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**Investigating the impact of code switching
on English writing performance**
Case study of 3rd year at secondary school
“Foreign languages stream”

**Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master**

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Dedication

We dedicate our dissertation work to our family and many friends.

We also would like to dedicate this work to all our teachers, as well as,
to all our classmates of Master Two linguistics.

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This modest research work would not have been possible without the support of many people.

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Abstract

Algeria is one of the fertile multilingual context in which many sociolinguistics studies have been realized because of the linguistic verities including French, Arabic and even English in contact. For being more precise and concise, the present study attempts to describe the languages contact and to determine the impact of code-switching on English writing performance at secondary school. Pedagogically speaking, Algerian learners of foreign language classes in secondary school depend on code switching to fill the communication process; the overuse of this linguistic phenomenon creates certain effects on students; whether the impact is negative or positive.

In addition, we opted methodologically for a Triangulation especially the model (The QUAL-quant model + comparison) which is recommended for increasing credibility and validity of research, applied linguistic is too interested to this method because it deals with mixed methods and a contrastive study both qualitative and quantitative approaches, and depending on the analytical method, as well as we focus mainly on “content analysis”, it has been used as tool for analyzing the learners’ texts.

The present research is entitled “Investigating the impact of code switching on English writing performance” it is a Case study of 3rd year at secondary school; Foreign languages stream. Therefore, the study confirmed that the lack of vocabulary lead them to code switch and rely mainly on the mother tongue when they are not able to find certain terms.as for teacher, they stated that they code switch to clarify ideas when necessary.

Keywords: Code switching, languages contact, writing performance, vocabulary

Liste of abbreviations

CA: Content analysis

CS: Code switching

CEFR: The Common European Framework of Reference for Languages

CBA: Competence based approach

ENG: English

Fr: French

L1: 1st Language (mother tongue)

L2 : second Language

SL: second language

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GENERAL INTRODUCTION

1. Introduction and Background of the Study

Code-switching has been an object of research since the 1970s, and it is considered as a Sociolinguistic Phenomenon. In Algeria, there are different kinds of languages such as dialectal Arabic, French and other slangs. From these languages, the phenomenon of code switching was born in our country. We talk about code-switching when two languages, at least, are used alternately and the learners may code-switch when they cannot find an appropriate vocabulary in one speech situation of use.

Many researches have tried to describe the languages contact at both levels of oral/written code which are characterized within a community. Therefore, there is always a problem facing foreign language learners: the gap between mother tongue and target language. In order to fill such gap, teachers and learners tend to rely on mother tongue to avoid the collapse of contact.

In addition, our topic is related to applied linguistics; that is interested in the study of languages contact effects. Likewise, such a problem faces Algerian students of foreign languages classes in secondary school, especially in M'sila community when they tend to borrow words from Arabic and French to fill in the gaps in the communication process in terms of written proficiency.

2. Statement of the Problem

It's argued that Code-Switching (CS) causes several ambiguities concerning its feasibility, the learner tend to compare and borrow the terms that are ambiguous or not understood form mother tongue at the first levels in order to practice and achieve native-like. Then, they develop the linguistic register by using methods to avoid communication collapse on written expression accuracy.

Moreover, at the advanced levels students who master the target language, spontaneously use the different terms and pronunciation needed, without depending on the mother tongue or additional languages. Furthermore, we refer to two pioneers **Bloom** and **Gumperz** who discussed firstly the CS that refers to a switch “*where an alternation between varieties redefines a situation, being a change in governing rules*” (1972, p. 409).

3. Research Questions

The present work aims at investigating the impact of code-switching on English writing performance at secondary school, especially the learners of 3rd year foreign languages. The intention is to know how the presence of two codes influences the way pupils’ writing performance?

In order to get more specific results, we opt for other sub-questions including:

- ✓ How can learners of English surpass their alternation code?
- ✓ Should we consider code-switching as a tool or a barrier in learning English?

4. Research Hypothesis

Absolutely, under the problematic of this study, we suggest this hypothesis by which our perspective aims to be confirmed or infirmed, that is:

- Learners of 3rd year FL may use Code-switching as learning strategy in foreign language courses for enhancing their English writing performance.

5. Aims of the Study

The reasons behind the choice of this topic are related to the pedagogical frameworks that have a direct relation with the learning context, for instance, we will focus on the presence of alternation in classroom done by learners as well as the evaluation of their educational level of writing performance.

Plus, this study aims to observe nearly the learners' strategies used when writing a text in English in order to shelter themselves or avoid being confused; for instance, several use of technics like: literal translation, borrowing, loaning and use of synonyms or antonyms ...etc. and therefore we seek to suggest solutions and recommendations for resolving issues and barriers; which prevented learners to write easily in a situation of integration given by their teachers.

6. Methods of Data Collection

In this phase of study, we opted for a kind of triangulation of methods which our study demands first of all a descriptive study (qualitative assessment) by using a teachers' interview in order to know the tendency of teachers, their reactions, their recommendations and possible solutions given to overcome this phenomenon. In addition, a content analysis tool has been added to gain effectively more data about the performance of writing among students, their use of code-switching in bilingual situation and of course the degree of errors relevant to each group of students. Normally a precious research must be based on mixed method design in order to collect as possible as we can the crucial data. Moreover, a quantitative method is used to more precise statistics and analysis.

After evaluating the findings of each school, a comparison perspective is realized to compare between results and analyze the written samples (texts) of two concerned schools to know the main issue which leads to code-switching. In addition, Algerian educational system has adopted CBA as a new perspective of teaching-learning, so we were obliged to follow its itinerary. Finally, the last phase of present research will take into account the code-switching as strategy in EFL classes, it will be confirmed or infirmed through a deep analysis of assessments.

7. Organization of the Study

Methodologically speaking, we subdivide our research into two parts; theoretical and practical. At the first part, chapter one is dedicated to give an overview of code-switching, the historical background of the term Code-Switching, where we will try to shed light on etymology of present concept and define later on the crucial concept of our work “Code-switching” from many points of view. Then, we will tackle its functions, forms and the difference between code-switching, code-mixing and borrowing at the level of Sociolinguistic aspects. Additionally, since we are interested in the performance of writing, the second chapter consists of writing in foreign language class, for instance; we may define the writing as a skill and the process of writing in second and foreign language with a relation to the features of an academic and creative writing.

Concerning the practical part, the first chapter is concerned with the methodology to follow during the present research as well as methods and tools used to collect data, present the corpus and narrow the population of study. However, the last chapter will be devoted to the data analysis and discussion where the results will be assessed; analyzed and interpreted on the basis of teachers’ interview and content analysis of student’s writing performance. At the end of it, a set of limitations revealed where we mention obstacles we have faced, and we will present the Pedagogical Implication that concerns the solution and suggestions in order to surpass this issue.

Theoretical part

CHAPTER

1

Chapter one : An overview of code switching

Introduction

This chapter is devoted to code-switching as a linguistic phenomenon, we will deliver an overview of Bilingualism as a sociolinguistic theme that includes code-switching as one of the characteristics, and presenting some common definitions of code-switching. After moving to the different forms of code-switching; we will shed light on the functions of code-switching. In addition to that; we will explain the difference between code-switching, code-mixing, and borrowing, in the end, we will tackle the sociolinguistic aspects of code-switching.

I. An Overview of Bilingualism

Bilingualism is a linguistic phenomenon that is spread in certain societies which can be defined as the ability of communicating in more than one language. According to American speaking and hearing association: “Bilingualism can be difficult to define due to the number of individual differences demonstrated by those who use more than one language”, because it is divided into two parts according to Baker (2001. p. 2) who stated: “the first distinction therefore between bilinguals as individual possession and as group possession” (*Ibid*). Explaining all this data; bilingualism is the language ability and language use that an individual uses when dealing with two language systems simultaneously. It is acquired and related to various dimensions which shape the total image of bilingualism.

I.1. Dimensions of Bilingualism

I.1.1 Age: it deals with the age of individuals that are exposed to bilingualism, are they exposed to the language systems simultaneously or separately in an early or late years. Age controls the process of acquiring the second language and the existence of the first language (*Ibid*, p. 3).

I.1.2 Ability: it is related to the type of abilities that a bilingual uses, is he an incipient, receptive or productive?

I.1.3 Balance of Two Languages: the main focus here is about the balance achieved by the bilingual between the two languages (the first and target language).

I.1.4 Development: it is related to development of the two languages, is it ascendant, is the second language developing recessive or one language is decreasing?

I.1.5 Context: it is related to the context where the languages are used by bilinguals.

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I.1.6 Elective/Circumstantial Bilingualism: It deals with the reasons that led to bilingualism, is it by choice in the case of educational modules, or circumstantial in the case of immigrants that live in another country for labor.

II. Historical Background of the term Code-Switching

When coming to determine the historical background of the term code-switching and its first use as a concept; going back to the fortieth of the twentieth century, the first work that paved the way to the appearance of "code-switching" was the land mark paper "a mathematical theory of communications", written by Claude Shannon in 1948, that paper established to a new theory called "information theory". Going five years forward, exactly to 1953, the Polish-American linguist Uriel Weinreich borrowed the term "switching codes" from the information theory and included it in his work "Languages in Contact Findings and Problems" that was reprinted during the year 1963. A year after exactly 1954, the linguist Hans Vogt published a review of Weinreich's work where the term appeared as "code-switching".

Borrowing the term that was related to physics to be applied in language and language contact was an achievement at the time. The main basis of the information theory was to do a reliable communication over an unreliable channel, at first the interest was pure physics by Shannon, yet Weinreich applied the basis on language and the dialectical varieties related to it. Firstly, the idea was developed to study the possible causes that may affect the message communicated by the sender and receiver with a certain communication channel, for example, texting using social media application may lead to a sort of misunderstanding and misinterpretation due to the lack of visual contact, body language, and intonation.

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Later on, Weinreich used the idea and the term with languages, it is known that any standard language has dialectal varieties so that, as an attempt to show the relation to a specific region that speaks a certain dialect. In addition to that; another use of the idea is to include the dialect as part of a cultural vision of the standard language "the dialect is a son of the standard language". Recently the term "code-switching" included also the use of another language not just a variety of a specific language; code-switching was and still be used to avoid communication collapse in a certain situation.

III. Common Definition of code-switching

Spolsky (1998, p. 49) said: "one bilingual individual using a word from language A in language B is a case of switching", Hudson (1996, p. 51) said: "code-switching which is the inevitable consequence of bilingualism (or, more generally, multilingualism)". Coming to define 'code-switching' linguistically according to the previous two quotes, code-switching is the result of multilingualism or bilingualism (bilingualism may refer to one language in addition to the dialectal varieties), where an individual or even a group of community includes some parts of one language in another one.

With simple words, code-switching is the act where an individual uses words, phrases, or even some grammatical roles of a language (for example French) in a context where another language is used (for example Spanish) to convey a certain message. Code-switching is used by individuals or community groups, for example, emigrants or ethnic minorities, for Cultural purposes; to the traditions, revive the old concepts related to culture, or for Religious purposes; some divine books are written in old languages, due to that, the followers use that language which affects later on the discussion and terminology used in other contexts.

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The questions asked why the term is called “code-switching”, and not “language switching”? The choice of the term is the secret, the word “code” involves all the levels of language, dialects, and even accents, in the opposite; the term “language” may include only the standard, academic or other forms of a language. So that, code-switching is not only alternating between two languages, yet; to alternate between two dialects or accents, this proves that code-switching is flexible.

IV. Forms of Code Switching

Code-switching contains many forms, every form serves a certain a specific need, they are as follow: inter-sentential, intra-sentential, extra-sentential code switching, each one of these forms has his own rule.

IV.1 Intersentential Form

Al Heeti and Al Abdely (2016) mentioned: "Inter-sentential CS involve switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence in the other", here the dominant language (the language spoken by the majority of people) includes a clause or a sentence form the embedded language (the additional language). For example: a French – English boy expresses surprise: wait a second, c'est pas possible! The boy here mixed between the matrix and embedded language to express surprise in a very unique way using two different languages.

IV.2 Intra-sentential Form

According to Al Heeti and Al Abdely : " Intra-sentential CS...is possibly the most complex type...as it can occur at clausal, sentential or even word level"(*Ibid*), here the dominant language uses only parts of clause or a sentence of the embedded language. For example, a Spanish student who is studying in England greeting his friends: Hola, the

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lecture is here, right? The student here included a part of the embedded language in the matrix language context to show the sense of belonging to a certain identity. This form of code switching is commonly used among ethnic groups and minorities that integrated in some societies.

