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Middle School Students' Attitudes Towards the Use of the Mother

Tongue: The Case of Third-year Pupils at Boubzari EL Maki Middle

School

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in

didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled "Middle School Students' Attitudes Towards the Use of the Mother Tongue: The Case of Third-year Pupils at Boubzari EL Maki Middle School is our own work, and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.
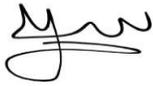
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Imane Amarouche

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Dedication

We dedicate this work to ourselves.

Acknowledgments

We would like to acknowledge the efforts of our supervisor Ms. Boukhedenna Amal for having the patience to correct and guide us through the process of conducting and writing our work.

A debt of gratitude to Ms. Marzouk Hiba,a teacher of English who was kind enough to grant us the opportunity to attend some of her classes. This work could not have been possible if it was not for her help, also the headmaster of Boubzari El Maki Middle School who made the whole process a lot easier. Last but not least we would like to thank the examiners Dr. Azieb Samia and Ms. Tiouane Hiba for their effort and time in correcting this work.

Abstract

This study investigates the use of the mother tongue in English as a foreign language classrooms, which leads to the language phenomenon widely known as code-switching that marks a continuous switch between the target language and the mother tongue. The study focuses on Algerian third-year middle school pupils' attitudes towards the use of Arabic in English classes. In addition, it explores how middle school learners perceive their use along with their teacher's use of the mother tongue, and how effective it can be as a helping tool in foreign language learning. Previous literature shows that pupils hold positive attitudes towards mother tongue use in EFL classrooms as it provides them with more aid to learn the target language. This study is conducted with thirty third-year middle school pupils at Boubzari El Maki middle school in Jijel. Two means of research are used: an observation grid and a questionnaire, forming a mixed qualitative and quantitative research approach. The analysis of the collected data is descriptive to provide a clear representation of the results of this language learning phenomenon. The findings from this study indicate that Algerian middle school pupils favor using the mother tongue in EFL classrooms as it helps them develop linguistic abilities in the target language and encourages them to speak up when facing obstacles in the learning process. Moreover, it is concluded that students tend to use the mother tongue to upgrade their level in the target language.

  Keywords: Attitudes, mother tongue, target language, code-switching.

List of Abbreviations, Acronyms, and Symbols

1- **CM: C**ode-**M**ixing

2- **EFL: E**nglish as a **F**oreign **L**anguage

3- **E.g.: E**xample

4- **ESL: E**nglish as a **S**econd **L**anguage

5- **FL: F**oreign **L**anguage

6- **L1: F**irst **L**anguage

7- **L2: S**econd **L**anguage

8- **Q: Q**uestion

9- **S: S**tatement

10- **TL: T**arget **L**anguage

11- **%:** Percentage

12- **CS: C**ode-**S**witching

13- **i.e.:** That is

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General Introduction

In Learning English as a Foreign Language classrooms (EFL), the mother tongue use has always been a controversial practice in language learning. While some researchers believe that it should be prohibited, others think it can benefit students when they share the same mother tongue as the teacher. When teachers use the mother tongue, they begin switching between it and the target language. Furthermore, this is what educators commonly refer to as code-switching. Code-switching is widespread in bilingual or multilingual communities like Algeria, where individuals can converse using multiple languages in addition to their mother tongue. Moreover, some informal conversations with Algerian middle school teachers and colleagues show that it is common for teachers to use the mother tongue while teaching to help their students understand the language. However, this study will shed light on Algerian students' attitudes towards using the mother tongue in EFL classrooms.

1. **Background of the study**

For decades, code-switching has attracted many researchers to explain why and how teachers use the mother tongue in EFL classrooms; however, very little research in Algeria has focused on students 'attitudes towards it.

In a study by Lee (2010) on code-switching in the teaching of English as a second language to secondary school students in Malaysia, where students study English from primary until tertiary levels. The researcher aimed to investigate teachers' attitudes towards code-switching, its frequency, and functions in the classroom, and its effect on the delivery of the curriculum of English as a second language (ESL). The population selected was a group of teachers who teach English in five Malaysian governmental schools. The teachers answered a questionnaire consisting of a self-rate scale designed from combined former studies by other researchers. Through descriptive analysis of data, the results showed that

Teachers share positive attitudes towards code-switching and agree on its use when necessary in ESL classrooms as it facilitates learning. "Code-switching is necessary when the situation requires the use of mother tongue in the teaching and learning process" (Lee 2010, p 38). He also claimed that CS contributes positively to the delivery of the syllabus as it encourages the students to speak and participate more, reduces their anxiety, and builds their confidence.

Jingxia (2010) believed that the first language (L1) could positively affect EFL classrooms in Chinese universities. Her main focus was on the attitudes, functions, and the influence of switching to the L1. The results of her study showed that code-switching occurs in almost every English session. Students seemed more aware of code-switching than some teachers, who stated that sometimes the switch is unconscious. In addition, the teachers explained that using the L1 in EFL classrooms takes place to overcome specific difficulties that the students might face when trying to understand elements of the lessons presented to them. Some of the functions of code-switching, according to Jingxia's findings, are translating unknown vocabulary items, explaining grammar, managing classes, emphasizing specific points, and showing solidarity. She found that code-switching plays a positive part in teaching and learning English. Simultaneously, students and teachers shared positive attitudes towards it. They also believe that it can be implemented in the classroom to solve learning-related issues.

A study by Bista in 2010 aimed to identify the factors that affect code-switching use among 15 students at Troy University of Alabama. The students under investigation were bilinguals who spoke English in addition to their mother tongue, some of them were graduate students, and others were under graduates. The data analysis showed that the primary factor of code-switching is incompetence in the second language, especially for students who are less fluent in English. Other factors included maintaining privacy when the students used their

mother tongue with someone in the classroom who shared the same language to ensure that

others would not understand what they were saying. Another factor is to facilitate self expression because, according to the respondents, it is easier to speak in one's first language than using English to avoid being misunderstood. Bista (2010) concluded that code-switching could be helpful only if it aims to ease the delivery of meaning to students. Still, it is necessary to keep in mind that its overuse in cases where the students are incompetent in the target language becomes more unwanted and disturbing.

A 2016 Master's dissertation by Al-Qaysi at the British University in Dubai examined students' and educators' attitudes towards code-switching within a higher education environment in Oman. This piece of research aimed to see if teachers and students were adopting code-switching and its frequency if proven to be used. The findings suggested that students believe that code-switching from English to Arabic helps them learn new words. Al-Qaysi also explained that students tend to code-switch in the classroom, when they are chatting on social media, discussing specific topics like exams, or having difficulties expressing something that does not have an equivalent in Arabic. On the other hand, Al Qaysi found that teachers code-switch between English and Arabic during lectures to deliver meaning. In addition, educators acknowledged the advantages code-switching brings to the classroom as it offers knowledge, makes terms and concepts understandable, increases students' confidence, and motivates them to learn. In short, both educators and students shared common positive attitudes towards code-switching and its implementation as a method in higher education.

Students usually prefer when their teachers use the mother tongue in the classroom, mainly to explain the terminology of the content under study, especially first-year students. Sharing almost the same positive attitude, educators stated that sometimes they ignore or somehow allow their students to use the mother tongue; however, they tend to be cautious

about the frequency of its usage to avoid the overuse of the mother tongue over English. In their work, Teklesellassie and Boersma (2017) also explored the possibility of a relationship between gender and students' attitudes towards code-switching. However, the data collected from Bahir Dar University in Ethiopia demonstrated that the attitudes were not related to the student's gender identity. Teklesellassie and Boersma (2017) also explained that the learners' first language background has nothing to do with their attitudes towards code-switching. Participants who had different mother tongues agreed on the benefits code-switching brings to the classroom. Students and educators shared positive perceptions toward code-switching as they ensured that it helps both of them to deliver and understand the content.

2. Statement of the Problem

EFL teachers often get asked whether or not they use the mother tongue in teaching the target language, especially with beginner students, mainly at the middle school level where the students have not yet developed a strong language competence. However, previous literature focused primarily on teachers' attitudes, sometimes including the students but only those in higher education levels and with more fluency in English. Furthermore, middle school students' attitudes towards mother tongue use in EFL classrooms need to be investigated to discover their perceptions of this language learning phenomenon.

3. Research Questions and Hypothesis

The questions this dissertation aims to answer regarding this problem are:
- What are middle school pupils' attitudes towards code-switching in the classroom?
- How do the pupils perceive its efficacy as a helping tool in foreign language learning?

Based on the above research questions, this study puts to the test the following hypothesis:

- Third-year middle school students consider using the mother tongue in EFL classrooms a beneficial tool that facilitates the learning process.

4. Research Methodology

The present study opted for a mixed-methods approach (qualitative and quantitative) to collect the needed data through classroom observation without intervention and a questionnaire. The observation process was conducted with two third-year groups, each having 15 pupils during their English language session taught by the same teacher at Boubzari El Maki Middle School in Jijel. With the first group, the teacher carried out her lesson using only the target language during the explanation, the instruction, and the measurement of her students' comprehension of the language elements being taught. However, with the second group, the teacher kept switching from the target language (English) to the mother tongue (Arabic) during the lesson presentation. Observing the groups without being involved or affecting the process of teaching is employed to obtain objective data. At the end of the lesson, a questionnaire was handed to the students of both groups to check their perceptions, preferences, and opinions about code-switching in EFL classrooms. The data analysis method is descriptive as the study is concerned with describing a phenomenon in language learning.

