE SWITCHING AND GENDER IN THE LANGUAGE CLASSROOM

Introduction

In Algerian schools, students start studying English at the age of 11 (1st year middle school). Therefore, teachers may face many problems in teaching English as a foreign language (FL) in both middle and secondary schools. Students may not understand the lesson if the teacher uses English only (the target language) especially if the lesson contains abstract terms and some non-action verbs that cannot be explained via gestures or drawing, they may feel the session more boring and start making absences which leads to bad results and weak performance in exams. To avoid such problems teachers often use code switching as a resource to find better ways to convey the message or the meaning. Sociolinguists considered it as an opportunity to use more than one language while communicating. Teachers may use code switching (especially the native language) for attracting students' attention to the lesson, as an invitation to participate in the lesson, or for other purposes. Many studies done on code switching were targeting mainly students and teachers attitudes toward the use of code switching, the effectiveness of its use in foreign language classes. Unlike other studies, this study was concerned with comparing males and females teachers' code switching in EFL classroom. It attempts also to investigate teachers' and students perspectives toward this phenomenon.

1.1. Code Switching

1.1.1. Code Switching in Sociolinguistics

1. 1.1.1.Definition of Code Switching

Code switching( code switching or code-switching) is purely a sociolinguistic term from the largest point of view. Code switching refers to the changing of codes, languages within the same utterance or discourse, i.e., the use of more than one language within the same utterance. This phenomenon occurs especially in bilingual or multilingual societies where people have the opportunity to use more than one language. Algerian people, for instance, may alternate the use of Arabic and Berber languages or Arabic and French in their daily life conversation. Many researchers gave a great importance to the study of code switching. However, they often do not agree on a clear and common definition. Therefore,
some suggested definitions put by different linguists will be stated. But first we have to define the term "code", this concept was put forward by Bernstein (1971). It refers to "any system of signals, such as numbers, words, signals which carry concrete meaning. It can be used to refer to any kind of system that two or more people employ for communication" (Wardhaugh, 2006, p.86). It can be considered as an umbrella for any variation languages, dialects, registers, style…etc

According to Gal (as cited in wardhaugh, 2006, p.101 ) "code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, woke or change interpersonal relations with their rights and obligations". Haller, on the other hand, assumed that " code switching is the use of more than one language in the course of a single communicative episode"(1988, p.1). In addition, Myers-Scotttons (2006, p.236) gave a general definition to this concept which is the "[U]se of two languages, varieties in the same conversations". She suggested, also, that "[C]odes involved in code switching do not necessarily constitute those of standard languages it can be between languages, dialects, styles and registers…".

1.1.1.2. Origin of Code-Switching

Code-switching has been known since the early twentieth century. It was considered something natural, random, and unsystematic it occurs as a result of the speakers' incompetence in second language learning. Moreover, the term "code-switching" was first introduced by Weinreich (1953). In the nineteen seventies, Blom and Grumperz (1972) published an article in which they presented a survey of their studies of a Norwegian town. They found that members of the village speak two dialects of Norwegian and used them according to specific situations. From that the perspective on code switching began to change ( Jacobson, 1953 & Haugen, 1956).

1.1.1.3. Differences between Code Switching and Other Language Contact Phenomena

1.1.1.3.1. Differences between Code Switching and Code Mixing

According to some researchers, code switching and code mixing are two terms that can be used interchangeably, because there are no clear distinctions between them. They
considered them as a one concept. Clyne (1991) argues that both code switching and code mixing refer to the same phenomenon in “which the speaker stops using language ”A” and employs language ”B”” (p.161).

Others, on the other hand, considered code mixing as a form of code switching (intra-sentential code switching), as Spolsky (1988) believes that code mixing can be considered as a sort of code switching where speakers mix many words with their native language in order to retain the first language and speak the second language to cope with the new situation, i.e., the community they live. This can be illustrated by the case of immigrants in the Algerian society.

In contrast to the two first ones, many linguists stated that it is very important to draw distinction between such concepts, in order not to mix things and this is what we need in order not to mix between teachers' code mixing and teachers' code switching. Before tackling the differences between code switching and code mixing, it is preferable to define code mixing. Code mixing can be defined as the use of elements from one language (nouns, adjectives, adverbs…) in an utterance in another language it occurs within sentences at the level of the utterance. In one sentence we can find more than one language. For instance, an Arabic speaker, in daily life conversation, may use words from Arabic language then another from French language then coming back and continue his or her speech using Arabic.

E.g. Labov 1971( in Hudson 1999, p.54 ) stated the following example from Spanish – English speech of Puerto-Rican speakers living in New York (Spanish is italized).

Pore so coda [therefore each …], you know it’s nothing to be proud of, porque yo no estoy[ because I ’m not] proud of it, as a matter of fact , I hate it ,pero viene vierne y sabado yo estoy ,tu me ve hacia mi ,sola [ but come(?) Friday and Saturday I am , you see me, you look at me ,alone ]with a ,aqui solita , a veces que Frankie me deja[here alone , sometimes Frankie leaves me ], you know a stick or something…

McClure( 1978) defines code mixing as :

The individuals use the opposite language elements which cannot be considered to be borrowed by community. It occurs when the person is momentarily unable to
access a term for a concept in the language which he is using but access it in another code or when he lacks a term in a code he is using which exactly express the concept he wishes to convey. (p.7)

In order to determine the differences between code mixing and code switching, many linguists make the distinction between them based on the place where the alternation occurs. Wei (1998) considered code switching as code alternation which occurs at or above clauses level and code mixing occurs below clause level. Hudson (1999) states that in code switching, the bilingual shifts from one language to another according to the change of situation. In code mixing, the speaker changes from one code to another in the same situation. According to him, the main purpose of code mixing is to cope with ambiguous situations whereas in code switching the focus is to convey the message or the meaning. For example, Algerian students at the English department often mix between Arabic and English when interacting with each other (code mixing). Another example is that many foreign language teachers shift from one code to another during the explanation of the lesson just to convey the meaning and having students understand more. We have also to consider that in code switching it is not necessarily that languages should be shared by speakers therefore we can find an interaction between a monolingual speaker and bilingual one. Unlike code switching, in code mixing spoken languages are known by participants (according to Kachru 1984 as cited in Ahmed Sid, 2008, p.60).

1.1.1.3.2. Differences between Code Switching and Borrowing

Another language contact phenomenon that should be distinguished from code switching is borrowing. Hornby (2005) defined borrowing as being “a word, a phrase or an idea that sb [Somebody] has taken from another person’s work or from another language and is used in their own” (p.169). An example of borrowed word is "rendez-vous" in English which is originated in French. We can say that it is taking word(s) from a given language and using it as a part of the other language. Many researchers differentiate between code switching and borrowing in that code switching means the mixing of languages in speech which involves "sentence fragment that belong to one language" whereas borrowing can be defined as the mixing of systems themselves which "involves satisfying the morphological and syntactic rules of another language" (Gumperz, 1982, p.66, as cited in Ramdani, 2010, p.23). Also, borrowing implies that one language takes
something from another language and making it as a permanent part of its own system. Unlike, borrowing, code switching is taking concepts or linguistic forms from another language and using it as temporary part of its own system. According to Baker (1980, p.6) "borrowing is single-items terms that are proper nouns or names of a particular places or things [it may include even compound words e.g. déjà-vu ] items that cannot be translated", whereas code switching is not used because there is no alternative word in the language, but because the speaker cannot find the word at the moment of speaking. This is according to some researchers who excluded borrowing from the category of code switching. However, there are others who included it in the category of code switching according to Poplack (1980.p, 583), "when they preserve the phonological patterns of the source language".

1.1.1.4. Types of Code Switching

Generally, there are three types of code switching that were observed by many scholars; tag switching, inter-sentential and intra-sentential code switching. These types can occur within the same discourse.

1. 1.1.4.1. Tag-Switching

Also called extra-sentential code switching, it is generally the insertion of a tag phrase from one language into an utterance from another language. According to Romaine (as cited in Ngugen, 2015, p.15 ), "tag switching involves the insertion of a tag or exclamation like "you know" or" I mean " "so" "well" " d' accord" in one language into a sentence which is otherwise in the other language". Romaine (as cited in Ngugen, 2015) believes that using such type will not affect the syntactic structure of the utterance of the language because it is the easiest type.

The following example is illustrative :

él es de México y así los criaron a ellos , you know. He is from Mexico, and they raise them like that, you know.

In this sentence the speaker use the tag "you know " when speaking in Spanish (Winford, 2003, p.130).
1.1.1.4.2. Inter-Sentential Code Switching

As its name suggests, and according to Ngugen (2015), this type occurs at the sentence boundary or between sentences. Thus, we can find a sentence uttered in one language and the other in a different language, as the following example illustrates:

A and B are two neighbors and both are Luo /Gusii bilinguals during a conversation and at a given point they realize that they know the bridge room's father, James.

