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The Use of Code-switching in Tele-collaboration between

Teachers and their Supervisees: the case of Master Two

students at the University of 8 Mai 1945. Guelma

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Presented by:	Supervised by:
Ikram LAYADI	Mrs. Mounya ABDAOUI

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Dedication

First and foremost, I would like to dedicate this work to my beloved parents for their encouragements and prayers,

I dedicate this work to my dear lovely sisters Lamia, Ahlem, Meriem, Sousou, with their little angels Loulou, Doudou, Joud, Fadi, Anas, and Firas, and my little Brother Pipou, for their motivation and encouragement, kindness, understanding, love, and care.

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Acknowledgments

Abstract

The present research attempts to investigate the use of code-switching in tele-collaboration. It initially aims at exploring whether code-switching is a helpful strategy in the teaching-learning process generally and among/between teachers and their supervisees specifically. Besides, it endeavors to know the reasons behind both teachers and students' use of code switching in both verbal communication and non-verbal communication (i.e. in electronic writing). More than that, it attempts to know teachers' and learners' views and attitudes towards code-switching with respect to the topic in question. To this end, the study adopts a set of research approaches and tools; it employs the quantitative descriptive method that aims at getting valuable data from teachers' and students' questionnaires. The sample of the present investigation consists of fifty-two (52) Master two LMD students and thirty (30) teachers at the department of English, 8 Mai 1945, Guelma. The emerging results confirm the main hypothesis which implies that the use of code-switching in tele-collaboration would affect collaboration between teachers and their supervisees positively; which calls both teachers and students to be aware of the importance of tele-collaboration in the teaching-learning process, without forgetting the big role of code-switching in facilitating and creating a positive atmosphere for learners to collaborate and learn the foreign languages in an effective way.

List of Abbreviations

CAT: Communication Accommodation Theory

CM: Code-mixing

CMC: Computer-Mediated Communication

CS: Code-switching

EFL: English as Foreign Language

EL: Embedded Language

FB: Facebook

FLL: Foreign Language Learning

FTF: Face-to-Face

H: High Variety

ICC: Intercultural Communicative Competence

ICTs: Information and Communication Technologies

L: Low Variety

LA: First Language Acquisition

LB: Second Language Acquisition

LMD: Licence Master Doctorat

ML: Matrix Language

MLF: Matrix Language Frame

MSA: Modern Standard Arabic

RO: Rights and Obligations

SAT: Speech Accommodation Theory

SNSs: Social Networks Sites

TC: Tele-collaboration

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General Introduction

Code-switching (henceforth CS) is a widespread phenomenon that can be found in various places from social setting to educational setting. It is a natural and a frequent behavior that is directly connected to the bilingual environment. Many debates and controversies are remaining till nowadays regarding whether code-switching is a meaningful tool in case of Foreign Language Learning (FLL) or not. Recently, CS did not remain related only to spoken language and real-life conversation, rather with the rapid development of technology, and the increased amount of computer-mediated exchange such as Instant Messaging, Email, and Social Networking Sites (SNSs), CS becomes more common in the virtual world. Through tele-collaboration (hereafter TC) people start to switch codes while communicating, exchanging, and/or analyzing information. This exchange can take place between individuals, between students, teams or between classes.

In the academic sphere, CS plays a major role in the teaching-learning process. It helps learners to overcome communication barriers by promoting a positive atmosphere for learning. Through the use of CS, learners feel more comfortable and less stressful while communicating with their instructors. Besides, CS is a useful technique for teachers-students' collaboration either in the classroom or in online virtual learning contexts. It is beneficial in clarifying and conveying information in an efficient way. In addition to that, since we are living in the era of speed, CS is a useful strategy in saving time and efforts. However, when teachers switch between codes, they need to consider that English is the medium of instruction and that CS should be used in minimum.

1. Statement of the Problem

Due to the multilingual educational system in Algeria, students are obliged to know more than one language. Therefore, CS is more probably to take place in order ro make the communication successful among speakers. Nevertheless, despite the fact that CS is accepted in the Algerians' daily conversation, it has not gained the same recognition in the educational settings. Most teachers may perceive it as a negative strategy for many reasons, they regard it as a sign of linguistic deficiency and incompetence. In other words, it is used to be seen as a lack of knowledge and the inability to speak two languages properly. However, recent studies revealed that although many teachers have a negative attitude towards CS, they cannot deny the positive impact of it on EFL classrooms. They found that CS has a significant role in the educational process; it provides a positive atmosphere for learning and promotes collaboration between learners and their instructors. With the integration of technology, TC has permitted the use of code-switching in online virtual learning contexts. Scholars said that this new occurrence has happened for certain reasons and it has a major role in facilitating the teaching-learning process. Hence, the present research addresses the following main question:

-Does the use of code-switching in tele-collaboration affect collaboration between teachers and their supervisees positively?

Other questions include:

1. Why do teachers and students code-switch during tele-collaboration?
2. What attitudes do teachers and students possess towards code-switching?

2. Aims of the Study

Nowadays, the coexistence of two languages or more in a single sentence becomes a significant phenomenon that happens frequently when students are learning foreign languages. This phenomenon can appear in both speaking and writing skills especially with tele-collaboration. Hence, the fundamental aims of this research are:

- To investigate whether code-switching affects collaboration between students and their supervisees positively.

- To shed light on the causes of code-switching used by both teachers and students and their attitudes towards it.

3. Research Hypothesis

Code-switching is seen as a communicative phenomenon and a useful tool in facilitating English language Teaching and Learning. Thus, teachers should not perceive it as a sign of linguistic incompetence, but rather, they should encourage its use since it has many benefits that enable the students to become proficient in English. The research hypothesis of this inquiry is:

H_1: the use of code-switching in tele-collaboration would affect collaboration between teachers and their supervisee positively.

Since the null hypothesis disconfirms the relation between the two variables. Therefore, the (H_0) is hypothesized that:

H_0: the use of code-switching in tele-collaboration would not affect collaboration between teachers and their supervisee positively.

4. Research Methodology and Design

4.1. Research Method

The present research would be conducted through the quantitative descriptive method aiming at confirming/ disconfirming the research hypothesis through administrating two questionnaires in order to compare between both teachers and students' attitudes towards code-switching, which would provide us with different views concerning its use and whether it facilitates the teaching-learning process between them or not.

4.2. Population of the Study

This study would be carried out at the University of 8 Mai 1945- Guelma at the Department of English. The target populations for this study were both supervisors and students of Master-two.We selected Master-two students since they cooperate with their teachers online to work on their dissertations. Following Krejcie and Morgan sampling table (1970; as cited in Cohen, Manion, & Morrison, 2000, p. 94), fifty-two (52) questionnaires were administered because the whole population of Master-two students include sixty (60) students and thirty (30) teachers since the whole population includes fifty-four (54) so that our sample could be representative of the theoretical population.

4.3. Data Gathering Tools

To prove the research hypothesis, students and teachers' questionnaires provided us with valuable information about the use of code-switching in the digital environments and its ability to facilitate the teaching-learning process. Two questionnqires were used to allow for results' comparison.

5. Structure of the Dissertation

The present dissertation is composed of two parts; theoretical and practical. The theoretical part involves the first and second chapters. The first chapter tackles the main definitions of the concept "code-switching" and its related terminologies. Also, it discusses its types and the functions that code-switching serves in the conversation. Furthermore, it sheds lights on the factors that motivate the use of CS, and finally the theories that investigate such factors.

The second chapter is devoted to tele-collaboration. It presents the main definitions of "Collaboration", and its types. Also, it highlights the differences between collaboration and tele-collaboration. Furthermore, it tackles briefly the importance of tele-collaboration, and how supervision is processed through it. Finally, it discusses the emergence of code-switching in the virtual world.

Chapter three is the practical part of the study. It involves a description of students' and teachers' questionnaires and their administration. Then, the analysis and the interpretation of the results. Finally, the conclusion contains some pedagogical implications and recommendations in addition to the research perspectives and limitations.

Chapter One

Code-switching

Introduction

In any bilingual society, there is always a tendency among speakers to switch phrases, clauses, and utterances during a conversation. In sociolinguistics, this phenomenon is called: code-switching. So, this first chapter deals with the theoretical framework of such phenomenon manifested through the structural and sociolinguistic approaches to code switching. It also focuses on defining code-switching and comparing it with other related terminologies such as code-mixing, borrowing, and interference. Also, it aims at presenting the different types of code-switching encompassing its categories: situational, metaphorical, and conversational as well as its tag-switching, inter-sentential, and intra-sentential. In addition to that, it sheds lights on the functions of code-switching: discourse function and conversational function in addition to the factors that motivate the use of code-switching and the theories that investigate such factors namely: the Speech Accommodation Theory, the Social Arena, and the Matrix Language Frame Model.

1.1. A Theoretical Framework for Code-Switching

There are two distinct but related approaches to the study of code-switching: the sociolinguistic (functional) approach, and the structural (grammatical) approach.

1.1.1. The Structural Approach to Code-switching

Code-switching (CS) which is the alternation between two different languages and/or varieties is a natural phenomenon in a bilingual environment. The aforementioned did not receive much attention from researchers in the nineteen fifties (1950's), most of them believed that CS is the result of poor language competence in

both languages. They considered it as a random combination of two languages of a bilingual speaker (Nakamaru, 2005, p. 1679). It was until the nineteen seventies (1970's) that CS was recognized as a skillful and meaningful linguistic behaviour. For example, Dulay, Burt, and Krashen claimed that "code-switching itself does obey strict structural rules in addition to the grammatical rule of each of the component language" (1982. p. 115). This means that CS does not happen randomly, it is rather governed by certain rules.

Back at that time, structuralists became interested in the grammatical aspects of this phenomenon; they started focusing on the points of code-switching and the mechanisms that restrict it. Also, they aimed to identify the syntactic and morphosyntactic constraints on it. Many sociolinguists proposed numerous models and theories to study such phenomenon among them Shana Poplack (1980). She identified three categories of CS which are: inter-sentential, intra-sentential, and tag switching (will be discussed later on in details in section 1.4.3). Moreover, she proposed one of the best-known linguistic constraints on code-switching namely: free morpheme constraint, and equivalence constraint. Basically, these two constraints are based on data from Spanish and English since they share the same structure. The former stated that code-switching cannot happen between the lexical morpheme (stem of the word) and its bound morpheme (words that cannot stand alone and can only be attached to another part of the word) only if the free or lexical morpheme is phonologically integrated into the language of the bound morpheme. Whereas the latter stated that code-switching is allowed only when "the surface structure" of the two languages grammatically corresponds with each other. This means that the switch does not "violate the syntactic rule" of both languages (Poplack, 1980, pp. 585-586).

Furthermore, in 1993, Myers Scotton came up with a theory of intrasentential CS which she named the "The Matrix Language-Frame Model". The central assumption of this model is that in code-switched utterances, there is always an "asymmetrical relationship" between the codes involved in an utterance. This model is based on two main distinctions; the first distinction is between system morphemes and content morphemes, and the second distinction is between the codes or languages involved in utterances which are The Matrix Language (ML), and the Embedded Language (EL) (Myers-Scotton, 1993, p. 83). The *Matrix Language* refers to the first language of the speaker, that is to say the language in which the majority of morphemes occur during a code-switching interaction; whereas, the *Embedded Language* refers to the other language being used in conversation which is the Non-Matrix Language (Eastman, 1992, p. 3). In other words, the ML is the dominant language, while the EL is the dominated language.

Moreover, Myers-Scotton proposed three main principles to identify the ML which are: *the Morpheme order principle, the System morpheme principle*, and *the Blocking Hypothesis*. Firstly, following the Morpheme-Order Principle, it is observed that "in ML+EL constituents consisting of singly-occurring EL lexemes and any number of ML morphemes, surface morpheme order will be that of ML" In other words, the order of elements in ML+EL constituents is determined by the matrix language. Secondly, as indicated by the System Morpheme Principle, "in ML+EL constituents, all system morphemes which have grammatical relations external to their head constituent will come from the ML". This means that system morphemes must come only from the ML. Thirdly, the Blocking Hypothesis indicates that "in ML + EL constituents, a blocking filter blocks any EL content morpheme which is not congruent with the ML with respect to three levels of abstraction regarding subcategorization" (1993, p. 83-84). In

other words, only certain EL content morphemes mainly the one that is compatible with ML content morpheme may occur in mixed constituents.

In addition to that, Myers-Scotton deduced that there are three possible types of "code-switching constituents" based on where the constituents come from and what kind of elements they consist of. These types are as follows:

-Mixed ML + EL constituents: it consists of morphemes from both languages (varieties).

-ML islands: it consists of morphemes only from the ML.

-EL islands: it consists of morphemes only from the EL and well-formed according to the EL (1993, pp. 77-78).

1.1.2. The Sociolinguistic Approach to Code-switching

Sociolinguistically, CS is a communicative strategy used by bilingual speakers to communicate and to convey meaning in an effective way. The major concern of the sociolinguistic approach is the question "why do bilinguals switch languages?" Many studies have been conducted to answer this question, they focused on two perspectives: the macro-level and the micro-level. Concerning the macro-level studies, the language choice at the community level is examined. In this regard, Ferguson (1959) introduced the notion of Diglossia with its varieties "high and low varieties" (as cited in Nguyen, 2015, p. 2). Furthermore, the micro-level analyzed CS as a discourse phenomenon, by trying to understand how social meaning is created by participants in CS, and what specific discourse function it serves (Abdul-Zahra, 2010, p.287). In their sociolinguistic research, Bloom and Gumperz (1972) differentiated between two kinds of CS: situational and metaphorical. This distinction sought to explain why in a bilingual community, speakers prefer one language over another. Later on, they developed

metaphorical code-switching as a conversational code-switching which includes the following functions: "specification, interjections, reiteration, message qualification, and personalization Vs objectivization" (p. 307). Moreover, many theories came to investigate the social factors of CS among them: the Communication Accommodation theory by Howard Giles (1970), Social Arena by Scotton and Ury (1977), and the Matrix Language-Frame Model by Myers-Scotton (1993) (See section 1.7.).