5. Significance of the Study

This research intends to investigate Algerian middle school pupils' attitudes towards the use of the mother tongue in the classroom and their views towards it as a tool that can be either helpful or hindering in language learning classes. It also aims to check how effective code-switching can be in helping them acquire a foreign language. This research would enable teachers to understand how their students view the switch to the native language in foreign language classrooms and use it in their teaching if it proves helpful in improving the way the content of the lessons is presented to their learners.

6. Organization of the Dissertation

This work is divided into three parts, a general introduction, two main chapters, and a general conclusion. Each one of the two chapters contains an introduction and a conclusion. The first chapter is theoretical. It presents an overview of code-switching in different studies, including the definitions of this phenomenon, its types, and other related concepts (code-mixing, borrowing, and multilingualism). It also sheds light on code-switching in language learning classrooms and students' attitudes towards it. In addition, it gives a close look at English as a subject in Algerian middle schools and how teachers consider the use of the mother tongue in the classroom and the negative and positive views on it. The second chapter is practical. It presents the methodology that was followed to obtain data, describes the research instruments, and analyzes the findings to give results that enable answering the research questions and checking if the hypothesis is valid.

Chapter One: Literature Review

Introduction

The first chapter entitled literature review is concerned with tackling the major theoretical aspects related to code-switching. The first section is devoted to the notions of code-switching. In an attempt to study this phenomenon, it is necessary first to explore what this concept stands for. The section begins with some definitions of code-switching and its types introduced by leading figures in the field. Then, it tackles some commonly confused concepts, namely; code-switching, code-mixing, and borrowing. Afterward, it casts light on the phenomenon of multilingualism in Algeria, some brief historical background on the matter, and the status of different varieties in the country. Finally, this section discusses the use of code-switching in foreign language classrooms. After the introduction of code-switching, the second section is entirely devoted to discussing attitudes towards this phenomenon. First, it briefly introduces English in the Algerian middle schools and how it is incorporated in to the curriculum. Next, it talks about teachers' attitudes towards code-switching. Lastly, it highlights some positive and negative views towards code-switching in an ESL context.

Section One: Code-Switching

1.1. Definition of Code-Switching

Various definitions have been given to code-switching by many researchers. One of the most straight forward definitions is that of Milroy & Muysken (1995), stating that code-switching is "the alternative use by bilinguals of two or more languages in the same conversation" (p.7). Sometimes, when bilingual individuals are having a conversation, they

switch the code to overcome problems they might be having during that conversation. In other words, it is a shift from one language or a variety of a language to another in written or spoken discourse. Wardhaugh & Fuller (2014) describes it as a strategy used for communication purposes. Hymes (1974), on the other hand, claimes that code-switching is "a common term for alternative use of two or more languages, varieties of a language or even speech styles" (as cited in Ayeomoni, 2006, p. 91).From another perspective, Bokamba (1989) states that:

> Code-switching is the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event…code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, in order to infer what it is intended, must reconcile what they hear with what they understand.(as cited in Amuda, 1994, p. 91)

Bokamba (1989) advances in this definition that there is a separation between two terms that are often used to refer to the same phenomena, 'code-switching' and 'code-mixing.' The difference between the two will be further discussed in the upcoming section. In addition to that, Gumperz (1982) argues that code-switching is "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems"(p.59).

So, code-switching can be defined according to various views, but what is certain is that code-switching is a unique ability of bilingual learners. Some researchers believe that code- switching and code-mixing can be differentiated and not used interchangeably.

1.2. Types of Code-Switching

According to Blom & Gumperz (1971, p. 425), code-switching among people can be systematic and predictable. They distinguished two types of the phenomenon: "situational code-switching" and "metaphorical code-switching."

1.2.1. Situational Code-Switching

Wardhaugh (1986) states that situational code-switching happens when the speaker uses a particular code for a specific situation (pp. 102-103). The speaker's choice of language in speech depends on the social situation; for example, the language used when interacting with family members is different from the one used in speaking with neighbors (Hudson, 1996, p. 52). It might involve the change of topic, the addressee, or any situational factor; even more, this change might be to show solidarity, to express a person's identity or ethnicity through language. Unlike the case of diglossia, in which the speaker is fully aware of the switch from the high to the low variety or vice versa, in situational code-switching, the speaker is mainly unaware that he switched from one language to a different one. Diglossia and situational code-switching are sometimes mistaken as two names of the same linguistic phenomenon.

1.2.2 Metaphorical Code-Switching

Proficient bilinguals use metaphorical code-switching. It is the change of code based on which domain the conversation falls into. This kind of code-switching carries a symbolic meaning. Unlike situational code-switching, Blom and Gumperz came up with the linguistic term 'metaphorical code-switching' in the late sixties and early seventies. They argued that the speaker's selection of acceptable alternates occurring in conversation sequences is both patterned and predictable based on certain features of the local social system. These communication effects are grouped by Gumperz (1982, pp. 75-82) into six social functions: quotation, addressee specification, interjection, reiteration, message qualification, and personification vs.

objectification. In the metaphorical code-switching, the speaker might not be aware that they had changed the code they were using due to being familiar with the two languages.

In addition to Blom & Gumperz's categories, Poplack (1980, p. 615) categorize code-switching into three categories, which he called: Extra-sentential code-switching, inter-sentential code-switching, and intra-sentential code-switching.

1.2.3 Extra-sentential Code-Switching

This type of code-switching is also called emblematic code-switching or tag switching. It refers to changing a tag phrase or word from a particular language to a different one. Hamers & Blanc (2000, p. 259) define extra-sentential code-switching as "the insertion of a tag, e.g. 'you know', 'I mean,' from one language into an utterance which is entirely in another language." The most common form of these tags is one of the main auxiliary verbs, the verb 'to be,' or a model verb plus the subject, for example, he's stupid, tu sais?

1.2.4. Inter-sentential Code-Switching

Inter-sentential code-switching is more likely to happen among bilingual speakers who are more fluent. The switch of code in this type occurs in sentence/clause boundaries. It is the switch between sentences in the same conversation, or as Hamers and Blanc (2000, p. 259) state, "one clause being in one language, the other clause in the other."

e.g., "sometimes I'll start a sentence in English *y termino en espanol*" ("Sometimes I'll start a sentence in English and finish it in Spanish") (Spanish—English bilingual recorded by Poplack (1980) in the Puerto Rican community of New York City).

1.2.5. Intra-sentential Code-Switching

This type of code-switching occurs within the same sentence; the speaker might switch clauses, parts of a clause, lexical items, or morphemes. It is familiar with languages from the same family, like French and English. Hamers and Blanc (2000) explain that intra-sentential CS is the type of switching:

> Where switches of different types occur within the clause boundary, including within the word boundary (i.e. loan blend, e.g. **check**-**er** (English verb **check** French infinitive morpheme -**er**). The following is an example of intrasentential code-switching: **kio ke** six, seven hours **te** school **de vic** spend **karde ne**, they are speaking English all the time ('Because they spend six or seven hours a day at school they are speaking English all the time') (Punjabi—English bilingual in Britain recorded by Romaine, 1995). (p. 260)

In simpler words intra-sentential code-switching is the type of code switching that takes place within a sentence in words at morpheme boundary.

1.3. Commonly Confused Concepts: Code-Switching, Code-Mixing, and Borrowing

Code-switching, code-mixing, and borrowing are famous qualities in the speech of bilinguals in every society. While code-switching refers to the utile use of two or more languages within a conversation to convey meaning, it might also imply that some expressions might be easier to access in the speakers' mind in one language than in another (Waris, 2012, p. 126). Most researchers consider it as a natural product in bilingual communities.

The other phenomenon is code-mixing which is closely related to code-switching. It is "the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from two grammatical (sub) systems within the same utterance and speech events" (Bokamba 1989, p. 279). Some scholars like Appel and Musyken (1987, p. 118) state that intra-sentential code-switching is also referred to as 'code-

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mixing,' which occurs within the same sentence, while others see it as a constant transformation of linguistic units from a code to another one. In other words, the speaker inserts small units from a different language, within the clause boundary, in his speech. However, we should refer to the fact that there is always a dominant language when code-mixing is used, while the other language appears in smaller units. In addition to that, there are many mixtures of two languages with one name, like Spanglish (Spanish and English) and Franglish (French and English). Muysken (2000, p. 1) divides code-mixing into three types: insertion of words and phrases, which is inserting certain words from a language into a sentence which belongs to another language; alternation, which refers to mixing in terms of capability and equivalence; and congruent lexicalization, which is the mixing of dialects or language variations.

On the other hand, borrowing is adopting a word from a different language and using it to express an idea. Hudson (1996, p. 55) states that "whereas code-switching and code-mixing involved mixing languages in speech, borrowing involves mixing the systems themselves because an item is 'borrowed' from a language to become part of the other language." The borrowed words are sometimes referred to as loanwords. The most common cause of borrowing is adopting words from a source language into the native language speakers. As Crystal (1995, p. 126) describes, the English language is a greedy borrower to the point where it has more than 120 languages that serve as a source for its vocabulary. Still, in our modern time, English has become a leading source of borrowing for languages from all around the world. This process of borrowing is a result of cultural contact between the two languages in use. Scholars believe that borrowing is a complex event because it includes many factors and purposes, like borrowing words from the source language to identify something that does not have a name in one's native language. Another element mentioned when speaking about

loanwords is what Holmes (2013) states in her book An Introduction to Sociolinguistics; "borrowed words are usually adapted to the speaker's first language. They are pronounced and used grammatically as if they were part of the speaker's first language." (p. 43).