IV.3 Extra-sentential Form (Tag-Switching)

Here a tag from the embedded language is used in the matrix language or as Al Heeti & Al Abdely (2016) defined: " Tag-switching involve inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language"(Ibid), for example, the Spanish student in the example above changes the question to the following: hello, the lecture is here, *ci*? In this case, applying a grammatical role using a different language in the tag questions by a foreign language learner or a non-native speaker of the matrix language, he attempts to include his first language as an embedded language, or a language with a specific linguistic or social association to the matrix language.

V. Functions of Code-Switching

Moving from the forms to the functions, the variety is touched when dealing with the functions of code switchingm this only means that it is a highly important element in sociolinguistics and for bilingualism and multilingualism,as Al Heeti and Al abdely (2016) stated that the functions of CS are related to three majour function (social, linguistic and psychological function) . These functions can be detailed in the following elements:

V.1 Directive Code Switching

The purpose of this function is that people code switch to include or exclude other people from the conversation. In other words, people like to seem mysterious when telling a secret, or prefer not to inform certain individuals with what they are planning so they

Chapter one : An overview of code switching

alternate to another language. Not to ignore the other directive function, people code switch to end a private conversation and reengage with people around them, to illustrate this type of function, an example is given as this:

During the seventieth and eightieth century, African slaves used to communicate with their African dialect, few of them were able to learn English. So, In order to understand what their owners need, one of them takes the lead and explain. After that, The African American people were struggling for their freedom, they used to plan and meetings talking with their native dialects in order not to be discovered or understood by the owners.

V.2 Expressive Code Switching

The expressive function is related to a sort of identity and culture, people code switch including the embedded language to express some parts of their culture or identity. This function is spread widely among emigrants, colonized societies and countries with small minorities. Code switching is used with high rates due to the ideology followed by those people to revive or preserve certain cultural heritage and transfer the sense of belonging to the next generation.

One can notice as an example to that; the waves of emigrants coming from colonized countries in Africa to France, led to the appearance of a mixed dialect that include French and mostly Arabic or some other African languages. This type of code switching may be considered as a counter-colonization, or an attempt to refuse the authority of the colonizer in a way that preserves their identity, and deliver an impression to the institution that memory will never be erased.

V.3 Referential Code switching

Some ideas are not easy to be expressed or understood in a language, people tend to code switch in order to express an idea that is ambiguous unless it is explained in another language. The example to this function may easily be teachers of second and foreign languages, who repeatedly rely on the first language at early stages to clarify the awkward ideas and words to students. This function is considered as part of second language acquisition for some linguists.

V.4 Phatic Code Switching

In some situations; a speaker switches languages or repeats something in both languages (matrix and embedded language) in order to emphasize on a specific word or a clause. A Pakistani bus driver asking a passenger to give him the exact amount of money, he for example may say: “exact change please, exact change” or an Arabian person apologizing to a native English speaker by saying: “sorry, sorry, I am so sorry”. The previous utterances though are English, yet the pragmatic role is broken, code switching here lay in the use of the pragmatic role of the embedded language on the utterances of the matrix language, which can be sometimes explained as a failure in communication using the standard of a certain society.

V.5 Metalinguistic Code Switching

The speaker here is reporting something using the embedded language, or communicating something that is said in the matrix language. He Uses a quote from one of the two languages (matrix and/or embedded) and try to explain it or comment it in the other language. A philosophy class, for instance, where the teacher writes a quote on the board for **Descartes** or any other philosopher, the quote will be chosen from the original source, then the teacher start analyzing the quote in the mother language.

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The teacher here is reporting the information and commenting on it using the embedded language (when dealing with a foreign text) since the text is not originally written in the same language. Keeping the same example of philosophy; some texts and books are written in languages that vanished or developed through time. To facilitate the understanding of these Data volumes, teachers translate and sometimes interpret the meaning of these texts; this attempt is considered as a Metalinguistic function of code-switching.

V.6 Poetic Code Switching

The speaker here uses the embedded language to say certain words, or tell jokes for amusement or humor. This function here occurs when code switching is used by bilinguals that master one of the Latin languages.

To illustrate; an American billionaire is having a party, one of his guests is a Spanish CEO, when he talks, there are two impressions. First, some people think that he is funny, especially when he tries to speak English with a Spanish accent; the others think that the guest is handsome. In some situations, when a storyteller is narrating a story that is related to cultural heritage of another country, he attempts to include words or even statements from the original text to color imagination of the listeners.

VI. The difference between code-switching, code mixing and borrowing

Though code-switching, code-mixing and borrowing seems to be used for the same purpose by bilinguals, and have the same function. Yet, they are completely different. Since code switching is tackled, the main focus will be code mixing.

VI.1 Definition of code mixing

Hudson mentioned in his book *Sociolinguistics* (1996, p. 53): “there are other cases; however, where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation”. When analyzing this passage, the vision is clear as the difference is, code mixing is the case where two fluent bilinguals alternating between the matrix and the embedded language. This can be clearly noticed when two emigrants are talking; they continue alternating the languages and sometimes even the dialects.

Guiding the process of code mixing, bilinguals mix the two languages in the sentence border (no more than one sentence), the conversation would include significant amount of shifting between the two languages as Hudson (p. 54) detailed: “the changes generally take place more or less randomly as far as subject-matter is concerned, but they seem to be limited by the sentence structure”. Though, they use two different languages to discuss one topic, bilinguals are able to use one sentence each time maximum. Every extra use is not considered as code-mixing.

VI.2 Difference between code switching and code mixing

An attempt to differentiate between two concepts that have almost the same function is indispensable here. Yet, code-mixing is a repeated phenomenon that is noticed in societies that include acceptable numbers of individuals consisting of minorities and immigrants. Code-switching occurs in situations where communication process collapses and is used for the functions that are mentioned above, it is used for temporary and urgent cases.

VI.3 Definition of borrowing

When coming to shed light on borrowing in comparison to code switching, it would be of great importance to mention Hudson (1996, p. 55): “Whereas code-switching and code-mixing involved mixing languages in speech, borrowing involve mixing the systems themselves, because an item is **borrowed** from one language to become a part of the other language”.

Borrowing is deeply involved with languages systems. It is not a newly occurred phenomenon, since hundreds of years, words were borrowed from a language to another. Borrowing is not concerned with speech level, but the whole system of the language, because borrowed words are integrated on the linguistic register of the recipient language, they would be slightly changed (phonological change, due to the difference of sounds from one language to another) to be adopted.

This linguistic phenomenon can be detected in the new updates of the linguistic register of French language, many Arabic words are included as French words (from dialectical Algerian, Tunisia ...), in addition to some words from African dialects. The updates came due to the historical and colonial factors between France and the previous colonies and the language contact. In addition, the effect of the huge numbers of Arabs and Africans that constitute the French society changed the view and legacy of the language.

VI.4 Difference between code switching and borrowing

To differentiate code switching and borrowing seems easy due to the variety in usage, code switching is used on the speech level, whereas; borrowing is concerned with the entire language system. Borrowing is the phenomenon that illustrates the permanent need of a language to borrow for certain needs, while code switching is concerned with the speech level and for temporary need.

VII. Sociolinguistic aspects of code-switching

When coming to deal with the sociolinguistic aspects of code switching, the main point to mention is associations of languages and bilingualism. In many societies bilingualism and multilingualism are one of the characteristics that define the sociolinguistic dimensions of a particular society.

Indians are the perfect society that illustrates code switching, yet; the variety of languages that they daily deal with, made code switching also a daily phenomenon. Professor Penelope Gardner-Charlos reporting a quote of an Indian linguist called Mohanty that he uses Oriya at home, English in his work place, Hindi for television viewing, Bengali to communicate with the domestic helper and Sanskrit for prayer and religious activities¹.

Being daily exposed to all these languages confirm the need of bilinguals to code switch. Also proves that every language has an association that another language does not have. Some languages lost their functions due to many changes, whereas others gain more interest. In relation to power, dominance and science; languages become the reference to other languages in the term of official papers and scientific research, while other languages remain in the second position with the daily life usage. Here code switching is an important role due to diversities of languages that a bilingual society is exposed to and their different functions and contexts. All these changes and classifications of languages are made according to the needs of societies.

¹ / Professor Penelope Gardner-Charlos. Birkbeck Explains: what is code-switching?4/6/2019.
<https://www.youtube.com/watch?v=7Na4UvRIhu4&t=195S> .11/03/2021. 04:24

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Conclusion

So far in this chapter we dealt with an overview of bilingualism, historical information about the term "code switching", In addition to that, a number of common definitions to code switching, forms and functions are also been passed by. Moving to differentiate between code switching, code mixing and borrowing in terms and use.

CHAPTER

2

Chapter two: Writing performance in English classroom

Introduction

Diving deep in history, one might see the first attempts that led to what is known today as “writing”; starting from the pictograms and the script language that was created by Sumerians, the hieroglyphs of Egyptians, Phoenicia, Greece to the different systems of language and writing.

Since writing is a mean of communication and coming to the modern pedagogy of teaching; “writing” is grouped with some elements that are essential to the leaning process. These elements include: listening, speaking, reading and writing. These elements were named the learning skills.

The skills mentioned above were applied in teaching second and foreign languages in middle and high school classes for the sake of second and foreign language acquisition. Yet, writing is divided into two major parts: academic and creative writing, in which student appear their competence in mastering the rules and their ability to achieve results with high performance.

When applying this skill in a bilingual or a multilingual class as the classes in Algeria, some phenomena may affect the presupposed results. Yet; attempting to write with second languages may involve some of the features or terms of the mother language supposed to affect only the spoken form of the language.

I. Writing as a Skill:

Writing is to use symbols (letters of the alphabet, punctuation and space) of a certain language to express ideas and thoughts in a readable form; it also refers to the career of an author. It is the fourth skill on the path of learning process, which retarded due to some pedagogical reasons. Hyland (2003, p. 3) said: “Essentially, writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge”. It is mainly the ability of the learner to manipulate the various systems of a language, mainly; lexis and grammar -since they are the skeleton of language-, the more the learner is able to control these systems the more the product is highly qualified.

Mastering and controlling these systems require a scheduled learning process, where; the student is exposed to the various systems of language from bottom to top –from the sounds systems to lexis - in order to discover and memorize these systems, for example : the sound system, what the sound systems of language X is consisted of and how? How are sounds combined? How are words composed? How are sentences correctly formed? That means to deal with basics of a language including: grammar, punctuation, sentence structure without forgetting vocabulary and correct spelling.

When dealing with the mother language, the acquisition process seems easier because students are already exposed to some parts of these systems at an early age that would help improving their level regularly. Though; for second and foreign language, the process takes some extra time. For Harmer (2004, p. 3), Writing is a highly significant skill, he stated: “being able to write is a vital skill for **speakers** of a foreign language as much of everyone using their own first language”. Being the fruit of learning process, writing confirms that the learners masters and the first three skills (listening, speaking and

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reading) and pave the way to them to be more familiar with the language and create a sort of stability and independence when using it.

Whether using the first, second or foreign language, writing is always the skill that is used to share and exchange knowledge with the oneself or others in more permanent forms such as: note taking, blogging publicly, articles reports and other written forms of language. In addition to that; the ultimate purpose and use of writing is to leave prints in history through written works such as: scientific papers, published researches, books and other.

II. The Process of Writing in Second and Foreign Language

The process of writing in second and foreign language came to be a long-timed with multiple stages. It is divided to pre-writing and the process of writing.

II.1. Pre-writing process

At this level, the process is divided into four stages, learners are exposed to the systems of second and foreign language in comparison to their first language, which would help being more familiar with theses languages and a sort of preparation for more detailed tasks. The pre-writing process is as follows:

II.1.1 Familiarization

Hyland (Ibid) stated: “learners are taught certain grammar and vocabulary, usually through a text”, here students are learning grammar and vocabulary of a language that is unfamiliar to their minds (second or foreign language). In order to be able to use such language, teachers tend to program lessons that contain rules and terms that are similar to what is exciting in the first language.

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The content of the second or foreign language that is delivered to students at this level is small sentences, paragraphs and some simple texts. They consist of a set of grammatical structures that would help students to construct an independent vision about the second or foreign language, which enables them to learn and differentiate between the first and target language. Some of the tasks that teachers deliver to students in order to facilitate the process of familiarization are as follows: cross the silent letter, classify words according to the final sound; classify words according to their position in the sentence, etc.

II.1.2 Controlled Writing

Hyland (op. cit.) mentioned: “learners manipulate fixed patterns, often from substitution tables”. Students in this level do another type of tasks that are related to syntax. The main focus is to be able to change some patterns in existing sentences, since students are already dealt with sounds and first rules of grammar; they are upgraded to another level that is concerned with sentence structure, tenses and conjunctions.

Students have exercises prepared specifically to this level of writing; exercises of this kind help students to gain more flexibility when using the target language. Some of these tasks may take the following forms: put the verb between brackets in the right tense, rewrite the two sentences using the conjunction, put the words in the right place.