1.2. Definition of Code-switching

One of the most studied and most important phenomena in language contact and bilingualism research is CS. This phenomenon has no consensus definition, because it is defined by different scholars from different angles. This concept is composed of two words namely: "code" and "switch". According to Wardhaugh, a code can be used to refer to "any kind of system that two or more people employ for communication" (1998, p. 88). Moreover, Lui in his seminar paper *Code Switching and Code Mixing* defined "code" as a system of letters or symbols that are used to convey a particular information to communicate with others (2006, p. 3). "Switch" is defined as a replacement, "a sudden change" from one thing to another (Laroussi, 2011, p. 9). Thus, when we put the two words together this will refer to the situation in which the speaker replaces one linguistic feature of a language by another linguistic feature in a single communicative event, either spoken or written.

Code-switching is a natural phenomenon in bilingual societies which is first defined by Hans Vogt's (1954) in his review of *Uriel Weinreich's Languages in Contact* (1953) as a "psychological phenomenon with extra-linguistic causes" (p. 368). In other words, switch between codes is a mental process in the bilingual's mind caused by social factors. Furthermore, Einar Hugen (1973) considered CS as "the use of unassimilated

words by a bilingual speaker from a different language" (p. 505). This means that the bilingual speaker uses different linguistic items from different languages. In 1980, Shana Poplack regarded CS as the alternation of two languages either within a sentence or a conversation (p. 583). Moreover, Bentahila and Davies stated that the term code-switching should be used to refer to:

> The use of two languages within a single conversation, exchange or utterance. The result is an utterance or interaction of which some parts are clearly in one of the bilingual's languages and other parts in the other language. (1983, p. 302)

From the above quotation, it is concluded that the bilingual speaker switches between two languages one from language A and the other from language B.

Additionally, Muysken confirmed that CS is "the rapid succession of several languages in a single speech event" (2000, p. 1). Therefore, code-switching is a broader concept studied by many linguists according to their fields of study. In general, it refers to the use of two or more languages or dialects by bilingual speakers in the same conversation. So, the term CS refers to the alternation between two or three languages for being a bilingual/multilingual speaker.

1.3. Terminology Related to Code-Switching

Code-switching as a linguistic phenomenon has a lot of similarities with other types of language contact. So, in order to clarify the concept of CS, it will be differentiated with Code-mixing, Borrowing, and interference.

1.3.1. Code-switching Vs Code-mixing

It is important to make a clear distinction between "code-switching" and "code-mixing" (CM). This is because the two phenomena are confusing and most of the time

they are used interchangeably. Both of them share two different aspects: the first is the term "code" which is used by linguists as a neutral term for "languages, dialects, styles, etc." (Gardner-Chloros, 2009, p. 11). The two other terms "switching" and "mixing" refer to the way a bilingual speaker alternates between two languages either in purpose or not. Some researchers regarded CS and CM as the same phenomenon since the speaker stops using language "A" and turns to language "B". Other researchers distinguished between CS and CM based on the location where the change occurs. Other linguists stated that if the alternation occurs at/or above the clause level, it is considered as CS, but if it occurs below the clause level then it is considered as CM (Cárdenas-Claros & Isharyanti, 2009, p. 68).

Bokamba (1989) stated that code-switching and code-mixing must be distinguished from each other since they have different linguistic and psycholinguistic functions. He explained that

> Code-switching is the embedding or mixing of words, phrases, and sentences from two codes within the same speech event across sentence boundaries; while code-mixing is the embedding or mixing of various linguistic units, i.e., affixes, words, and clauses from two distinct grammatical systems or subsystems within the same sentence and the same speech situation. (p. 278)

From this quotation, CS can be seen as inter-sentential switching since it occurs at the sentence boundaries, while CM as intra-sentential switching since the alternation occurs within the same utterance. Another way to differentiate between code-mixing and code-switching was proposed by Kachru (1984) who claimed that CS does not necessarily require that the speaker and the hearer share the same code (language) since

the user may be a bilingual and the receiver a monolingual; whereas, in CM the codes used are shared by both the speaker and the hearer (p. 65). In general, CS can be generally defined as switching back and forth between languages according to the situation; whereas, CM happens in a single sentence without breaking the grammatical rules of the first language.

1.3.2. Code-switching Vs Borrowing

Borrowing is another key concept in language contact that has many similarities with code-switching. In fact, it is not an easy task to answer the question over where to draw the line between these two terms, because, till today there is no agreement on the difference between the two. In terms of structure, Grosjean (2010) maintained that in borrowing there is a morphological and phonological integration of word or short expression into the host language. However, in CS, there is no integration but a complete shift of a word, phrase, sentence to the other language (p. 58). Figure 1.1. illustrates this as follows

Figure 1.1. The Difference between Code-switching and Borrowing

Code-switching
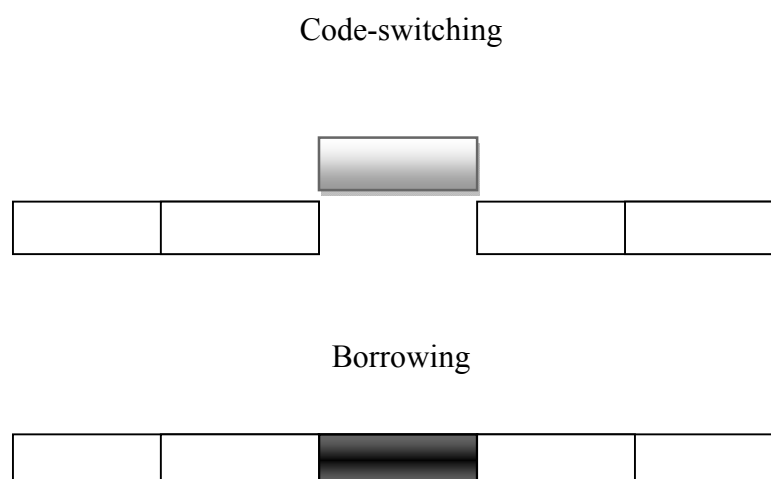
Borrowing

Adapted from Grosjean, 2010, p. 58.

Figure 1.1. Depicted the two cases mentioned above. In the first part of the figure "CS", the person speaks language A (LA: empty rectangles); then, s/he shifts to a new language B (LB: grey rectangle). In the second part "borrowing", the speaker uses linguistic items from LB and integrates them into LA. This is shown in the bottom part of the figure by the black rectangle, showing the integration of LB and LA.

In terms of function, Kamwangamalu stated that while borrowing is generally used by speakers to fill lexical gaps in their languages. CS, is used for a number of reasons such as: to express solidarity, to emphasize a particulat idea, to direct the message to a particular speaker or to exclude someone by shifting to a language no one can understand apart from the speaker and his/her adressee (2010, p. 118). However, in terms of competence, Bentahila and Davies (1983) claimed that borrowing and CS differ from each other in the sense that borrowing can occur in the speech of both monolingual and bilingual speakers; whereas, CS is a characteristic feature of bilingual speakers. In other words, borrowing does not require any degree of competence in two languages, but CS does (p. 302).

1.3.3. Code-switching and Interference

Interference is another essential phenomenon that results from the contact between languages. This concept was first described by Uriel Weinreich in 1953 as "those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e. as a result of language contact" (p.1). Thus, it is the influence of patterns from language A in the production of language B. Moreover, Mackey (1962) argued that interference is the case when a speaker uses features from one language while speaking or writing another (p. 40).

This phenomenon is perceived by Appeal and Muysken (1987) as a negative connotation. For that reason, some linguists prefer the term *transference* instead of interference. (p. 84). Interference is best distinguished from CS as follows: the former is "*the linguistic overlap* when two systems are simultaneously applied to a linguistic item"; while, the latter is just the *alternate* use of two languages (Haugen, 1956, p. 50). In more simple words, CS is the result of switching between two languages with respect to grammatical rules, while interference is resulted as a "hybrid" of two languages, without respecting the norms of either language A or language B.

1.4.Types of Code-switching

There has been a little agreement on the definition of this language contact phenomenon. For instance, some linguists such as Gumperz (1973), Grosjean (1982), Hoffmann (1991), Milroy and Muysken (1995) viewed CS as "an alternate use of two or more languages in the same utterance or conversation". They pointed out that switching sometimes "occurs between the turns of different speakers in the conversation, sometimes between utterances within a single turn, and sometimes even within a single utterance" (as cited in Schmidt, 2014, pp. 14-15). For this reason, researchers classified CS in different types.

1.4.1. Situational versus Metaphorical code-switching

Bloom and Gumpers (1972) identified two patterns of code-switching: Situational and Metaphorical code-switching. Situational code switching is related to the switch that happens according to the change in the situation including participants, topic or setting (p. 308). This means that the speaker uses one code/language in one situation and another in a different situation. This means that bilingual speakers select the most appropriate code/language according to the situation that they are involved in. For example, Algerian English students use Arabic in home setting and switch to English in

institutional settings (e.g. schools, universities). So, the participants remain the same and the switch from one language to another depends on the situation (topic). However, in metaphorical code switching, the speaker shifts in order to convey a message or to create a communicative effect (p. 408). It happens when a change of topic requires a change in the language used. Hult in 2009 stated that metaphorical CS contributes to shaping the situation, it is used to emphasize or to draw attention, to exclude or include someone from a conversation, to show intimacy…etc (p. 98).

1.4.2. Conversational Code-switching

Auer (1984) found problems with Gumperz' pattern of situational and metaphorical code switching which led Gumperz to develop the concept of metaphorical CS to introduce another term, namely "conversational code-switching" (as cited in Al Masaeed, 2013, p. 32). Gumperz defined the term conversational CS as "the juxtaposition within the same speech exchange of messages belonging to two different grammatical systems or subsystems" (1977, p. 1). In this type, both languages are used with no need to distinguish between whether code switches are situational or metaphorical.

1.4.3. Tag-like, Intersentential, and Intrasentential Code-switching

In terms of the grammatical approach, Poplack identifies three categories. These are *tag, intersentential,* and *intrasentential* switches. Tag-like or emblematic CS occurs when a speaker inserts a tag from one language into a sentence of another language. For example: "you know", "I mean", "right?". Poplack stated that the insertion of tags in an utterance has no effect on the rest of the sentence. Since this latter have no syntactic constaints, they can be moved freely and can be inserted almost anywhere in the

sentence without violating any grammatical rule (1980, p. 589). As an example: a teacher talks to her student:

You know, " ما بقاش وقت بزاف باه تدفعيها " (*mab9ach wa9t bezaf beh tedf3iha*).

You know it did not remain much time to submit it.

Inter-sentential CS is used for switches between sentences and occurs at sentence boundaries (That is why it is called "extrasentential" switching). This means that the sentences are in different languages, bilingual speakers speak the first clause or a sentence in one language and the other part in another language. This type is situated between tag and intra-sentential CS since it requires speakers' fluency in both languages. This proficiency enables them to blend languages smoothly (Poplack, 1980, p. 590). The name of the article by Poplack (1980) is an example of inter-sentential switching: "*Sometimes I'll start a sentence in English y terminó in español*". (Sometimes I'll start a sentence in English and finish it in Spanish).

According to poplack (1980), Intra-sentential CS refers to the switch that occurs within a sentence. This is the most complex type because it requires "not only greatest syntactic risk", but also the bilinguals' fluency since they have to obey the rules of both languages (p. 590). A best example to that, an English student talking to his/her teacher:

"ما عنديش" (Ma3andich) precise topic, but I'm thinking "فحاجة تابعة" (fhaja tab3a) لل lil sociolinguistics. **(**I do not have a precise topic, but I'm thinking in something related to sociolinguistics).

Figure 1.2. The Types of Code-switching and the Degree of Code-switching in them

a. Inter-sentential switching   b. 'tag'-switching   c. Intra-sentential switching
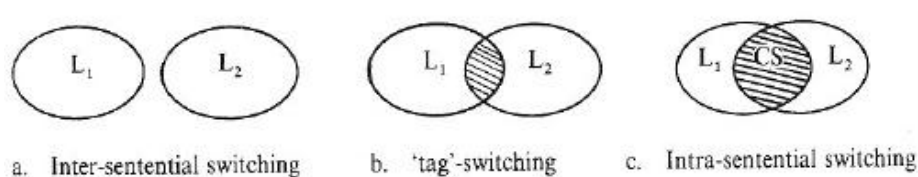
Adapted from Poplack, 1980, p. 615.

In figure 1.2. Poplack illustrated the different types and degrees of code-switching in a sentence. In the first situation, "inter-sentential switching", the two different languages are in different sentences or clauses that is why there is no code-switching within a sentence. In the second situation, "tag-switching", there is a little switching within a sentence or a clause. The two interconnected circles above demonstrate the tag-switching that occurs between the two sentences/clauses. In the third case, "intrasentential switching", the amount of code-switching is greater than the two previous situations.

1.5. Bilingual versus Diglossic Code-switching

The term diglossia is a fundamental sociolinguistic concept that derives from the Greek origin "*Diglossos*" that denotes speaking two languages. It is formed of "*Di*" meaning "two" and "*Glossa*" meaning "language/ tongue" (Breitenbach, 2008, p. 44). The concept of diglossia was first introduced in 1930 by the Arabist William Marçais as *"Diglossie"* to refer to the existence of two varieties from the same language in one speech community under different conditions. In 1959, Charles Ferguson adopted the idea of Marçais and brought it to English. He stated that diglossia is "a situation in which two distinct varieties of a language are spoken within the same speech community". One system represent the status of high variety (H) which is used in formal situations, namely: educational, administrative, and religious discourse, for "literary writings", it has a high official prestige; while, the low variety (L) is used in informal situations such as at home, between family members…etc., and it has a low official prestige (Ferguson, 1959, pp. 326-327).

In 1959, Ferguson listed nine (9) characteristics of diglossia which are as follow: function, prestige, literary heritage, acquisition, standardization, stability, grammar, and

phonology. First, the high (H) and low (L) varieties are used for different purposes and in a specific domain. Second, the H variety is more prestigious than the L variety since it is used in formal situations. Third, the literary body that a community record in the written form are in the H variety not in the L one. Fourth, the H variety is learned at schools whereas L variety is acquired at home. Fifth, H variety is standardized and codified by the government while the L variety is not. Sixth, diglossia is a stable phenomenon that does not change over generations. Seventh, in terms of grammar, both H and L varieties are different from each other in which the grammar of H is so complex and has more grammatical rules than the L variety. Finally, the vocabulary and the phonology of both H and L varieties are different but interrelated since they share the same meaning (pp. 328-336).