Besides the work of Holmes, another scholar named Calhan (2004, p. 71-74) made three criteria upon which it is possible to distinguish between code-switching and borrowing; these are structure, frequency, and discourse function. In this context, it is clear that some words which are adopted from a source language are phonologically adjusted into the native language.

1.4. Multilingualism in Algeria

Multilingualism is a phenomenon where speakers can speak and understand two or more languages. This term can also be applied to a whole society. According to the European Commission (2007, p. 6), multilingualism is "the ability of societies, institutions, groups, and individuals to engage, regularly, with more than one language in their day-to-day lives." Speakers from different countries started gaining the ability to speak two or more languages with the waves of colonialism and immigration that spread all across the globe, precisely after the end of the Second World War.

Multilingualism in Algeria is problematic because of the variation and richness in dialects and varieties of language that might cause communication problems. It can be described as the result of the long French colonization. Most Algerians speak Algerian Arabic, standard Arabic, Berber, and French, but their fluency in these languages differs from one speaker to another. The Algerian Arabic (mother tongue) itself consists of vocabulary from several languages due to being invaded by many nations throughout history besides France, the last colonist entity. Standard Arabic is the language taught in schools and public institutions; it is also used to write different documents and official papers. Governmental figures usually use it

to make statements to the public. Algerian Arabic, also known as *Dareja*, varies from one place to another. For instance, people from the Algerian east do not speak the same way people from the west do. Even within the same city, the language has varieties that differ across regions.

When speaking about the Algerian dialects, it is essential to mention that they are a mixture of standard Arabic and foreign languages from countries that invaded different areas. Berber refers to the group of local languages spoken in Algeria in some regions like Shawia, Mazabite, Kabyle, and Tamashekt, according to Ibrahimi (1994, pp. 207-218). Because Amazigh has been recognized as an official language in Algeria recently, it is now taught in schools and universities. It has also been added to different streets and institutions' signs. It is fair to say that the status of the Amazigh language has improved now that it is known to Algerians who hear it daily in different television shows and advertisements. French, on the other hand, is an even more popular language in Algeria. It can be considered more popular than Amazigh. It is the first foreign language in the country. There are various uses of this language due to the French invasion that lasted over a century. French is considered as one of the sources of vocabulary for Algerian Arabic. Many words were adopted from French and were adjusted in their pronunciation to Algerian Arabic. In addition to this, French is the language of education at universities, and it is used in many scientific domains like Biology, Mathematics, Architecture, and Medicine. All of these languages established a multilingual Algerian society where various linguistic identities exist.

1.5. Code-Switching in Foreign Language Classrooms

The utilization of code-switching has recently increased among individuals who can speak more than one language. It is viewed as an aid for communication; however, when it comes to foreign language learning, there have been some debates and several opinions about

its effectiveness as a serving tool to learn a foreign language. Code-switching can be applied by either teachers or students and sometimes both. It is debatable whether code-switching should be restricted in its use to a particular area of the learning process. Jones (1995) explaines that when the students and the teacher share the same first language, they might switch to it while learning a foreign language to show solidarity or create a supportive linguistic environment. Still, things have not always been that way. (as cited in Dewale et al., 2013, p. 2003) With the rise of the direct method around the 1900s, the use of the first language (L1) was banned from foreign language classrooms as the method insists on using the target language exclusively without including any translation into the native language. Its main focus was speaking as the primary skill with a native-like pronunciation while reading and writing are introduced later. Concerning the application of code-switching, Cook (2001, pp. 402-423) argues that it is an instrument that the teacher would use to ensure his students understand the learning activities and instructions given to them; code-switching allows the teacher to negotiate meaning.

However, Cook (2001, pp. 402-423) also mention that code-switching should be restricted to specific contexts in the classroom. According to him, learning the target language should go the same way a speaker would learn his L1, that is to say without any involvement of other languages or basic knowledge. It is also necessary for the learner to keep the L1 and the target language separated and develop the ability to think and use them separately. Most opinions against code-switching in foreign language classrooms share the fear of it becoming a controlling and hindering element when overused by teachers (Miles & Turnbull, 2001). They also share the idea that code-switching should have limited use; otherwise, using the first language would not allow the students to have a pure linguistic environment similar to native speakers'. Thus, it would result in a negative dependence from the students on their L1 to

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comprehend the target language's discourse.

Flyman-Mattsson & Burenhult (1999) state that "teachers switch code whether in teacher-led classroom discourse or teacher-student interaction, maybe a sophisticated language use serving a variety of pedagogical purposes" (as cited in Gulzar, 2010, pp. 23-24). The two researchers also explain that code-switching could occur spontaneously without any planning from the teachers when they are expressing their feelings or understanding. Aichuns (2003) believes that teachers might use code-switching because they are not proficient bilinguals but rather monolinguals who possess knowledge of the target language. As a result, their ability to express and explain the content might be limited to the point where they might use the first language when the teacher and the students share the same native language. (as cited in Alang & Idris, 2018, p. 3)

In short, there are simple language structures that the teacher cannot control, and to overcome this problem, the teacher should try to avoid complicated structures that could cause them problems. On the other hand, Sert (2005, p. 5) explaines that teachers' use of code-switching in foreign language classrooms could be described as a bridge that connects the previous knowledge of the L1 with the new foreign language knowledge to convey meaning. It may function as a tool to reduce their stress and anxiety and create a supportive learning environment.

Section Two: Attitudes Towards Code-Switching

Introduction

In recent years, the concept of code-switching has become an ongoing debate, and whether or not foreign language learners should be allowed to use their mother tongue in a foreign language classroom is a topic that needs to be seriously addressed. However, many researchers frown upon the idea of switching between L1 and L2 inside the EFL classroom.

Researchers like Sridhar (1996, p. 59) view code-switching as laziness and the students' inadequate ability to command the foreign language. Willis (1981, p. 7) believes that students' use of the mother tongue without the teachers' permission indicates something is wrong with the lesson. Students may have different views on the best ways to acquire the foreign language and what would work for them specifically, including using the mother tongue or another language they are already fluent in. Also, students' age and competence in the target language may play a role in language learners' resort to code-switching.

Hall & Cook (2013) conducted a global study across 111 countries with 2,785 teachers. The outcomes demonstrate widespread L1 use within English language teaching classrooms. Teachers report that learners find L1 use easier to clarify ambiguous vocabulary and grammar (p. 26). A study carried out in an Australian context by Ma (2019) investigates the various functions of L1 use by the teacher and the students at an elementary level with adult migrants. It reveales that code-switching is used by the learners to ask questions, give reasons for lacking the necessary skills in L2, and peer assistance (as cited in Adriosh & Razi, 2019, p. 2). The majority of the studies carried out regarding code- switching focus on its benefits and drawbacks. To further explore Algerian students' attitudes towards code-switching, it is necessary to have an idea about English as a foreign language and as a subject matter in Algerian middle schools.

2.1 English in the Algerian Middle Schools

As commonly known English is perhaps the most prominent language in the world nowadays since it is the language of technology and global communication. As a result, the majority of countries around the world insist on including it in their educational syllabuses. Algeria is not an exception. The Algerian curriculum developers incorporated English as a foreign language (FL) and French as a second language (L2) in the national educational

program. Arabic, being spoken by the vast majority of Algerians, is the primary language of the country. However, English occupies an increasingly significant role as a foreign language. Teaching English as a foreign language in Algeria makes the students multilingual because besides speaking Arabic as their mother tongue, they also speak French. English is taught in the first year of middle school when the learners are more likely to acquire a new language quickly. They are taught English using a competency-based approach. For four years, learners acquire the basics of the language, the grammatical rules, some conversational functions, and the written form of the language. After that, they are taught the language for three more years in secondary school. At the university, learners may choose to major in English as a field of study, and those who do not continue their studies as English students benefit from what they were taught for seven years in other areas of study.

Young Algerian learners and, more specifically, middle school English learners are supposed to have acquired basic English (structures and vocabulary), which are necessary to express the four main functions of the language that are: description, instruction, narration, and socializing in the four linguistic skills (listening, speaking, reading, and writing). They are more likely to use code-switching as a technique to ease their acquisition of specific language features. Being multilingual and speaking French as a second language, Algerian learners may benefit from what they already know in French, precisely regarding vocabulary. Historically speaking, many French words were imported to English throughout the centuries. This mixture resulted in many words like 'acceptance', 'cable', and 'beneficial', written the same way in both languages, although pronounced differently. Thus, learners already familiar with the term in French can understand its meaning easily, and the teacher's role is to guide the learner to pronounce it correctly in English. Code-switching may be beneficial especially to young learners, but many may have different views concerning the matter.

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Since this study aims to explore learners' attitudes towards code-switching in an EFL context, it is crucial to explore further the teachers' attitudes towards the use of code-switching in the classroom. Very few studies focused on learners' attitudes towards using the mother tongue when learning English as a foreign language. In the Algerian context, it was rarely discussed, which is why this study will add to the literature concerning code-switching.