A: kara ing ’eyo james, ne akiya .NAKI OMANYET JAMES BUYA? (so you know james, I did not know that. How come you know james very well. ).

B:NARE GOKORA EBIASARA SEINO( I used to do business at that place) .

Luo is in lower case and Gussi is presented in upper case.

In contrast to tag switching, inter -sentential code switching involves” greater fluency in both languages since major parts of the utterance must conform to the syntactic rules of both languages” (Ngugen, 2015, p.15).

1.1.1.4.3. Intra-Sentential Switching

Known as the switches of phrases, it takes place within one sentence between clauses. It is the most complex type, it is generally avoided by most bilinguals because it needs greater proficiency, fluency, and mastery of both languages, in addition, it may also, have an influence on the structure of syntax of the language (schmidt, 2015). The following is the best example:

"Necha wa- test to waneno ni one pipe emorem mondo ogochi "

In this sentence, the speaker uses Luo and English languages in one sentence and this is an example of intra-sentential code switching.

Gumperz and Blom came up with the concepts of situational and metaphorical switching (as cited in Dagmar, 2014).
1.1.1.4.4. Situational Code-Switching

This type of code switching depends on the situation in which the speaker is in, the setting and the topic of the conversation (Nilep, 2006). For example, the language used by teachers in the classroom when presenting the textbook material differs from that used by him or her while greeting his students or colleagues.

1.1.1.4.5. Metaphorical Code-Switching

It depends on the use of two varieties within a same social setting (Nilep, 2006). In other words, the emphasis is put on the topic. For instance, even the teacher in the classroom setting can shift from educational topics to other topics especially when he feels the learners are getting boring.

1.1.2. Code Switching in EFL Teaching / Learning Situations

1.1.2.1. Code Switching in Teaching and Learning

Code switching may not be found only in bilingual or multilingual societies with ordinary people in real life interactions. It may also occur in educational systems especially foreign language (FL) classroom where most teachers shift from one language to another for many purposes.

Moreover, many researchers described code switching as a controversial issue. Some of them view that code switching should be avoidable in teaching /learning situations because it may lead to misunderstanding and mixing of the languages patterns, as Jacobson (1990) states that in using code switching especially intra-sentential switching, the learner is not exposed long enough to any one language and then it would be difficult from him /her to derive the grammatical, semantic and lexical rules of both systems[and this may lead to create an inter language ] also, learners learning a FL in order to improve the input and output of that language and that the L1 should be avoided. The example from Algerian society is that in teaching English, teachers should use only English and never use Arabic language. Cook ( 2001, p.405) saw that “ it is important not to prevent students from using their first language but to encourage them to use the second language in as many situations as possible and to find out when and why code switching should occur”.


Others considered that the use of code switching is very important and should not be avoided in classes with different culturally and linguistically students/teachers' background for many purposes.

As Martin-Jones (2003, p.6) elucidates:

Bilingual teachers and learners routinely use code switching as an additional meaning-making resource within the ongoing flow of classroom talk. Code switching is used to demarcate different kinds of discourse; to signal the transition between preparing for a lesson and the start of the lesson; to distinguish classroom management talk from talk related to lesson content; to specify a particular addressee; to change footing or to make an aside or to distinguish the reading aloud of a text from talk about the next.

Moreover, Martin-Jones (2003) believes that code switching can be considered as meaning-making resource because its use will not lead to misunderstanding in the sense that when teachers explain a given word in the native language students will get the exact meaning. Unlike, when explaining it in the target language, students will understand the general meaning, but not the exact one especially with verbs.

In addition, Cook (1991) describes the use of code switching as a practice that makes the lesson as communicative as possible as the teacher uses code switching to introduce the lesson, to attract students to engage in the process of teaching learning so that all students will have the opportunity to participate and understand the content of the lesson and also, with the intention that average and bad students will not feel themselves neglected. This could be similar to the approach introduced by Jacobson called "New Concurrent Approach (NCA)".

It has been found also, that Lipski (1978) describes code switching used by the teacher as a facilitative way of teaching for better students' understanding of the content. Whereas, "participant-related switching by the learners [is considered as] an attempt to override communicative stumbling blocks by falling back on L1" (Lipski, 1978, p.7). Studies done on code switching from 1980's suggested that teachers and students uses code switching in both formal and in informal situations. In formal situations teachers use code switching or the native language can be useful for translation of academic test or
curriculum, facilitating language aspects such as grammar and vocabulary for explanation and instruction, to develop a partner relationship between the teacher and students.

1.1.2.2. Functions of code switching

1.1.2.2.1. Functions of teachers' code switching

As it is mentioned before that some educators are with the use of code switching in EFL class, according to them it is very important for teachers to code switch, whereas others believe that it is not beneficial and favored for teachers to code switch. Code switching can be used by both students and teachers, to be for or against this phenomenon, we should first understand the functions and reasons behind using code switching which will raise teachers' awareness of its use (either by eliminating its use or using it in EFL class).

Different functions were put forward by different educators; according to Mattson and Burenhult who listed three functions of code switching that are; Topic switch, affective function and repetitive function (Bensen, 2013). Firstly, topic switch as its name suggests, is the change of codes with the change of topics (Sert, 2005). Thus, some teachers use code switching in a given topic and use the target language only with other topic. Therefore, teachers shift from one code to another according to the topic. Moreover, they use L1 in explaining some topic for instance teachers can use the native language to explain the lesson of customs and tradition related to their culture. Secondly, affective functions may occur consciously or sub-consciously. It goes mainly with emotions. Teachers use code switching in order to create a good teacher-student relationship/rapport or to express solidarity (Sert, 2005). In addition to the two first functions, according to Sert (2005) this phenomenon also serves a repetitive function when teachers use code switching in order to clarify, emphasize a point, to simplify the meaning of word, phrase, and instruction… for better understanding or to help student for better comprehension of the content with a one condition following the same structure of the target language. The repetitive function may be helpful as well as harmful because student will never listen or concentrate on the target language's instruction because it will be easy when it will be translated in their native language.
Edmonson (2004) has listed also some function of code switching used by teachers inside classroom. He believed that teachers use code switching to indicate the starting or the ending point of the lesson, to exercise discipline, to give announcement or instruction, to create friendly relationship with learners and treat them as individual rather than only learners. This can be illustrated by the example provided by Macaro (2001) taken from French lesson in UK.

"… Teacher: regardez les deux feilles..vous devez donner tous les renseignements.. toute l'information .. vous avez compris ?...you 've got to give all the information to your partner that's on the sheet .. ok.. and talk only in French .. bon, allez, commencez..”.

In this example, the teacher alternates the use of the mother tongue language (English) and the target language (French) for pedagogical purposes, because in this case it is not important only to improve the students' acquisition but also to understand the instruction of the task( cited in Edmonson, 2004, p.162).

Simon's study (2001) proved that teachers use code switching as both methodological and social strategy in classroom interaction (Resvani & Asekh, 2011, p.20). Study done by Rezvani and Asekh on Iranian ELT teachers in (2011) shown that there are seven functions of code switching. Their study was based on recent researchers' conclusions Kraemer (2006), Hobbs, Mastu and Payne (2010) in German and Japanese respectively. According to Resvani and Asekh ( 2011), Foreign language teachers may use code switching for instruction to help student understand the direction, instruction of a given task easily, i.e.," to emphasize certain language point or to direct students in correctly completing an activity” (Resvani & Asekh, 2011, p.21). Secondly, teachers may use code switching as a strategy to gain time and efforts they may not be competent enough in explaining specific word or their explanation in the target language will not lead to good results. In addition, teachers may use code switching for translation of unfamiliar word, phrase, by using its equivalent of the word in the native language to ensure students' comprehension especially with vocabulary. They believe also that code switching can be considered as an effective tool for praising or encouraging students after doing good behavior or getting a good result, this may be helpful to establish a satisfactory teacher-student rapport. According to them Learners of a foreign language often face problems in learning a given language and commit mistakes, therefore teachers may help their student
by correcting them using L1. Students may misunderstand the meaning of a certain language points during class especially if the teacher uses only the target language. Therefore, teacher may shift from the L2 to the native language in order to avoid confusion and misunderstanding mainly with grammatical rules. The last function is for discipline, Students may behave inappropriately during class instruction, in response to this teachers switch from L2 to L1 for classroom management.

1.1.2.2. Functions of Students' code switching

As teachers' code switching has its functions, students' code switching also has. According to Sert (2005), Eldridge listed four functions: the first is equivalence, according to him, it occurs when students lack competence in L2, they will be obliged to use its equivalent in their native language. In this way, the students will be provided with an opportunity to carry on their communication by bridging the gaps resulting from their incompetence in FL (Sert, 2005). The second to be listed is floor–holding, happens when the speaker wants to be more fluent in the conversation and do not know the word actually. Therefore, they will insert simple words from their native language in order to fill the gap. He believes also that this function may have a negative influence on learning a FL because it may lead to losing fluency. The next to be taken into consideration is reiteration according to Eldridge (1996 as cited in Sert,2005), it is to reinforce, highlight, or clarify messages that have been transmitted in a one language, but not understood. In other words, it is observed when the speakers want to show a clear and better understanding of the message instruction or the question. The fourth function is conflict control. When the speaker wants to avoid any misunderstanding or because he/she lacks certain lexical items of the L2, he/she often uses code switching as a strategy to transmit the intended meaning or to avoid any ambiguity.