Diglossia as a sociolinguistic concept is typically different from bilingualism. Although both of them require the use of two language varieties whether from the same language or from another, but in fact, diglossia is related only to society, whereas, bilingualism is related to both individuals and society (Amorrortu, 2003, p. 118). In 1967, Fishman revised and expanded Ferguson's original definition of diglossia. Fishman believed that diglossia must be distinguished from bilingualism in this way:

Figure 1.3. The relationship between Bilingualism and Diglossia

BILINGUALISM	DIGLOSSIA +	—
+	1. Both diglossia and bilingualism	2. Bilingualism without diglossia
—	3. Diglossia without bilingualism	4. Neither diglossia nor bilingualism

Adapted from Fishman, 1967, p. 30.

As indicated in the previous figure, first, *both bilingualism and diglossia* (B+D+) refers to the speech community in which both diglossia and bilingualism occurs. For example, the situation of Paraguay where Spanish (high) and Guarani (low) are not genetically related (Fishman, 1967, p. 31). Second, *bilingualism without diglossia* (B+D-) refers to the situation in which bilingualism obtains whereas diglossia is generally absent. For example, the situation of immigrant communities in France (Fishman, 1967, p. 34). Third, *diglossia without bilingualism* (D+B-) refers to the situation in which diglossia obtains whereas bilingualism is generally absent (Fishman, 1967, p. 33). For example, the situation of Algeria (Colloquial Algerian and Standard Arabic). Fourth, *neither diglossia nor bilingualism* (D-B-) is a very rare case. For example, monolingual communities over the world (Fishman, 1967, p. 36).

Therefore, Algeria is a diglossic community in which the Modern Standard Arabic (MSA) or the Classical Arabic represents the High variety (H), since it is the language of *Quran,* it is known as "*Al-fusha*"; whereas, the Algerian Arabic "the colloquial language" represents the Low variety and it is known as "*Al-ammiyyah*" *or* "*'Ad-darija*" (Ferguson, 1959, p. 327). The phenomenon of using both H and L varieties in the same speech or conversation leads to the occurence of diglossic CS. Since in the Arab World, both varieties may overlap within the same context. Also, studies have shown that the structural level of diglossic CS (MSA and the Colloquial language) is governed by the same principles as the one governing bilingual CS (Sayahi, 2014, p. 82).

1.6.   Conversational Functions of Code-Switching

There are many categories of functions for CS in natural conversations. First, the work of Gumperz (1982) will be discussed. Next, Auer's (1984) functions of discourse-

related and participant-related code switching will be outlined. In the seventies (1970s), linguists become to recognize CS as a natural phenomenon related to bilingual speakers. Back at that time, functions, motivations, and reasons of CS have been studied extensively by a number of researchers from various perspectives. For instance, Gumperz (1982) asserted that "code-switching is used as a conversational strategy to express social meanings". He identifies six basic functions that CS serves in conversation. They are 1- Quotations, 2- Addressee specification, 3- Interjections, 4- Reiteration, 5- Message Qualification, 6- Personalization versus objectivization (Gumperz, 1982, p. 74). Quotations are regarded as the difference between direct speech and reported speech. They are used when person A wants to report something said by person B. He said that "in many instances, the code switched passages are clearly identifiable either as direct quotations or as reported speech" (Gumperz, 1982, p. 75-76). Concerning addressee specification, CS is used to direct the message to one particular person among several addressees (Gumperz, 1982, p. 77). It can also be used to exclude someone from the conversation by switching to a language no one can understand apart from the speaker and his/her addressee.

Code-switching is also employed as interjections when it is used as a sentence fillers. This function is similar to tag-switching. However, reiteration means that CS is used for clarification, it occurs when a message is repeated in another language (Gumperz, 1982, pp. 77-78). Moreover, message qualification is defined by Gumberz as an "elaboration of the preceding utterance in the other code". This means that the topic is introduced in one language but discussed in another (Gumperz, 1982, p. 79). Gumperz's last function of code-switching is personalization vs Objectivization. He claimed that both concepts refer to the difference between talking about action (objectivization) and how the speaker distance himself from the message, and talking as

action (personalization) and how the speaker is involved in the message (Gumperz, 1982, p. 80-81). More importantly, Gumperz (1982) viewed conversational code-switching as *contextualization cues*. This latter was defined as "any feature of linguistic form that contributes to the signaling of contextual presuppositions" (p. 131). This means that if the participants understand each others' contextual cues, the conversation runs in an effective way. However, if they do not, the conversation does not run smoothly.

Gumperz's model was criticized by Auer. He stated that the listing that is presented by Gumperz is ill-defined and they do not bring the researchers closer to the theory of code-switching. As a reaction, he offers another theory of conversation analysis named *Auer's conversation analysis* or *sequential analysis* (as cited in Nilep, 2006, p. 10). In this respect, Auer stated that "any theory of conversational code-alternation bound to fail if it does not take into account that the meaning of code-alternation depends on its 'sequential environment'". In other words, the meaning of code-switching is interpreted depending on the sentences (1995, p. 116).

As part of his sequential approach, Auer proposed two functions of codeswitching: discourse-related codeswitching and participant-related codeswitching. Discourse-related codeswitching is defined as "the use of CS to organize the conversation by contributing to the interactional meaning of a particular utterance" (Auer, 1998, p. 4). For example, speaker A asks a question in English but when he does not get an answer from speaker B, he switches to Arabic by asking the same question, this switch lead speaker B to respond in Arabic. That is why it is called "speaker-oriented" (Ihemere, 2007, p. 96). In discourse-related CS, the new language arouses a new "frame" or "footing" for the interaction, which means that the new language is accepted and shared

by all the speakers (Auer, 1998, p. 8). Participant-related codeswitching is "hearer-oriented" since it takes into account the hearer's linguistic preferences or competences in one language or another (Martin-Jones, 1995, p. 99). Participant-related CS occurs when speakers face problem in communication (Ihemere, 2007, p. 96).

1.7. Motivations for Code-switching

Motivations for CS are classified into two main categories: *code-switching as a linguistic motivation, and code-switching as a social motivation.*

1.7.1. Code-switching as a Linguistic Motivation

Code-switching as a linguistic phenomenon was viewed negatively by many scholars and was not even worthy to be investigated. It was regarded as a "compensatory strategy" that is used by poor speakers to bridge the gap in the language in which they lack proficiency. In this situation, the speaker avoids the language (A) in which s/he lacks vocabulary and switch to the other language (B) to continue his/her conversation (Iqbal, 2011, p. 189). Other researchers like Færch and Kasper (1983), affirmed this idea by categorizing CS as an "avoidance strategy". They stated that this lack of terminology is influenced by some factors such as: the situation that the speaker is in, and his/ her mood. For instance, if the speaker is tired, he may not find the exact term in the language he is using, and therefore switches to the other language in which this linguistic problem is not present (p. 24). In addition, some researchers considered CS as lower status, as a lack of competence in both languages, while others regarded it as a sign of laziness (Iqbal, 2011, p. 189).

However, many linguists did not believe that CS occurs as a result of language deficiency; they proclaimed that CS is a sign of the bilingual's proficiency and competency (Alenezi, 2016, p. 158). Other linguistics such as Poplack (1988) has

shown that code-switching is a highly complex and structured phenomenon. It is a valuable linguistic strategy that does not happen at random but, it is rule-governed behavior (p. 44).

1.7.2. Code-switching as a Social Motivation

Many studies stated that the major role of CS is to establish and to maintain speakers' identity and solidarity among members of the speech community. In fact, Gumperz (1982) referred to the choice of codes as the "*we-code*" and the "*they-code*". The former refers to the language of the minority which is used at home and/or among peers (in-group code). It is informal, personalized activities that are associated with values such as: solidarity, intimacy, and same social belonging and so on; whereas, the latter refers to the language of the majority that is associated with formality, out-group situations, power and authority (as cited in Weber, 2009, p. 99).

Later on, many scholars criticised Gumperz's approach "*we-code vs they-code*" for being static. They stated that such association between language varieties and social identities are not fixed and they cannot be easily predicted, but are negotiated in a talk (Lytra, 2016, p. 136). In addition to that, in his studies on South Africa, Kamwangamalu stated that this categorization needs a redefinition in some speech communities. He found that some multicultural and multilingual situations require a third category which is neither we-code nor they code but a "*Code-in-between*". This latter is a neutral code that is neither used for intimacy nor for projecting distance among people (1998, p. 283).

Giles (2016) introduced another theory that explains the social motivation for code-switching named "Communication Accommodation Theory (CAT)" more precisely "Speech Accommodation Theory (SAT)". According to SAT, when people interact

they adjust their speech, their gestures to make it sound more similar to that of their interlocutors in the conversation. This theory has two main types which are: *convergence and speech divergence.* In the former, the speaker chooses a code that seems to fit the style of his/her interlocutor to achieve a greater social integration with them. While in the latter, the speaker chooses a different code because he wants to differentiate himself from the other interlocutor. In other words, this type is used to describe a strategy of maximizing dissimilarities between speakers in a certain conversation (pp. 4-5).

According to Scotton and Ury (1977), there are three main social arenas that affect code choice and CS; these are: *identity, power, and transaction.* Regarding identity, Scotton and Ury stated that the speaker switches to another code to show his own identity or s/he switches according to the identity of the listener". It stresses solidarity to some degree". The second social arena is power, in this case, CS depends on the power that one has over another, or vise versa, that is the power that others have over one". It stresses power differential". The third aspect of the social arena (transaction) depends on the situation and the purpose of the speech act. In this case, a speaker may be uncertain about the status of another person (his/her social arena). So, in this situation, the person uses a code that helps him keep the interaction undefined and maintain ambiguity. This social arena "stresses neither solidarity nor power" (as cited in Bassiouney, 2006, pp. 159-160). These three aspects of social arenas are illustrated as follows

Figure 1.4. Social Arenas in Code-Switching

Figure 1. Social Arenas in Code-switching (after Scotton & Ury)
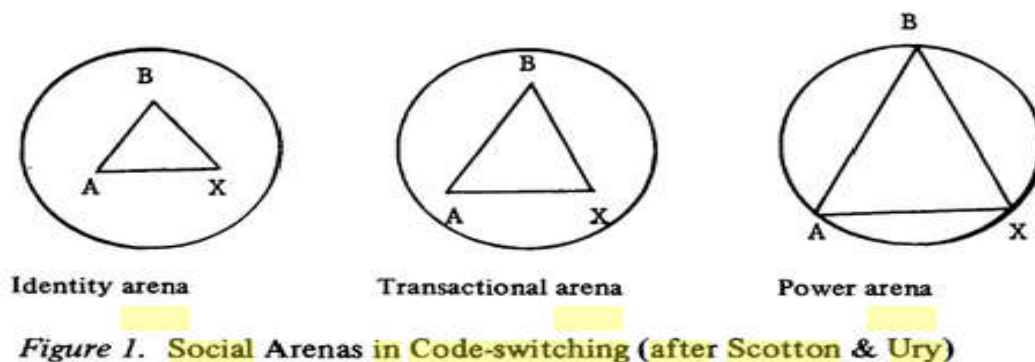
Adapted from McConvell, 1988, p. 104.

Figure 1.4. Shows the social arenas in code-switching. In this figure A and B are "participants"; X is "the discourse". The social distance, which is "the separation which exists between participants in terms of their mutual relationship to X", is represented by the length of lines between A and B.

Moreover, Meyers-Scotton (1993) proposed a third theory for CS named "The Matrix Language-Frame Model". She tried to explain that CS is a "rule-governed phenomenon" that should be used as an "unmarked variety" of certain communities (i.e., as a normal linguistic behaviour), and to show that the process of switching from one code to another does not necessary means that CS has a social motivation (as cited in Bassiouney, 2006, p. 160). She claimed that speakers use language choices to index Rights and Obligations (RO). Meyers-Scotton (1998, p. 26) identified three maxims operative in bilingual conversation: First, *the Unmarked Choice Maxim* that occurs in a situation when the speakers chose the expected variety "Unmarked choice" in accordance with the rules of (RO) that is to say the conventions that the members of a particular speech community consider as ordinary norms (Myers-Scotton, 1998, p. 26). Second, the *Marked Choice Maxim* when speakers choose unexpected variety (Marked choice) calling up for other Rights and Obligations (RO) sets in order to increase social distance among individuals or creating an aesthetic effect (in contrast to the previous

one). Third, there is *the Exploratory Choice Maxim* when speakers use an exploratory choice because the unmarked choice is not clear in order to establish the appropriate relationship.

Conclusion

As a conclusion of what has been written before, it can be said that the process of using more than one language within the same conversation is a natural phenomenon that characterizes bilinguals/multilinguals all over the world. In this research work, it can be said that the investigation on code-switching can be divided into two parts, in the first period during the (the 1950's), Code-Switching as a speech phenomenon did not receive much attention from researchers on bilingualism. It was regarded as interference and a random combination of two languages. Then, in the second period (the 1970's), a huge number of linguists started to recognize the importance of CS. Some of them worked on its grammar and the possibilities of its occurrence in an utterance. While others worked on its linguistic side by providing theories and models for its analysis, arguing that CS is a social behaviour and the reason behind it differs from one speaker to another and from one situation to another. Moreover, this phenomenon was compared to another language contact such as code-mixing, borrowing, and interference. This confusion is due to the complexity of this phenomenon and the disagreement of linguistics on its exact definition.

Chapter Two

Tele-collaboration

Introduction

In today's globalized world, individuals become able to interact, exchange ideas, and work together from different countries and cultures. Even in the academic field, teachers and students start to collaborate and discuss their academic projects via electronic means of communication. This process is called "tele-collaboration". In this study, the primary aim is not to talk only about the effect of collaboration on students' development, but the focus is also on how individual students collaborate in an online environment with their supervisors. Consequently, in this chapter, we will attempt to highlight the most important definitions of the term "collaboration" and compare it to other related terminology. Also, we will aim to present its main types and compare the terms collaboration and tele-collaboration. Besides, this chapter will tackle briefly the importance of tele-collaboration, how supervision is processed through tele-collaboration. In addition to that, we will shed light on the phenomenon of code-switching that emerged in virtual worlds.