II.1.3 Guided Writing

“Learners imitate model texts” (Ibid), here Hyland is giving the main tools and technique used in this level that is Imitation. It is divided into two parts: First, the theoretical part where students are exposed to the different text structures, such as; text, letter, email, speech and other forms. After the sufficient number of lessons where students analyze the different forms of texts, explore their features and components. In the practical

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part students are given model forms of texts and asked to imitate them in their own words, this task can be given in a limited time, as a home work or as a task in the exam, and it is the pre-final level of pre-writing process.

II.1.4 Free Writing

Hyland said: “learners use the patterns they developed to write an essay, letter and so forth” (p.4). Hyland here is stating that this level is the core and the application to all what was learned in the previous levels. At this level, students are able to write using the target language without any kind of difficulties that might face them. Yet, this level is more complicated, many other stages are needed to achieve complete writing processes. These stages are going to be mentioned in the next sub-title.

II.2 Writing Process

Writing process seems to be an easy task, most people think that a pen and a paper are enough to do a full process, though writing is not that easy, it has some steps to follow and some norms to be guided with. Harmer (2004, p. 4) explained how writing is a detailed process and has certain norms that guide it. He stated: “this process may, of course, be affected by the **content** ...of writing, the **type** of writing... and the **medium** written in ...”.

First, the content is the main idea that the topic will be based on, it is the center and the core of writing process, the topic that the topic is circulating in, the content include the idea and the varieties that are related to. In addition to this; the type of writing can be one of the following forms: letter, essay, research paper, report, novel and others. The type of writing controls the process because certain contents cannot be formed in certain types; for example: grocery list content cannot be written in report or job application.

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Moreover, the medium is also an effective factor, it can be illustrated as the method that the content and the form of writing for example; the content is written in paper, on a word file, in a chat or other medium. Not only mentioning the norms of the process, but as well the stages, the writing process is a four stage process; planning, drafting, editing and final version. This is the path that writers follow to bring a piece of writing. The stages are explained as follows:

II.2.1 Planning:

Harmer (p: 4, 5) explained planning which is the first stage of writing: Students organize the main ideas and details that will be included in the written passage. The type of text that is going to be written, the language used, the information included, the arguments needed for the topic. Another important factor would be the audience targeted by the passage, and the content structure that would take. Planning is the initial and the basic step in writing process. At this stage, students bring all the details related to the topic and start organizing the ideas according to norms mentioned in the previous passage.

II.2.2 Drafting:

Harmer (p. 5) said: “we can refer to the first version of a piece of writing as a draft”. It is the first compilation of ideas that learners planned in the first stage. this operation may be repeated for several times, which lead to the next stage that is a called Editing.

II.2.3 Editing:

“Once writers have produced a draft; they then, usually, read through what they have written to see where it works and where it doesn't” (Ibid). What Harmer (2004) is stating here is that after finishing a draft, the writers (learners) read what they drafted and

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start editing certain details that seem inappropriate to the content or the message conveyed as a whole. The process of editing may touch some of the unnecessary details that might give a wrong interpretation to the content, mistakes that may occur in grammar and lexis, or other level of language.

II.2.4 Final Version:

For Harmer (p. 5), the final version is the fruit of the first three stages, the final product that is ready to be delivered to the audience. Before that, a lot of details are planned, drafted and edited. The final version may not be the same as the first version or draft due to the repeated drafting and editing.

The final version contains the suitable details and ideas that serve the one topic that learners wrote about. It is delivered since the writer is feeling satisfied about it, and the audience have a certain impression of how it is going to be.

When coming to look to this arrangement, it seems that the writing process is linear, once a stage is passed no backwards, yet for Harmer (2004) the process is recursive.

Figure 01: How to Teach Writing

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The chart named “the process wheel” by Harmer (2004) gives us his version to the process of writing. It is correct to some point, because planning, drafting and editing may be repeated for several times, and even sometimes the final version may go back to the drafting, editing or even may be re-planned according to what the writer is thinking of. The process of Harmer seems to be helpful and applicable mostly when deals with foreign language learners at the first stages because it facilitates the writing process, especially in timed writing tasks.

III. Features of Academic Writing:

Before coming to enumerate the features of academic writing, the term needs to be defined to give the correct context and use of features. Chin et al (2012, p. V) defined academic writing as follows: “academic writing is a general term that refers to all writing created for the purpose of study”. This means that academic writing is a type of writing that students use in their academic career. all of the works submitted have a certain format of writing that every university or institution requires; yet, they all share some of the features that are agreed on.

Bailey (2015, p. 4) detailed the types of academic writing that students and even teachers do in their academic career and the most common type are the following: notes, reports, projects, essays, dissertations and theses, research papers. These types can be easily found in every student, teacher’s (and other people related to the academic field) career. In fact; all their career is academic works, they take notes, prepare projects and reports of certain experiments, write essays about topics in their field of study, and the most important work they do is writing a dissertation for graduation and publish research papers in scientific journals for academic purposes. When coming to mention and explain

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the features of academic writing, it is found that these features give a unique touch to such writing because they are related to very specific points, starting with:

III.1 Purpose

Generally, the core of academic writing is to present academic works in all fields of study. This type of writing is scientific and it is not related or include any subjective touch, because it is a method to state facts and results of scientific research to a scientific community that use it in other fields of life.

III.2 Audience:

Audience here are the readers of academic work, at first stages the instructor is the audience. Yet, when coming to advanced stages, the academic writings of students are taken as a reference, or can be published in some scientific journals, which have a large number of readers who look for everything new in the field of science.

III.3 Evidence:

One of the major characteristics that identify academic work is evidence. It supports or rejects every claim or opinion that the writer posit in his writing, in fact, every academic work without an evidence is rejected, because it lacks the argumentation which support or deny the writer's claims. The evidences included in the academic work must be cited or it will be considered as an attempt of plagiarism. This lead to the next essential feature that is "style".

III.4 Style:

Every academic work must be written in a certain style, it is a fact that there is a variety of styles, yet; the one work must be fully written in one style. Bailey (p. 6) stated:

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“different schools and departments require students to follow different formats for written works”.

In this quote, Bailey confirmed that there are different styles of academic writing and every department work with the styles that serves the methodology and type of research they do. Some of the common types used in universities and institutions around the world, the two famous are: the (APA) American Psychological Association style, which is used for citing sources within the field of behavioral, social sciences and linguistics, and (MLA) Modern Language Association style which is used for the study and citing sources of artistic works and literature.

IV. Feature of Creative Writing:

As an opposite to academics, creative writing as Harmer (2004, p. 40) stated, is the one area where someone gives chance to his imagination to run without any kind of limitation that might prevent it from expressing any idea that comes to his mind. It is the attempt to take the reader to another dimension that is outside time and place, where the writer spread his linguistic wings to express thoughts and images that exist and conquer his mind. Creative writing have some features that give it a touch that is different from academic writing, these features are as follows:

IV.1 Purpose:

According to harmer (2004, p. 40): “creative writing is one area where the imagination has a chance to run free, the world is full of people who achieve a great personal satisfaction in this way”. He confirms that the main purpose of creative writing is a sort of personal satisfaction, and a sign of artistic touch that the writer has, so that; the purpose of creative writing is artistic and subjective, and a way of entertainment.

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IV.2 Audience:

Since the purpose of creative writing is entertainment; then the audience is a wide range of people who seek entertainment or have an artistic sense. At some levels, many creative writings were global, due to some features that will be mentioned later. Generally; creative writing does not have a certain criteria of audience; every individual can read it.

IV.3 Imagination:

Imagination can be regarded as the root of human thinking, and the main reason of inspiration, and these are considered the most important features that a creative writer must have to produce creative works. Using imagination and being inspired to write passages using artistic devices include: metaphors, simile, analogy, humor and others to generate artistic products with a touch of beauty that attract audience (Morley.D, 2007, P, 8).

IV.4 Passion:

Since creative writing is a subjective act of a writer, where the writer includes himself, or spreads his beliefs and thoughts in his writings; another feature is important that is passion, which is the feeling of joy and satisfaction when tackling or writing about a topic that matters for the writer. Passion though, is the spice that the writer includes in his artistic sense, it functions as a spell that gives flavor to what is written (Ibid, p. 12).

V. Writing in Foreign Language Class:

Writing tasks in class are a certain type of exercises for students of foreign language class. These tasks help them to control and master the target language. Of course; being a student FL class means that there are purposes that need to be accomplished. As potential immigrants, or advanced students in the target language, students need to work on

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their writing performance and skill their competence more and more to achieve higher goals; for example: some students want to be integrated in the target language community, they need to work on their communication skills, especially writing. In addition to that, if students are potential advanced target language learners, they also need to work on many skills, and focus on writing.

Though, there is an important stage where students must do some extra effort to be able to use the target language correctly. At high school, students are in the late stages of pre-writing, so they need some extra care and guidance. Teachers supervise the different writing tasks of students; whether the task is reading and writing, situation of integration or a dictation session, they need some crucial tasks that are listed as follow:

V.1 Demonstrating:

In the phase of pre-writing; students are discovering writing conventions and genres of every type of writing. Teachers have to clarify these conventions and raise students awareness to the features of the types of writing programmed in the curriculum. Also teachers have to illustrate and give the types of language related to the types of writings they are practicing (Harmer, p. 41).

V.2 Motivating and Supporting:

Students write using the target language, yet mistakes and errors occur. Sometimes; when writing students are not able to find the suitable words, or mistransfer their ideas, teachers must motivate them when they make mistakes, as well help them develop their skill, and try to deliver more creative passages, and go with the writing skill to the next level (Ibid).

V.3 Evaluating:

When evaluating students' writings, teachers must not mix movement with progress. They need to give the appropriate advices and recommendations that come with evaluation, which will effect positively on students' performance of writing, their competency of creating topics and their method of analysis when tackling and writing about such topics (Op. Cit. p. 42).

VI. Impact of Code-Switching on English Writing Performance

Using the target language in a writing task (in this case the target language is English), may be influenced by many conditions that affect the process, message or structure of writing. Harmer (2004, p. 41) stated: "student writers often find themselves lost for words", and since writing is the sister of speech and they present two sides of a coin called "language", writing is affected by some phenomena that exist in speech side. In some cases, when students use the target language they are not able to find some words, as a solution they tend to rely in the first language and even sometimes the second language (in the case of Algerian students French language), to fill in a gap in the writing process.

Some linguists said that timed writing tasks confuse students, it made them play hide and seek game with words and thoughts when asked to write. These lead to many difficulties when using the target language, especially in the first years of FL class, and secondary school, so that being lost of ideas is a familiar experience for students when they are asked to write. This impact is noticed in passages written by students of FL class. It is repeated phenomena since students are not fully controlling the target language. When correction situations of integration, writing tasks as home works or dictation; students code switch when they are not able to find the appropriate terminology.

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Conclusion:

Since writing is using alphabet to create texts, it is a means of communication which has a specific process that must be followed. Writing is divided into two types: academic and creative. It is used in almost all aspects of life such as: scientific research, studies, learning and teaching, creative writings and artistic works. These types of writing have features that illustrate the characteristics, style, purpose of each type and its related works.

Every linguist gives his classification to writing process using a SL or FL, yet; logically it is divided into two parts: pre-writing and writing, this is the easier and suitable method to control the target language and the skills related to it. In FL classes when students do writing tasks, they are affected by many factors; such as the effect of mother language which lead to code switch even in writing and not in speaking only.

Practical part

CHAPTER

Three

Chapter three: Methodology

Introduction:

Through this chapter which is devoted to the research methodology and its roadmap, it mainly consists of a guide that helps us in achieving the dissertation. In this section, we will try to clarify the initial part of empirical research that introduces the research design of sample and various procedures that are used to collect and treat data found. It has been focused also on the problem analyzed in order to determine our research method. Then, we will tackle the method used to assess this information with the appropriate and reliable research tools.

Afterwards, we will opt for two research tools used in collecting data; interview, and content analysis in addition, a contrastive study or perspective will realize a comparison in terms of similarities and differences between data found which defines the purpose of study. In this study, reliability and validity will be shown in two phases where we take into consideration the quantitative and the qualitative content Analysis as tool i.e., analyzing texts with a descriptive point of view and statistical treatment and the mixed method which concerns the quality and the quantity of assessments during the entire research. Finally, we will deal with the status of languages used in Algeria and the plurality of the Algerian languages.

I. The presentation of corpus

The unit of analysis was the students' copies that consist of fourteen (40) copies (text context samples), it was conducted to Case study of 3rd year at secondary school "*Foreign languages stream*". These papers have been examined as writing samples in order to check the use of code-switching as the students write in French and English. Therefore, writing sample data were collected during January / February of 2021 when we called two teachers from two different schools to use a particular protocol of collecting a writing sample. Then, they gave us the samples of the students who had One hour to complete their writing sample in English.