1.1.2.3. Advantages and Disadvantages of Using Code Switching in Language Teaching

As it is mentioned before, some teachers prefer to use code switching in EFL class and consider it as an effective strategy that help them in the explanation in order to gain time and help their student grasping the idea easily. Whereas others see that the adaptation of this tool is due to laziness and the incompetence of teachers in teaching, and they prefer
to use innovative methods that may be more helpful than the native language itself such as: real objects, projector, interactive white board, images, drawing…

Indeed, code switching may be good or bad strategy to be used. The following are some Pros and Cons of code switching in EFL class. Teachers who are in favor of using code switching rather than other strategy, their decision based on Skiba's conclusion from his study in (1997) which states that teachers' use of code switching serves as a communicative tool in FL classrooms in order to bridge from the known to the unknown, or to interact fluently even if he/she uses L1. According to Bensen (2013), Cook who conducted a study of the application of code switching in multilingual classroom in (2002) believes that the use of code switching during class may lead to many problems because teachers and students may not share the L1. Students who cannot understand teachers' L1 may lose interest and will not follow the instruction. As the teacher may face problem especially if she or he is not competent enough in the students' mother tongue language. Hence, the communicative purpose will not be achieved.

Therefore, code switching as any teaching/learning strategy has the good side as well as the bad side, the good side of code switching is that it enables the teacher and students to communicate effectively, and the bad side is that it may lead to misunderstanding, losing interest … mainly if the native language is not shared.

1.1.2.4. Teachers' / Students' Attitudes toward Teachers' Code Switching

Recent studies done on learners' and teachers perceptions of teachers' code switching in FL classes assumed that both students and teachers attitudes on the use of code switching can be divided into two groups : positive and negative attitudes.

1.1.2.4.1. Students' Attitudes toward Teachers' Code Switching

According to liurd (n.d.), Hopkins' study in (1989) proved that the majority of students (76) see code switching as a facilitative strategy. Whereas, Macaro in (1997) divided a group of learners into two categories according to individual preferences; the first group points that they cannot understand the lesson and the instruction if the dominant language in the class is the target language and hope that their teachers use a connection between L1 and L2. They think that they can get the exact meaning and instruction only by referring to the native language. The second group prefer teacher who does not use code
switching and they understand more in classes with no reference to L1 (liurda, n.d). Another study and the most known one is that done in (2009) in Malaysia by Badrul Hisham and Kamaru Zaman, this study dealt with (257) low English proficient learners as a sample, with the major aim: to identify learners' perceptions of teachers code switching (Rasouli and Simin, 2015). According to Rasouli and Simin (2015), the conclusion drawn from the previous study is that a great number of students show positive attitude towards this method and consider it as a helpful strategy in teaching and learning a foreign language because it facilitates things better than any other method.

1.1.2.4.2. Teachers' Attitudes toward Teachers' Code Switching

Teachers also may make judgment about the use of code switching. Some teachers think that it is better and correct others consider it harmful and wrong strategy to be used by teachers. Like students' perspectives, teachers' attitudes may be categorized into two parts: showing positive or negative attitudes toward teachers' use of code switching. On the one hand, some teachers may show positive attitudes toward teachers' use of code switching which means that they agree on its use as a useful strategy for many purposes. According to Quig (2010, as cited in Bensen, 2013), code switching may be a beneficial strategy used by EFL teachers in both vocabulary and grammar points better than explaining them in L2 and the result will be better. On the other hand, other teachers show negative perspectives on teachers' use of code switching, i.e, they do not agree on its use in EFL classes. According to Rasouli and Simin (2015), some teachers believes that it is not preferable for teachers to use another resource or language because they consider it as a harmful strategy that influence EFL learners' improvement negatively.

1.2. Gender in Language Teaching and Learning

1.2.1. Definition and Its Origins

The study done by Boukheddad in (2011) on gender, race and generation in Algeria secondary school textbooks assumed that the study of gender goes back to the late of 1960's with the emergence of women's movement. Before the 60's studies were reflecting only men's life until the sixteen searchers start paying attention to women's life and by the late of it they introduce the word gender "to describe psychological and social aspects of behavior and social roles" (Boukheddad, 2011, p.19).
Many studies done on gender, but people still cannot get its definition easily because they often mix it with its synonym sex. Indeed sex and gender are considered as synonyms, but in fact there are clear distinctions between them. To understand gender we have first to consider the cut differences between them.

According to Downes (as cited in Boukheddad, 2011, p.13), sex can be considered as differences between females and males that are based on biology. In another words sex is innate, the person can be either male or female on the basic of their biological organism. Unlike sex, gender can be described, according to O’grady (as cited in boukheddad, 2011, p.13 ), ”socially constructed categories based on sex. Boukheddad also believes that gender is social behaviors and attitudes done by both men and women.

To sum up, we can define the term gender in few and clear words, this concept can be prescribed as something performed not innate or possessed (Penelope & Sally, n.d.).

Hawkar (2016) differentiates between them as following:

‘Sex’ refers to biological category, which is usually fixed before birth. ‘Gender’ refers to social category, which is associated with certain behavior. Bicycle design neatly illustrates the difference between the two: bike saddles designed for women are usually wider than saddles designed for men, because women have a wider pelvic girdle (a sex difference). Bikes without a crossbar, so riders can wear skirts, are designed in response to a gender difference, since there is no biological reason why, in some cultures, women wear skirts and men don’t (Thomas et al, 2004 as cited in Hawkar, 2016, p. 75).

Hence, we can conclude that sex covers biological structure that distinguishes male and female, while gender covers social and cultural behaviors.

1.2.2. Gender and language

According to Boukheddad (2011), before 1970's, all sociolinguistics studies were interesting in studying the relationship between language and different social variables such as ethnicity, age and social class but gender which was an ignored variable until the late of 60's. She stated also that by the mid of (1970) educators start publishing books in order to get the link between the concept of gender and language. Male / female language:
Mary Pitchie, (1975). Language and sex, difference and dominance: Barrie Thorne and Nancy Henley, (1975). Language and women's place: Robin Lakoff in (1975), were the first three books which studied the relation between language and gender. Boukhased believes also that there are different approaches to gender and language: deficit, dominance, difference and the social constructivist approach. She thought that the difference between them based on “the way they attempts explain gender differences either by social positions, power relations or cultural experiences” (Boukhedddad, 2011, p.22).

❖ Deficit approach

According to Boukhedddad (2011), this approach is best illustrated in Lakoff (1975) where he consider that women always tends to use the language of powerlessness, doubt, hesitation, less acceptable and inferior. Unlike women's language, men's language is considered as being the neutral and the standard language and can be taken as the norm language.

❖ Dominance

As the name suggests and according to Boukhedddad (2011), who explains that linguistic system spoken by male is the dominant one and the one used by female is the subordinate one.

❖ Difference approach /two culture approach

Appeared as substitution to the previous mentioned approaches, It claims that since both girls and boys are supposed to grow up in separate groups, they will create a unique communication system each gender develop a system of communication suitable for them and as a result they will develop two distinct cultures with two different speech styles (Boukhedddad, 2011). Boukhedddad (2011) also, affirms that the three approaches were criticized as being "oversimplified" and "deterministic" (p.23). And as a reaction to them social constructivist approach appears.

❖ Social constructivist

As Boukhedddad (2011) states that in this approach gender is considered as a given social construct, i.e, something performed rather than social category. Zimmerman and West cited in (Boukhedddad, 2011, p.24) gender can be described as” doing gender “not ”being a particular gender”. She asserts also that when the speaker talks he/she must show off as being male or female.
All in all, gender and language is not a new perspective, many sociolinguists gave more attention to study it. In addition to that, and from the early mentioned ideas we conclude that women's language is different from that of men.

1.2.3. Gender and SL learning

Many studies were concentrating on gender. And many of them attempted to find the link between gender and language, whereas few of them shed light on studying gender and second language acquisition. Some scholars stated that there is a relation between gender and second language learning's achievement and performance.

According to Aslan (2009), there exists a relation between gender and learning a second language, he believed that females do and perform better than males, he inserted also, that they are more likely to learn a SL more rapidly than males.

In addition, Magon (2009) who believes that “female brains process language activities more easily, earlier and faster than males, while males more readily excel at spatial - mechanical and gross motor skill tasks” (p. 11).

Many studies that have been conducted to determine the differences between men’s and women’s speech style (Ogunsiji, Farinde & Adebiya, 2012) revealed that the differences between the language used by males and the language that females use lies on the intonation, tone, voice and some expressions that females use that are pretty different from the ones used by males. It would be unsuitable for females to speak or act in the same way as male or vice versa.