2.1. Definition of Collaboration

In the twentieth century, education witnessed a radical change from teacher-centeredness to learner-centeredness. Nowadays, the main goal of education is to make learners work together, build knowledge together, and support each other. i.e, they emphasize collaboration among students on the one hand, and between teachers and students on the other hand. According to Roschelle and Teasley (1995) collaboration is "a synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem" (p. 70). That is to say, in collaborative work, participants engage in a coordinate activity together to solve a particular

problem. Another important definition of the term has been introduced by Thomson, Perry, and Miller (2008, p. 98) who claimed that

> Collaboration is a process in which *autonomous* actors interact through formal and informal negotiation, jointly creating rules and *structures governing* their relationships and ways to act or decide on the issues that brought them together; it is a process involving *shared norms* and mutually beneficial *interactions*.

From the above quotation, we can say that collaboration between/among partners can be defined only if the four characteristics are present: autonomy, governance, shared norms, and interaction.

2.1.1. The Difference between Collaborative Learning and Cooperative Learning

In the learning context, there are two concepts which are used interchangeably, however, in fact, they represent different ways of interaction, and each comes with its own structure. These are *collaborative learning and cooperative learning.* Before discussing the similarities and the differences between the two, it is important to differentiate between the two words "collaboration" and "cooperation". According to *Collins English Dictionary* (1819), collaboration refers to the case when people *work* together (co-labor) to accomplish shared goals. Whereas cooperation refers to the case when people *perform* together (co-operate) while working to benefit themselves on common goals. In more simple words, collaboration generally focuses on the process of coming together for work, while cooperation focuses on the result of this work.

Another difference was stated by Dillenbourg (1999, p. 8), He claimed that in cooperation, people divide the work, solve problems individually and then gather the partial results into the final output; while in collaboration, people do the work

'together'. However, researchers noted that the distinction between the two is not clear because sometimes some spontaneous division of work occur during collaboration. Also, Bouras, Giannaka, and Tsiatsos (2008) added that both terms can be clearly understood only by their synonyms: the synonym of collaboration is "working together" while the synonym of cooperation is "competition" (p. 165).

Collaborative and cooperative learning is educational approaches that have long historical traditions and have been studied for many years. They were advocated by two strong psychologists namely Piaget and Vygotsky who pointed out that learners can learn better in an environment that encourages co-operation and interaction (as cited in Choi, 2008, pp. 34-35). The two approaches were studied from different perspectives. Some scholars believed that collaborative and cooperative learning are two versions of the same thing, claiming that the latter is a type of the former. Whereas, others stated that although both terms share a similar point that is "the use of the group", they differ from each other in the division of work among students (Olivares, 2008, pp. 130-131). Panitz stated that in collaborative models, groups assume full responsibility; however, in cooperative models, the teacher maintains complete control (1999, pp. 1-3). Another scholar who was interested in the difference between these two terms was Rockwood (1995) who stated that collaborative learning is based on "the social constructivist movement"; while, cooperative learning is related to "traditional knowledge " (as cited in Kok, 2016, p. 18). All the previous differences were summarized by Lee (1997) in four issues as indicated in the following table:

Table 2.1

Collaborative Learning versus Cooperative Learning

Collaborative Learning	Cooperative Learning
Student-centered	Teacher-centered
Intrinsic Motivation	Extrinsic Motivation
Knowledge Construction	Knowledge Transmission
Loose, trusting students to do so	Structured

Adapted from Panitz, 1999, p. 11.

As shown in table 2.1., collaborative learning is student-centered. In this case, learners are responsible for themselves; they have a major role in shaping their classroom decision about what to study, how to study it, and how the assessment will be conducted. On the contrary, cooperative learning is teacher-centered because all the above decisions are made by the teacher. S/he is the one who has a total control of the learning environment, s/he decides what and how to learn, the needed materials for certain actions, and does all the assessment while students are just followers (as cited in Panitz, 1999, p. 11).

Furthermore, in collaborative learning, students are motivated not because they are encouraged by rewards or grades, but because they are interested in a particular topic and they want to improve themselves. They help each other and they enjoy the collective efforts. On the other hand, students in cooperative learning learn in order to receive grades or rewards from their teacher, parents, or classmates. Moreover, students do not help each other only if there are threats of punishment (as cited in Panitz, 1999, p. 11).

Besides, in collaborative learning, psychologists stated that students construct their own "Networks of knowledge" by connecting new information with their previous knowledge. In this case, each student comes up with a different construction of ideas from the same lesson. However, in cooperative learning, behaviorists claimed that knowledge is transmitted directly from the teacher to the students. All the students receive the same input and knowledge; they are just like a black box filled by their teachers (as cited in Panitz, 1999, pp. 11-12).

Furthermore, the last issue is about "the extent which teachers believe groups of students will work together well without teacher intervention". In collaborative learning, students receive some instructions from their teacher and they keep well-structured when they work together. In this case, the teacher does not intervene again in their group organization because s/he trusts them. While in cooperative learning, students lose the organization of the group without their teacher. This necessitates teacher's intervention whenever it is needed (as cited in Panitz, 1999, p. 12).

2.2. Types of Collaboration

Collaboration can take a variety of forms, it can occur between peers, or in a larger group, or between instructor-learners. Besides, teachers and students can collaborate via different means of communication: they can engage, exchange ideas, and share knowledge in the same location (Face-to-face), or collaborate regardless of their location (Online Collaboration).

2.2.1. Teacher-Students Collaboration Vs Peers' Collaboration

In 2008, Dooly stated that *teacher-students collaboration* is a type of collaborative learning that aims at fostering self-discipline among students in order to make them responsible for themselves and for their learning process. In this type, the teacher

involves students in the classroom as decision-makers and problem-solver, as designers for their own learning and as self-determiners for their own futures (p. 21). Moreover, in collaborative learning, both teachers and students support and rely on each other to achieve the needed goals. By doing this, the teacher gives an equal chance for all the students to participate especially for weaker students. In addition to that, collaboration with students improves learners' retention and achievement (Widyalankara, 2014, p. 1).

According to Webb and Palinscar (1996), peers' collaboration is a term used to refer to "peer-learning situations" in which students work together (either inside the classroom, or beyond the physical boundaries of classroom) to achieve the needed goals (as cited in Winters, 2009, p. 4). This type is based on the idea of "*three heads are better than one*". This indicates that in peers' collaboration, students are involved in pairs or small groups to share ideas, discuss concepts, and to find solutions for their problems. Furthermore, teachers have found that in peers' collaboration, students teach each other by clarifying misunderstanding and misconceptions of the tasks they are involved in (Kishore & Alekhya, 2017, p. 26). Furthermore, Latino and Unite (2012) found that in an academic setting, peers' collaboration had a positive impact on the educational outcomes such as academic achievement, student retention, and linking subject matters (pp. 31-32).

2.2.2. Face-to-Face Collaboration Vs. Tele-collaboration

Recently, with the rapid development of technology, and the increasing use of computers, tele-collaboration has caused a resurgence of interest among researchers and scholars. They offered various definitions from different views and perspectives. Collaboration between people via the Internet is termed "tele-collaboration" (TC). In general, it is concerned with human interaction and communication through the use of various electronic devices. It has many synonyms among them: Distance

Learning/Education, Distributed Learning, or Remote Education (Bouras, Giannaka, & Tsiatsos, 2008, p. 166). As its name denotes, tele-collaboration is composed of two parts, "tele" from Greek word *"tēle-, tēl-" meaning "far off, over a distance", and collaboration which means* the action of working with someone to produce something (Merriam Webster Dictionary, 2018).

TC is defined in its broadest meaning by Helm as "Internet-based intercultural exchange between people of different cultural and/or national backgrounds, set up in an institutional context with the aim of developing both language skills and ICC through structured tasks" (2013, p. 28). That is to say different classes from different countries interact together to share ideas, exchange information, and work collaboratively on a common goal by electronic communication tools.

Moreover, Harris (1999) argued that TC is a type of curriculum-based e-learning that requires the involvement of students in learning activities via electronic communication (p. 55). TC is also considered as "tele-mediated work forms carried out by workers located in traditional office environments, as in the case of virtual teams, which stretch across the boundaries of single conversations" (Garies, Lilischklis, & Mentrup, 2006, p. 51). Additionally, O'Dowd stated that TC may be understood as a teaching method that enables learners who are in a distant location to learn together with the help of Information and Communication Technologies (ICTs) (2013, p. 123).

Usually, TC as a teaching method has four characteristics: (a) shared knowledge among teachers and students, (b) shared authority among teachers and students, (c) teachers as mediators, and (d) heterogeneous groupings of students, without forgetting the use of electronic devices to accomplish the whole process (Tinzmann et al., 1990. n.pag). From the above definitions, tele-collaboration in this research refers to

collaboration between teachers and learners through the use of computer and/or digital communication tools with the aim of promoting the learning process as a whole and communicative competence in particular.

TC differs from face-to-face (FTF) collaboration in terms of physical proximity, synchronicity, and nonverbal cues (Brandon, 2016, p. 12). In this respect, FTF collaboration is traditionally defined by Brandon as "requiring physical proximity and having a synchronous quality" (2016, p. 12). From this definition, we can say that in FTF collaboration, individuals are required to be physically close to each other, and when someone says something, the other one responds to his/her message immediately. Also, tele-collaboration lacks the necessity of physical proximity as well as having a synchronous quality (Brandon, 2016, p. 13). More interestingly, Crystal (2001) claimed that when people engage in FTF collaboration, they create a kind of sympathy, solidarity, and friendliness between them. However, in tele-collaboration, the relationship between individuals seems as cold, distance, and unfriendly (p. 40).

According to Deek and Mchugh (2004, p. 53), FTF collaboration is different from TC in the following factors: rapid feedback, multiple-information channels, and spatiality of reference. Firstly, concerning rapid feedback in FTF collaboration, it helps people to get a response immediately, they can hear what others say, and see how they say it (their feeling). However, in TC, although people can get a response immediately (only in synchronous tools), they cannot know how the others say the message (Kishore & Alekhya, 2017, p. 31). Secondly, the use of multiple-information channels in FTF collaboration enables people to use both verbal and nonverbal cues such as facial expression, eye gaze, and paralinguistic cues (tone and rate of the voice). This latter has a major role in maintaining social interaction, adding clarity and emphasis on what has

been said, and indicating interest in a conversation. Kishore and Alekhya confirmed what has been said in the following quote

> A twist of the lips, a frown on the forehead, a contraction of the facial muscles point out that your message is not welcome: change your tone and make yourself sound and look more considerate and sympathetic. These adjustments are possible only in face to face communication. (2017, pp. 31-32)

However, in tele-collaboration, people can use only the verbal cues by typing words, choosing letters, or emails to send their messages. But despite the lack of paralingual features, Crystal stated that people can also show their feelings and interests in TC, and they can replace the nonverbal cues by the exaggerated use of spelling and punctuation such as "*aaaahhh, Hiiiii, Ooops*" or by the use of capitals as in this phrase "I SAID NO" to indicate anger. Also, by using spacing to denote for instance "loud and clear" like "w h y n o t". Or through the use of special symbols to emphasis on something like the *real* answer. Or simply through the use of smileys or emoticons which are the most used features among people. As an example: **:-)** to show pleasure, humour, **:-(** to show sadness, dissatisfaction, or **<3** to show like, love ...etc (2001, pp. 35-37). Thirdly, the Spatiality of references refers to the physical distance between people. In FTF collaboration, people are in the same physical space (Deek & Mchugh, 2004, p.53); while, tele-collaboration lacks the necessity of physical proximity as well as have a synchronous quality (Brandon, 2016, p. 13).

In the educational setting, collaboration between teachers and students has also changed. Traditionally, collaborative learning has been via face-to-face and the educational system was teacher-centered. This latter used to be the major source of information, the leader, and the educator of their students (Garrett, 2008, p. 35). In

more simple words, they used to be the total authority in the classroom. Through face-to-face collaboration, teachers motivate their students to participate by providing immediate feedback to encourage them to learn more, by doing this they create a bond of trust among them (Kishore & Alekhya, 2017, p. 31).

On the contrary, the online forum provides a different collaborative learning environment due to its "student-centric, asynchronous, and written form" (Ellis, 2001, p. 171). In this type, Ujlakyné Szucs (2009) stated that nowadays, the teachers' role shifted from controllers to facilitators, from educators to supporters in the learning process (pp. 3-4). Salmon confirmed what has been said stating that "online learning offers participants opportunities to explore information rather than asking them to accept what the teacher determines should be learnt" (2000, p. 39). This indicates that students have an active role in the learning process, by participating inside and outside the classroom.

2.2.2.1. Modes of Tele-collaboration

In the early years of online communities, the choice of communication tools was more limited. However, the rapid progress of new communication technologies (around 1980's), has opened a wide range of options for supporting and promoting learning. The most significant one is Computer-Mediated Communication (CMC). This latter is an umbrella term which refers to any form of communication done by individuals with the help of computer networks and technologies. It enables users to transmit, store, and receive information using one of the two modes which are: Synchronous and Asynchronous tools (Simpson, 2002, p. 107).

Synchronous Communication requires the communicators (sender/ receiver) to be online simultaneously and at the same time to make a successful communication. In this mode there is no delay between sending information and retrieving it (Hard af

Segerstad, 2002, p. 159). The real-time nature of communication makes its interaction seem more spontaneous and natural like spoken communication. Examples of synchronous tools include: Chat Rooms, Instant Messaging, and Videoconferencing Systems (Kear, 2011, p. 31). Those tools allow users to send and receive messages at the same time and in a separate distance. They are good for brainstorming ideas and can be useful for planning and decision making. Despite all the advantages stated above, synchronous tools have also some drawbacks among them: participants need to be online at the same time and this can be difficult to achieve, only if the users make a schedule for their communication. Another consideration is that synchronous communication allows little time for participants to think before responding. Finally, when using synchronous facilities such as Chat and Audio-conferencing, turn-taking can be "tricky". This means that when the participants speak/write at the same time, their conversation may overlap and sometimes they miss some parts of it (Kear, 2011, p. 42).

On the contrary, asynchronous communication differs from the previous one in terms of immediacy because participants do not need to be available at the same time. Communications in such tool are stored for later use and they can be accessed at any time. In these cases, messages are composed off-time by providing the sender the advantage of time for planning, writing, and editing the message before sending it. Thus, asynchronous tools have some characteristics of written communication (Hard af Segerstad, 2002, p. 158). Their main advantage is that they are flexible in terms of time of communication as well as the location. The most widespread asynchronous communication tools are: E-mails, Newsgroups, Bulletin Boards, Computer Conferencing Systems, Web-Boards or Web Forums. Recently, all these systems become considered as "Discussion Forums" (Kear, 2011, pp. 31-32). To sum up,

synchronous and asynchronous communication tools are different from each other in terms of formality, message length, complexity, interactivity, and the most important one immediacy.