2.2. Teachers' Attitudes Towards Code-Switching

As one of the elements of a two-language classroom, the students are learning and using two languages at separate times of the day; there is a clear separation of the use of each language. Therefore, when students combine both languages in a single sentence or a set of sentences, teachers see this in general as inappropriate or an error (Palmer, 2009, p. 42). Teachers in a dual language classroom usually try to encourage students not to combine the languages. To many educators and researchers, the use of code-switching is seen as a sign of weakness or lack of proficiency in the TL (Palmer, 2009, p. 42). Some educators believe that if students depend too much on the native language, they will not wholly develop the second language skills. Therefore, the use of code-switching in a well dual language classroom is discouraged. However, other researchers are in favor of allowing students to code-switch in the classroom. When teaching students who are learning a second language, it is like they are using one guitar of 12 strings which allows them to play better music rather than using two separate six-string guitars (Toribio, 2004, p. 133). Many scholars acknowledge that code-switching is inevitable in language classrooms and that both students and teachers code switch for various reasons (Polio & Duff, 1994, p. 324). Also, learners who code switch demonstrate bilingual ability and build a bridge between two languages (Toribio, 2004, p. 138). Another way code-switching can be used in the classroom by educators is to make sure there is a consistent flow in students' responses and to assure everyone has a chance to participate,

including those who do not have significant control of the target language (Saxena, 2009, p. 168).

Additionally, it is essential for the teacher to already have a lesson plan to follow because the teacher should plan responsible code-switching in the lesson, the latter aims toimprove the students' cognitive skills and clarify or reinforce the lesson material (Lewis & Smith, 1993, p. 132).

Also, according to Levine (2003, p. 347), many views affecting teachers' judgment concerning the potential effectiveness and usefulness of L1 use on the mastery of the target language are not empirical or based on any research. Meaning they are pre-conceived ideas and biased opinions about code-switching, or perhaps they result from personal inconveniences with the use of the mother tongue in the EFL classroom.

Furthermore, according to Grant and Nguyen (2017, p.12), only when it is selected and used on purpose can code-switching work as a positive strategy in EFL classrooms but not when it takes place as an automatic or a repeated habit. That is to say, the use of the mother tongue in the classroom should be limited to some aspects of the lesson. For instance, the teacher may use code-switching to explain some synonyms of the words.

Because Algerian middle school learners use Arabic as their mother tongue, referring to teachers' attitudes regarding code-switching in an Arabic context is crucial. Alrabah (2015,p. 9) explored the functions and reasons for teacher's code-switching. He concluded that although teachers mainly had negative attitudes toward using the mother tongue in L2 teaching, they used it for pedagogical and managerial purposes.

2.3. Positive Views Towards Code-Switching

Up to this point it is evident that code-switching is used by both language learners and teachers, specifically when acquiring a foreign language. It is debatable whether or not code-

switching is an effective tool to acquire the target language correctly. It is also not clear to what extent the use of code-switching affects the learners to achieve their aim of learning a second language. As a result, many researchers favor implementing code-switching as a tool to help create a more flexible classroom.

In regards to the positive view on code-switching, Skiba (1997) insists that it "provides continuity in speech rather than presenting interference in language" (p.2). Mejía (1998) also supports the use of code-switching in the classroom by explaining that it "helps maximize learning opportunities in the bilingual classroom" (p.9). Üstunel (2016, p. 40) asserts that the responsibility given to teachers is undoubtedly expected, while in fact the ability to teach in whole-English instruction classroom is more likely impossible and views code switching as a bridge between the teaching and learning processes. In other words, he believes that it is almost impossible to teach learners the target language relying entirely on it without any reference to the mother tongue.

Paradowski (2008, p. 83) states that acquiring English requires a whole-English classroom situation. For him, the use of L1 is also favored because it will activate prior knowledge that facilitates the learning of the target language. In addition to that, Uys & Van Dulm (2011) propose that code-switching serves as a translation method. During the teaching and learning process, teachers and students may encounter some problems when explaining their ideas. Hence, code-switching bridges the gap by enabling the translation of L2 into L1, so both teachers and students connect. (as cited in Nurhamidah, 2018, p. 73)

Code-switching may also serve as a learning strategy. This function is very significant because, in the classroom setting, the teacher may realize that the students do not comprehend the material presented appropriately. To smoothen the situation, the teacher can use code-switching as a tool Aguirre (1988), Hudelson (1983), and Olmedo-Williams (1983) find code-

switching to be an effective teaching and communicative technique which could be used among bilingual learners. Fantini (1985), Genishi (1981), and Huerta (1980) as well argue that code-switching should not be seen as a handicap but rather as an opportunity for children's language development.

Code-switching is not always used on purpose. Metila (2009, p. 46) asserts that context might also enforce the use of code-switching because it is considered the only appropriate and acceptable behavior in a particular situation. Teachers' use of code-switching is not always performed consciously, which means that the teacher is not always aware of the functions and outcomes of the code-switching process. Therefore, in some cases, it may be regarded as an automatic and unconscious behavior. However, other researchers do not agree. For instance, "The use of code-switching, therefore, is a conscious choice, especially because speakers are aware of the social consequences of this particular action" (Metila, 2009, p.46). In relation to Metila's quote, it is fair to say that the use of code-switching in some situations is a conscious decision made by speakers as a strategy to overcome communicational problems.

Another work which supports the view that code-switching has many positive effects in an EFL classroom, in particular, is that of Baker (1995) who assures that the teacher uses code-switching to build solidarity and intimate relations with the students; thus, in a way, code-switching creates a supportive atmosphere inside the ESL classroom. (as cited in Aljoundi, 2013, p. 5)

More so, Lee (2006, p. 7), in his research, insists that code-switching or 'the discourse' used by the students outside the classroom should be allowed inside the classroom discussion process because it helps the students contribute to the discussions process and bridges any social and cultural gap. Moreover, Bautista (1986, p. 228) affirms that code-switching can transform the classroom atmosphere from being too formal to informal, thereby allowing

collaborations among the students in group works and aids in the interactions and discussions in the classroom. Similarly, Peregoy & Boyle (2013, p. 57) suggest that L1 facilitates both teaching and learning by creating a set of confidence, security, motivation, and friendship. The use of L1 in the EFL classroom gives students a more comfortable setting where they can speak freely with no strict rule of English-only.

To sum up, many researchers believe that code-switching is valuable and has benefits that outnumber the drawbacks. Its benefits include a comfortable setting for the learning process and a better understanding of the presented information in the classroom.

2.4. Negative Views Towards Code-Switching

When taking part in an EFL class, it is almost certain that code-switching would happen. Although many educators and researchers view code-switching as a helpful tool or necessary to meet specific goals, others disagree—view code-switching as a barrier rather than a bridge to help the learners.

Firstly, some believe that code-switching overuse may hinder students' improvement of using English compared to the class which uses English all the time (Jingxia, 2010, p. 11). According to Palmer (2009, p. 42), "many multilingual speakers believe that code-switching is a sign of linguistic weakness or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms." Also, Kaschula & Anthonissen (1995, p.73) describe "code-switching as a sloppy use of language, which is regarded as a corruption of their mother tongue and an indication of the language deficiency of the speaker."

In addition to that, Gumperz & Hernandez (1972, p. 586) claim that learners who code-switch usually mess up the conversation and cannot speak the language properly. Moreover, Arrifin & Husin's (2011, p. 221) studies have observed that learners with a more remarkable linguistic ability often see code-switching as an obstacle to becoming fluent in a second

language. Their results indicated that students who are competent in English found it difficult to make progress in an environment of code-switching. Researchers mainly focus on the context in which code-switching takes place rather than the benefits and drawbacks of code-switching; however, Bista (2010, p. 1) carried out a study in the USA that found that code-switching did not only harm the linguistic learning ability of students but also pointed out the lack of ability in the second language as a primary cause of code-switching.

To sum these views up, code-switching is one of the most controversial topics researchers try to explore. Language teachers and learners use it to enhance the learning- teaching process, and sometimes it is used unconsciously. Some view it as a positive part of any foreign language classroom, while others believe that it is only an obstacle in learning.

Conclusion

Based on what has been discussed above, and according to what other researchers highlighted, this study needs to be conducted to better understand the influence of code-switching and the use of the mother tongue in an EFL classroom. Many studies were conducted regarding the topic of code-switching. Still, very few studies were conducted in an Arabic context and, more specifically, in a middle school EFL classroom context because it is such a broad subject. The following chapter will be the practical part of this study; it will include the research methodology and discussion of the findings, along with some practical implications and pedagogical recommendations.

Chapter Two: Field work

Introduction

The previous chapter focuses on the major concepts related to code-switching as well as the attitudes of both teachers and students towards the use of the mother tongue in a FL classroom, it also overviews both the benefits and the drawbacks of code-switching, from the point of view of several researchers in the field. This chapter will be devoted to serving the research aims and putting to test the research hypothesis. It is essential to describe the type of methodological procedures followed to obtain and analyze the data from the selected population, which is middle school students at Boubzari El Maki middle school in Jijel, to investigate their attitudes towards using the mother tongue in the EFL classroom. Furthermore,this chapter will attempt to interpret the significant findings and will include discussions and conclusions of the collected data.