1.2.4. Gender and Code Switching

We are always surrounded by interactions either between males and females and the thing that is observed by everyone from every day communication is that women are more likely to shift from the native language to other languages for many purposes: the most known one is prestige. Therefore in this part we are more interesting in answering the following question: Do all bilingual societies reflect the same idea or does code switching differ among male and female discussion? How?

To find the link between gender and code switching, many studies have been done: A study done by Gal in 1979 of speech of men and women in Austrian village of Oberwart
proved that women are more likely to use code switching in their daily life from Hungarian to German for prestigious reasons German is considered as the language of the modern life style (Penelope & Katerina, n.d.).

According to Wong (n.d.), Romaine conducted a study in (1989) in Birmingham where both languages Punjabis and English are spoken. In Birmingham people tends to use code switching with insiders in personal communication whereas with outsiders they are more likely to use only English or Punjabis. According to him, because women are considered as housekeepers, they will have no contact with the outside world, therefore they will use code switching more than men, who are supposed to use more pure English and pure Punjabis because they will have more contact with others.

Another study which was concerned with gender and code switching, according to Penelope and Katerina (n.d.), done by Swigart in (1991) in Dakar demonstrate that young mothers shifted from Wolof (the traditional language) to French. This study also confirms that young girls considered themselves as monolingual speakers of French. Whereas, in 1998 Cheshire and Gardner-Chlros carry out a report in the Greek – Cypriot communities in Britain, they concluded that there is no distinction between women's code switching and men's code switching (Wong, n.d.).

In a nutshell, we can say that in major bilingual societies female are more likely to code switch in their daily life conversation than male do.

**Conclusion**

Teaching a foreign language is not an easy task but rather time and skill demanding. Consequently, EFL teachers face many difficulties especially in teaching beginners. To avoid such problems, many tools can be used by both males and females: images, drawing, realia, interactive white board, projectors…etc

Code switching is considered as the best tool that most teachers use, it is a facilitative method since it clarifies and simplifies foreign language terms to the learners. It is a helpful teaching and learning strategy used by both male and female and it may have an influence on EFL classes either positively or negatively.
CHAPTER TWO: Research Design and Methodology

2.1. Research Methodology

2.1.1. Sampling and Participants

A group of six teachers among thirty MS teachers in Ain Beida from different schools have been chosen to be observed and to answer the questionnaire that has been designed to find answers to the research questions raised. Since the present study aims at comparing male and female teachers' code switching during the explanation of the lesson we have chosen three male and three female teachers. The sample number was only six because of the lack of male teachers in the city.

Three hundreds and two students from one thousand four hundred have been also selected to participate in this study by answering the students' questionnaire. We have chosen middle school teachers to be our population because they seem to use code switching more in this period rather than others, since it is the first time pupils learn the English language.

2.1.2. Research Instruments

Classroom observation, teachers' and pupils' questionnaires have been used as tools to collect data.

2.1.2.1. Classroom Observation

2.1.2.1.1. Pilot Study

Before carrying out a classroom observation a pilot study was done to determine the element that will be used in the checklist. The researcher attended classes with two teachers: one female and one male. Then classroom observation checklist was designed to facilitate and organize the work (see appendix I)

2.1.2.1.2. Classroom Observation

We have chosen classroom observation as a tool for gathering data in order to have a clear insight about what is happening in MS EFL classes concerning teachers' use of code switching. The observation took four sessions for each teacher, the time devoted for each
session was an hour, and the total was 24 sessions without counting the first ten 10 sessions that have been used as a pre-observation session or pilot study. The six teachers that have been used as a sample of this study were not the same that were observed in the pilot study. Participants were not informed about the purpose behind observing their classes.

2.1.2.2. Teachers’ Questionnaire

2.1.2.2.1. Description of the Questionnaire

In this research, teachers' questionnaire was designed as a secondary tool to get specific information about teachers' views on the phenomenon of code switching in EFL classes and its use (see Appendix II). It consists of nineteen questions: open-ended and close-ended questions. In open-ended questions teachers are asked to write in their own words, justify answers state attitudes, thoughts and opinions. Close-ended questions require the participant either to answer in yes/no or pick up the appropriate answer from a list of choices. These questions are presented in five sections: general background, code switching in EFL classes, teachers' attitudes and finally, further suggestions.

Section One: Background Information (Q1-Q4)

This section is about the teachers' background information. It is made of four questions. (Q1) seeks to know teachers' gender. In (Q2) teachers are asked about their age. (Q3) teachers' are asked about their year of experience. Finally, (Q4) was put to know the languages teachers master in addition to English.

Section Two: Code Switching in EFL Classroom (Q5-Q14)

The second section is mainly concerned with the use of code switching in EFL classes. (Q5) is devoted to know how EFL teachers manage their language use in class during language instruction. In (Q6) teachers’ are asked whether or not they use code switching in their classes if her/his answer is no, five questions are raised, (Q7) requires to determine why and in (Q8) they are asked about the strategies used instead of code switching. (Q9) is raised to know about whether students understand the lesson with English only or not according to teachers points of views. Then (Q10) seeks to determine if they have faced a situation where they were obliged to code switch. In addition (Q11) is designed to know when and why they were obliged to use code switching. If the answer is
yes, three questions are raised. (Q\textsubscript{12}) is about the variety used more frequently in their class in addition to English; French or Arabic. (Q\textsubscript{13}) is related to the previous one in which the teacher is asked to state on which basis they make their choice. Finally, (Q\textsubscript{14}) seeks to know the functions of teachers' code switching.

**Section Three: Teachers' Attitudes about the Use of Code Switching in EFL Classes.**

This section consists of four questions (Q\textsubscript{15}, Q\textsubscript{18}). It aims at knowing teachers' perspectives toward teachers' use of code switching. (Q\textsubscript{15}) seeks to determine what they think about teachers' who uses code switching in EFL classes. (Q\textsubscript{16}) is devoted to know teachers' attitudes toward the use of Arabic or another language. Moreover, (Q\textsubscript{17}) asks teachers' about their opinions concerning code switching as an efficient strategy in learning and teaching English. In (Q\textsubscript{18}), the researcher wanted to know whether code switching influence EFL classes.

**Section Four: Further Suggestions**

(Q\textsubscript{19}) is for teachers' to add any comment or suggestion they see it relevant for the aim of the questionnaire.

2.1.2.2. Administration of the questionnaire

After carrying out classroom observation, teachers' questionnaire was administered to the participants. Obviously a questionnaire was handed out to six EFL teachers' (three males and three females ) who work in different schools in the same city where the observational study took place. The researcher was present in the administration of the questionnaire.

2.1.2.3. Pupils' Questionnaire

2.1.2.3.1. Description of the Questionnaire

Pupils' questionnaire is used also to collect data because it is proved to be effective and beneficial method in this study. It is helpful in the sense that pupils may be aware about teachers' code switching more than teachers' themselves. Moreover, it gives them the opportunity to express themselves and their ideas. It was written in Arabic since students'
level is not that high to understand and answer in the target language. It consists of four sections:

**Section One: Background Information (Q1,Q2)**

The first question seeks to get information about their teachers' gender. The second question tries to know if students have studied with another teacher who is opposite in sex to their present one.

**Section Two: Code Switching in EFL Classes (Q3-Q6)**

It consists of four questions. First, (Q3) seeks to know whether their teacher use code switching or not in classroom. Secondly, (Q4) aimed at determining whether students are conscious of their teachers' code switching or not. Moreover, (Q5) intends to discover which language the teacher uses ore in addition to English. Finally (Q6) tries to find out the function of their teachers' code switching.

**Section Three: Students' Attitudes toward Teachers' Use of Code Switching (Q7-Q11)**

This section consists of five questions. The seventh question seeks to know students attitudes toward teachers' use of code switching. (Q8) is asked to determine whether code switching is beneficial strategy or harmful one. In (Q9) students are asked about their preferences concerning whether they prefer their teachers to use English only, English and sometimes another code, English and often another variety or English and rarely another language. In (Q10) they are asked to justify their choice. By (Q11) pupils are asked to compare who use code switching more: male or female teachers.

**Section Four: Further Suggestions**

(Q12) gives the opportunity to students to express themselves, their ideas and to add any comments or suggestions they feel it related to the aim of the questionnaire.

**2.1.2.3.2. Administration of the Questionnaire**

The questionnaire was administered to 302 students of all middle school's levels (the four levels) . The researcher was present during the administration of the questionnaire to explain to pupils : the topic, the questions and the way they are supposed to answer. Pupils completed the questionnaire in approximately 15 min, and then all copies were
gained. From 302 copies, 18 copies were not valid because the participants left many items unanswered and the rest were not answered seriously.