More importantly, synchronous and asynchronous communication through CMC tools may enable various kinds of interactions to occur among them. First, there is "One-Alone Communication", it is learner-content communication. This latter can occur between an individual and non interactive online resources such as a database, a journal, or a library "asynchronous communication", or between an individual and an interactive resource like self-test that provide immediate feedback "synchronous communication" (Erlich, 2005, p. 354). Second, "One-to-One Communication" where communication occurs either between learner-instructor or learner-learner communication, i.e. two person exchange messages either in real or delayed time (Erlich, 2005, p. 354). Third, "One-to-Many Communication" is mainly between the instructor and a group of learners. For instance; the instructor posts messages on the board "Facebook page" and all the learners can read them. Or in case of emails, the instructor chooses a list of learners and then sends the message to all of them in one click (Erlich, 2005, p. 354). Fourth, "Many-to-Many Communication" takes place among groups. Generally, it is used for social interaction between learners and instructors, or learners and their peers (Erlich, 2005, p. 354).

2.2.2.2. Means of Tele-collaboration

Due to the rapid development of technology all over the world, communication and interaction between individuals become faster and easier than what was before. Nowadays, individuals from a different location can communicate, exchange ideas, and follow events around the world without any excuse about their place of living.

Additionally, people of different ages and different fields start to use CMC means and Social Network Sites (SNSs) in order to fulfill their needs. Those means are not only used for entertainment purpose; however, they are also used for education goals in the case of students, teachers, and researchers and/or business goals in the case of trade, job employment, work development, and expansion…etc. Among the famous and the most used applications that facilitate communication and collaboration between individuals are: E-mails and Facebook (Kumar & Kumar, 2013, p. 3).

Short for "Electronic mail", email is a form of asynchronous communication in which people exchange messages, send comments and attachments electronically (Crystal, 2001, p. 10). Its invention goes back to the year 1971, it was first used as a Military Defence System in the United States, and its major aim was to transmit messages in case of nuclear attack. Later on, in 1980's, its use shifted to business and commerce, traders used it to establish contact between them and other partners (Frehner, 2008, pp. 38-39). Then, its use spread to all the domains; it was used to maintain interpersonal relations, to accomplish different academic and professional tasks, and was used as a tool for entertainment. Generally, email is used for requesting, informing, thanking, apologizing, responding…etc. It can be used for both formal and informal communication depending on the intended audience (Nesba, & Ghedeir, 2016, p. 7).

In the educational setting, email plays a major role in teachers-students collaboration; in general, it enables its users to send electronic files as attachments, teachers, and students can send pictures, audios, or videos…etc to exchange information and to clarify things (Hassini, 2004, p. 34). Also, students can develop their electronic communicative skills (writing skill). Furthermore, email can be very useful

in student consultation, i.e. when a student gets a low mark in the exam; s/he may feel quite depressed to talk face-to-face with his/her teacher. So, email helps in such situation. In addition to that, email provides a privacy and anonymity for its users (Hassini, 2004, p. 34). Even though email is convenient means of communication, it has some disadvantages as any electronic tool among them: it lacks immediate feedback and interactivity, it is hard for the sender to understand whether his/her message is understood the way s/he means it, additionally, it is a text-based and in some cases there is a need to send messages with some graphs and notations (Hassini, 2004, p. 35). All these drawbacks lead email to lose its value because users need faster and easier means of communication to achieve their goals among them Facebook.

Facebook (FB) is one of the most commonly used social media in the world, it is defined as "a social utility that helps people share information and communicate more efficiently with their friends, family, and coworkers " (Bozkir, Mazman, & Sezer, 2010, p. 146). Facebook users are able to do several things. Firstly, is to create their own profiles by putting their information such as: first name, family name, sex, date of birth, email address, phone number in addition to other personal information. Secondly, they can add their photos, videos, and events. Also, people can browse the profiles of their friends or users and write messages and posts in their pages (Nedwidek, 2011, p. 1).

Facebook was first created in 2004 by a group of Harvard's college students (Zuckerberg, Moskovitz, Saverin & Hughes), it was first created for college students, then moved to include high school students, and now it is allowed for any person, either young or old one. Its major aim is to create a space in which people could find each other, share ideas, exchange opinions and photos…etc. (Amante, 2016, p. 29). As a social media, Facebook has various features which make it different from other social

network platforms; one of them is the ability to add applications to your profile such as Super Poke which extends Facebook "Poke" function and Fun Wall which build on the basic "Wall" feature. In addition to other informational applications such as news feeds and weather forecasts. Also, there are many video games that allow friends compete against each other or against other Facebook users (Amante, 2016, p. 30).

Facebook has a beneficial role especially in education; it is very helpful for the students to keep in touch far from the academic places. With the use of Facebook, students can exchange anything related to their study and follow the news of their department. Additionally, foreign languages students can use it as a tool to develop their learning process by discussing and communicating using the foreign language. It is a place where they can practice more the language and improve it. Through students' conversation, the use of language and its progress via time can be noticed easily (Mesquita & Peres, 2015, p. 266). Despite the positive impacts that Facebook has had on education, there are some disadvantages such as time-consuming; most students spend more time on Facebook than review their lessons. Also, it is considered as a mixture of personal and academic use; this blend decreases the teacher's authority due to the excessive familiarity and leniency between teachers and students. Moreover, Facebook has a negative impact on teenagers' life because it becomes an addiction to them. And the bad thing is that real-world social interaction starts to diminish because students start to isolate themselves from the external world and live in the virtual world (Patrut, Patrut, & Cmeciu, 2013, p. 63).

All in all, Wittkower (2010) restated what has been stated above, he said: "Facebook appeared to some writers as an angel, and some as a demon; to some as an emerging global village, and to others as isolation in disguise; to some as broadcast narcissism"

(p. 23). This means that everything has two sides "positive and negative", and it is always a matter of perspective on how to use a particular thing. As it is mentioned above, with the coming of technology and the radical changes that happened in our lives, people nowadays have different platforms to communicate and to develop relationships with each other; they can communicate and interact with each other either via face-to-face (the traditional way) or via electronic means of communication.

2.3. The Importance of Tele-collaboration

There are a number of benefits that are associated with the concept of Tele-collaboration in different domains, Johnson (1989) and Panitz (1999) listed over 50 benefits for TC. They summarized them in three major categories: social, psychological, and academic benefits (as cited in Laal & Ghodsi, 2012, p. 487). In terms of social benefits, researchers found that TC develops a social support system for learners; it also maintains a positive atmosphere for them to participate in a particular subject matter. Beside this, it develops learning communities as a whole (as cited in Laal & Ghodsi, 2012, p. 487). In terms of psychological benefits, Chiong and Jovanovic (2012) stated that TC helps learners to build their self-esteem. Moreover, TC reduces anxiety of classroom by allowing students to learn even beyond the physical boundaries of the classroom. In addition to that, TC promotes a positive attitude towards the learning process (pp. 81-82). Concerning the academic benefits, Johnson, Johnson, and Smith claimed that through tele-collaboration, learners can enrich their learning process by interacting with others and benefit from their strengths. Furthermore, TC creates an environment of exploratory, involved, and active learning. Also, in collaborative learning, students are responsible for one another's actions by helping, encouraging, and praising each other's efforts to learn (2014, pp. 110-111).

2.5. Supervision through Tele-collaboration

Regardless of the changes that happened in the educational system and the shift that occurs from teacher-centered to learner-centered, supervision task remains approximately the same. Traditionally, students used to use paper and pen, a typewriter for writing their thesis; then, they submit their project (dissertation) to their supervisors. However, with the advent of technology, a new scope for scholars and academics has emerged and the task of supervision was among such scope. The term supervision has many possible definitions which vary across contexts and over time. A broader definition comes from Loganbill, Hardy, and Delworth (1982, p. 4) who stated that supervision is an intensive relationship between two persons in which one is designated to facilitate the developmental competence of the other one. Moreover, Hart provided a more specific definition for the term supervision, he claimed that supervision is "an ongoing educational process in which one person in the role of supervisor helps another person in the role of supervisee acquire appropriate professional behavior through an examination of the trainee's professional activities" (1982, p. 12).

According to Bailey (2006), the fundamental aim of supervision is to improve teaching and learning as a whole (p. 340). In the teaching process, supervision helps teachers to find and become proficient in their own ways of teaching. However, in the learning process, supervision helps students to integrate what they do, feel, and think altogether. Simply, supervision engages learners in the learning process (Zorga, 2002, p. 267).

Supervision has historically been provided via face-to-face in which the supervisor allocated a weekly meeting with their supervisee to discuss, exchange ideas, ask and answer questions. But nowadays, with the coming of new technologies, the task of supervision has changed not in terms of its objective but in the means of

communication (Martin, Kumar, & Lizarondo, 2017, p. 35). Today, students send their work to their supervisors via electronic devices, even their discussion concerning their dissertation is done via online forums. This online supervision is termed "distance supervision" and/ or "Tele-supervision". This letter offers an opportunity to overcome the problem of distance, access, and time. Instead of a weekly meeting, the supervisor and his/her supervisee preferred to discuss the process of the dissertation at any time in any place (Martin, Kumar, & Lizarondo, 2017, p. 35).

Through tele-supervision, the supervisor and his/her supervisee work as an equal person, they share ideas, solve problems, and collaborate together to achieve better results. Even though they are not co-located, the supervisor can facilitate the learning process, support, monitor the educational program, and provide feedback to his/her supervisee at home. This indicates that through tele-supervision, the supervisor can establish and maintain a learning environment for his/her candidate in a virtual world by providing guidance and assistance to their students to carry out their research, and to gain more skills (Abdulkareem, 2001, p. 117).

2.6. Code-switching in Tele-collaboration

Recently, with the development of technology and the expansion of the Internet all over the world, Internet users become more interested in using Social Networking Sites (SNS) as a means of communication with people from different countries and different cultures. Due to the huge number of Internet users with different languages, users of those SNS often rely on code-switching to facilitate their communication (Dawoud, 2018, p. 4). In the past, this phenomenon has been considered by scholars to exist only in spontaneous speech i.e., in real-life conversation. However, with the growth of the internet scholars shifted their interest concerning this phenomenon, and they start to investigate code-switching in electronic writing.

Most studies in code switching in CMC environments have examined asynchronous communication. One of the studies that examined this phenomenon is that of Huang (2004). He examined bilinguals' interpersonal communication between Chinese-English languages in email. He reported that participants adopted three modes of email communication: Chinese/ English bilingual mode, Chinese monolingual mode, and English monolingual mode. The Chinese monolingual mode was mostly used by participants in order to express their feelings, personal thoughts, to represent their identities, or when they talk about topics related to shopping, sports, movies…etc. the English monolingual mode on the other hand was used for international communication, or for academic purpose (as cited in Cárdenas-Claros & Isharyanti, 2009, p. 72). Another researcher who highlighted the importance of CS in social media was Goldbarg (2009). She examined the Spanish-English code switching in email. In her study, she found that participants use their mother tongue 'Spanish' mostly to reflect intimacy, informality, and group identification. Whereas English was mostly used with communications that dealt with professional and work related issues (p. 4).

The phenomenon of code-switching in CMC environment was also found among teachers-students collaboration. Studies found that in the educational setting, CS was used for a ceratin reasons among them: to frame a discourse; for instance an English teacher writes something in Arabic language to attract and hold student's attention. Also, CS can be used to show solidarity and to establish a good relationship between teachers and their students. Moreover, code-switching can be used by teachers to dramatize a keyword or to reiterate a message in order to make the message clear. Furthermore, this phenomenon is mostly used as a habitual expression such as greeting (Sharaf Eldin, 2014, pp. 82-83).

Conculsion

The concept of collaboration has proved its significant role in the field of teaching and learning. This approach helps both teachers and students in many ways; it increases learners' outcomes by providing a positive atmosphere to work and interact with others and benefit from their strengths. In more simple words, it leads to higher group and individual achievement. Furthermore, it maximizes the teaching process as a whole and the learning process in particular. That is why teachers are required to develop a strong sense of collaboration with their students in order to promote their learning outcomes, and to achieve their own goals.

In modern days, with the rapid development of technology, and the increasing use of computers, individuals start to collaborate and interact with each other from dispersed locations. Through tele-collaboration, a digital environment has been created for language learners to communicate and to learn from anywhere in the world. It offers an opportunity for both teachers and students to continue their educational process even beyound the physical boundaries of classroom. This technology with its electronic devices created a second life for people, in which everything became easier and faster than what was before. Moreover, due to the electronic tools that have emerged, a huge number of Internet users start to use them in their communication with different people from different languages. Hence, Internet users rely on code-switching as a tool to facilitate their communications. By doing this, a new type of code-switching had emerged in electronic writing, namely: electronic code-switching.

Chapter Three

Field Investigation

Introduction

This chapter is devoted to the analysis of teachers' and students' questionnaires. Generally, the two tools were administered to shed light on the role of code-switching in tele-collaboration between students and their supervisors. Also, the study's goal was to investigate whether this phenomenon is helpful in learning the foreign languages or not and to know what are the reasons that make teachers and students switch codes. Thus, the results obtained in this empirical research would enable us to answer the research questions and help us reach validity. This chapter includes an explanation of the aim of each tool, population of the study, and a description of the questionnaires and their administration; as well as; the analysis of data. Finally, a summary of results from both teachers' and students' questionnaire is provided.

3.1. Teachers' Questionnaire

Teachers' questionnaire is an interesting tool to investigate the phenomenon of code switching in order to see whether instructors use a variety of codes at the same time when speaking online with their supervisees.

3.1.1. Aims of Teachers' Questionnaire

The aim behind teachers' questionnaire is to get quantitative data about code switching in tele-collaboration between supervisors and their supervisees. Results from this questionnaire would help in testing our hypothesis that code switching could affect tele-collaboration positively.

3.1.2. Population of the Study

the sample was chosen randomly. The population chosen for this study is teachers at the Department of English, in 8 Mai 1945 University (Guelma), enrolled for the academic year 2017-2018. They were selected since they collaborate with their supervisee both inside the classroom and in online virtual learning context. Following Krejcie and Morgan sampling table, thirty (30) questionnaires have been administered to our informants because the whole population includes fifty-four (54) teachers (as cited in Cohen et al., 2000, p. 94). So, our sample (S) could be representative of the theoretical population (N).