Moreover, we have chosen the Topic of "ancient civilization" as a theme around which the learners dealt with and we asked also the teachers to pay attention of the redundant topic in order to surpass any mistake of pre-preparation by learners. Furthermore, our student's community speaks Arabic natively so we need to identify their linguistic skills, their lack in English language and which kind of register they use.

Besides, it is very important to notice that our learners/Children were growing up with a lot of languages however, in our study we narrowed as possible as we can the process of using word; if they used for instance the "Calque or loan translation" when they write. Therefore, we would like to put the light on the usage of French as a linguistic heritage used until nowadays. Evidentially, we notice that we have inherited French language from the colonial power and unconsciously used by Algerian citizens as well as the students who know a lot of words borrowed from French especially Northern Algeria. Statistically speaking, we can consider Algeria as the most francophone country among the old colonies. (Calvet. L-J, 1974, p. 219)

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I.1. The participants.

Having obtained the participants to this study was a big struggle for us; we had many suggestions in order to prepare a good research and the wrong choice leads also to minimize the target purpose. After being convinced that all participants are interested including teachers as well as their students because our research is very accurate, we were engaged for getting consistency measurements from the individual school.

The present study opted for the analysis of written expression performance among Third year students, of the academic year 2020/2021 at the secondary school. After, we have carefully chosen our targeted population includes 40 students from two national secondary schools which are (students of Houari Boumediene High School in BARHOUM city, and students of Abd El-Majid Maziane High School in M'SILA city.

		Gender		Total
		Male	Female	
Secondary school 1	Houari Boumediene	4	16	20
Secondary school 2	Abd El-Majid Maziane	5	15	20
Total		9	31	40

Table (01). Sample of the Study

II. Methods and Tools

In this context, we were seeking to the observable and measurable data using the procedures of collecting data with reliable instruments. Plus, in the current applied linguistic research, few studies have dealt with the content of this phenomenon, i.e. the written expression dimension, where code switching is regarded as a positive or negative strategy in written expression.

II.1. Quantitative and Qualitative research (mixed method)

In this study, it would be better to opt for a mixed method and treat data designed and adopted to the necessity of study. First of all, a descriptive research design is concerned with the “Content analysis” tool; it is used to collect students’ code switching in classroom (review of documents) “texts” written in a specific theme. In addition, we have chosen one of four main types of Quantitative research that is Descriptive. A contrastive study will be done to know the factors which lead to this issue in response to HOW question. Lastly, in order to have more details about learner’s “language written practice in EFL classroom”, an interview is addressed to teachers as a last research tool to get their impression about the usage of bilingual situation.

When we come to define the mixed method from scholar’s point of view, we surly find a set of definitions. Burke Johnson, for him, once a researcher or team of researchers combines qualitative and quantitative research approaches on one research. (Burke Johnson et al. 2007, p. 123); It means that the researcher uses a combination between two methods either the model of (Quant-Qual or Qual-Quant design) depending on the interest and itinerary of study.

II.1.1. Triangulation* model: (The QUAL-quant model + comparison)

Since our research is, firstly, descriptive; we followed this model to enrich our data analysis and interpret procedures within mixed methods designs. Therefore, we have highlighted this phase to be able to prioritize the collection of data. In this section, the variable of study is identified from concepts derived from the qualitative analysis and our hypotheses are tested with quantitative techniques. In order to valid the qualitative results which are descriptively analyzed for frequency of occurrence and enhanced by the quantitative results. This model aims, by the end, at the comparison between the independent variable with dependent variable of sample of texts in their correlation dimension (Klaus Krippendorf, 2004, p. 87).

In social sciences, the triangulation is recommended for increasing credibility and validity of research, applied linguistic is too interested to this method because it deals with mixed methods and a contrastive study which helps the researcher in languages domain to be more relevant to the field. Moreover, we try to highlight this methodological stage with the definition of triangulation which, “... *is a method used to increase the credibility and validity of research findings*” (Cohen, 2000). Plus, Creswell & Miller describes triangulation as “a validity procedure where researchers look for convergence among multiple and different sources of information to form themes or categories in a study” (Creswell & Miller, 2000). Shih, F.-J in his journal, put the light on the reason behind using triangulation for such research, it is highly beneficial for *confirmatory and for completeness purposes*. (Shih, 1998. P, 631).

* The purpose of this concurrent mixed methods study is to better understand a research problem by converging both quantitative (numeric) and qualitative (text or image) data. In this approach, (quantitative instruments) will be used to measure the relationship between the (independent variables) and (dependent variables). At the same time in the study, the (central phenomenon) will be explored using (qualitative interviews, documents, observations, visual materials) with (participants) at (the research site).

II.1.2. Quantitative and Qualitative Content Analysis.

As tools of measurement and for being more specific, we narrowed the analysis of our present research in order to be more clear, precise and concise in terms of results assessment. This study aims, first of all, to collect, analyze and interpret the text samples, so the “*Text is always qualitative to begin with*” (Ibid). generally, the text is analyzed by qualitative instruments because it deals with the analysis of content. However, the numerical content analysis is a quantitative data; more relevant systematically to the content by opting “*For the analysis of texts, both are indispensable. Proponents of quantification*” (Ibid).

In the book “*Investigating communication: An introduction to research methods*”. Frey and all, tried to compare, illuminate and distinguish between the qualitative and quantitative content analysis (Frey, L., Botan, C., & Kreps, G. 1999). Furthermore, the table below shows us the main differences for bringing the reader closer to understand what is meant effectively by qualitative/quantitative content analysis.

NB. *Inspired from “Frey and All design”.*

<i>Qualitative Content Analysis</i>	<i>Quantitative Content Analysis</i>
<ul style="list-style-type: none">➤ Researchers are more interested in the meanings➤ associated with messages than with the number of times message variables occur	<ul style="list-style-type: none">✓ is the systematic,✓ step-by-step procedure used to answer research questions and test hypothesis

Table (02). Differences between the qualitative and quantitative content analysis

II.3. Research Tools

Any academic or scientific study should assess a set of results depending on the category of research if it is qualitative, quantitative or mix and these researches need means or tools to be realized. So, we often use the appropriate tools that involve and determine a handy and trustful research. Also, to carry out the present study, we are going to schedule a roadmap of our “Case study” related to the general area of interest, it can be quantitative or qualitative depending upon the content and the nature of research. Moreover, let’s put an insight into our value chain map which demands the following tools; content analysis, interview and contrastive study.

Case study is a qualitative method of inquiry *“as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used”*. (Yin, 1984, P. 23). As educators, we he have chosen the case of learners which they are specialized in learning languages for revealing their performance forwards writing and code switching strategies.

Refereeing to Yin (2009) who classified an effective case study research design in five components as following:

- (1) research questions;
- (2) propositions or purpose of study;
- (3) unit analysis; (4) logic that links data to propositions;
- and (5) criteria for interpreting findings. (ibid, p. 23)

II.1. Content Analysis Tool.

Content analysis is often considered as “Method and tool”, for instance, Krippendorff in his famous book “*Content Analysis an Introduction to its Methodology*” in which shows us the precious place of CA in research methodology as firstly a method and tool by which a seeker analyze any content. So, for verifying content such as; texts, videos, audios...etc., a researcher takes a look at the documents which he is analyzing from their contents; words, structures, morphology and so on. Otherwise, it goes beyond that, a descriptive study takes into account this methodological means aiming at identifying, analyzing and recognizing a discourse.

More precisely, as a tool, content analysis is highly related to texts; i.e., normally we analyze the content of texts semantically or morphologically for reviewing themes and ideas, it “*relies on several specialized procedures for handling texts*” (*Ibid*, p. 81). It is one of the research tools used in this present study, in order to examine the components of written documents of students’ code switching in EFL classroom and collect reliable data about this issue. In addition, textual data can be used with the intervention of Content analysis as a research method in order to make faithful and valid reasoning from data to their context. (Krippendorff, 1980).

According to Susan Rose, and all (2015), they tackled several merits of content analysis or text analyses are, in particular: content analysis can be familiar with large amounts of data as well as it helps the researcher to adopt a topic prolonged on contemporary texts for instance, the interpretation of texts in aiming to development of expert systems and it “*provides insight into complex models of human thought and*

language use”.¹The availability of data from any contents of all kinds of written texts including, for example, letters, articles, pictures have written texts and video or any kind of media.

The following figure illustrates the process of analysis with the texts’ context to assess results from the research question. (Klaus Krippendorf (2004), *Op. cit*, P, 82.)

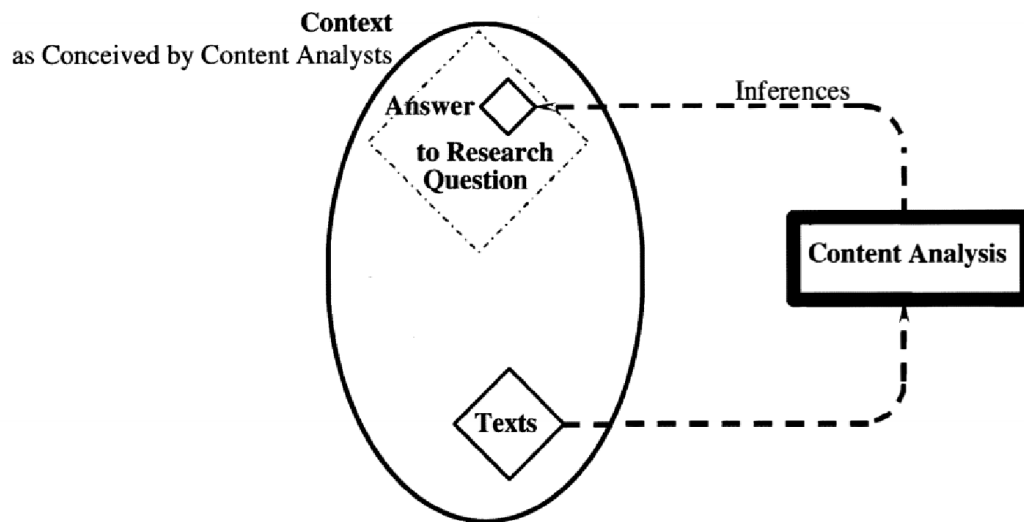


Figure (2): Content Analysis: Context of Texts

II.2. Individual Interview

Another tool is viewed as the most common in use in descriptive studies, Interview, (McNamara, 1999) interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses.

As suitable research method of case study needs to get a reliable primary data, for this purpose, the interview has been regarded adequate for such research and in order to

¹ <https://writing.colostate.edu/guides/page.cfm?pageid=1318&guideid=61> visited 10.05.2021 at 22H53

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create a framework for answering questions and uncovering the individual's belief, experience and opinion of his real context (Pole and Lampard, 2002, P.127).

According to (Griffiee, D. T. (2012), this type is recommended to provide detailed information about the meaning of an event, situation or social context to each participant in a setting Griffiee, said that *“As research tool, an interview has structure, purpose and form and can be defined as a person to person structured conversation for the purpose of finding and /or creating meaningful data which has to be collected, analyzed and validated”*. Basically known, interviewing a person is *process of social interaction*, for instance, interview has become a social phenomenon of daily life for exchanging thoughts, point of view, positive or negative reaction towards such events (W. J. Goode & P.K. Hatt, 1968), it provides also richer account ;both; written and oral from the interviewees.

For being more precise in this study, interview has a multiple types such as One-to-one interviews, panel interviews, competency-based interviews and telephone interviews...etc. However, we opted for One-to-one interview, semi-directive as a *“flexible and dynamic”* technique (Taylor & Bogdan, 1984, p.88) and it will provide us with a considerable primary data for discussing a topic with a greater scope.

II.3. Contrastive analysis -comparative study-

In the first stage will be forged with comparing findings in contrastive perspective, regarding for sure the statement of study for more enough statistics, it consists also of positioning of our point of view in which we focus on three main parameters will be analyzed: Vocabulary, Grammar and spelling mistakes. Further, in order to conduct our study to a comparison, this tool has been mainly used in response to the needs of study.

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In fact, for the purposes of study as mentioned above, the contrastive analysis of English foreign language is known as *error analysis* (Corder, 1967) in writing for instance; it will be largely concerned with errors and aimed to correct utterance and therefore we analyze kindly the errors that have been occurred in learners' writing; grammatically like: subject agreement or word form errors; semantically like: the wrong interpretation or translation such words in sentences. In addition, Erdogan explained to us in his book, "*Contribution of Error Analysis to Foreign Language Teaching*", that the learner errors were not only from the native language but also from their reflection in some learning strategies. (Erdogan, 2005).