2.2. Data Analysis and Interpretation

2.2.1. Analysis of the data collected from classroom observation

A careful examination and analysis of classroom observation checklists revealed that code switching occurs frequently in EFL middle schools. Indeed, EFL classroom aimed at teaching the foreign language in this case English is the target language although, almost all EFL teachers alternated the use of English language and other languages. It is observed also that the frequency of male code switching used to be 41 times in the four sessions (\( \mu = 13.67 \)) whereas, female teachers used code switching 55 times in the four sessions (\( \mu = 18.34 \)). This led us to conclude that female teachers use code switching as a tool to facilitate students understanding or for classroom management more than males.

From the theoretical chapter and the pilot study, functions of teachers code switching can be summarized as the following:

- To indicate the starting and the ending point of the lesson.
- To exercise discipline
- To give announcement
- To give instruction.
- To create friendly relationship with students.
- To emphasize certain language point.
- To gain time.
- To translate unfamiliar words.
- To praise and encourage students

Indeed, the aim of the study is to compare male and female teachers' use of code switching taking into consideration who uses code switching more and for which function code switching will be used by male teachers and which one will be used by females?

The following table illustrates the frequency of teachers' code switching in four sessions:

**Table 1.**

**Frequency of code switching' Functions**

<table>
<thead>
<tr>
<th>Functions</th>
<th>M1</th>
<th>M2</th>
<th>M3</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
</tr>
</thead>
<tbody>
<tr>
<td>To indicate the starting and the ending point of the lesson</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>To exercise discipline</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>To give announcement</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To give instruction</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>To create friendly relationship with students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>To emphasize certain language points</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>To gain time</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
As it can be seen in table (1) and figure(2) the functions of giving announcement did not occur at all by all participants as well as some functions did not exist in some teachers' classes.

Male teacher N°1:

- Used code switching to create a friendly relationship with his students just once.
- He used two times to gain time.
- He did not use code switching at all for the other functions.

Whereas, Male teacher N°2:

- Used it just one time to
exercise discipline,
✓ emphasize certain language points,
✓ Encourage students and praise them.

- Used code switching two times to
  ✓ indicate the starting and the ending points of the lesson,
  ✓ to give instruction,
  ✓ To create friendly relationship.
- He used this phenomenon three times to gain time.
- He used it four times to translate unfamiliar words and items.

Male teacher N°3:

- Used code switching one time to exercise discipline.
- He alternated the use of languages to gain time twice.
- He code switched three times
  ✓ To indicate the starting and the ending points of the lesson.
  ✓ To create friendly relationship with students.
  ✓ To give instruction.
  ✓ To emphasize certain language points.

It is observed that, the functions of female teachers' of code switching were quietly different from those used by males.

Female teacher N°1 used code alternation:

- One time to gain time.
- Two times
  ✓ To emphasize certain language points.
  ✓ To translate unfamiliar words.
- Four times to indicate the starting and the ending points of the lesson.
- Five times to give instruction.
- Ten times to exercise discipline.
Female teacher N° 2 used code switching

- Just once to
  - create friendly relationship with pupils
  - emphasize certain language points
  - To gain time
  - To Praise and encourage students

- Two times to translate unknown vocabulary
- Three times to give instruction
- When she exercised discipline she used code switching thirteen times.
- Used code switching four times to indicate the starting and the ending points of the lesson

The third female did not use code switching for nearly all the functions, but to exercise discipline. She used code alternation five times to manage students' misbehaviors.

Table (2) indicate the mean of code switching' of both males and females teachers in EFL classes during the four sessions:

**Table 2. The mean of male' / female' functions of code switching**

<table>
<thead>
<tr>
<th>Functions</th>
<th>μM</th>
<th>μF</th>
</tr>
</thead>
<tbody>
<tr>
<td>To indicate the starting and the ending point of the lesson</td>
<td>1.67</td>
<td>2.67</td>
</tr>
<tr>
<td>To exercise discipline</td>
<td>0.67</td>
<td>9.33</td>
</tr>
<tr>
<td>To give announcement</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>To give instruction</td>
<td>1.67</td>
<td>2.67</td>
</tr>
<tr>
<td>To create friendly relationship</td>
<td>2</td>
<td>0.33</td>
</tr>
<tr>
<td>Function</td>
<td>Female Mean (µF)</td>
<td>Male Mean (µM)</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>To emphasize certain points</td>
<td>1.33</td>
<td>1</td>
</tr>
<tr>
<td>To gain time</td>
<td>2.33</td>
<td>0.67</td>
</tr>
<tr>
<td>To translate unfamiliar words</td>
<td>3</td>
<td>1.33</td>
</tr>
<tr>
<td>To praise and encourage students</td>
<td>1</td>
<td>0.33</td>
</tr>
</tbody>
</table>

From the table it is observed that:

\[ µF > µM \]

For the following functions:

- To indicate the starting and the ending points of the lesson (2.67 > 1.67).
- To exercise discipline (9.33 > 0.67).
- To give instructions (2.67 > 1.67).

From this we can conclude that female teachers are more likely to use code switching more than male for the following functions: to indicate the starting and the ending points of the lesson, to exercise discipline, to give instructions.

It is noticed also that:

\[ µM > µF \]

For the following purposes:

- To create friendly relationship with students (2 > 0.33).
- To emphasize certain language points (1.33 > 1).
- To gain time (2.33 > 0.67).
- To translate unknown vocabulary (3 > 1.33).
- To praise and encourage pupils (1 > 0.33).
2.2.1.1. Discussion of Classroom Observation

The observation of EFL classrooms revealed that female teachers are more likely to use code switching more than males, this occurs because female teachers think in an emotional way, they tend always to transmit the message whatever the language being used. However; males do not use code switching as much as females do since they are more likely to think in a professional way. They often feel themselves more responsible and they have to do their work in the right way. Since they are EFL teachers, English should be the dominant language and the native language should be avoidable and if so not too much.

The conclusion drawn from our observation is that teachers’ functions of code switching differ from males to females. Females generally try to indicate starting and ending points of the lesson by the use of L1 because they want to attract students’ attention. Besides, they may code switch whenever the instruction is not clear to avoid any ambiguity or misunderstanding. They also tend to use this phenomenon in exercising discipline inside classroom to control students’ behaviors. Unlike females, males alternate the use of languages in classroom to emphasize certain language points, to gain time, translate new items, praise and encourage students since they think that the shared languages are more helpful in these cases. They can also code switch to create friendly relationships in order not to be authoritative.

2.2.2. Analysis and Data Collected From Teacher's Questionnaire

Section One: Background Information

Q1. Age:

Figure below shows that teachers' age varies from 30 to 60. The great majority of female teachers (33.33%) are from 30 to 40 years whereas a small part of female participants 16.66% are from 50 to 60. Unlike female, 33.33 % male teachers are aged between 50 and 60 and only 16.66% male teachers are from 40-50
Q2. Gender:

Since our study is a comparative study between male and female, the sample must consist of 3 male and three female teachers that is to say, 50% of the sample is male and 50% of it represent female.

Q3. How long have you been teaching English?

Figure (5) illustrates, no teacher has an experience less than 10 years and the majority of them state that they have a teaching experience above 10 years from 10 to 30.
This would confirm they are skillful enough and they know how to manage the target language use in class. This would make this research more practical and reliable.

**Figure 5. Teachers’ years of experience**

Q4. Which language do you master in addition to English?

The aim of this question is to determine which language teachers master in addition to the English language. It is assumed that the 06 teachers master the Algerian Arabic more than other. Only two male and two female teachers from all the respondents said that they master the modern standard Arabic. Just one male teacher stated that he is skillful enough in Tamazight language and one other male is knowledgeable in the French language.
Section Two: Codes Switching in EFL Classroom

Q5. How do you manage your language use in class during language instruction?

According to figure below two female teachers and one male manage their language use in classroom using English and sometimes Arabic or another language. One male teacher use English and rarely Arabic and the last one claims that he never use another language he uses only English inside classroom. It is observed also, that one female teacher uses only English in teaching EFL.

Figure 6. Teachers' mastery of languages

Figure 7. Teachers' management of language use
Q6. Do you use code switching in your class?

From figure (8) it reveals that two teachers do not use code switching one male and one female teacher and the rest (two female and two male) use code switching. That is to say that great majority of teachers (33.33% male and 33.33% female) use another language rather than English and only 16.66% male and 16.66% of female teachers tends to use only the English language and never use another language.

![Figure 8. Teachers' use of code switching](image)

If no,

Q7. Why?

With regard to this question, the two teachers' answer was that their students are accustomed to learn English so no need for other languages. Referring to the native language or other languages while learning English will make students more dependents to the translation of teachers, they will not follow carefully and they wait until the instruction is translated or stated in the L 1.

Q8. What do you use instead of it?

The result from the figure (9) indicates that female teacher claims that she uses the three mention options instead of code switching that are: realia, gestures, whereas male teacher tends do use only gestures and drawing.
Q9. Do you think that your students will understand better with English Only?