3.1.3. Description of Teachers' Questionnaire

This questionnaire consists of eighteen (18) questions divided into three major sections. The majority of questions included in this questionnaire are "closed questions" in which the informants are asked to choose the appropriate answer from the list of options already determined. Moreover, the other type of questions which are used in this questionnaire are open questions that seek clarifications such as "please, specify", or "justify your answer". This type of questions helps in getting more clear responses in order to avoid ambiguity.

The first section "Personal Information" (Q1 to Q3) is composed of three questions aiming at obtaining background information about the informants. Section two "Code-switching" (Q4 to Q10) consists of seven questions; it seeks information about teachers' code-switching in the classroom and how do they switch between codes. Also, it attempts at finding out the reasons that lead teachers to switch codes with their students, and in general to discover whether this phenomenon is helpful in learning the foreign languages. Section Three "the Use of Code-switching in Tele-collaboration"

(Q11 to Q18). This section generally aims at finding out information about teachers' collaboration with their supervisee. Moreover, it attempts to find out which type is the most effective while collaborating with Master-two students: "Face-to-face" or "Tele-collaboration". In addition to that, it aims at knowing teachers' attitude towards the use of code-switching and simoultaneously attempts to highlight the relationship between the two variables.

3.1.4. Administration of Teachers' Questionnaire

The questionnaire was administered to teachers at the Department of English in 8 Mai 1945 university (Guelma). The period of its administration is four days: from 20th to 24th May 2018. The teachers were very helpful and cooperative in that they handed back the answered copies on the same day.

3.1.5. Analysis of Results from Teachers' Questionnaire

Section One: Personal Information

Question One

Table 3.1

Teachers' Specialty

	Frequency	Percentage
Civilization	10	33.33%
Literature	09	30%
Linguistics	08	26.66%
Other	03	10%
Total	30	100%

Based on the results obtained, teachers are specialized in different fields. The majority of teachers (33.33%) are specialized in American Civilization, besides (30%) of teachers are specialized in Literature, 26.66% of teachers who are specialized in

Linguistics. In addition, 10% of teachers opted for other and indicated that they (two teachers) are specialized in translation and one teacher in Computer Science. This indicates that our sample is diverse.

Question Two

Table 3.2

Teachers' Experience

	Frequency	Percentage
4-6 years	12	40%
7-10 years	13	43.33%
11 years and above	05	16.66%
Total	30	100%

As shown in table 3.2, the majority of teachers (43.33%) have been teaching English for 7-10 years, while the others 40% of them have been teaching English for 4-6 years, only (16.66%) of teachers have been teaching English for 11 years and above. This indicates that teachers at the Department of English, in 8 Mai 1945 University (Guelma) are moderately experienced in their field.

Question Three

Table 3.3

Teachers' Status at Work

	Frequency	Percentage
A Part-time teacher	00	0%
A Full-time teacher	30	100%
Total	30	100%

Concerning teachers' status, all the teachers (100%) work as full-time teachers; this indicates that they are permanent teachers who are doing their best to achieve professionalism in Foreign Language Teaching.

Section Two: Code-switching

Question Four

Table 3.4

The Use of Code-switching in the Classroom

	Frequency	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

The results show that more than half the teachers (60%) stated that they use code-switching in the classroom, whereas, 40% rejected the use of code-switching inside the classroom. This implies that code-switching as a linguistic phenomenon is used in the teaching/ learning process but not by all the teachers.

Question Five

Table 3.5 (a)

The Appropriateness of Using Arabic/French in English classes

	Frequency	Percentage
Yes	11	36.66%
No	19	63.33%
Total	30	100%

Based on the results obtained, the majority of teachers (63.33%) admitted that the use of other languages in English classes is not appropriate, while, the other teachers (36.66%) claimed that it is appropriate to use Arabic/French in English classes. From the above results in question 4 and 5, we notice that in English classes, the teacher should utilize only the English language; however, since Algeria is a multilingual society, the switch between other codes is just a natural phenomenon and an unavoidable habit.

Table 3.5 (b)

Availability of a Clear Code from the Ministry of Higher Education Regarding Classroom Language

	Frequency	Percentage
Yes	02	10.52%
No	17	89.47%
Total	19	100%

As a continuation to question five, we asked teachers who said "No" if there any clear instructions/ministry code regarding classroom language use. The majority of them (89.47%) said that there are no instructions from the university concerning classroom language use. Only 10.52% who stated that there are instructions from the university. This indicates that the department/the ministry do not interfere in teachers' choice of languages inside the classroom. In other words, it depends on the teacher and his/her teaching pedagogy.

Question Six

Table 3.6

Teachers' Consciousness about the Use of Code-switching

	Frequency	Percentage
Consciously	18	60%
Unconsciously	12	40%
Total	30	100%

As indicated in the previous table, the majority of teachers (60%) said that they are conscious when they use code-switching in the classroom. This indicates that teachers use code-switching in the classroom for certain reasons. Whereas 40% of teachers said that they switch between codes unconsciously. This means that teachers are bilingual/multilingual speakers and the shift from one language to another is a natural phenomenon. This means that teachers are aware of the use of code-switching in the teaching-learning process.

Question Seven

Table 3.7

The most Probable Cause behind Code-switching

	Frequency	Percentage
Linguistic Element	03	10%
Situational Factors (Participants, Topic, setting)	18	60%
Easiness of retrieving words	06	20%
Other	03	10 %
Total	30	100%

Concerning the most probable factor behind code-switching, the majority of teachers (60%) claimed that what may lead to code-switching is situational factors, stating that they switch according to the person they are talking to. Other teachers said that they switch between codes according to the context while the rest of teachers (especially of translation module) claimed that they switch back and forth between languages due to the topic they are involved in. This indicates that code-switching does not occur randomly but it is triggered by certain factors. Concerning the second factor, six teachers (20%) opted for the easiness of retrieving words, this indicates that code-switching does not only deal with sociolinguistic factors but also has to do with psychological factors. However, two factors were equally divided (10%) between linguistic elements and others, three teachers claimed that the use of code-switching is related to the linguistic elements, this indicates that the speaker switch between languages when they cannot find proper words or expressions, while teachers who have opted for "other" their answers are as follow:

- Talking about personal things.

- Giving instructions or emphasizing a point.

This means that teachers' use of code-switching can be influenced by a variety of factors; thus, teachers should be aware of these factors so that they can at least tolerate their occurrence in the classroom.

Question Eight

Table 3.8

The Positive Role of CS in Helping Students Understand Complicated Topics

	Number	Percentage
Strongly Disagree	0	0%
Disagree	7	23.33%
Neutral	4	13.33%
Agree	13	43.33%
Strongly Agree	06	20%
Total	30	100%

As shown in table 3.8, the majority of teachers (43.33%) agreed that code-switching helps students understand difficult and complicated topics easily. This means that code-switching is a helpful tool in the learning process. Whereas, 23.33% from teachers have opted for the second choice, opposing the role of code-switching in facilitating complicated topics. So, not all teachers rely on such phenomenon in explaining and simplifying the lesson. Other teachers (13.33%) chose to be neutral. This means that they do not know the role of code-switching in learning foreign languages. The remaining teachers (20%) confirmed that they strongly agree with the help of code-switching in explaining complex words and topics that have never been introduced before. 0% opted for the first choice. All in all, these results show that in order to explain new and difficult concepts, teachers should switch codes because this not only helps in understanding but also saves time. Moreover, teachers can rely on code-switching when they repeat or reinforce any part of the lesson.

Question Nine

Table 3.9

Building Solidarity and Intimate Relations with Students through CS

	Frequency	Percentage
Strongly Disagree	03	10%
Disagree	08	26.66%
Neutral	05	16.66%
Agree	10	33.33%
Strongly Agree	04	13.33%
Total	30	100%

In the previous table, teachers are asked whether code-switching can build solidarity and intimate relations with students. The majority of teachers (33.33%) agreed that code-switching can build interpersonal relationships. This insinuates that teachers' use of code-switching in the classroom is to provide a supportive environment for learners to participate and to engage more in the lesson. Whereas 26.66% of teachers chose the opposite of what was stated by the previous teachers, this means that they perceive code-switching as an educational tool to facilitate the learning process and not for building relationships. Other teachers (16.66%) said that they are neutral concerning this question. This indicates that they do not know whether CS facilitates the learning process or not. The remaining views were almost equally divided between the first and the last option, 13.33% of teachers strongly agreed. This indicates that teachers do really use code-switching in their teaching process so as to create a relaxed and a favorable learning atmosphere and to encourage their students to share their ideas, discuss topics freely. 10% of teachers admitted that they strongly disagree with the idea

of building relationships through the use of code-switching. This means that they refuse the use of code-switching in a non-academic field.

Question Ten

Table 3.10

Types of Code-switching that Teachers' Come across While Switching Codes

	Frequency	Percentage
Inter-sentential CS	14	46.66%
Intra-sentential CS	06	20%
Tag/emblematic CS	10	33.33%
Total	30	100%

From the previous Table, the majority of teachers (46.66%) employed inter-sentential code-switching in their conversation. This indicates that teachers are proficient bilinguals/multilinguals since they can express their thoughts freely between two or more languages at sentence boundaries. 33.33% of teachers opted for the third option, this means some teachers use just few words from other languages in their conversations because this type is the simplest one and does not involve a great command of either language. The remaining teachers (20%) admitted that they employ intra-sentential code-switching in their speech. This implies that this type is least used because it requires teachers to be fluent in both languages and should obey the rules of both languages. All in all, we can say that there are different types of code-switching; each type depends on the teachers' proficiency in languages.

Section Three: The Use of Code-switching in Tele-collaboration

Question Eleven

Table 3.11

Teachers' Reliance on Tele-collaboration in Supervision

	Frequency	Percentage
Yes	25	83.33%
No	05	16.66%
Total	30	100%

According to the results obtained, almost all teachers (83.33%) declared that they rely on tele-collaboration when they supervise Master dissertations. This insinuates that supervision nowadays has changed comparing on what has been before, due to the development in technology, the majority of teachers start to rely on online devices to continue their teaching process any time in any place. Only 16.66% of them said "No". This means that despite the rapid development in technology, still some teachers do not rely on electronic tools (Due to certain reasons) and they prefer the traditional method.

Question Twelve

Table 3.12

Type of Collaboration Preferred by Teachers

	Frequency	Percentage
Face-to-face collaboration	14	46.66%
Tele-collaboration	16	53.33%
Total	30	100%

As shown in table 3.12, the results are somehow equally divided between the two options, more than half the teachers (53.33%) opted for tele-collaboration. This indicates that teachers prefer to work with their supervisee via online tools, this latter could save time, and allow them to contact with each other whenever they want, whereas, 46.66% chose to collaborate with their supervisee face-to-face. Tthis means that they believe that the traditional method is more effective than tele-collaboration in terms of giving instructions, simplifying things for students and seeing students' reaction whether they understood or not.

Question Thirteen

Table 3.13

Languages Used in Online Communication

	Frequency	Percentage
English	18	72%
Arabic	00	00%
French	00	00%
English/Arabic	05	20%
English/Arabic/French	02	8%
Total	25	100%

Concerning the languages that teachers use in online communication, more than half the teachers (72%) chose English. This indicates that English is the dominant language in teachers-students' online conversation. Other teachers (20%) admitted that they use both English and Arabic in their conversation. This means that they switch back and forth between Arabic and English with their supervisees because both of them are bilingual/multilingual speakers and the use of CS is a natural phenomenon in a bilingual/multilingual society. Only 8% stated that they switch between three languages (English/ Arabic/ French). This means that some teachers are obliged to switch to more

languages according to the situations they are involved in or according to their proficiency. No one (00%) opted for the two options "Arabic" and "French", this means that they are not the target languages that need to be learned. All in all, English is the dominant language in online communication, and the other languages are just slight interference from the mother tongue and other L2 languages.

Question Fourteen

Table 3.14 (a)

Teachers' Use of Code-switching with their Supervisees

	Frequency	Percentage
Yes	24	80%
No	06	20%
Total	30	100%

When asking teachers whether they use code-switching with their supervisees in the online environment, the majority of teachers (80%) answered "Yes". This indicates that the phenomenon of code-switching does not only exist in real-life conversation but also in electronic writing. The rest (20%) opted for "No"; which indicates that they do not rely on CS in their communication.

Table 3.14 (b)

The Initiation of Code-switching

	Frequency	Percentage
The Teacher	15	62.50%
The Student	09	37.50%
Total	24	100%

As a continuation to question Fourteen, we have asked teachers who said "Yes" who initiated code-switching, more than a half of the sample (62.50%) opted for the option "teacher" which means that the teacher is the one who start using code-switching while talking to his/her supervisee in order to make them feel at ease and to become more comfortable while expressing their thoughts. The other teachers (37.50%) claimed that the "Student" initiates switching codes. This indicates that when students do not find the word they are looking for; they switch to other languages to continue the flow of conversation.

Table 3.14 (c)

Paying Attention to Grammatical Rule in code-switching

	Frequency	Percentage
Yes	14	58.33%
No	10	41.66%
Total	24	100%

As a continuation to question furteen, we asked teachers who said "Yes" if they pay attention to grammatical rules when they switch back and forth between languages, the majority of teachers (58.33%) agreed showing that they are aware when they use code-switching and they obey the rules of its types. This means that code-switching is a rule-governed phenomenon that does not happen randomly. The remaining teachers (41.66%) disagreed. This indicates that they switch spontaneously without taking into consideration the rules of code-switching assuming that CS is a natural phenomenon in bilingual/multilingual society.

Question Fifteen

Table 3.15

Students' Response Language during Conversation

	Frequency	Percentage
English	16	53.33%
More English than Arabic	12	40%
Less English More Arabic	02	6.66%
Arabic	00	00%
French	00	00%
Total	30	100%

As shown in table 3.15, the majority of teachers (53.33%) claimed that their supervisees respond in English. This implies that Master-two students are advanced in the English language and it is the dominant language in their conversation with their supervisors. The other teachers (40%) said that their supervisees speak in English language but sometimes they switch to the Arabic language when they do not find the word they were looking for. So, they switch to their mother tongue to express the needed message. Only 6.66% of teachers stated that their supervisee responds more in Arabic than in English language. Which indicates that students who use Arabic language as a means of communication they are either do not feel at ease when they express their thoughts in the English language or their teachers use Arabic language freely and this makes them respond freely using their Mother tongue. Finally, none of the teachers (0%) opted for Arabic and French languages, which insinuates that both languages are not fully used by English students.