2.1. Research Procedures and Population

This section presents and defends the plan of the current research. First, it starts with the tools used to conduct the investigation. Next, it describes the participants who took part in the study and the setting of the study. After that, the process through which the study was conducted is thoroughly explained, and finally, the limitations of the study are stated.

Two research tools with a mixed-method approach of both qualitative and quantitative tools were selected to obtain the needed data to answer the research questions. Mixing the two methods in this research is more suitable mainly because it provides more knowledge and validates the answers obtained from the study. To begin with, observation without intervention with the use of a grid is the first research tool used. The grid contained several

verbal statements that were designed to be checked while observing what was taking place during the lesson neutrally. The second tool used is the questionnaire which was meant to gather more insights about the attitudes of students regarding the matter. Questionnaires were handed to the students at the end of the lesson. The research population consisted of 30 third-year middle school pupils at Boubzari El Maki middle school in Jijel, divided into 15 students per group. Each of the two groups had the same lesson with the same teacher. For the first group, the entire lesson was presented to them by the teacher relying entirely on English (the target language). However, the teacher combined the mother tongue with English with the second group and kept switching between the two while presenting her lesson to the students. In addition to that, the analysis of the information is descriptive. This type of analysis can allow serving the aim of the study, which is intended to describe a language learning phenomenon as an attempt to figure out the behaviors and attitudes of the students to come to an answer to the research problem.

2.2.Observation Grid

Observation is a very effective tool to be used when conducting research. It helps researchers remember the events and the issues occurring during an experiment, but what is remarkable about it is that it allows researchers to record their reflections and opinions regarding a specific topic. Besides the questionnaire, the use of an observation grid in this study enables further investigation of the use of the mother tongue in an EFL classroom and the attitudes of the participating learners towards it. The observation grid is a table with pre-designed statements to narrow the researcher's focus. It contains four main elements: content knowledge, instructions, communication, and clarity. The researchers can either choose

'yes', 'no' or 'somehow' to answer the statements. The grid also has a designated space for further notes of the researchers to elaborate and describe in more specific details how pupils in both groups react.

The observation grid is used with two groups of third-year middle school pupils who answered the questionnaire later at the end of the two sessions, each one of these sessions lasted forty five minutes. One group received instruction entirely in English without the use of the mother tongue. In contrast, the other group's lesson included using both languages, i.e., the teacher switched between the two languages.

2.2.1. Description of the Observation Grid

Section One: Content Knowledge

The First part of the grid is about content knowledge with five statements. **(S1-2)** serveas a general observation on whether or not the pupils create their ideas and sentences and use words that they already know without relying entirely on the teacher's presentation. **(S3)** in the grid focuses on the way pupils simplify things for themselves and, more specifically, whether they rely entirely on English, i.e., the target language, to clarify matters. **(S4)** contradicts the previous statement and explores whether pupils rely on their mother tongue to clarify things; for instance, they would ask the teacher to explain a specific element in the lesson using Arabic. The last statement **(S5)** in the first section notes whether pupils translate the vocabulary they acquire in the classroom into their mother tongue.

Section Two: Instructions

   The second section of the observation grid is about instructions. To be specific, it is about two main points. They both focus on the teacher's role in the classroom and whether the teacher corrects the pupils'mistakes using their mother tongue or the target language.

Section Three: Communication

   The following element highlights communication or interaction between the teacher and the learner inside the classroom. It is comprised of six statements. **(S1-2)** explore whether the pupils interact with their teacher using the target language or the mother tongue. The following two statements **(S3-4)** explore peer-to-peer interaction in the EFL classroom, whether pupils interact with each other using the mother tongue or the target language. The last two statements **(S5-6)** focus on how the pupils correct mistakes to each other; for example, what language does the pupils' use when correcting a grammar mistake to their classmate?

Section Four: Clarity

   The last part of the observation grid considers the clarity of the information presented to the pupils. It consists of five critical statements that try to explain the behavior of the pupils in the classroom. **(S1-2)** focus on whether the pupils understand what the teacher is saying as well as their reaction to what is being presented, i.e., do they participate and engage in the lesson or do they stay silent. At the same time **(S3)** observes possible pronunciation problems the learners are encountering when trying to pronounce words correctly. **(S4)** looks into whether pupils are taking notes during their teachers' explanations. The final statement **(S5)** is about how pupils view the tasks they are asked to solve, i.e., whether they find the tasks difficult to manage.

2.3. Questionnaire

The questionnaire consists of 4 parts: an introduction, general information, the effects of code-switching on learning, and pupils' attitudes towards code-switching. The total number of questions included in the questionnaire is 17.They cover the three parts of the questionnaire, while the introduction is devoted to instructing the pupils on how to answer. Each of the questions presents multiple choices. The questionnaire handed to the pupils is translated from English to Arabic to ensure that the respondents understand the questions as they are still beginners and have not mastered English yet and help obtain more reliable results.

Description of the Questions

There are two types of questions used in the questionnaire. Close-ended questions are the ones in which the respondents are provided with pre-decided categories they need to choose from. In his type of questions, the pupils are sometimes given few options such as the male or female question, or questions restricted to 'yes' 'no' and 'sometimes' as a response. The categories also include longer and more complex responses. The second type is the open-ended questions linked to closed questions, where the pupils are asked to provide justifications for their answers by ticking the closed questions. These types of questions allow the fast collection of data that can be easily presented numerically.

Introduction

The introduction consists of a concise paragraph that is meant to instruct the participants on how to answer the questions by marking the most appropriate answer or answers with a tick.

Section One: General Information

This part of the questionnaire consists of 5 general questions about the pupils. It aims to provide general background knowledge about them. **(Q1)** aims to collect information about the pupils' gender. **(Q2)** is devoted to knowing the number of languages the pupils can speak, while **(Q3)** asks them to rate their level in English. **(Q4)** is designed to explore the pupils' use of English, whether their use is exclusive to the classroom or exceeds to other contexts. The last one in this section **(Q5)** seeks to learn about the teacher's regular use and frequency of the target language and the mother tongue.

Section Two: Effects of Code-Switching on Learning

The five questions in this section **(Q1-5)** focus on discovering the pupils' attitudes whenever the mother tongue is used, i.e., whether the pupils believe this use of the mother tongue in an EFL classroom benefits the learning process. **(Q1)** aims to determine whether the teacher's switching between English and the mother tongue in a lesson can attract their attention and help them stay concentrated on what the teacher is explaining. The question also gives them the chance to justify their answers. **(Q2)** intends to discover whether or not the pupils find their teachers' use of the mother tongue during the English lesson helpful when it comes to acquiring new lexicons. In addition **(Q3)** tries to identify if the pupils find their teacher's use of the mother tongue in the classroom a valuable tool in stilling the new information in their memories. At the same time **(Q4)** aims to figure out how the pupils feel about code-switching in helping them build a positive student-teacher relationship and creating a comfortable atmosphere. In **(Q5)**, the pupils are asked to rate the level of difficulty they face when the teacher presents the lesson using only the target language.

Section Three: Pupils' Attitudes Towards Code-Switching

The six questions **(Q1-6)** in this section are designed to track down the respondents'overall judgment concerning applying the mother tongue during an EFL class. To start with, **(Q1)** intends to figure out the pupils' language choice when asking for clarification about an unclear element in the lesson. It also aims to discover whom the pupil would ask to overcome a comprehension problem. **(Q2)** aims to find whether the pupils believe that the mother tongue should be involved in an EFL classroom. The question also seeks a justification from the respondents on the answers they choose. **(Q3)** investigates what the pupils believe the use of the mother tongue in the classroom should be restricted to. **(Q4)** attempts to identify if the pupils find code-switching between the mother tongue and the target language helpful in reducing classroom anxiety and overcoming their fear of speaking. Furthermore **(Q5)** explores the different ways that pupils believe are appropriate to explain something problematic in the target language. Finally, **(Q6)** investigates whether the participants think that code-switchig should be used depending on the type of the lesson, that is to say if some tasks require switching to the mother tongue while others do not.

2.4. Data Collection

This process is regarded as one of the key phases in the entire research due to its concern with data collection. The first tool used with the data collection is the observation grid. The researchers attended a session with third-year middle school pupils to observe and note the entire process to further comprehend the topic at hand: code-switching. These pupils were divided into two groups following the school protocol to avoid excessive mixing in the classroom and which proved helpful for this research. The first group attended a lesson ultimately presented in English, while for the second group, the teacher used a mixture of both

languages (the mother tongue and the target language). Right after instruction, both groups were asked to respond to the questionnaire. The participants filled out the questionnaires, and the researchers were present to monitor and clarify anything that might be ambiguous. The latter resulted in a high level of openness and honesty.

To sum up, data collection relied entirely on two tools: the questionnaires and the observation grid. They were used together because they are appropriate for the theme, which is the use of the mother tongue in an EFL classroom.

2.5. Analysis of the Observation Grid

Section One :Content Knowledge

S1. Pupils form their sentences without relying on what the teacher presents to them during the lesson.

The majority of the participants seemed to give answers using sentences already presented by the teacher. This is noticed with the group where the lesson was presented using English only. Although some of them relied on themselves when answering, they faced difficulties regarding pronunciation. The group that was given the lesson using both languages seemed to understand what they were being taught,but the majority failed to generate sentences using the target language.