As shown in figure (10) both teachers believe that their students the lesson better with English only because, according to male teacher, his students have the habit to do so. Female teacher think that, since she uses all the different means (gestures, drawing, realia), students will understand her lesson easily. Therefore, both teachers believe that since there are different and new technologies that may facilitate the learning process no need for code switching.
Q_{10}. Have you ever face a situation where you were obliged to code switch?

Figure.11. Situations of code switching

According to both participants (as it is illustrated in figure11), there are many situation where they were obliged to use another code to explain to student the lesson.

Q_{11}. When and why?

As the result of this question demonstrate figure (11) male teacher argue that when he does not succeed to explain a given thought or idea through visual support, he will be obliged to after note the use of languages to help student to understand the lesson better or the idea. The other participant answer (female) demonstrate that whenever she face an abstract words she would use the native language to help students get the direct meaning of the words and she gave some example that she often fails in their explanation in English such as honor wisdom… etc

IF yes,

Q12. Which variety do you use more?

As it is seen in figure (12) the most frequent language used by female teachers is Algerian Arabic both female teachers tended to use it. Unlike female teachers, male teachers were more likely to use both languages. One male claimed that he often uses the French language while the other maintained that he frequently uses Algerian Arabic.
**Q_{13}. On which basis do you make the choice concerning the use of code switching?**

All participants reported that they choose to use code switching especially to the native language because of the weak level of students in the other languages such as French and Tamazight; teachers often use it to facilitate pupils' understanding.

**Q_{14}. Why do you use code switching?**

From figure below it is shown that no teacher has chosen the following functions: "to give announcement", "to create friendly relationship", "to emphasize certain language points", and "to gain time" male and female. Female teachers were more likely to use code switching to exercise discipline in the first place (the two female teachers claimed that). Male teachers confirmed that they use code switching more to translate unfamiliar items. It is found also that one male teacher and one female stated that they use code alternation to give instruction and to indicate the starting and the ending points of the lesson and only one male teacher used code switching to encourage and praise students and no female teachers tend to do so.
Section Three: Teachers' Attitudes about Using Code Switching.

Q₁₅. What do you think about teachers' who use code switching in EFL classes?

The result from figure (14) demonstrates that the great majority of female teachers (two female) think that teachers who use code switching are competent and just one female believed that due the lack of competence teachers would use code switching to achieve the needed result. Male teachers think that teachers who use code switching are incompetent enough, bilingual or competent.

Figure 14. Teachers' attitudes toward teachers who use code switching
Q₁₆. What is your attitude towards the use of code switching in EFL classes?

Figure (15) shows that the greater part of female teachers showed positive attitude toward the use of code switching in EFL classroom; i.e., they do agree on its use. Whereas a small portion of female teachers do not agree on its use. Male teachers' perceptions, on the other hand, confirm that one male agree on the use of code alternation, one male teacher showed a negative attitude toward the use of the native language. The last one confirms that he strongly disagreed.

![Figure 15. Teachers' attitudes toward code switching](image)

Q₁₇. Do you think that code switching is an efficient strategy of teaching and learning English?

In this question, teachers are asked about the efficiency of code switching in EFL classroom. Teachers' answers were divided into two: "yes" and "no". Two female teachers answered "yes" they think that code switching is a useful tool in EFL classroom and one female selected "no". The majority of male teachers picked out the "no" option and just one male see code switching as a helpful teaching aid and picked out "yes".
Figure 16. Code switching as a helpful teaching aid in EFL classes

Q18. What do you think, "Code switching influences EFL classes"?

As figure (17) illustrates, no teacher have chosen the two options "no opinion" and "strongly disagree". Female teachers' answers were divided into three categories: "strongly agree", "agree" and "disagree" whereas the majority of male teachers did not agree that code switching have an influence on EFL classes and one male agree on the statement.

Figure 17: Code switching influences EFL classes
Section Four: Further Suggestions

Q19. Would you like to add any other comments or suggestions that may be helpful?

This question was raised to give teachers the opportunity to express their ideas and give suggestions or comments related to the topic. Some teachers that hold a negative attitude toward its use in EFL classes suggested that EFL teachers should not use code switching in order to accustom learners to learn, think, write and express themselves in the target language and advice future teachers not to use code switching during class since they believe that this phenomenon should be avoidable. Others believe that code switching is a helpful tool that must exist in FL classroom and no technology device can replace it.

Discussion of the Result

The analysis of teachers' questionnaire results has revealed many facts:

The majority of both male and female EFL middle school teachers use code switching and small portion do not use it, they use other tool but code switching. They use all different tools to avoid it but they insert that they face situation where they were obliged to use this strategy since there are some concepts that cannot be explained via gestures, drawing… especially abstract words. Ain Beida is an Arabic spoken city consequently many teachers tend to use the L1 in EFL classes. Teachers who use code switching are divided into two groups: female and male. Female teachers tend to use Algerian Arabic more than other codes, whereas males tend to use both codes: Algerian Arabic and French. Code switching used by female teachers serves the function of exercising discipline while code switching used by male teachers serves many functions such as: giving instruction, indicating the starting and the ending point of the lesson, encourage and praise students. Teachers hold different attitudes toward this practice: some hold positive attitudes and others hold negative attitudes.

2.2.3. Analysis and Data Collected From Pupils' Questionnaire

Section One: Personal Information

Q1. Your teachers' gender
Figure (18) shows that the majority of students (182) took English courses with female teachers which are around 62.32% and 110 students from the sample which represent 37.67% their teachers were males. The aim of this question is to relate things with teachers' gender since the study is based on gender differences.

**Figure.18.Teachers' gender**

Q2. Have you ever studied with a teacher of the opposite gender of your present teacher?

The majority of students (59.93 %) from the entire sample stated that they have studied with a teacher of the opposite gender of their present teacher and only 40.07% reported that they do not. This would make our study more practical.
Section Two: Code Switching in EFL Classes

Q3. Does your teacher uses code switching during classroom.

According to figure below the majority of students (92.46%) which represent 270 of the whole (292) reported that their teachers use code switching and only small percentage (7.54%) reported that their teachers never use code switching.

Figure. 19. Gender of students' previous teachers

Figure. 20. Teachers' use of code switching
Q4. Are you conscious of your teachers' code switching?

In this question and as it is illustrated in figure (21) students' answers were divided into four categories. The majority of them (41.43%) stated that they are always conscious of their teachers' code switching. And 30.82% of all participants affirmed that they are sometime aware of this practice. Students who are often conscious of their teachers' code switching constituted 14.73% of the whole sample. A small portion of students maintained that they are unconscious of teachers' code switching this portion represent 5.48% of the whole sample.

Figure. 21. Students' consciousness about teachers' code switching

Q5. Which language does your teacher use more in addition to English?

According to figure (22) no student has chosen the two options modern standard Arabic and Tamazight that is to say that there is no teacher who uses the alternation from English to both Modern Standard Arabic and / or Tamazight. The best part of students (80.13%) asserted that their teachers use Algerian Arabic and the rest 12.32% stated that the most frequent code used by their teacher is French.
Q6. **Why does your teacher use code switching?**

The results from figure (23) display that. Pupils have different views concerning the functions of their teachers code switching. While all respondents whose their teachers are female report that their teachers use code switching for discipline. The majority of respondents who attend classes with male teachers (80%) inserted that their teachers use code switching to translate unfamiliar items and only 20% of them have chosen that their teachers uses code as a medium of instruction. And no students have claimed that there teachers either male or female used code switching for other purposes :"to indicate the starting and the ending point of the lesson","to encourage and praise students","to give announcement"," to create friendly relationship"," to gain time" …etc.
Section Three: Students' Attitudes Toward Teachers' Code Switching.

Q7. What do you think about teachers' use of code switching?

As it is illustrated in figure below, 42.47% of students agreed with the use of native language, whereas 4.79% of the participant disagreed on it use. At the same time, 19.86% of the teachers do not care about its use and 32.88% of the respondents strongly agree on using code switching in EFL classroom. From all this, we conclude that the majority of students show positive attitudes toward code switching.
Q8. What do you think about teachers' code switching?

According to figure (25) the great deal of students (93.84 %) saw code switching as a useful and helpful aid in teaching and learning EFL and only 6.66% of student agree on the point that code switching is a harmful strategy.

Figure 25. Code switching harmful/beneficial strategy

Q9. What do you prefer your teacher to use?

From figure (26), the result displays that (8, 90%) of the participants have chosen the option only English that is to say only a small part preferred teachers who uses English only in EFL classroom without referring to any other languages, and (10, 62%) selected the option English and rarely another language this means that they like teachers to explains lessons using English and rarely another language. Nearly the same percentages of students (40, 41%) and (40, 07%) prefer their teachers to use English and often Arabic or another language and English and sometimes Arabic or another language respectively. These results confirm that students hold positive attitudes toward the use of another code in FL classes.
Q10. Why?