Tilly tried to mention four types or methods of comparative analysis have been identified, especially: individualizing, universalizing, variation-finding and encompassing. Adequately to our study, it is suitable to choose "Encompassing comparison, it deals with the explanation of differences in terms of individual's behavior, their similarities and specific features for example, learners of urban context in comparison with rural one. So, it based "*on the way to explaining their characteristics as a function of their varying relationships to the system as a whole*". (Tilly, 1984, p. 83). To sum up, a rigorous comparative study which reveals the common mistakes of learners; from two secondary schools, their written texts will be treated to relation with code switching.

Verification and Validity

For this case study, we were seeking to verify credibly of feasibility whether the code switching can be analyzed by using these a set of tools, and of course the validity which is meant by *the concept of trustworthiness which is seen as being applicable to case study research* (Bassey, 1999, p.75). Discussing reliability needs the secondary data such as websites, lectures of teachers at university from which reinforce stability of present

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study and The quality of research and its stability forwards the steps to follow during the realization of study, the validity has its own types, but, since we dealt with a content analysis, it would be better to select the content validity.

- *Content Validity: It is the extent to which the questions on the instrument and the scores from these questions represent all possible questions that could be asked about the content or skill [Creswell, 2005].*

Conclusion

So far, throughout this chapter, we have dealt with the illustration of various research tools for ensuring the validity and reliability of the present research and the useful and the appropriate method to follow. In this view, it presented also a detailed description of the methodology adopted in gathering information in EFL context such as: method, research and design, data collection tools and the procedures followed to reach a conclusion and answer the problem under the study by basing on the right way to conduct the study to achieve better results.

CHAPTER FOUR

Introduction:

The last chapter is considered as bridge that links between the theoretical part and the experimental work. It concerns with the practical part of our research where we had tackled the written side of the code switching. In this last phase, our purpose is to confirm or infirm our hypothesis: Learners of 3rd year FL may use Code-switching as learning strategy in foreign language courses for enhancing their English writing performance. In addition, starting from our experience as a teacher of French, we would like to share it in terms of background and a point of pedagogical reference for reinforcing the present study. Furthermore, we will analyze each part of study with specific tools by using an interview for teachers and content analysis for students' written texts.

Finally, we will analyze the findings of teacher's interview with Analysis and Interpretation, and then we shall identify the content texts written by students with the types of errors of code switching. So far, a comparison between two schools (results of students from these schools) will be the last step of assessment of this research, at this level, we take into consideration a contrastive perspective as pedagogic point of view since we dealt with the situation of integration in classroom and the present linguistic phenomenon. Additionally, the choice of code switching in two different schools belong to two distinguished cities of M'sila and Barhoum in terms of writing performance, in other words, it gave us the opportunity to gain precious findings of the interviewees as well as their students and the parameters that influence code switching,

As a result, we like clarifying importantly that the quotes of teachers are described and cited as they have been taken because the present study was, in return, to describe the students' difficulties face to code switching, especially in written texts in use.

I. Data Analysis and Discussion

I.1. Interviews Analysis and Interpretation

Section I: Personal Information

Item 01: Gender Consideration:

Options	Frequency	Percentage
Male	08	80,00%
Female	02	20,00%
Total	10	100%

Table 02: Teachers'' Gender

The result of the table 02 shows that (80%) of the EFL teachers are males however 20% is reserved to female teachers. So, the rate of males is the dominant gender and it is larger than that of females.

Item 02: Teachers Degree

Options	Frequency	Percentage
License	6	60%
Master degree	4	40%
Ph .D	00	00%
Total	10	100%

Table 03: Teachers Degree

Chapter four: Data Analysis and Discussion

According to the table 03 above, the numbers show that (60%) of teachers have a license degree. On the other hand, (40%) of teachers had a Master degree.

Item 03: How many years of experiences do you have in teaching English?

Options	Frequency	Percentage
Less than 15 years.	6	60,00%
Between 15 to 20 years.	2	20,00%
More than 20 years.	2	20,00%
Total	10	100%

Table 04: Years of Experience as EFL Teachers

Here, it appears from table 04 that a majority of teachers-participants (60%) have less than 15 years of Experience as EFL Teachers. i.e.; they have an estimated experience by which the present research is established. Besides, we had a chance to meet teachers very experimented in secondary school (40%), they give us their fertile experiences.

Section Two: Learner's strategies of code switching.

Item 01: Do learners code switch in your classes and what are their strategies?

First of all, we are seeking to the strategies used by our learners and we have asked their EFL teachers to explain HOW do learners code switch? Here, we notice that the question of consciousness and sub-consciousness appears in this item; therefore, we have two kinds of teachers who said that the use of code switching in their classes does vary heavily from literature and philosophy to scientific streams. However, a common pattern is that students tend switch *"to their native language either consciously, mostly when speaking, or subconsciously when writing"*. Others confirmed that sub-consciousness use

Chapter four: Data Analysis and Discussion

of these languages is natural otherwise, they acquired naturally from their context of use “*But there is an influence of Arabic and French which is natural, so they code switch even using German language*”.¹

As conclusion, learners code switch when they are in front of situation of integration which lead to refer to one existed language to borrow and loan some similar words like *classe* [French] (instead of “class”).

Item 02: In topic switch, what are the languages are used by learners in your classroom?

The interviewed teachers, approximately, said that there are two basic languages which are French and Arabic, they are used by learners in classroom in almost all cases of writing. According to languages class stream, a teacher confirm to us that they add also some words of German because they already has studied it “*Arabic, French and German for (languages class) Arabic and French for other streams*”².

However, few teachers (33%) said that, as already stated above, learners overwhelmingly tend to use their native language, i.e. Arabic and to lesser extent French particularly when either pronouncing or spelling some words. In the other words, when we ask the teachers with whom we have worked, they have a serious issue with their students who used to use the “Algerian language”; for instance the French words with an Arabic pronunciation is their mother tongue. Therefore, learners have to pass three steps while translating Arabic (Algerian context) or “Daridja” then French and at the end English for acquiring new vocabulary.

¹ Massoud , RAHMANI, interview scheduled on 11/02/2021

² Chahi, TALMA, interview scheduled on 11/02/2021

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As a conclusion, the Algerian individual contextualizes from his birth the first language to communicate and he will be face to many dialects. Logically speaking, students are confused either to refer to the French or Arabic (not pure) to see at what extent they could be familiar with the new code. Therefore, we may say that most teachers (90%) confirmed that French is mainly used in their writing which gives us an impression that this language is used as sociolinguistic phenomenon. In Algeria context, mixture language code between two languages has no relation in terms of language family i.e. according to the history of languages; French and Arabic have no origin from ancestral language and by heritage; the Algerian citizen use French in their daily life and it becomes a part of our speech.

Item 03: At level of English language teaching and learning process, Code- switching is regarded to be a useful tool in acquisition of the target language. What do you think?

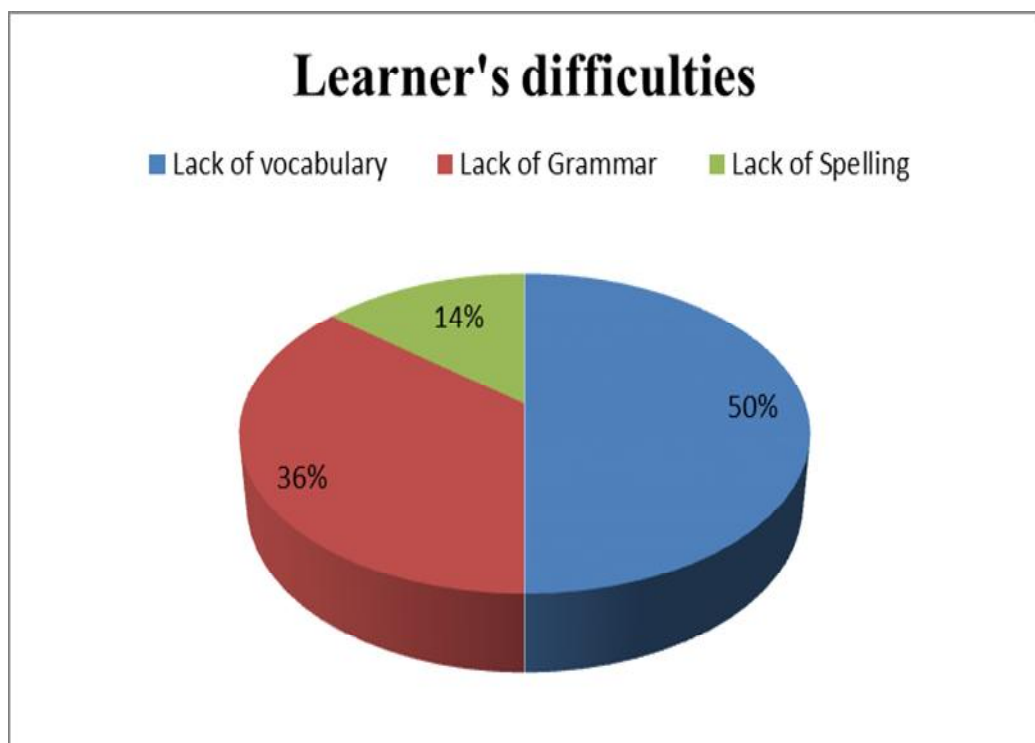


Figure 03. Learner's difficulties

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According to teachers' reply, and the figure 03, (50%) half of teachers said that the lack of vocabulary pushes learners to code switch, and therefore without sufficient vocabulary, learners cannot communicate and express their feelings as expressed by one of the teachers who said: *"Absolutely true, it helps the learners to express their feelings in the absence (lack of certain vocabulary)"*¹. It means also that the more students master vocabulary the more they can write effectively because it is considered as central and core component to acquire the second language (L2). Through it, language skill needs effectively to know more about vocabulary; an adequate one, to express in English what you suppose to say exactly for instance, if someone wants to talk any language he/ she should know a relevant lexis related to a precise situation for surpassing any misunderstanding.

Learners, in situation of integration, they must respect the time given in order to respond to such tasks of writing. At this level, they would like to prevent any lack of misunderstanding when editing their written texts as the participants explained *"Code switching can certainly be useful as a time saver, but I'd personally rather my students would have it as a last resort. Ergo, students are encouraged to stick to the target language"*². In educational psychology and basing on our experience in teaching, we know approximately how the learners react face to any tasks; they attempt to ask us to handle them by using translating or code switch, as a result, learners create an intrinsic motivation to write even they commit many error. Furthermore, teaching writing is so hard because we are dealing with the establishment of new performance of thoughts; otherwise students

¹ Chahi, Talma, Interview scheduled on 11/02/2021

² Massoud , RAHMANI, interview scheduled on 11/02/2021

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seek for a confident situation while writing because they are afraid of making errors so, they prefer to be more relevant for avoiding misleading quarrel.

Finally, as a procedure of vocabulary, synonymy is widely used by learners. However, some similarities of “English-French cognates” enrich the bank of students for instance: brilliant – brilliant(e) or elephant – elephant...etc. or some loanwords like: Déjà vu, rendez-vous ...etc. we can add also, the procedure of “minimal pairs” which means when learners uses two words have almost a similar pronunciation and different meaning for example: (bay/pay. bow/tow. boy/toy), it consists also of giving more flexibility to the learner to acquire as possible as he can words. As a result, it would be better to choose a simple way in studying vocabulary maybe with games, challenges or memorization and they have to consider English as a tool of communication and not as a compulsion of schooling or getting marks for being graduated.

Item 04: According to you, what are the negative effects of code switching in your classroom?

Every single teacher has his own experience in teaching English and they can determine student’s mistakes. Here, we would like to check the negative effects or factors that lead to code switching, otherwise they tend to say that “translating” from a language to another is not always successful, it may mislead learners and it will convey a false message, i.e. In linguistics, learners have a tendency to translate word by word, let’s take this example; in French we say: (J’ai 30 ans) however if we translate it as it is without looking for the structure we have (I have X 30 years old) instead of (I am✓30 years old).

Others considered that excessive dependence on some technics of learning such as overgeneralization of grammar rules or the wrong use of smartphones (misuse of

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technology) are viewed as negative effect of code switching “*From personal experience, overreliance on such a learning tactic can lead to learners developing some detrimental habits such as the overgeneralization of grammar rules*”¹. Using the direct meaning of word through translation is highly recommended however it should be with English structure because many students tend to translate the literal meaning without checking the correctness meaning of sentences which leads later on to write with a weak English.