Question Sixteen

Table 3.16

The relation between Code-switching and English proficiency

	Frequency	Percentage
High English Proficiency	11	52.38%
Low English Proficiency	10	47.61%
Total	21	100%

In the previous table, teachers were asked what code-switching indicates for them, this question was not answered by all teachers only twenty-one teachers have answered it, the results are somehow equally divided between the two options, 52.38% stated that the use of two languages at the same time indicates high proficiency. This insinuates that switching between two/more languages means that the speaker masters the two languages. Contrary to that, 47.61% of teachers claimed that switching between two/more languages indicates low proficiency. This means that code-switching according to them is a sign of deficiency. The nine teachers who did not answer the question may think that code switching does not reflect English proficiency.

Question Seventeen

Table 3.17 (a)

Teachers' Attitude towards Code-switching

	Frequency	Percentage
Positive	17	56.66%
Negative	13	43.33%
Total	30	100%

When asking teachers about their attitudes towards code-switching, the majority of teachers (56.66%) stated that they perceive code-switching as a positive phenomenon,

this means that code-switching has a significant role in learning the foreign languages. Whereas the other teachers (43.33%) claimed that they perceive it as a negative phenomenon, this means that code-switching according to them is an obstacle in learning the foreign languages.

Question 17 (b): Justification

Teachers were asked to justify their answers concerning question seventeen, their answers can be summarized as follow: Teachers who have a positive attitude towards code-switching stated that code-switching is not a sign of weakness for both teachers and students since they are bilingual speakers; its occurrence is unconscious in the conversation and its use is just to make the communication more flexible. Other teachers claimed that code-switching is a useful strategy in facilitating students' understanding of complex topics, while others said that this strategy creates a sense of humor among learners.

Also, teachers who have a negative attitude towards code-switching claimed that the major aim of learning the foreign language is to master the L2, and code-switching does not help in this situation. Other teachers insisted that code-switching do not help in developing smooth, fluent, and spontaneous use of language and its extensive use will hinder the learners from formulating a complete sentence or paragraph in English. While others perceived it as an informal strategy and its use turns the conversation to an informal, they claimed that formality must be respected between teachers and students either face-to-face or in online environment.

Question Eighteen

This question is an open one; it is about further information concerning the use of code-switching in tele-collaboration. Surprisingly, only 16.66% (five teachers from 30 teachers) added some suggestions that can be summarized as follows:

- Although code-switching is helpful in facilitating the learning process, it must be used with certain reservations and restrictions; it must not be the dominant mode of communication.

- Code-switching does not show or express the level of proficiency of a learner, but rather, it is the outcome of the environment in which the learner acts.

- Code-switching as any linguistic phenomenon has a positive and negative side, so it depends on the teacher/ student and how s/he uses it.

- Code-switching helps students to learn properly, clarifies ideas perfectly in a short time, makes the topic easy and the learning atmosphere more friendly.

3.1.6. Summary of Results from Teachers' Questionnaire

The majority of teachers use code-switching in the classroom, although they know that English as a foreign language should be better taught only in English, they admit that code-switching as a linguistic phenomenon is used in their teaching process. Also, this section revealed teachers' consciousness while switching between codes, this result shows that teachers are aware when they switch and how they switch. i.e., switch for a few words, or a clause, or a complete sentence. They also claimed that switching between codes happens for certain reasons; sometimes they switch according to the context or the person they are talking to, sometimes according to the topic they are involved in. Moreover, code-switching has a relationship with psychological and linguistic factors such as the easiness of retrieving words, and the difficulty in finding the appropriate word or expression. In general, these findings revealed that code-switching as a linguistic phenomenon is a helpful strategy in teaching the foreign languages, and the majority of teachers agreed that it is useful in explaining difficult concepts and topics that have never introduced before, and it is beneficial for students' understanding.

Furthermore, approximately all the teachers said that they rely on tele-collaboration when they supervise Master Dissertation; this means that even the process of supervision has changed nowadays due to the development of technology. Also, the majority of them choose tele-collaboration as the most effective type while collaborating with students, indicating their awareness about the importance of tele-collaboration in saving time, and in allowing the process of supervision any time in any place. Moreover, the phenomenon of code-switching does not only exist in spontaneous conversation, but also in electronic writing, the majority of teachers stated that they use code-switching in online communication, and they admitted that they are the one who initiates its use in the conversation in order to encourage the students to express their thoughts freely. In addition to that, the results showed that the majority of teachers perceive code-switching as a positive strategy that does not hinder the teaching process, and its use should be tolerated from teachers because this phenomenon does not mean a sign of deficiency but rather, a high-level of proficiency. All in all, we can say that this strategy is helpful in learning the foreign languages but it should not be overused.

3.2. Students' Questionnaire

A questionnaire was administered to Master-two students who are preparing a dissertation in order to ask them about their use of code switching while interacting online with their supervisors.

3.2.1. Aims of Students' Questionnaire

Students' questionnaire could also help us get more valuable insights about the use of code switching by students. The objective behind the use of another questionnaire is to compare the results from teachers' questionnaire with data from students' questionnaire.

3.2.2. Population of the Study

Our sample was chosen randomly. The population chosen for this study is Master two students at the Department of English, in 8 Mai 1945 University (Guelma), enrolled for the academic year 2017-2018. Supervisors are supposed to collaborate and work with their supervisees on their dissertations both in the department and in online environments. In their speech, they may switch between codes consciously or unconsciously since the English language is their foreign language and not the mother tongue. Following Krejcie and Morgan sampling table, Fifty-two (52) questionnaires were administered to our informants because the whole population includes sixty (60) students (as cited in Cohen et al., 2000, p. 94) So, our sample (S) could be representative of the theoretical population (N).

3.2.3. Description of Students' Questionnaire

This questionnaire consists of eighteen (18) questions divided into three major sections. The majority of questions included in this questionnaire are "closed questions" in addition to open questions whose aim is clarifications such as "please, specify", or "justify your answer". This type helps in getting more clear responses in order to avoid ambiguity.

The first section "Personal Information" (Q1 to Q4) is composed of four questions aiming at obtaining background information about the informants. Section two "Code-switching" (Q5 to Q11) consists of six questions seeking information about students' code-switching in the classroom and their awareness about its use in their real life conversation. Also, it attempts at finding out the reasons that lead students to switch codes with their teachers and in general to discover whether the use of other languages in learning the English language is helpful or not. Section Three "The Use of Code-

switching in Tele-collaboration" (Q12 to Q18) generally aims at finding out information about students' collaboration with their supervisors. Moreover, it attempts to find out whether the phenomenon of code-switching exists also in online writing, and if it helps them while chatting with their supervisors. In addition to that, it aims at knowing students' attitude towards the use of code-switching and at the same time attempts to highlight the relationship between the two variables.

3.2.4. Administration of Students' Questionnaire

The questionnaire was administered to Master-two students at the Department of English in 8 Mai 1945 university (Guelma). The period of its administration is one day; 22nd, March 2018. The students have an experience in answering such types of questionnaire since this is not their first year at the university. This makes their suggestions and observations valuable for this research. They were very cooperative in that they handed back the answered copies in less than two hours.

3.2.5. Analysis of Results from Students' Questionnaire

Question One

Table 3.1

Students' Gender

	Frequency	Percentage
Male	02	3.84%
Female	50	96.15%
Total	52	100%

Concerning students' gender, the informants were fifty females, representing 96.15% of the sample and two males, representing 3.84% of it.

Question Two

Table 3.2

Students' Age

	Frequency	Percentage
23	25	48.07%
24	20	38.46%
25	04	7.69%
26	01	1.92%
29	01	1.92%
Total	52	100%

Based on the results obtained, we notice that most of Master-two students are 23 years, representing 48.07%, and 24 years, representing 38.46%. 7.69% (four students) of them are 25 years, and only 3.84% (two students) were equally divided between 26, 29 years. This means that our sample ranges mainly from 23 to 25 years.

Question Three

Table 3.3

Students' Years of Studying the English Language

	Frequency	Percentage
12 years	45	86.53%
13 years	05	9.61%
14 years	01	1.92%
15 years	01	1.92%
Total	52	100%

Concerning the years of studying the English language, the majority of students (86.53%) opted for 12 years. While others (9.61%) chose 13 years. Only 1.92% of students studied English for 14 and 15 years respectively. This indicates that Master-

two students studied English as a foreign language for a good amount of time which enables them to have good background knowledge in English.

Question Four

Table 3.4

The Place of Speaking English

	Frequency	Percentage
Only in the classroom	25	48.07%
In and outside the classroom	27	51.92%
Total	52	100%

As indicated in the previous table, the results are nearly divided between the two options, more than half the students (51.92%) stated that they use the English language both inside and outside the classroom. This indicates that Master-two students appreciate their knowledge about the basic principles of this language and they use it even in their daily life. The other students (48.07%) opted for the first option. this means that the English language is used only in the educational setting, and it is not appreciated to be used in their daily conversation.

Section Two: Code-switching

Question Five

Table 3.5

Code-switching between Languages in Speaking

	Frequency	Percentage
Yes	49	94.23%
No	03	5.76%
Total	52	100%

We notice from the results obtained that the majority of Master-two students (94.23%) admitted that they switch between Arabic, English and other languages when they speak. This entails that students' use of code-switching helps them in transferring the message clearly. Only 5.76% of students answered that they do not switch between languages. This means that they do not support the use of Multilanguage at the same time.

Question Six

Table 3.6

Students Awareness concerning Code-switching in Normal Speech

	Frequency	Percentage
Yes	12	23.07%
No	40	76.92%
Total	52	100%

As shown in table 3.6, the majority of students (76.92%) confirmed that they are not aware when they move between languages. This indicates that Master-two students are unconscious when they switch codes and they do it automatically and spontaneously in a conversation. Only 23.07% of informants admitted that they are aware when they switch between languages, which means that they are conscious and they use it for certain situations.

Question Seven

Table 3.7

Students' Reasons behind Code-switching

	Frequency	Percentage
There are no similar words in English "other languages"	07	13.46%
You cannot find the word you are looking for	16	30.76%
You want to fill the gap in conversation	13	25%
It is easier to speak in your 'Native language"	06	11.53%
Avoiding a misunderstanding	10	19.23%
Adding emphasis	08	15.38%
Other	00	00%

According to the previous table, the majority of students (30.76%) claimed that they switch between codes when they do not find the word they are looking for. This indicates that Master-two students have a small problem which is the lack of vocabulary in the English language. 25% admitted that they switch between codes when they want to fill the gap in conversation. This entails that code-switching is used as a strategy to continue the flow of conversation. Other students (19.23%) said that they use code-switching in order to avoid misunderstanding. This means that Master two students switch to other languages in order for more clarification and for better understanding. However, 15.38% of students opted for the sixth option (adding emphasis). This indicates that code-switching can also be used to emphasize on a particular point, or a message. In this situation the speaker can either speak a particular message in one language and then repeat it in other languages, or speaks directly to the target language of the hearer to emphasis on a particular topic, to soften or strengthen command…etc. The other students (13.46%) stated that they switch between codes

because there are no similar words in English (other languages). This indicates that there are some words do not have equivalent terms in other languages. Moreover, there are some words that need to be expressed in one language but not the other. Finally, six students (11.53%) confessed that it is easier to speak in the Mother language. This means that although Master two students studied English for a good amount of time, few students find themselves better in talking with their Native language.

Question Eight

Table 3.8

Occurrence of Code-switching in a Conversation

	Frequency	Percentage
A whole sentence	01	1.92%
A clause	01	1.92%
A complete phrase	05	9.61%
Just a few words	45	86.53%
Total	52	100%

As shown in table 3.8, mostly all the students (86.53%) stated that they use code-switching just for a few words. This indicates that even though Master two students switch between codes, its occurrence is just for a few terms and it is not the dominant mode of communication. The other students (09.61%) said that they switch for a complete phrase. Only 1.92% opted for the first and second option. This indicates that Master two students come across different types of code-switching sometimes they switch within a sentence, between sentences, or just for few words.

Question Nine

Table 3.9 (a)

Teachers' Use of Code-switching in the Classroom

	Frequency	Percentage
Yes	26	50%
No	05	9.61%
Sometimes	21	40.38%
Total	52	100%

When asking Master two students if teachers switch between codes in the classroom, half of the students (50%) confirmed that teachers use code-switching inside the classroom. This insinuates that code-switching is used as a strategy for learning the foreign languages. Other students (40.38%) claimed that teachers sometimes switch between languages; which indicates that teachers use code-switching only when it is necessary. Only 9.61% of students opted for the answer "No". This means that some teachers do not rely on and allow the use of code-switching inside the classroom.

Question 9 (b): Explanation

Master-two students who opted for "Yes" or "Sometimes" were asked to explain their answers concerning question nine, their answers can be summarized as follow:

Teachers used code-switching in the classroom for certain reasons:

- To explain ambiguous words and concepts that had never introduced before to students.

- To help learners understand in a better way and to be sure that the message is conveyed clearly.

- Used as a habit of being a bilingual speaker.

- Teachers' use code-switching for humor in order to make the atmosphere comfortable for learners to participate.

- Teachers' use code-switching when they talk about their personal experiences or to quote someone else.

Question Ten

Table 3.10

The Help of Arabic/ other languages in Learning English

	Frequency	Percentage
Yes	4	7.69%
No	15	28.84%
It depends	33	63.46%
Total	52	100%

As shown in table 3.10, the majority of students (63.46%) opted for the third option "It depends". This indicates that the Arabic language does not fully help in learning the English language, but in some situation, it is useful in understanding complicated terms. The other students (28.84%) stated that the Arabic language does not help in learning the English language. This means that the English language should be taught only in English. Only 7.69% said that the Arabic language helps in learning English. This means that Arabic language has a role in learning the English language.