Students who selected "only English" option justified their choice as follow:

- They want to learn English thus, no need for their language.
- They aimed at being good learners of English and will the use of other language they will rely on translation and will never make effort and they will accustomed to it and their level remains weak.

Students who selected English and often or sometimes other language claim that:

- Arabic in order to understand the lesson, get the idea ….

The other students report that they prefer their teachers to use English and rarely Arabic or another language, they need English but not too much they believe that Arabic is beneficial but English should be the dominant language in EFL classes.

Q11. In your point of view, who uses code switching more?

According to figure (27), the majority of students (225) which represents 77.05% of the whole participants agreed that female teachers uses code switching more than males and only 45 of them 15.41% maintained that male teachers use code alternation more than female.
Section Four: Further Suggestions

Q12. Please add any comment that you feel important or related to the topic?

Not all participants answer this question, only 70 among 292 do. Their comments and suggestions show the importance of English language as an international language. They pointed out also to the importance of code switching as a facilitative tool that improves their level in EFL. All of them agree on the point that teachers should use code switching to explain to student ambiguous items and ideas, especially with low proficient students.

2.2.3.1. Discussion of Pupils' Questionnaire

From the analysis and the interpretation of pupils' questionnaires, the results clearly show that the majority of students hold positive attitudes toward teachers' code switching and they report that they prefer teachers who use another code in EFL class since it is considered as a helpful and beneficial tool. According to them female teachers are more likely to use code switching more than male teachers especially when exercising discipline. Unlike females, male teachers tend to use code switching for instruction and or translation of unfamiliar words.
2.2.3.2. Conclusion

In this chapter, we have dealt with the practical part of our study in which we analyzed and discussed classroom observation that was carried out in three middle schools in Ain Beida and analyzed teacher's and student's questionnaires. We have made the analysis of classroom observation to compare male and female teachers' use of code switching while the analysis of students and teachers questionnaires was done to determine their attitudes towards teachers' use of code switching in EFL classes.

The conclusion that can be drawn from the three tools prove that female teachers tend to use code switching more than male teachers and they are likely to use it more for discipline, to indicate the starting and the ending point of the lesson whereas, male teachers are more likely to use it for other functions to create a friendly relationship, to emphasize certain language points, to gain time and for translation. In addition, teachers hold different attitudes toward the use of this strategy: positive and negative while students show positive attitudes and considered it as a helpful strategy, aid.
General conclusion

This study was conducted to answer the questions raised in the introduction that are: Does code switching differ among male and female teachers? and what are students and teachers' attitudes towards the use of teachers' code switching in EFL classroom.

In the first chapter, we have discussed some theoretical issues related to both code switching and gender, each in separated section. In the first section, we have tackled a general overview about code switching, code switching in sociolinguistics, its definition, differences between code switching and other language contact phenomenon such as code mixing and borrowing, several types of it and code switching in teaching and learning situations its functions for both teachers and students, teachers and students attitudes toward it and finally, advantages and disadvantages of using this phenomenon in EFL classroom. The second section was devoted to gender, its definition, the difference between gender and sex then the relationship between gender and language also code switching and gender was stated.

In the practical part of this study, we have explained the methodology used to collect data, population and sample. In this chapter, the analysis of classroom observation that was carried out in middle schools in Ain Beida was done. Then we have done the analysis of teachers' questionnaire and finally, students' questionnaire was analyzed. Moreover, the results obtained from instruments show that female teachers are more likely to use code switching more than male teachers. Female teachers tend to use code switching to exercise discipline, to indicate the starting and the ending of the lesson, to give instruction, more than male teachers who are likely to use it for other functions such as: to create friendly relationship, to emphasize certain language points, to gain time and to translate unfamiliar words. It is found also that teachers hold different attitudes (positive and negative) and students show positive attitudes toward code switching.

1. Pedagogical implication

In the light of what had been exposed by the present study, it is reasonable to suggest a number of recommendations for EFL learners: first, the use of native language should not be avoidable since the majority of pupils agree on its use in EFL classes. Yet, teachers should not use it too much in order to improve pupils' competence in learning.
EFL. Second, the teacher uses code switching to facilitate students' understanding of the L2, therefore they should know when and why to use it. There are some situations where teachers are obliged to code switch for given functions. Then, since middle school learners are beginners, teachers should use simple English and some technological devices to accustom their learners to think and write in the target language without referring to their native language.

2. Limitations of the Study

Any research work may encounter some difficulties, limitations and setbacks. This study also faces some obstacles. The first one was the sample. Due to the lack of male teachers of English, a small sample was chosen. Consequently, the finding of the study could not be generalized to all the population to all middle schools' teachers in other cities. Another factor that must be taken into consideration is that the time was limited, though the researcher attended some sessions not as we hoped. Last but not least, not all middle schools' headmasters like the idea of doing a research and having huge time in their schools even though teachers open the door of their classes to any educational work.

3. Suggestions for Future Research

The present study addressed one of the important issues in EFL classes used by many teachers as a tool to facilitate the process of teaching and learning a FL in spoken Arabic cities. To compare male and female teachers' code switching in EFL classes, both quantitative and qualitative methods were adopted to collect data. What might be suggested for future research is that having more time and more representative sample will be more helpful and practical.

Further researches are needed to be done on the topic using another variable such as race.

It would be interesting also to make further research in order to use code switching especially to the native language because of the weak level of students. Since, the Algerian Arabic language is the most known language, shared between teacher and student.
List of references


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Wong, K-L. J. (n.d.). *Gender and code mixing in Hong Kong.* University of Sydney retrieved in 2006 from http://. handle.net/2123/1726.
APPENDICES

1. APPENDIX I: CLASSROOM OBSERVATION CHECKLIST
2. APPENDIX II: TEACHERS' QUESTIONNAIRE
3. APPENDIX III: STUDENTS' QUESTIONNAIRE
APPENDIX I: CLASSROOM OBSERVATION CHECKLIST

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<tr>
<td>To exercise discipline</td>
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<td>To give announcement</td>
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<td>To give instruction</td>
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<tr>
<td>To create friendly relationship with students</td>
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<td>To praise and encourage students</td>
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Name of the observed
Name of the observer

Gender:

Male ☐  Female ☐

Mark(√) in the relevant column for each item.
APPENDIX II: TEACHERS’ QUESTIONNAIRE

Dear Teacher,

The following questionnaire is part of a master research work that seeks to compare male and female teachers’ code switching in addition to investigate teachers' and students' attitudes toward teachers' code switching. Your answers will be of a great help for the research. Would you, please, tick the appropriate box (es) and make statements whenever required.

Ms. Hadda Mameri

Department of English

Faculty of Letters and Languages
Section One: Background Information

Q1. Age:
   a. 20-30 □
   b. 30-40 □
   c. 40-50 □
   d. 50-60 □

Q2. Gender
   Male □
   Female □

Q3. How long have you been teaching English?
   a. Less than 5 years □
   b. 5-10 years □
   c. 10-20 years □
   d. 20-30 years □

Q4. What languages you master in addition to English?
   a. Modern standard Arabic □
   b. Algerian Arabic □
   c. French □
   d. Tamazight □

Section Two: Code Switching in EFL Classroom

Q5. How do you manage your language use in class during language instruction?
   a. using English only, never use Arabic. □
   b. using English and rarely use Arabic or French □
   c. using English and sometimes use Arabic or French. □
   d. using Arabic and often use English □
Q6. Do you use code switching in your class?

Yes ☐ no ☐

If NO,

Q7. Why so?

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

Q8. What do you use instead of it generally (in explaining your lesson)?

a. Realia ☐ b. Gestures ☐

c. Drawing ☐ d. Others ☐

Q9. Do you think that your students will understand your lesson well with English only?

Yes ☐ no ☐

- How?

.............................................................................................................
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Q10. Have you never face a situation where you were obliged to code switch?

Yes ☐ NO ☐

Q11. When and why?

.............................................................................................................
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If YES,

Q12. Which variety do you use more

a. Modern standard arabic ☐

b. Algerian arabic ☐

c. French ☐

d. Tamazight ☐
Q13. On what basis do you make the choice concerning the use of the languages?

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Q14. For what purposes you use code switching?

a. To indicate the starting and the ending point of the lesson.
   □

b. To exercise discipline
   □

c. To give announcement
   □

d. To give instruction.
   □

e. To create friendly relationship with students.
   □

f. To emphasize certain language point.
   □

g. To gain time.
   □

h. To translate unfamiliar words.
   □

i. To praise and encourage students
   □

Section Three: Teachers' Attitudes

Q15. What do you think about teachers who use code switching in English classes?

a. Incompetent enough
   □

b. Incompetent
   □

c. Bilinguals
   □

d. Competent enough
   □

Q16. What is your attitude toward the use of code switching in EFL classes?

a. Extremely agree
   □

b. agree
   □

c. no opinion
   □
Q17. Do you think that code switching to Arabic or French is an efficient strategy of learning / teaching English?