We conclude, the negative effects of code switching depends on three main issues which are; literal translation, overgeneralization of some grammar rules and overreliance on some technological applications. Some students try to abnegate the use of “dictionary”, it is so useful in writing, for instance they think always in Arabic and this leads probably to be far from the right meaning (meaningless sentence) or loss of words. It appears that English grammar is different from structures and syntax than other languages, when student overgeneralize some kind of rules especially in terms of tenses, for example (the use of *present perfect = passé compose* in French²) here; learner could not know how to classify tenses and their syntactic function because they try to assimilate with their background and there are also many tenses with different appellations or denominations which mix the understanding of these rules.

¹ Chahi TALMA , Interview scheduled on 11/02/2021

* Many students are confused between what they taught in French in terms of tenses and the alternative language (English). Teachers can base on “needs analysis” for the first contact with their students and make comprehension exercises before starting teaching the target language. Hence, learners can make some similarities or distinction for example,[the near future Eng. *vs* Futur proche Fr]. why not some contrastive analysis given by teachers if they master two languages which also play a major role of motivation.

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Item 05: What are the reasons that lead your students to use code switching, especially in written expression?

Six of respondents answered that one of the most obvious reasons is students' general lack of proficiency in the Target Language, as well as, some other external factors such as stressful situations like public speech, exams or imposed time limitations. For example, the lack of preparation and practice make learners lazy, shiftless and do not have an inner desire to study languages because the influence of mother tongue and therefore we can notice that even the culture of study languages is another question which deserves to be answered linguistically. Moreover, the new generation of students is hard to be controlled in classroom as if they tend to follow

Four teachers-participants said that lack of reading, ignorance about text structure and lack of practice in writing are reasons that cause the code switching, as they declared that *“The lack of reading authentic English text, listening to English (formal), lack of practice, all these push learners to use code switching”*¹. These teachers show us that their students do not read to enhance their level for instance, to improve their English they should read in English and listen to native speakers. So, regarding to the benefit of reading books either in paper or electronic version i.e. using the smartphones to read some posts through social media like Facebook, Instagram....etc. and consult dictionaries in order to enrich vocabulary skill.

To sum up, as the teachers confirmed, learners code switch because they are in need of reading, writing and practicing English in their daily life while learning this new code. A challenging task without being a good reader is the first failure in learning languages, for

¹ Massoud , RAHMANI, interview scheduled on 11/02/2021.

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instance the brain's ability is developing only with the power of reading because the learners are discovering a new code and therefore the brain is ready to instill into it new data of course with repetition. Learner should be aware of the value of reading and he must just to be motivated, at this stage, teachers can intervene to make their students able to read at home.

Item 06: As a teacher, do you think that code switching has “advantages” when the learners use other languages as French or other languages in EFL classroom?

As already stated earlier, code switching can certainly be advantageous, but it can develop into a massive hindrance. In the sense, it might cause learners to be over-reliant on languages other than focusing entirely on the Target Language. Hence, *“I am of the firm belief that a “teacher’s language”, based on the learners’ needs and abilities, can be far more effective”¹.*

In some cases, yes, but not always as it may falsify some receiving words, especially when the learner is not proficient or experienced, they alternate codes while dealing with a task of writing. At the end, they are aware of the use code switching in a bilingual situation especially in terms of written expression. In addition, the experimented and professional teachers of English recommended the use of foreign words rather than Arabic because the last one is using in daily life. The code switching has somehow benefits if the learner knows how to use it for overcoming only blocking situation.

¹ Chahi TALMA, interview scheduled on 11/02/2021.

NB. This diagram has been designed by both researchers of this research in order to clear up our analysis; it is totally concerned with our present study for helping to more understand the teacher's interview results.

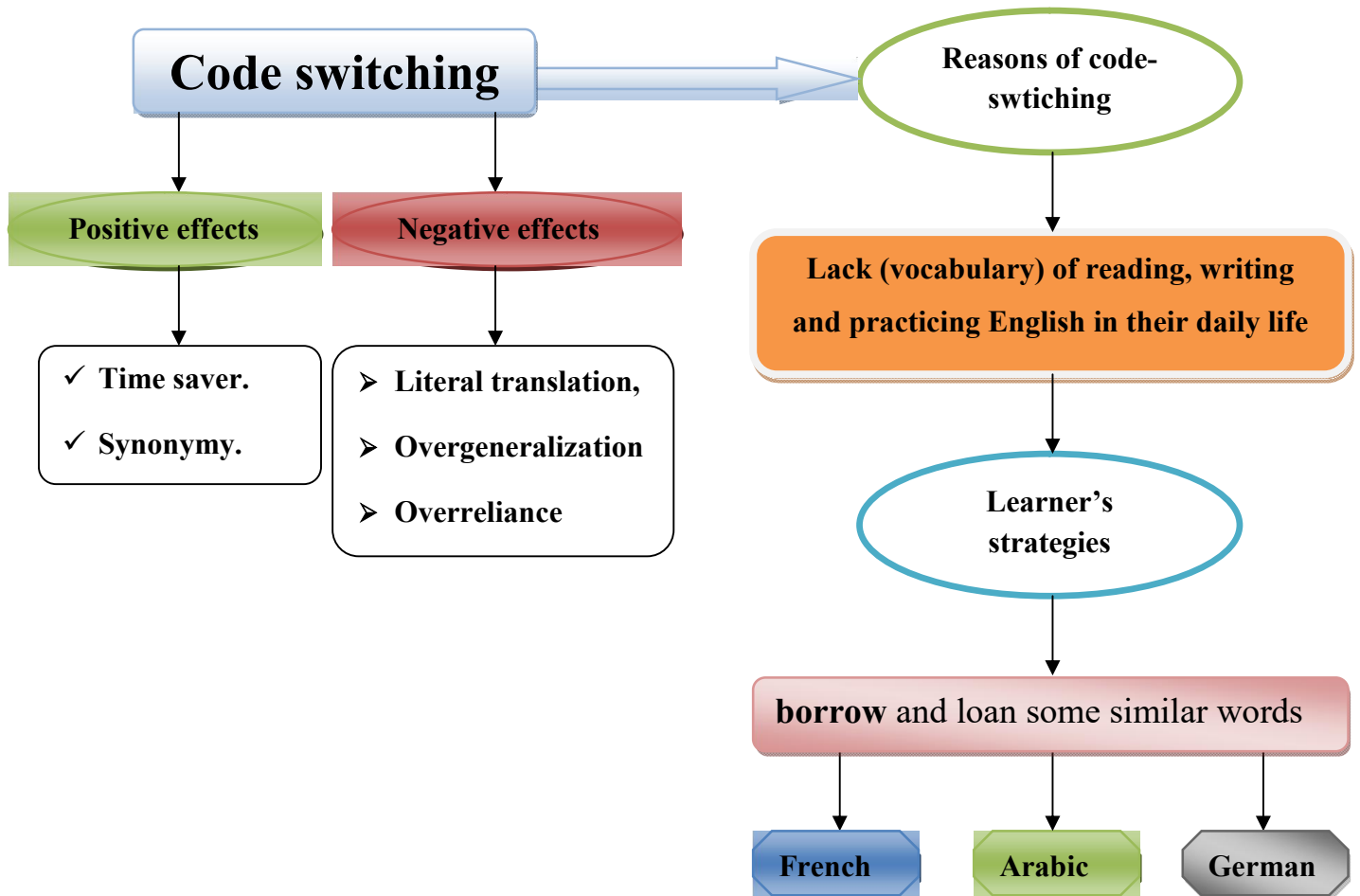


Figure 04. Teacher's interview summary

In figure 04, we tried to recapitulate as possible all the items on one brief Diagram, when it comes to write a sentence, learners passed by asking these questions (Why? What? Where? At what times...etc. when starting writing) and following these steps; if we face a lack of vocabulary, we should just use an appropriate strategy either Borrowing or interference from language families or use similar words. As mentioned above, the code switching has positive effects consist of Time saver and synonyms whereas negative effects are: Literal translation, Overgeneralization and Overreliance.

I.2. Content Analysis' Results and interpretation of student's writing performance.¹

I.2.1. Student's gender

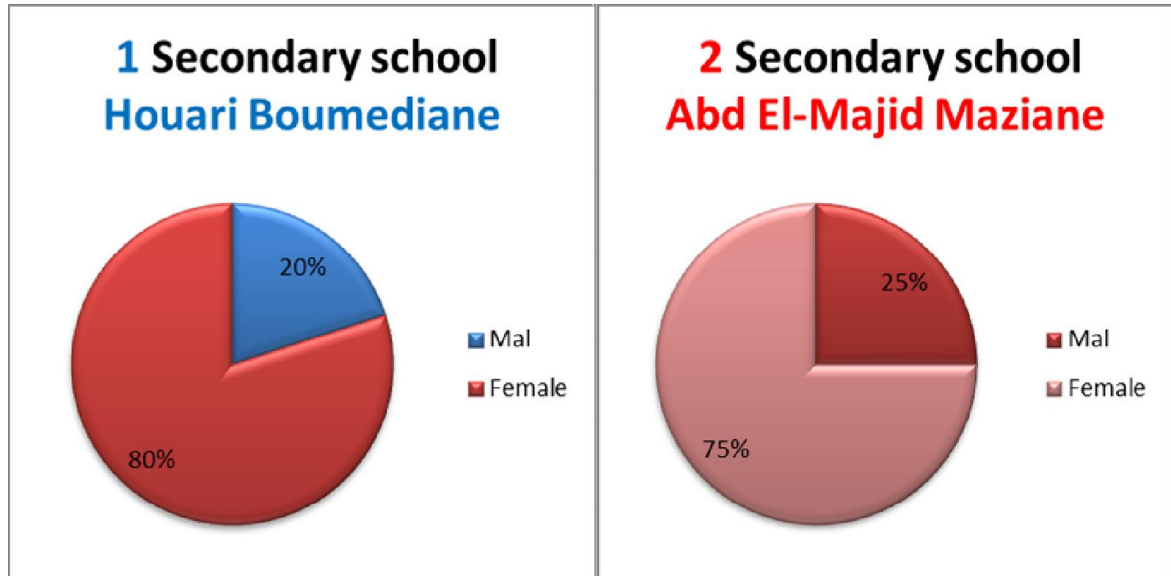


Figure 05: Student's gender

During our experimental work, we were looking for the features of each secondary school in terms of genre and we have noticed that the females gender are dominating (from 75% to 80%); whereas the males are less dominating (from 20% to 25%) as the figure 05 shows above. Moreover, it means that girls had more interest and motivation in study; especially languages and they orientated and engaged in learning than males and therefore it is the reason behind the numeral dominance of girl in school. We have notice that “School dropout” is also one of the most known factors that lead to this domination and girls are more afraid and being obedient to school instructions.

In addition, students in two secondary schools were aged between 18 to 20 years old, they are in third year foreign languages stream and normally they are able to

¹ NB. It is very important to notice that we did two tentative in order to test the ability of writing among students. That's why; we contacted two teachers in order to push students before they get prepared and after being oriented to avoid some mistakes at level of Grammar, Vocabulary and utterance.

communicate and master, at least, one foreign language easily at the level of writing. Conformably to our study, we have chosen this population because their level is a little bit intermediate or advanced which may help us for getting relevant information, we have taken into account two parameters: level and specialty of learners in order to precise which competence we will deal with.

I.2.2. Analysis of the Types of Code Switching in student's written expression

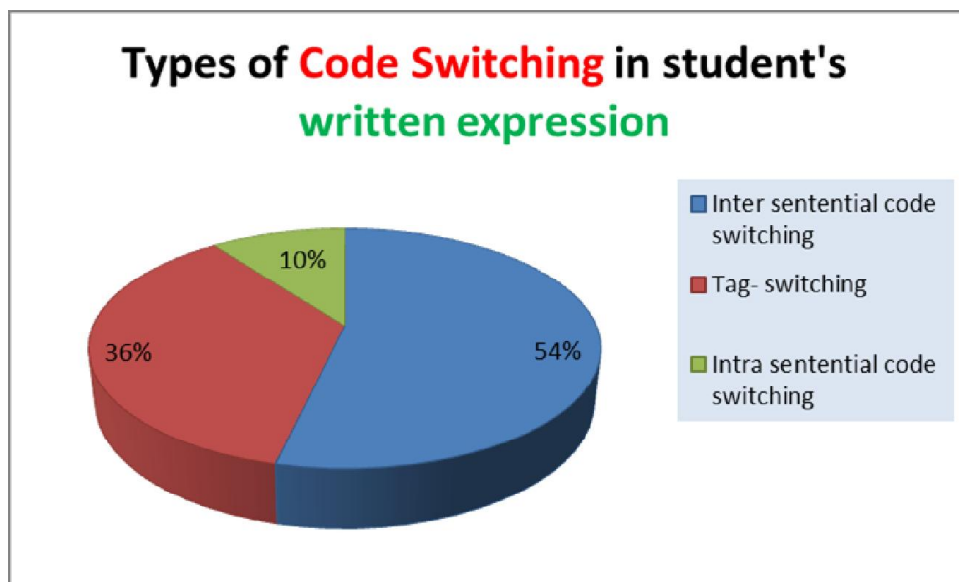


Figure 06: Types of Code Switching in student's written expression

At this level of our study, from the contents written texts, we had to classify firstly the code switch and its types which have been found in student's writing. It is very important to notice that we have obtained (69 cases) of code switching when analyzing each copies of students. Furthermore, these are our content samples which have shown that their sentences contained a shift from two languages reciprocally for instance (French-English). Then, in order to evaluate students' written expression, in terms of types of code switching used when writing, the study of student's code switching will be analyzed basing on the types of relation between L1 and L2 in use.