S2. Pupils rely on the teacher's vocabulary presented to them during the lesson rather than generating their sentences.

Yes, to a great extent, they relied on the vocabulary provided for them by the teacher. However, few of them were able to use synonyms of words rather than the words used by the teacher, and this is the case with both groups. However, pupils who were taught the lesson using both languages seemed to understand the vocabulary better and use it in sentences even though most of the sentences were grammatically incorrect. For instance, one pupil did not understand the meaning of the word 'destroy' and asked the teacher for its purpose using Arabic. When he understood its equivalent in Arabic, he gave an example by providing a sentence though he did not conjugate the verb correctly.

S3. Pupils rely on the target language to clarify things for themselves.

No, the group that received the lesson in the target language did not rely on it to simplify things. Instead, they tried to give synonyms of tricky words, sometimes in the mother tongue. The second group did the same thing as the first one. The participants did not seem to use English to address the teacher to repeat or explain more, except two students who did so.

S4. Pupils rely on thei rmother tongue to clarify the meaning of things for themselves.

Yes, this statement is very accurate. Almost all pupils used their mother tongue to find out the meaning of words. For instance, the teacher used the verb 'overcome' in a sentence, and the majority of pupils who raised their hands to ask the meaning did so in Arabic rather than English. One of the pupils, who already knew what the verb 'overcome' meant, explained to her classmates but did so in Arabic, which is the case with both groups.

S5. Pupils find the equivalent of words in their mother tongue by themselves.

This statement is somewhat true. The majority of pupils seemed to look for the meaning of certain words in Arabic-English dictionaries, which they already had. When they could not understand the meaning of some words, the participants seemed to refer to the teacher for help using their mother tongue. This is the case for the group that was taught the lesson in both languages. In the other group, however, not many participants wanted to find out the synonym in their mother tongue; this could be attributed to various reasons like shyness.

Section Two: Instructions

S1. The teacher uses the target language to correct pupils' mistakes.

Yes, concerning the group where the participants are taught in English only since this study requires it. In the group where both languages are used, the teacher also corrects mistakes using the target language (English) most of the time. But, when the participants still feel lost, the teacher uses the mother tongue.

S2. The teacher uses the mother tongue to correct students' mistakes.

Somewhat true, as stated earlier, it is only the case with students who find difficulty acquiring the presented content inside the classroom.

Section Three: Communication

S1. Students interact with their teacher using the target language.

Somewhat true, in both groups, the participants try to interact with the teacher using the target language. However, most of them seem uncomfortable and hesitant.

S2. Pupils interact with their teacher using their mother tongue.

True to a certain degree: The participants seem to be much more comfortable interacting using the mother tongue with their teacher, even those who are taught the entire lesson using the target language. When they fail to convey what they intend to their teacher, most of them turnto Arabic (the mother tongue).

S3. Pupils interact with each other using the target language.

Unfortunately, all that is noticed in both groups when it comes to peer interaction is that they tend to ignore the target language unless they are forced to ask or address their classmates to use the target language by their teacher.

S4. Pupils interact with each other using their mother tongue.

True, as explained in the previous observations, the participants in both groups tend touse their mother tongue (Arabic) when interacting, especially when talking to each other informally or outside the scope of the lesson.

S5. Pupils use the target language to correct for each other.

Somewhat true: In both groups, the students try to use the target language to correct mistakes for their classmates but fail most of the time, with few exceptions noticed only.

S6. Pupils use their mother tongue to correct each other.

No, what has been noticed is that the participants generally try not to speak aloud in the classroom, so when it comes to correcting mistakes, very few students participate. It is noticeable that those are the intrinsically motivated ones.

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Section Four: Clarity

S1. Pupils have difficulties understanding what the teacher is saying.

Yes, it is noticed in the group where students are taught only in English that they find difficulty understanding the lesson, which leads to less participation and an overall appearance of boredom. While in the group where both languages are used, the majority seem to comprehend the general idea of the lesson.

S2. Pupils remain silent when the teacher asks a question.

Somewhat true: In the group where English is the only language used, most students stay silent and wait for someone or the teacher himself to answer the question, which indicates that their lack of competence in the target language's makes them passive learners. In the second group, when the teacher explains the keywords in the question in Arabic, some of them seem to try to answer using the target language, although most fail.

S3. Pupils are having difficulties pronouncing the words correctly.

True, what is noticed in both groups is that the majority of them have a problem with pronunciation. They find it hard to pronounce words. For instance, the pronunciation of the final 'ed' in the simple past of regular verbs is a common problem for many of them.

S4. Pupils take notes when the teacher is explaining.

Somewhat true, in both groups, few of them take notes when the teacher is explaining and what is noticed is that in group one (the one that is taught using both languages), they take notes of synonyms of words that are explained in Arabic.

S5. Pupils find the tasks challenging.

True, in both groups, students seem to find it hard to understand what is required in a

specific exercise. Thus, they turn to the teacher, using their mother tongue to ask.

2.6. Analysis of the Questionnaire

The second tool that was used to carry out the study centered on the students' attitudes regarding the use of the mother tongue in an EFL classroom is the questionnaire. A total of 30 questionnaires were distributed and answered by the participants.

Secion One: General Information

Q1. Specify your gender:

Table 01: Participants' Gender

Categories	Percentage (%)	Frequency
Male	60%	16
Female	40%	14
Total	**100%**	**30**

Table number 01 indicates that the number of females exceeds that of males participants in the questionnaire, with 40% males and 60% females.

Q2. I can speak:

Table 02: Pupils' Bilingual Ability

Categories	Percentage (%)	Frequency
One language	10%	3
Two languages	63.33%	19
Three languages or more	26.66%	8
Total	**100%**	

Few participants said that they only spoke one language, referring to the mother tongue. About two-thirds of 19 participants said they spoke two languages, and another eight

said they spoke three or more languages. The ones who said they spoke two languages most likely refer to the mother tongue and French since it is the country's second language in general. Those who said they spoke three or more languages refer to Arabic, French, and English.

Q3. I believe my level in English is:

Table 03: Pupils' Level of English

Categories	Percentage (%)	Frequency
Weak somehow	0%	0
Average	46.66%	14
Good	43 33%	13
Excellent	10%	3
Total	**100%**	**30**

When asked about their level in English, all of the pupils believed that they were atleast average. No one answered 'weak,' only 10% thought they were excellent, and most of the answers ranged between 'average' and 'good.'

Q4. I use English in:

Table 04: Pupils' Use of English

Categories	Percentage (%)	Frequency
Only in the classroom	7%	2
In the classroom and outside	60%	18
In the classroom and at home	20%	6
In the classroom and on social media	13%	4
Total	**100%**	**30**

When asked about where pupils speak English (the target language), 7%, representing two students, said that they only spoke the language inside the classroom. The majority, with 60%, said that they use it in the school and outside. In comparison, 20% of students said they spoke the target language in the classroom and at home. Of course, the participants were asked to mark the appropriate answer or answers. Only 4 participants said that they used the target language in the classroom and on social media platforms.

Q5. My teacher usually uses:

Table 05: Teacher' Language Use

Categories	Percentage (%)	Frequency
Only English	20%	6
Mostly English and sometimes Arabic	70%	21
Mostly Arabic and sometimes English	10%	3
Total	**100%**	**30**

A percentage of 20% of the participants believe that their teacher uses only English inside the classroom; 70% said the teacher uses English most of the time and sometimes code switches. Only 10% believe that the teacher uses the mother tongue most of the time inside the classroom and uses the target language sometimes.

Section Two: Effects of Code-Switching on Learning

Q1. Ican follow with the lesson much better when my teacher code switches.

Table 06: Pupils' Perceptions on Concentration Improvement When Code-Switching Is in Use

Categories	Percentage (%)	Frequency
Yes, always	80%	24
No, never	6.66%	2

Sometimes	13.33%	4
Total	**100%**	**30**

When pupils are asked if they follow with the lesson much better when the teacher uses the mother tongue (Arabic) along with the target language (English), i.e., when the teacher code-switches, 24 participants said yes always which reflects a strong influence of code-switching in an EFL classroom on language acquisition, only 2 participants said they never understand even if the teacher code switches, and 4 participants answered with sometimes.

Q2. I can learn English vocabulary when my teacher uses the mother tongue (Arabic) in explaining.

Table 07: Pupils' Attitudes Towards the Mother Tongue's Effect on the Acquisition of Vocabulary

Categories	Percentage (%)	Frequency
Yes, always	70%	21
No, never	0%	0
Sometimes	30%	9
Total	**100%**	**30**

As presented in table seven, when pupils are asked if they acquire new vocabulary when the teacher explains in Arabic, 21 pupils, which reflects the majority said 'yes', no one answered 'no', and only 9 participants were unsure, thus, they answered sometimes.

Q3. Switching from English to my mother tongue (Arabic) helps memorize new information.

Table 08: Students' Opinions on Memorizing Information Through Mother Tongue Use

Categories	Percentage(%)	Frequency
Yes, always	76.66%	23
No, never	3.33%	1
Sometimes	20%	6
Total	**100%**	**30**

The participants were also asked if the usage of Arabic in the English lesson helped them memorize the information better, 76.66 % representing 23 of the total participants said 'yes,' only one student answered 'no' and six others said 'sometimes'. Again, the majority agreed that code-switching in the classroom is beneficial in reinforcing new information.