A. Yes □ B. no □

d. Disagree □
e. strongly disagree □

Q 18. What do you think "Code switching influences EFL classes"?

a. Extremely agree □

b. agree □

c. no opinion □

d. Disagree □
e. strongly disagree □

Section 4: Further Suggestion

Q19. Would you like to add any other comments or suggestions that may be helpful?

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Thank you for your cooperation.
APPENDIX II: PUPILS' QUESTIONNAIRE

Dear Pupil,

The following questionnaire is part of a master research work that seeks to compare male and female teachers' code switching in addition to investigate teachers' and students' attitudes toward teachers' code switching. Your answers will be of a great help for the research. Would you, please, tick the appropriate box(es) and make statements whenever required.

Ms. Hadda Mameri

Department of English

Faculty of Letters and Languages
Section One: Background Information

Q1. Your teacher’s gender

Male ☐                                    Female ☐

Q2. Have you ever studied with a teacher with the opposite sex of your present one?

Yes ☐                                      NO ☐

Section Two: Code Switching

Q3. Does your teacher use code switching during classroom?

Yes ☐                                      No ☐

Q4. Are you conscious of your teacher’s code switching?

a. Always ☐
   b. Sometimes ☐
   c. Often ☐
   d. Never ☐

Q5. Which language does your teacher use more in addition to English?

a. Modern standard Arabic ☐
   b. Algerian Arabic ☐
   c. French ☐
   d. Tamazight ☐

Q6. Why does your teacher use code switching?

a. To indicate the starting and the ending point of the lesson ☐
   b. To exercise discipline ☐
   c. To give announcement ☐
   d. To give instruction ☐
e. To create friendly relationship with students
f. To emphasize certain language point.
g. To gain time.
h. To translate unfamiliar words.
i. To praise and encourage students

Section Three: Pupils' Attitudes

Q7. What is your attitude toward teacher's use of code switching in EFL classes?
   a. Extremely agree
   b. Agree
   c. No opinion
   d. Disagree
   e. Strongly disagree

Q8. What do you think about teachers' code switching?
   a. Beneficial
   b. Harmful

Q9. What do you prefer your teacher to use?
   a. using English only, never use Arabic.
   b. using English and rarely use Arabic or French
   c. using English and sometimes use Arabic or French.
   d. using Arabic and often use English

Q10. Why?
     ……………………………………………………………………………………………………………………………………………………………
     …………………………………
Q11. In your point of view, who use code switching more?

Male ☐  female ☐

Section Four: Further Suggestions

Q12. Please, add any comments suggestions you feel important or related to the topic.

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Thank you for your cooperation.
استبيان للتعليم

تم إنجاز هذا الاستبيان لتكملة مذكرة الماستر وهذه الأخيرة تقوم على مقارنة استعمال المزج اللغوي بين الأساتذة التربويين "إناثا و ذكورا " كما أنها تهدف إلى كشف أراء كل من الأساتذة والطلاب تجاه استعمال اللغات الأخرى في تدريس اللغة الإنجليزية. أحبائي التلاميذ تسرني مشاركتكم في هذا الاستبيان ان استطعتم الإجابة على جميع الأسئلة. ضع علامة (√) في المكان المناسب.

حيدة معمري
كلية الآداب و اللغة الإنجليزية
- المعلومات الشخصية:

1. ما هو جنس أستاذك الحالي؟
   - ذكر
   - أنثى

2. هل سبق لك و أن درست عند أستاذ من الجنس الآخر (أي إذا كنت تدرس حاليا عند أستاذة هل سبق لك وان درست عند أستاذ و العكس)؟
   - نعم
   - لا

- المراج اللغوي:

3. هل يستعمل أستاذك المزيج اللغوي أثناء إلقاء الدروس؟
   - نعم
   - لا

4. هل أنت على وعي بالمزيج اللغوي الذي يستعمله أستاذك؟
   - أ. نعم أحيانا
   - ب. نعم غالبا
   - ج. نعم دائما
   - د. لا

5. أي لغة يستعمل أكثر إلى جانب اللغة الإنجليزية؟
   - أ. اللغة العربية الفصحى
   - ب. اللغة الدارجة
   - ج. اللغة الفرنسية
   - د. الأمازيغية

6. لماذا يستعمل أستاذك لغة أخرى غير اللغة الإنجليزية؟
   - أ. للإشارة لنقطة بداية و نهاية الدرس
   - ب. ل하시는 الوضوء
   - ت. لإعطاء إعلان
   - ث. لإعطاء تعلبات
   - ج. لخلق علاقة ودية مع الطالب
   - ح. إلى التأكيد على وجهة لغة معينة
   - خ. للكسب الوقت
III.

- أراء التلاميذ

7. ما موقفك من استعمال الأستاذ للمزيج اللغوي؟

- متوافق
- متوافقاً
- لا أوافق
- لا أوافق أبداً

8. ما رأيك في استعمال الأستاذ للمزيج اللغوي؟

- يفيد التعليم في تعلم اللغة الإنجليزية
- يعيق سيرورة التعليم

9. ماذا تفضل أن تستعمل أستاذك أثناء الدروس؟

- اللغة الإنجليزية فقط
- اللغة الإنجليزية وغالباً لغة أخرى (عربية أو الفرنسية)
- اللغة الإنجليزية وأحياناً لغة أخرى (عربية أو الفرنسية)

10. لماذا؟

11. حسب رأيك من يستعمل المزيج اللغوي أكثر؟

- الأستاذ (ذكر)
- الأستاذة (أنثى)

12. أي اقتراحات أخرى
Résumé

Cette thèse représente une étude comparative entre les professeurs masculins et féminins des écoles moyenne de la ville d'Ain Beida sur le fait d'utiliser le mélange linguistique. Cette étude vise également à exposer les points de vue de ces derniers ainsi que ceux de leurs élèves. Tout fond sur le coté théorique des deux aspects : le mélange linguistique et le genre. Le coté pratique qui adopte une observation des professeurs d'anglais dont le but de comparer la diversité du changement linguistique et ces causes ayant des professeurs de genre masculins à ceux de genre féminin. L'étude a également invoqué deux questionnaires. Le premier a été destiné aux professeurs donc le but de découvrir leurs opinions. Quant au le deuxième a été remis aux étudiants pour confirmer les résultats de l'observation ou les élèves peuvent nous fournir des informations que ne sont pas connues par le professeur lui-même. L'étude vise ainsi à exposer les avis des étudiants à l'égard du mélange linguistique par les professeurs. Cette étude a montré que l'utilisation de commutation des codes et ces causes varient d'un maître à une maîtresse. Alors qu'on ce qui concerne les avis des enseignants ont montré leurs différentes opinions, certains d'entre eux étaient en faveur, certains d'entre eux sont opposés. Cependant ceux des étudiants majoritairement positifs. Et enfin on conclue avec une série des conseils consacrés aux enseignants que se soit masculin ou féminin sur l'utilisation de la commutation des codes.
ملخص

يتميز موضوع هذه الرسالة حول مقارنة استعمال المزج اللغوي من طرف الأساتذة إثنا وذكوراً بتوسطات مدينة عين البيضاء، كما تهدف هذه الدراسة إلى كشف أراهم وأراء تلاميذهم، فهي تتركز في إطارها النظري على جانبين أساسيين: الجانب الأول يتعلق بالمزج اللغوي أما الجانب الثاني.

ومن الناحية التطبيقية فقد اعتمدت أولاً على دراسة ميدانية لملاحظة أساتذة اللغة الإنجليزية أثناء قاناتهم الدروس و التي كان هدفها يعتمد على مقارنة تغيير استعمال المزج اللغوي وأسبابه من الأساتذة إثنا إلى الأساتذة ذكورا، كما اعتمدت الدراسة أيضاً على استفادة، فكان الأول موجهًا لأساتذة اللغة الإنجليزية ويهدف أساساً إلى كشف أراهم تجاه استعمال هذا المزج اللغوي من طرف البعض منهم، فيما خصص الثاني تلاميذ المتوسطة وذلك تأكيداً لنتائج الدراسة الميدانية، حيث يمكن للطلاب تزويدنا ببعض المعلومات لا يمكن للأساتذة نفسه أن يعلمها كونه قادراً على استعمال لغات أخرى غير الإنجليزية لا إرادياً، كما تهدف أيضاً إلى كشف أراهم الطلبة اتجاه استعمال أساتذتهم للمزج اللغوي، فقد بيئة هذه الدراسة أن استعماله وأسبابه مختلف من الأساتذة إلى الأستاذة، أما بالنسبة لأراهم فإن الأساتذة أظهروا أراهم مختلفاً فمنهم من كان مؤيداً ومنهم من كان معارضاً، أما فيما يخص التلاميذ و أراهم فكانت أغلب أجابتهم إيجابية، وفي الأخير ختمت هذه الدراسة بجملة من التوصيات لأساتذة ذكورا و إثنا حول هذه الظاهرة.