Chapter four: Data Analysis and Discussion

In addition, we subdivided the process of gathering written sample data in two phases because our core purpose is to focus on the tendency of students and to what extent they can code switch. Therefore, the result of the figure 06 shows that (54%) of the EFL students are inter sentential code switcher i.e. the students used to use some ungrammatical sentences because the type of sentences used is misunderstood, and also because of literal translation which has been revealed by teachers in the previous interview. Students know by heart French words and their ability to distinguish intelligently when switching from sentence/ clause to another sentence/clause.

It pointed out that (36%) of students used the Tag-switch or emblematic switching, we have an impression about borrowing which leads to get words from the languages of daily contact; for instance, the word “exemple” is typically a French word but it is written in many cases on student’s copies, and it may be a kind of influence or incarnation of some well used words. Moreover, we have seen the lack of vocabulary; otherwise, students are obliged to surpass some semantic situation; they choose the similar words to English for example: raison/ reason, finale/ final , futur/ future...etc. As a result, we can say that these scholars are founded in a closed circle as if they express something in English with mixture languages, that’s why the bilingualism is so difficult to control, grasp and perform more than two foreign languages at the same time.

Ten percent (10%) is the rate of students who are intra-sentential code switchers; this type is common in the languages which have the same family. Besides, we have seen examples between English and German, it means that they used litely this type which is a little bit similar to Tag switch. For more details, we can refer to the family of languages i.e. “Latin family” such as French, Spanish, Italian and Portuguese whose they have the same origin so, they share commonly the same root, and the same case for “Germanic family”

which contains English and German. So, when the student is learning two languages having the same origin the linguistic transfer will be easier and adequate.

I.2.3. Degree of errors -Contrastive analysis-

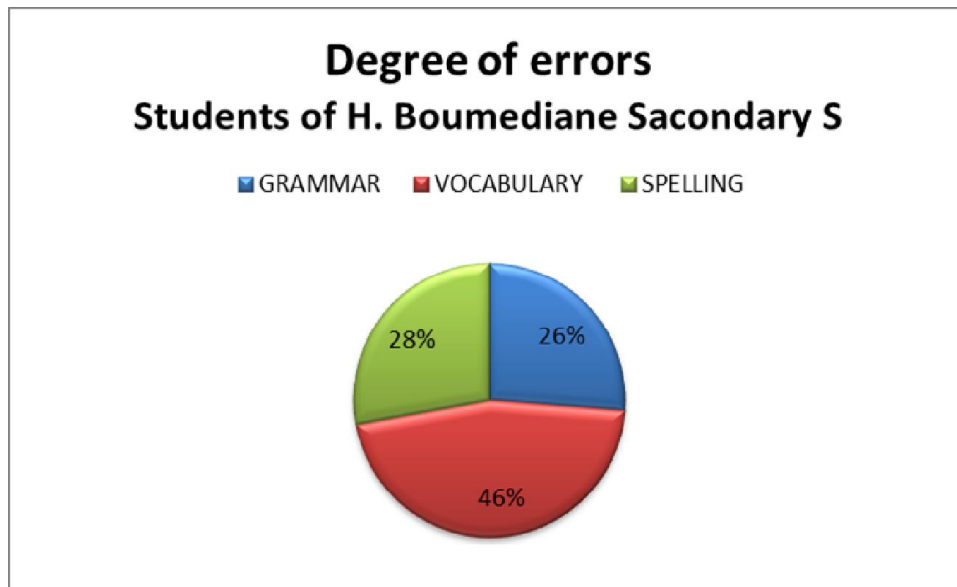


Figure 07: Degree of errors (Schools1)

Degree of errors determines the weaknesses of learners in terms of Grammar, vocabulary and spelling, the percentages we have got in figure 07 present that the majority (46%) of students have a difficulty in vocabulary as their teachers said. Students of Houari Boumediane -Barhoum have a serious problem of vocabulary, it comes may be of lack of reading. On another hand, they are a little bite able to translate i.e. we can check their ability of translation at level of semantic and grammatical patterns. Besides, all students committed Grammar errors, (28%) of students of H. Boumediane committed errors such as pronoun disagreement, Sentence fragments or no clear antecedent...etc. Here, students must revise grammar rules not only for writing but for the language itself. In the samples we have obtained, we do classify spelling errors in writing especially

Chapter four: Data Analysis and Discussion

morphologic/syntactic errors with (26%) and it is considered as the less issue has been detected.

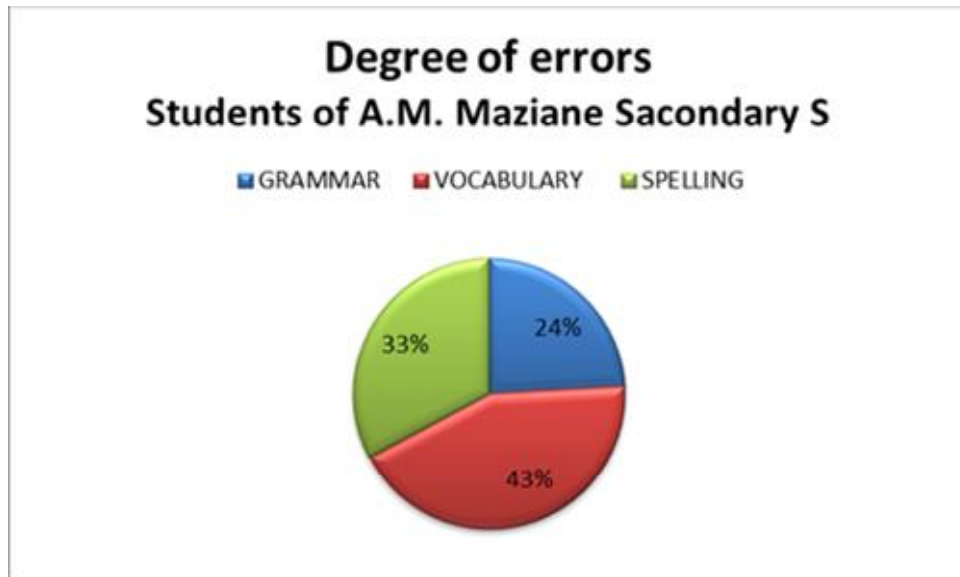


Figure 08: Degree of errors (Schools 2)

Figure 08 shows that Students of Abd El-Madjid Maziane secondary school have also a high degree of errors in terms of vocabulary (43%) for instance, basing on their copies; they used to use French word or even Arabic with Latin letters in order to express their feelings and use it momentarily as a language facilitator. One of the factors that cause this issue is of course “the lack of reading”. Otherwise, they had in the second level of errors “spelling errors”, which is typically different to the previous school which has grammatical rules in second classification, so (33%) is the rate which represents misspelled and inaccurate words in the English language in terms of a typographical error. Moreover, they do master a little bit the grammar rules which reveals only (24%) of students could not well used grammar.

➤ **Contrastive perspective results.**

As a result, statistically significance shows and confirms that the lack of vocabulary is the main issue that leads to code switching as if the students do not have sufficient words to use in a specific situation. Hence, the contrastive analyses we have conducted between two representative languages English-French reveals that sociolinguistic situation in Algeria is rich in terms of languages and dialects. However, the study affirms that there is a relationship between the language diversity as a cultural heritage and the code switching, it becomes spontaneous because of sociocultural contextualization of these codes.

The phenomenon of influence is revealed when teachers and their students are working to boost the level of English proficiency at the level of writing. It's difficult to have two languages in presence because the ability of students is homogeneous and they could not alternate easily from one language to another. In addition, as research, the code switching phenomenon has somehow the same stability of use in two schools which confirm also that the level of students is closer for instance, the quality of students tested is the same or identic.

Since we were working on writing performance, there are effectively a set of competences which must be founded on any texts to be evaluated (evaluation grid); Accurate spelling, correct grammar and adequate vocabulary are the main parameters to evaluate a written text. So, according to results mentioned above, we have notice that there are a lot of similarities which reflect the average level of learners except the students of M'sila city that are more dynamic and advanced in rich vocabulary, they are more confident than students of BARHOUM city. By contrast, the surroundings cities are not

interested at that much in learning foreign languages however the big cities are without citing the exceptions

III. Limitations and Pedagogical Implication

III.1. Limitations

Any academic research has its own limitations according to the time and the place where the present work was taking place and the sufficient number of participants. Firstly, we would like to opt for questionnaire however the itinerary of study somehow needed specific tools to narrow it. Besides, the sample is made up of forty (40) EFL students who gave us their written texts as a “representative sample” from two secondary schools which have been treated in the experimental part of the research. Normally, we did two procedures to guide students during the process of writing. This study is typically descriptive; we have chosen teacher’s interview in order to know more and investigate teachers’ opinion which has a total of ten (10) participants, and all these results are mainly reserved to this present work without being quite generalized.

Then, we would like to clarify something related to the present work “code switching and writing performance”, it has been studied with the “oral expression” point of view however, we have opted for written one which consists of the recognition of written forms according to code switching. We did a serious challenge because even in references, the educators talk about oral skill rather than written, and therefore it was so hard to check and to know the degree of English language mastery in two different context. As conclusion, among problems that emerged during the study, some teachers refused to participate to the interview which delay the data analysis on time and restrict our discussion the validity.

III.2. Pedagogical Implication

Starting from the present results that imply some pedagogical implications:

- a) Give a great importance to the vocabulary by enhancing the ability of memorizing words with their accurate spelling and create tasks that reinforce having intelligently new words in context; that's why this study shows us that Code switching is used because of the lack of vocabulary.
- b) Teachers of foreign languages have to make a contrastive analysis between the languages which are highly used by students without neglecting the stream of students. It's okay to give a sequence of 10 minutes in order to explain some useful words or errors to avoid.
- c) Engaging students with practical activities at home and in classroom to be fluent "practice makes perfect". Motivation has also a crucial role in enhancing student's results.
- d) We highly recommend the "Use of « Minimal Pairs »", it is so useful way that reinforce the dictation skill and boost the storage of spelling words i.e. writing down exactly without changing the whole word is a perfect mechanism to improve your English

Conclusion

In this final part, which was devoted to the practical and analytical data, revealed the problems faced by the students in writing performance. Code switching is one of them; in this new research the issue has been identified. There are three main factors that caused student's code switching which are: literal translation, overgeneralization of some grammar rules and overreliance on some technological applications.

Student's strategies of code switching come from the identification of similarities between L1 and L2, for instance students know how to write and spell some identical words in two languages in use. As we know, the written form is different from the spoken form in any language; we can say that written form deserves more interest by students to overcome any kind of misleading.

GENERAL CONCLUSION

General conclusion

This research investigated the impact of code-switching on English writing performance ... Case study of 3rd year at secondary school “Foreign languages stream”. We tried through this investigation to discover the rate of existence of code-switching on student’s writing and its types, by answering our crucial question which is about the presence of bilingual situation and their influences on the way pupils’ writing performance.

In fact, Algeria is one of the bilingual communities that are considered as the appropriate place in which this phenomenon appears and emerges. Normally, code switching deals with spoken language more than written one that’s why it seems so difficult to reveal concrete findings. During the processes of gathering new data, many variables have been treated: age, sex, academic degree of teacher as well their experience in classroom and students’ level of proficiency according to “CECR” scale. Indeed, the results show the causes, according to the teacher’s interviews, that lead the students to be code-switchers which are: literal translation, overgeneralization of some grammar rules and overreliance on some technological applications to convey the meaning. The majority of EFL students are inter-sentential code-switcher; i.e. the students generally use some ungrammatical sentences because the type of sentences used is misunderstood.