Q4. Code-switching helps me build a positive student-teacher relationship and makes the classroom environment more comfortable.

Table 09: Code-switching Effectiveness in Creating a Comfortable Learning Environment

Categories	Percentage (%)	Frequency
Yes, I agree	56.66%	17
No, I disagree	23.33%	7
I do not know	20%	6
Total	**100%**	**30**

The pupils were also presented with whether or not they believe code-switching eases the relationship between them and the teacher, and makes the classroom a better learning environment. 17 participants agreed with the statement, which again represents a majority. Seven participants disagreed, and another six answered vaguely (with I do not know).

Q5. I feel confused when my teacher keeps code-switching between English and Arabic.

Table 10: Code-Switching Effect on Pupils' Comprehension.

Categories	Percentage (%)	Frequency
Yes, always	13.33 %	4
No, never	80%	24
Sometimes	6.66 %	2
Total	**100%**	**30**

Table ten displays pupils' answers on whether they felt confused when the teacher used code-switching (using the mother tongue in the classroom). Only 13.33% answered with a 'yes', another 6.66 % representing 2 participants, said 'sometimes' and the majority with a percentage of 80%, said 'no, never'. This shows that the students feel comfortable with code-switching, and they rather have the teacher explain in their mother tongue than relying entirely on the target language (English).

Q6. On a scale from one to five, how difficult it is to follow with and understand the lesson when the teacher presents it using only English?

Table 11: Students' Rating, the Difficulty of a Classroom, Taught Only Using English

Categories	Percentage (%)	Frequency
One (very easy)	10%	3
Two	17%	5
Three	10%	3
Four	33%	10
Five (very difficult)	30%	9
Total	**100%**	**30**

The final question in this section the pupils had to answer is a scale where they were presented with 5 degrees (one being very easy) to choose from regarding the difficulty of understanding the lesson when the teacher uses only English. Only 3 participants chose very easy, while five others rated it with two (being mildly easy). 10% of the pupils chose three (being difficult), and ten others gave four (being hard) as a degree to how difficult the class is when the teacher uses only the target language, while the rest 9 participants chose number five being challenging. What can be understood from pupils' answers is that most of them find a classroom taught only by English as difficult with varying degrees of difficulty from one student to another.

Section Three: Pupils' Attitudes towards Code-Switching

Q1. Whenever I find difficulties in understanding something:

Table 12: Pupils' Choice of Language When Asking for Clarification

Categories	Percentage(%)	Frequency
I would ask my teacher using English	13.33%	4
I would ask my teacher using Arabic	23.33%	7
I would ask my classmate using English	3.33%	1
I would ask my classmate using Arabic	56.66%	17
I would not ask at all	3.33%	1
Total	**100%**	**30**

Table 12 demonstrates that most of the participants said that they would ask the teacher or their classmates for help but with the use of the mother tongue (Arabic). 3.33% said that they would not ask for help, few participants said that they would ask the teacher for help using English (13.33%), and very few (3.33%) stated that they would use the target language

(English) when they ask their classmates for help.

Q2. I think we should use the mother tongue (Arabic) in the English classroom.

Table 13: Students' Attitudes on Using the Mother Tongue in an EFL

Classroom

Categories	Percentage (%)	Frequency
Yes	83.33%	25
No	6.66%	2
It depends	10%	3
Total	**100%**	**30**

When pupils are asked about their opinion on whether or not the mother tongue should

be used in an EFL classroom, the majority with 25 pupils said yes, 2 chose the answer 'no',

and only 10% thought that its use should depend on the situation.

Q3. I think using the mother tongue (Arabic) in the English learning classroom should only be

when.

Table 14: Pupils' View on Purposes for Using the Mother Tongue in an EFL Classroom

Categories	Percentage (%)	Frequency
Explaining the new vocabulary	6.66 %	2
Explaining difficult texts and sentences	26.66%	8
Explaining grammar rules	26.66%	8
Everything mentioned above	40%	12
Total	**100%**	**30**

In table 14, pupils' answers are demonstrated regarding what specific purposes should

contain an explanation in the mother tongue in an EFL classroom. From the categories given

to them, only two respondents think that the mother tongue should be used to explain the new

vocabulary. Both explaining difficult texts and sentences and explaining grammar rules scored equal results where eight students chose each one of them. Almost half of the pupils believe that all the categories should include clarification in the mother tongue.

Q4. Code-switching from English to the mother tongue (Arabic) can help me reduce my classroom anxiety and fear of speaking English in front of my teacher and classmates.

Table 15: Code-Switching Effectiveness in Reducing Classroom Anxiety

Categories	Percentage (%)	Frequency
Yes, it helps	40%	12
No, not at all	43.33%	13
I do not have this problem	16.66%	5
Total	**100%**	**30**

As indicated above less than half of the participants do not believe that code-switching can help them reduce their anxiety inside the classroom, nor do they believe that it can help them be more open and speak in the classroom; however, 40% of them think that it does help when it comes to classroom anxiety and performance while 16% do not have classroom anxiety problems at all.

Q5. I believe the best way to explain things that are difficult in the English language is through:

Table 16: Pupils' Perception on Suitable Methods to Explain a Lesson in an EFL Classroom

Categories	Percentage (%)	Frequency
Demonstrating pictures	10%	3
The use of body language and gestures	17%	5
The use of simple English	23%	7

The use of the Arabic Language	50%	15
Total	**100%**	**30**

When asked about the best ways to explain the lesson in the classroom, half of the pupils believe that the use of Arabic is the best one. Still, some of them also find other techniques to be effective, like body language and gestures (17%) and the use of some audio-visual aids like pictures (10%). Moreover, 23% believe that the use of simple English is also helpful.

Q6. I think the use of code-switching in the classroom should be based on the type of lesson presented to the students.

Table 17: Pupils' Opinions on Restricting Code-Switching Use to Certain Types of Lessons

Categories	**Percentage (%)**	**Frequency**
I agree	40%	12
I disagree	6.66%	2
I do not know	53.33%	16
Total	**100%**	**30**

The last table reveals respondents' attitudes towards restricting mother tongue use based on the type of lesson. 40% believed that the use of code-switching should be applied according to the type of lesson, while only a small number of pupils disagree with that statement. Over half of the respondents did not provide an opinion for the question instead, they chose to answer with I do not know.

Data Discussion

The research instruments chosen for the present study were implemented to explore the topic at hand. The study tries to examine the attitudes of non-native learners of English (third-

year Algerian middle school pupils) towards switching between the target language and the mother tongue as a way to present the lesson in the classroom.

The Use of Code-Switching in the Algerian Middle School EFL Classroom

As stated in chapter one, this study focuses on the attitudes of EFL learners towards the use of the mother tongue in the classroom but more specifically, it focuses on the use of code-switching where Arabic is the mother tongue. Not many studies were carried out in the Algerian context, and this is an attempt to explore the topic further.

The results that the student' questionnaire unveiled support the claim that Algerian middle school pupils do not rely entirely on the target language to understand the information given to them. When facing understanding difficulties, they turn to the mother tongue to bridge the gap in learning. They either use it themselves to ask for and get the meaning of certain words and sentences, or they ask the teacher, who then uses the mother tongue to illustrate what is being discussed in the classroom.

The participants who answered the questionnaire seem to favor using Arabic besides English in the classroom, whether for explaining elements, giving synonyms or simply answering. The questionnaire is not the only tool to support this conclusion. The observations made in the classroom allowed the researchers to note the importance of Arabic (the mother tongue) in the EFL classroom and how the learning is different with the two separate groups. The majority of the participants favore the use of Arabic in the classroom; they also admit using the mother tongue instead of the target language when addressing the teacher and their peers in the EFL classroom. The reasons that the majority prefer the use of the mother tongue need further studies to be explored.

What is interesting about these findings is the fact that many, if not the majority, try to use the target language not only in the classroom but in other aspects of their daily lives, like

at home or on social media platforms. It is interesting because it is a known fact that the second language in Algeria is French and not English. Thus, it is only logical to be the most commonly used language after Arabic, but the observations made in the EFL classroom show that more and more middle school students try to use English.

Through the results obtained from the research tools, code-switching seems to be a helpful tool used inside the Algerian middle school English classroom by both the teacher and the learners, proving that both believe in its importance. It also shows that they are capable of mixing two different languages, which agrees with the findings of Genesee et al. (2004) who believe that code-switching reflects cognitive and communicative competence. When children are involved in a learning experience, they need to focus on the "content" of the activity, i.e., the meaning and information. Switching languages could shift a child's attention to the words and away from the content. The observations made in the classroom and the distributed questionnaire state that code-switching helps learners develop their communicative competence in the target language.

The use of code-switching in its naturally occurring context; in other words its functions in the discourse of bilingual individuals can be seen according to Trudgill, (2000) when "speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention" (p. 105). What has been noticed in the classroom and the answers from the questionnaire agree with this notion to agreat extent.

Conclusion

All in all, the content of this second chapter dealt with the methodology that was followed to conduct this research, including the research tools, the target population, the

gathering of data, the interpretation of the data and the findings, and the discussions. All the data gathered obtained from this study focused on the attitudes of the learners towards the use of code-switching and aimed to explore them, and the results indeed provide some answers.

General Conclusion

Given the importance of code-switching between two or more languages and the lack of many studies concerned with this topic in the Algerian context in middle schools, this study was carried out to explore the attitudes of foreign language learners towards code-switching.