Moreover, we tend to identify clearly the reasons behind this issue and we have noticed that the lack of vocabulary, reading, writing and practicing English in daily life are the main reasons of code-switching. Hence, the study affirms that there is a relationship between language diversity as a cultural heritage and code-switching; i.e. there is a cultural reference in terms of languages (spoken or written) considered as a heritage of society; for example, the Algerian dialect is rich by various, mixed and diverse words from French, Turkish, Tamazight and Arabic. As seekers, we faced a serious difficulty to valid some

kind of variables. Furthermore, borrowing and loan are the basic strategies used by students, therefore our hypothesis has been confirmed; for instance, learners of 3rd year FL borrow words and adapt them in texts for enhancing their English writing performance.

As conclusion, a comparison between two schools we have chosen in which we have tried to measure the degree of errors. The outcomes demonstrate that both of study groups have the lack of vocabulary, they must read authentic English. Thus, after discussing results, many suggestions are recommended by teachers in order to overcome this problem; for instance, to adopt new methods and strategies that help students to memorize English words.

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APPENDICES

Teachers' Interview

This interview is prepared as part of a present study in order to gain more information about the learner's strategies of code switching which are used in in EFL classroom.

All the information you provide will be kept strictly confidential and will be used only for academic purposes.

We would be very thankful if you could answer to the following questions and put (X) where necessary.

The Researchers,

Section One: Personal Information

1) Gender:

a) Male

b) Female

2) Degree (s) held:

a) license.

b) Master

c) Ph.D.

3) How many years of experience do you have in teaching English language?

a) Less than 15 years

b) Between 15 to 20 years

c) More than to 20 years

Section Two: Learner's strategies of code switching

1) Do learners code switch in your classes and what are their strategies?

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

2) In topic switch, what are the languages are used by learners in your classroom?

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

3) At level of English language teaching and learning process, Code- switching is regarded to be a useful tool in acquisition of the target language. What do you think?

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

4) According to you, what are the negative effects of code switching in your classroom?

.....
.....

.....
5) what are the reasons that lead your students to use code switching, especially in written expression ?

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.....

6) As a teacher, do you think that code switching has “advantages” when the learners use other languages as French or other languages in EFL classroom?

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.....

Some people argue that counterfeiting benefits consumers by giving them access to lower price goods.

This is a totally mistaken claim. First, counterfeiting of clothes and selling them as original (example) - shoes and its results; a tumor in the man.

Second, counterfeiting cash (example) - faking money to increase savings. Third, falsifying medication dates (example) - expired medicines are sold as new.

Fourth, faking components canned food (example) - falsifying components for tomato cans.

Fifth - components canned of cosmetics (example) - counterfeiting shampoo cans.

Conclusion =

I advise people to refrain from selling counterfeit materials and things because this is fraud and forbidden.

Class = English

Name and Surname:

Ben Seghir Sehsabil

Class: 3AB¹

Counterfeiting

Some people~~s~~ argue counterfeiting benefits consumers by giving them access to lower-price goods. This is totally mistaken claim.

Do not First, the counterfeit goods are of poor quality and do not last for long. For example; when you buy fake shoes and use ~~it~~^{them}, it will be torn after a short time.

Second, many people~~s~~ are killed day after day, and the main reason is fake medicines.

Third, piracy ~~is~~ killing creativity and innovation.

Fourth, counterfeiting gives bad reputation to the country, and this causes the country's economy to decline.

In conclusion, counterfeiting is a dangerous

Some people argue that counterfeit benefits consumers by giving them access to lower price goods. This is a totally mistaken claim. First, imitation products are of such a poor quality that they don't last a long, it's good that you can buy a nice shoe for a good price but it doesn't last a long. Second, fake medicines are so very dangerous that kill people, where about 7% medicines in the world can be counterfeit. Third, piracy killing creativity and innovation. If we continue to practice, it we will not be able to invent anything new in our world. Also, these unethical practices give a bad name to our country, which affects its economy.

If we want to preserve the reputation of our country and its economy, we have to build moral values, and the government should

Many people don't know the bad side of the counterfeiting; which it's so dangerous that can cause death or losses.

First; the products imitated are poor quality it's mean doesn't last longer; China is such imitate country that it's caused material losses of 10% to countries; Second the fake medicines kill people since it had not contain the active ingredient or contain another active ingredient; it's kill tens of thousands; especilly in Africa third; pirated products in Algeria are produced by pirates and it's become the original rather than the original legal product.

Finally; we should stop buying the fake products; to reduce this phenomenon; so the counterfeiters



Introduction 8

Our Modern civilisation is in danger, Among many Threats, we can mention three as the most dangerous which are listed as follows: pollution, diseases and natural disasters.

Among the major threats of our modern civilisation, we can mention pollution of atmosphere which has become the darkest issue caused by human everyday practices in factories, streets and many deeds that affect air. These deeds lead to a big change in the nature of earth and creates different diseases. Diseases can be listed as a threat that can affect modern civilization and cause death all over the world. Mainly coronavirus named covid 19 is one of the diseases that can change in the real nature of earth. The latter may change the structure of earth which may cause natural disasters.

The third threat is the natural disasters

have less people died and House
struck.

In conclusion, I believe that
Humanity, must unit government
should cooperate to face these
catastrophes.

Second, Pollution is a man made phenomenon, factories and cars pour smoke in the atmosphere.

Third, The serious disters that threaten the lives of people in different countries even in developed countries there are diseases that have no cure such as - aids and cancer.

To Conclude;

I think that we have to care about our civilization otherwse it will disappear.

In Our Time recently many diseases have spread, that threaten humanity like = Pollution, Pandemics, natural Calastrophes.

First; The natural catastrophes like earthquakes that are devastating

Phenomena fires destroy most areas of forests, floods - cause Terrible damage both in cities and rural region. As a result many people die and most of their properties are lost,

and I ask the involved in counterfeiting materials because this causes many negative effects.

and other aquatic creatures get highly affected by water pollution.

Water pollution is one of the most dangerous things that anyone can face, because it ~~eliminates~~ harms everything. So, water must be conserved in order to have good health.

Threats to modern civilization

There are several major threats to our modern civilization which can lead to the destruction of mankind.

Firstly, we have pollution that is a real threat and major cause of many diseases like cancer and asthma. Secondly, climate change is a greatest threat to humanity that causes many deaths. For example, global warming is causing so much melting in south pole and sea level rise. ~~Fourthly~~

Thirdly, we don't forget about incurable diseases and epidemics like AIDS and COVID-19 that still causes the death of millions of people every year in the world.

as a conclusion

threats

So, All these ~~elements~~ are dangerous to our civilization and Humanity ~~then~~ ^{also} we must unite and cooperate to find solution to these problems.

HERIZI Zaid

It is unethical to imitate products for so many reasons.

To begin with, this is a bad practice. Unfortunately, it kills creativity. So, many companies which produce original goods will refrain from creating them.

Additionally, the society will suffer from a horrible phenomenon in the way that nothing will be brought.

Besides, those counterfeiters will be accustomed to easy gain. Furthermore, customers will buy things they don't need. And of course, this is a waste of money.

In short, we had better not encourage imitating.

Our Civilization is menaced by many Catastrophes dangerous = these are

First, pollution is a biggest phenomenon facing the world it is divided into three types. type 01 = air pollution eg: factories air harmful to human health (things)
type 02 = earth or soil pollution such as thrown waste that distort nature. type 03 = water/ Sea pollution which pollutes and changes the color of the sea.

Second, pandemics, that leads to deaths example = Cancer, tuberculosis. many viruses Virus Corona which took the world to perdition, to record Fictional numbers of injuries and deaths.

third, Natural catastrophes it is many which comes suddenly and is devastating eg: Storms, Volcano, floods

Bourezg }
ilham }
3AS1 }

Some ^{people} people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First, fake products are of such a poor quality that they don't last at all. It's true that you can buy a nice dress for instance with a good price but it will lose its colours quickly. Second, forged medicines are very dangerous and it's a shame that people ignore this because they're playing with their lives by buying these products. Then piracy is an enemy of creativity and innovation. If we keep on practising it we'll become incapable of bringing something new forward. Finally, those

In conclusion, counterfeiting is an ~~in~~ innormal fact with ~~many~~ many negative aspects.

Produce ⇒ Product
(V) (N)

its colour
faded

Water Pollution

Earth comprises about 70% of water, where humans and animals consume only 1% of fresh and healthy water for drinking. Humans consume fresh-water for daily activities, so we should be serious about protecting it from pollution. Water pollution is a serious environmental problem prevailing in our society.

When toxic substances enter lakes, canals, rivers, seas and other water bodies, they dissolve in them. As a result, water gets polluted, and it reduces the quality of water. These pollutants can also seep into the ground and make ground-water also polluted. It affects the aquatic ecosystem very seriously. Not only humans beings but also animals, birds

acer

There are ~~the~~ three threats to our civilization which can lead to the destruction of humanity. We have first, **nuclear energy** - which is used by a lot of industrialized countries, it could wipe out life on earth, and the entire earth's population would disappear since many countries possess this destructive bomb and could use it anytime.

In addition and indeed, a slow form of death is threatening the world its pollution - we can think of all chemicals thrown by factories underground, or in rivers and seas, or of the amounts of smoke emitted in the air by factories and vehicles. All of these are causing all sorts of illnesses in humans and threatening wild life. But the most dangerous side of this pollution is surely the **OZONE** layer which is being destroyed little by little.

Besides and consequently - The pandemic we are facing now, it came sudden and it was ~~un~~ unexpected, it's killing hundred of people around the world every single day, and it's fast spreading that's why it's dangerous.

In the end I can say that there are indeed urgent measures to be taken by governments to make human activities safer.

counterfeiting

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods, this is a totally mistaken claim

First, people who buy counterfeit goods pay much more than people who purchase genuine products because of the poor quality of counterfeits that don't last for long time for example instead of buying a pair of original shoes that lasts for 3 years you have purchases at least 10 counterfeit shoes.

Secondly piracy kills creativity, remember that when you download a movie from the internet without paying you are stealing it and by stealing movies, companies will lose a lot of money and then these companies will lose a lot of money and then these companies will not create new movies again, in addition, it is the same thing for other products such as books

Thirdly, fake medicine is very harmful, for example: the results of an analytical study conducted by the London School of Hygiene and Tropical Medicine for the World Health Organization estimates that

the anti-malaria drugs could cause 46,000 additional deaths from malaria annually in Africa

and cost patients and health systems about 35,5 \$ billion a year in a word, it is obvious that counterfeiting is a crime that we have to fight even for people who live with low budget I think that they had better buy used genuine products from buying fake ones.

phenomenon. So, we should fight it, ~~and~~
that ~~is~~ by punishing counterfeiters and reservation
of the counterfeiting goods. ^{sizing} ~~seizing~~

Many people don't know the bad side of the counterfeiting; which it's so dangerous that can cause death or losses.

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Finaly; we should stop buying the fake products; to reduce this phenomenon; so the counterfeiters

ملخص

تُعتبر الجزائر واحدة من السياقات الخصبة متعددة اللغات التي تمّ فيها إجراء العديد من دراسات علم اللغة الاجتماعي بسبب التداخل و التواصل اللغوي بما في ذلك الفرنسية، العربية وحتى الإنجليزية. لتكون أكثر دقة وإيجازًا، تُحاول الدراسة الحالية وصف الاتصال اللغوي وتحديد تأثير تبديل اللغة على أداء الكتابة باللغة الإنجليزية في الثانوية. فمن الناحية التربوية، يَعمدُ التُعلّمون (الطلبة) الجزائريون شعبة لغات الأجنبية في الثانوية على تبديل اللغوي لملاء عملية الاتصال؛ ناهيك عن الإفراط في استخدام هذه الظاهرة اللغوية يخلق تأثيرات سلبية أو إيجابية على الطلاب.

بالإضافة إلى ذلك، اخترنا بشكل منهجي، الأنموذج الكيفي الكمي + المقارنة الذي يُوصى به لزيادة مصداقية وصلاحيّة البحث، حيث يَهتمّ مجال اللغات المطبقة بهذه الطريقة لأنها تتعامل مع طرق مختلطة ودراسة تباين كلاً النهجين النوعي والكمي، واعتمادًا على الطريقة التحليلية، بالإضافة إلى أننا نركز بشكل أساسي على "تحليل المحتوى"، فقد تم استخدامه كأداة لتحليل نصوص المتعلمين.

البحث الحالي بعنوان "التحقيق في تأثير تبديل اللغوي على أداء الكتابة باللغة الإنجليزية" وهي دراسة حالة للسنة الثالثة ثانوي؛ شعبة آداب و لغات الأجنبية. ففي الأخير، أكدت الدراسة أن نقص المفردات يُفوّذ الطلبة أو المتعلمين إلى تبديل اللغة والاعتماد بشكل أساسي على اللغة الأم في حالة عدم قدرتهم على إيجاد مصطلحات معينة.

الكلمات المفتاحية: تبديل اللغوي، لغات التواصل، كفاءة الكتابة، المفردات.