A theoretical part is presented to give some definition to code-switching and other related terms, and to discuss previous studies on its use in EFL classrooms. In the second part of this study, it is aimed to investigate the research problem posed. A questionnaire and an observation grid were used with third-year middle school learners at Boubzari El Mekki middle school, Jijel. These research tools aimed to find out if code-switching is used and the learners' views about it. The data obtained from the research tools indicated that EFL learners use and prefer code-switching (the use of the mother tongue) in the EFL classroom. They use it for different reasons (like understanding the information better, finding out synonyms, and so on). The findings also showed that using the mother tongue encourages the learners to speak up when facing obstacles in the learning process which they otherwise would not address if relying entirely on the target language. Moreover, the study makes recommendations for both learners and teachers to benefit from code-switching in the EFL classroom.

On the whole, this research points out and confirms that middle school pupils do consider the mother tongue use as a beneficial tool that easies language learning. In the light of what Cook (2001) explained and with relation to the results of this study, it is indicated that although EFL learners use code-switching in the classroom, some of them depend on it to enhance their level in the target language.

Recommendations Based on the Findings

Based on the findings and conclusion of the study, here are some recommendations to be considered:

- The acquisition of the target language is undoubtedly essential and should be achieved using any available tool.

- The excessive use of the mother tongue inside the classroom could negatively affect the learners, but some usage in the classroom does not harm. On the contrary, it helps.

- A good foreign language teacher can keep the classroom engaged; thus, using the mother tongue to explain matters further is useful.

- Encouraging students to use the target language does not mean the complete omission of the mother tongue; it is essential to make learners feel that they can use the mother tongue in the classroom sometimes.

- Realizing that using code-switching in the classroom is a unique feature that foreign language learners have at their disposal, the teacher can guide them appropriately, especially in the case of younger learners.

Limitations of the Study

Good research can be defined as one that tries to find solutions to the proposed problem, and it is vital to have a well-structured study to do so. Unfortunately, any researcher may encounter some issues that can limit his/ her study. And this particular study is not an exception. To begin with, some of the limitations are directly related to the context in which the research is conducted; for example, the participants themselves are not familiar with answering questionnaires. They also seem hesitant and not excited to answer them. Although the researchers explained the importance of answering honestly, the participants appeared to

hurry when answering. Concerning the observation grid, the students seemed to be shy and unmotivated to participate when they noticed the researchers present with them and the teacher. The latter expressed feeling a bit anxious as a result of being observed. However, despite these limitations, the questionnaire is answered and returned to the researchers.

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Appendices

Appendix A: Observation Grid

	YES	NO	SOMEHOW	NOTES
a. Content Knowledge				
1. Pupils form their sentences without relying on what the teacher presents for them during the lesson.				
2. Pupils rely on the teacher's vocabulary during the lesson rather than generating their sentences.				
3. Pupils rely on the TL to clarify things for themselves.				
4. Pupils rely on the mother tongue to clarify the meaning of things for themselves.				
5. Pupils find the equivalent of words in their mother tongue by themselves.				
b. Instructions				
1. The teacher uses the target language to correct pupils' mistakes.				
2. The teacher uses the mother tongue to correct pupils' mistakes.				

c. Communication				
1. Pupils interact with their teacher using the target language.				
2. Pupils interact with their teacher using the mother tongue				
3. Pupils interact with each other using the target language.				
4. Pupils interact with each other using their mother tongue.				
5. Pupils use the target language to correct each other.				
6. Pupils use their mother tongue to correct each other.				
d. Clarity				
1. Pupils have difficulties in understanding what the teacher is saying.				
2. Pupils remain silent when the teacher asks a question.				
3. Pupils are having difficulties pronouncing the words correctly.				
4. Pupils take notes when the teacher is explaining.				
5. Pupils find the tasks challenging.				

Appendix B: Questionnaire

Section One: General Information			
Q1: Specify your gender	Male		Female
Q2: I can speak	One language	Two languages	Three or more
Q3: I believe my level in English is	Weak	Average	Good	Excellent
Q4: I use English in	Only in the classroom	In the classroom and outside	In the classroom and at home	In the classroom and on social media
Q5: My teacher usually uses	Only English	Mostly English & sometimes Arabic	Mostly Arabic & sometimes English

Section Two: Effects of Code-Switching on Learning			
Q1: I can follow with the lesson much better when my teacher code switches	Yes, Always	No, Never	Sometimes
Q2: Pupils' Attitudes towards the Mother Tongue's effect on the Acquisition of Vocabulary	Yes, Always	No, Never	Sometimes
Q3: Switching from English to my mother Tongue (Arabic) helps me memorize new information	Yes, Always	No, Never	Sometimes
Q4: Code-switching helps me build a positive student-teacher relationship and makes the classroom environment more comfortable	Yes, I agree	No, I disagree	I do not know

Q5: I feel confused when my teacher keeps code-switching between English and Arabic.	Yes, Always		No, Never		Sometimes
Q6: On a scale from one to five, how difficult it is to follow with and understand the lesson	One	Two	Three	Four	Five

Section Three: Pupils' Attitudes towards Code Switching					
Q1: Whenever I find difficulties in understanding something, I would ask my	**Teacher,** using English	**Teacher,** using Arabic	**Classmate,** using English	**Classmate,** using Arabic	I would NOT ask at all
Q2: I think we should use the mother tongue (Arabic) in the English classroom	Yes		No		It depends
Q3: I think using the mother tongue (Arabic) in the English learning classroom should only be in	Explaining the new vocabulary	Explaining difficult texts and sentences	Explaining grammar rules	Everything mentioned above	
Q4: Code-switching from English to the mother tongue (Arabic) can help me reduce my classroom anxiety and fear of speaking English in front of my teacher and classmates:	Yes, it helps		No, not at all		I do not have this problem
Q5: I believe the best way to explain things that are difficult in the English language is through	Demonstrating pictures	The use of body language & gestures	The use of simple English	The use of the Arabic language	
Q6: I think the use of code-switching in the classroom should be based on the type of lesson presented to the students	I agree		I disagree		I do not know

Resumé

Cette étude examine la mise en œuvre de la langue maternelle dans une classe d'anglais langue étrangère, ce qui conduit à un phénomène linguistique largement connu sous le nom d'alternance codique, où un changement continu entre la langue cible et la langue maternelle se produit. L'étude se concentre sur les attitudes des élèves algériens à l'égard de l'utilisation de leur langue maternelle au niveau débutant, en particulier les élèves du collège de troisième année. En outre, il examine comment les apprenants du collège évaluent leur utilisation avec l'utilisation de la langue maternelle par leurs enseignants et dans quelle mesure cela peut être efficace en tant qu'outil d'aide à l'apprentissage des langues étrangères. La littérature antérieure émet l'hypothèse que les élèves ont des attitudes positives à l'égard de l'utilisation de la langue maternelle dans les classes d'EFL, car cela leur fournit davantage d'aide pour apprendre la langue cible. Cette étude a été menée sur trente collégiens de troisième année du collège Boubzari El Maki à Jijel. Deux moyens de recherche sont utilisés : une grille d'observation et un questionnaire, formant une approche de recherche mixte qualitative et quantitative. L'analyse des données collectées est descriptive pour fournir une représentation claire des résultats de ce phénomène d'apprentissage des langues. Les résultats de cette étude indiquent que les collégiens algériens privilégient l'utilisation de la langue maternelle dans les classes EFL car cela les aide à développer leurs capacités linguistiques dans la langue cible et les encourage à s'exprimer face aux obstacles dans le processus d'apprentissage. De plus, il est inclus que les étudiants ont tendance à utiliser la langue maternelle pour développer leur niveau dans la langue cible.

ملخص

من أكثر المواضيع إثارة للجدل في مجال تعلم اللغات الأجنبية تطبيق اللغة الأم في اكتساب لغة ثانية, مما يؤذي إلى حدوث تناوب لغوي بينهما. تركز هذه الدراسة على مواقف تلاميذ اللغة الإنجليزية المبتدئين في الجزائر, وتحديدا تلاميذ الصف الثالث متوسط تجاه استخدامهم و أساتذتهم للغة الأم ومدى فعاليتها كأداة مساعدة في تعلم اللغة الإنجليزية كلغة أجنبية. استنادا إلى الأبحاث السابقة في هذا المجال, تم إنشاء فرضية مفادها أن للتلاميذ موقف ايجابي إزاء استخدام لغتهم الأم في تعلم اللغة الإنجليزية.و للتحقق من صحة هذه الفرضية تم استعمال نهج مختلط كمي ونوعي في جمع البيانات الازمة عن طريق استخدام جدول ملاحظات واستبيان قدم لثلاثين تلميذ في السنة الثالثة متوسط يزاولون دراستهم في متوسطة بوبزاري المكي بجيجل. ويشير التحليل الوصفي للبيانات المجمعة أن تلاميذ المتوسط يفضلون استخدام لغتهم الأم في تعلم اللغة المستهدفة لأنها تساعدهم على تطوير قدراتهم اللغوية وتشجعهم على التغلب على عقبات قد تواجههم في عملية التعلم, كما تؤكد هذه الدراسة أن استعمالهم هذا هدفه بناء مستوى أفضل في اللغة الهدف.