Question Eleven

Table 3.11

The Easiest Language for Understanding

	Frequency	Percentage
Standard Arabic (MSA)	12	23.07%
English	15	28.84%
The same competence	25	48.07%
Total	52	100%

According to the results obtained, the majority of students (48.07%) claimed that they have the same competence in both Arabic and English languages. This insinuates that Master two students have a good knowledge and skills that make them competent in both languages. 28.84% stated that they understand English better than other languages. This means that they acquire a good amount of knowledge in the English language that enables them to understand it easily. The other students (23.07%) chose Standard Arabic (MSA). This indicates that even though those students learned the English language for a good amount of time, still the Mother's tongue is the most comprehensible language for some students.

Section Three: The Use of Code-switching through Tele-collaboration

Question Twelve

Table 3.12 (a)

Reliance on Tele-collaboration

	Frequency	Percentage
Yes	45	86.53%
No	7	13.46%
Total	52	100%

According to the previous table, almost all the students (86.53%) answered "Yes" they collaborate online with their supervisors. This insinuates that nowadays, even students start to rely on online devices to continue their learning process any time in any place. Only 13.46% said "No", this means that despite the rapid development in technology, still some students do not rely on electronic tools (Due to certain reasons) or their supervisors prefer the traditional method.

Table 3.12 (b)

Electronic Means of Communication

	Frequency	Percentage
By Emails	31	59.61%
Through Facebook messages	17	32.69%
Through Mobile messages	04	7.69%
Through Viber messages	00	00%
Other	00	00%
Total	52	100%

As a continuation to question twelve, we asked students who answered "Yes", which means of communication they use when they collaborate with their supervisors. More than half the students (59.61%) chose "Email". Besides, 32.69% of students stated that they rely on Facebook messages while chatting with their supervisors. This indicates that emails and Facebook messages are the most useful tools for communication and they have a big role in the teaching-learning process. Only 7.69% of them claimed that they collaborate with their supervisors through mobile messages. This means that nowadays, even the mobile phone is used as a tool for the educational purpose. No one opted for the option "Viber messages" and "Other". This means that they are not useful and less used by both teachers and students.

Question Thirteen

Table 3.13

The Use of Code-switching in Online Writing

	Frequency	Percentage
Yes	42	80.76%
No	10	19.23%
Total	52	100%

When asking Master-two students whether they mix codes in online writing, the majority of students (80.76%) answered "Yes". This indicates that the phenomenon of code-switching does not only exist in face-to-face conversation but also in electronic writing. The other students (19.23%) chose the option "No", which indicates that they do not rely on CS in their communication.

Question Fourteen

Table 3.14

Code Switching as an Interrupting Factor in Online Communication

	Frequency	Percentage
Yes	09	17.30%
No	43	82.69%
Total	52	100%

As shown in table 3.14, the majority of students 82.96% opted for the option "No". this means that code-switching is a helpful strategy in continuing the flow of conversation. 17.30% insisted that code-switching is a kind of interrupting while chatting with their supervisors. This means that some students do not support the use of code-switching in the educational process.

Question Fifteen

Table 3.15

Code Switching as a Helpful Factor in Online Communication

	Frequency	Percentage
Yes	38	73.07%
No	14	26.92%
Total	52	100%

According to the previous table, the majority of students (73.07%) confirmed that code-switching is a helpful tool while chatting with their supervisors. This indicates that code-switching is an accurate tool that helps students to convey the meaning in a better way as it is needed. However, the other students (26.92%) rejected the

helfulness of code-switching in online communication with their supervision. This means that code-switching is not an accurate tool that helps student to communicate with their supervisors effectively.

Question Sixteen

Table 3.16

Attention to Grammatical Rules during Code Switching

	Frequency	Percentage
Yes	09	17.30%
No	28	53.84%
Not sure	15	28.84%
Total	52	100%

According to the previous table, most of students (53.84%) stated that they do not pay attention to grammatical rules when moving from one language to another. This means that Master two students switch between codes randomly without taking into consideration the types of code-switching and their rules. Other students (28.84%) confessed that they are not sure whether they pay attention to grammatical rules when they switch codes or not. This means that sometimes code-switching is used unpredictably and occurs in a spontaneous way. 17.30% claimed that they pay attention to grammatical rules when moving between languages. This shows that code-switching is a rule-governed phenomenon that requires people to pay attention to its rules.

Question Seventeen

Table 3.17

Students' Attitudes towards Code-switching

	Frequency	Percentage
Positive	45	86.53%
Negative	07	13.46%
Total	52	100%

Table 3.17 shows students' views and attitudes towards moving between languages in conversation. The majority of students (86.53%) possessed a positive attitude towards code-switching. This means that code-switching has a significant role in both learning the foreign languages and in their life situations. Whereas the other students (13.46%) claimed that they perceive it as a negative phenomenon, this means that code-switching according to them is an obstacle in learning the foreign languages and considered it as a lack of proficiency.

Question Eighteen

This question is an open one; it is about further information concerning the use of code-switching in tele-collaboration. Only 4 students (7.69%) from the whole population added suggestions. The students' suggestions can be summed up as follows.

- Code-switching is a useful tool for bilingual speakers because it makes them remember both/ other languages by utilizing them in a flexible way.

- Code-switching is a helpful and a fruitful technique that helps students improve communication in general, and learning in specific.

- As Multilingual students, code-switching gives the opportunity to transmit the exact meaning that needs to be delivered with no chance for misunderstanding.

- Code-switching is usually a beneficial and a harmonious strategy since it occurs naturally. However, in formal situation as in the classroom, it is not appropriate and it may affect both the learning process and student's competency.

3.2.6. Summary and Discussion of Results from Students' Questionnaire

The phenomenon of code-switching is used by the majority of Master-two students, they admitted that code-switching as a linguistic phenomenon is used in their learning process but it is not the dominant mode of communication, stating that its occurrence is just for few words. Also, this section revealed students' unconsciousness while switching between codes, this result shows that Master two students use code-switching spontaneously as a habit of bilingual speakers. Furthermore, they claimed that they use code-switching for particular situations: generally, it is used to fill the gap in conversation. i.e., when students do not find the needed words, they switch to other languages to continue the flow of conversation. Also, code-switching is used to emphasize a point, to avoid misunderstanding and misinterpretation, or simply when there are no equivalent terms in English (other languages). In general, these findings revealed that code-switching as a linguistic phenomenon is a helpful strategy in learning the foreign languages, and the majority of students agreed that it is useful in transmitting the message in effective way, and it is helpful in understanding new and important concepts easily.

Mostly all the students said that their supervisors collaborate with them via electronic tools such as Emails and Facebook messages. This means that everything has changed due to progress in technology and globalization. So, the learning process can be continued anywhere at any time. Also, the majority of them admitted that they mix codes even in online writing. This indicates that the phenomenon of code-switching

does not only exist in face-to-face conversation but also in electronic writing. In addition to that, the results showed that the majority of students perceived code-switching as a positive strategy that helps and facilitates the learning process and its use is a natural phenomenon in a bilingual society.

3.3. Summary and Discussion of Results from Teachers' and Students' Questionnaire

Based on the results and the analysis obtained from both teachers' and students' questionnaire; It was noticed that teachers and students share some similarities and slight differences concerning the occurrence of code-switching in the teaching-learning process. Both teachers and students confessed that they use code-switching in their daily life and even in the academic setting. Teachers stated that its occurrence is just for educational purpose to cater for the needs of the students. Similarly, students claimed that they switch back and forth between languages to transmit the needed message in an effective way, and to continue the flow of conversation in the classroom. Similarly, teachers and students admitted that code-switching as a linguistic phenomenon is a helpful strategy in many aspects; in clarifying things, in emphasizing a particular point, in facilitating difficult and complex concepts, and more importantly in saving time and effort. In addition to that, teachers and students claimed that code-switching can build solidarity and intimate relations between them; Through the use of code-switching, teachers could provide a comfortable and a supportive atmosphere for students to learn in a better way, and by doing this, students are encouraged more to participate and feel at ease in the classroom.

Another way in which teachers' responces are similar to students' responces is that both of them confessed that the use of code switching is not only in the classroom in

face-to-face conversation; rather it is also used in online virtual learning context. They stated that nowadays due to the rapid development in technology and the digital age that we are living in, they can collaborate, share knowledge, and discuss ideas anywhere at any time. In their tele-collaboration, the phenomenon of code-switching emerged to play an important role in the teaching-learning process. Furthermore, there is no significant difference between teachers' and students' attitudes towards the use of code-switching. Both feel it is necessary to switch between codes for an educational purpose, but under certain circumstances.

Despite all the similar points that both teachers and students share concerning the use of code-switching, there are slight differences between them in terms of: consciousness, reasons for switching between codes, and the amount of its use in the classroom. Firstly, teachers stated that they switch between codes consciously for certain situations; while, students stated that they use code-switching automatically and unconsciously, claiming that it is mostly out of habit. Moreover, teachers admitted that there is no clear instruction and authority concerning their language use in the classroom. In contrast, students said that they are required to speak in English because the aim behind their learning is to master the English language. And their switch is allowed for just few words.

Secondly, code-switching is a result of various intertwined factors. For teachers, code-switching is used for situational factors (participants, topic, and context); it is used to translate, to emphasize important parts, to avoid ambiguity, to break the silence, and to activate the atmosphere for students to engage more in the learning process. However, for students, it is used for linguistic factors: students switch between languages to fill the gap in conversation. Also, code-switching is used when there are

no equivalent terms in English language especially in religious context. Besides that, it is used to avoid misunderstanding and mostly to save time and effort.

Thirdly, teachers insisted that they pay attention to grammatical rules when moving between languages, stating that code-switching is a rule-governed phenomenon that the speaker should obey its rules and take into consideration its types. In contrast, the majority of students claimed that they are not sure concerning their attention to its grammatical rules; they stated that they switch randomly without taking into consideration the place of its occurrence in a sentence.

To sum up, the analysis shows that code-switching is inextricably used in the classroom. Therefore, its use is not a handicap for learning the foreign languages, rather it is a useful strategy in facilitating, and clarifying complicated concepts easily. But it should be kept in an acceptable amount and used only when it is necessary. Thus, we confirm our hypothesis that code switching affects telecollaboration between teachersand students positively and we reject the null hypothesis that denotes that no relation ewist between the two variables.

Conclusion

The analysis of teachers' and students' questionnaire revealed that the majority of them accept the use of code-switching in the teaching-learning process. Code-switching helps in facilitating students' understanding of difficult and complicated topics easily and helps teachers in transmitting the needed information in a short period of time. Moreover, teachers' and students' responses strongly advocated the use of code-switching in tele-collaboration. Consequently, the phenomenon of code-switching is no longer considered as a random habit of a bilingual speaker that occurs only in real-life

conversation. Rather, it is a rule-governed phenomenon that occurs due to certain reasons, and it also exists in electronic writing.

General Conclusion

1. Concluding Remarks

In the educational setting, code-switching plays a major role in facilitating students' understanding and promoting collaboration with their teachers. Therefore, without using other languages to simplify the intended meaning, learners will not be able to grasp the exact meaning of difficult concepts of English language in an effective way. As it is indicated in the practical part of this study, both teachers and students have realized the importance of using code-switching in learning English as a Foreign Language either in the classroom or in online virtual learning context. More precisely, it is considered as an effective strategy in clarifying things and transferring ideas easily, in addition to saving both time and effort. That is why teachers, in general, should not consider code-switching as a problematic phenomenon in EFL classes. Rather, they should permit its use for its huge merits in the educational process.

2. Pedagogical Implications

The present study aims at investigating the use of code-switching in tele-collaboration between teachers and their supervisee. The results of this study strongly support the significant role of code-switching in tele-collaboration and in the teaching-learning process as a whole. Therefore, teachers (especially who perceive code-switching as a problematic phenomenon) should tolerate and permit the use of other languages in English classes in order to get larger participation, because this latter will allow them to discover their learners' linguistic deficiencies and by doing this they will be able to develop their skills and promote learning outcomes. In addition to that, teachers should attempt to construct a clear idea concerning the language policy in EFL classes and take into account code-switching as a linguistic phenomenon to expand

learners' repertoire of the English language by ensuring their understanding and knowing their lacks.

Moreover, code-switching does not only play a major role inside the classrooms, but its benefits go beyond the physical boundaries of the classroom. Nowadays, people start to use code-switching even in the virtual environment for many reasons among them; to show solidarity, to build relationships, and to show one's identity...etc. However, in the educational setting, code-switching is used to encourage collaboration among students and teachers by providing a positive atmosphere for learners to communicate freely and transfer their ideas in an effective way. Also, the use of code-switching save time and effort for both teachers and students since it facilitates the communication between them, and through it they can understand each other easily. Thus, teachers should perceive code-switching as a feasible and a practical teaching-learning strategy that motivates and raises learners' confidence to take part in the educational process.

All in all, in order for code-switching to be a useful and not a handicap tool in EFL, both teachers and students should assess and control its practice to know when and how to use it. As it is known "Fire is a good servant but a bad master". Likewise, the over reliance on other languages may affect negatively the proficiency of learning English as a foreign language. So, teachers and students should employ it only when it is necessary.

3. Research Perspectives and Limitations

In the context of this current investigation, we have reached interesting findings. However, it is important to point out that some constraints have been encountered and have affected the study. Those constraints are linked to both conceptual and methodological aspects of the research work.

The conceptual limitations are summarized into two main points: the first one is the lack of resources and literature dealing with the variables of the research either code-switching or tele-collaboration. Hence, this leads to the use of more online Database resources, which provides a limited number of books' pages. The second point is that the concept of code-switching is a large scope in the bilingual setting and it cannot be covered in one single study. That is why we focused on by investigating only the use of code-switching in tele-collaboration and its effects on EFL classes. Moreover, the methodological limitations can be summarized as follows:

First, the number of our sample is limited and this makes it difficult to generalize the results to the the whole population of students and teachers. Second, not all the students filled in the questionnaire immediately. Also, some learners escaped to comment and give their opinion in some questions for clarifications and suggestions. In addition to that, since not all the teachers teach at the same time/day, the distributions of the questionnaires took more than three days. The last limitation of this study is related to time constraints, longer time would allow us to use more than two research tools and work with a larger sample of both teachers and students.

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Appendices

Appendix One: Teachers' Questionnaire

Dear Teachers,

Please complete the following questionnaire in light of your own experience and opinion. This questionnaire is a part of a research for a Master degree. In this research, the phenomenon of code-switching will be investigated, and its use during tele-collaboration between students and their supervisors

Be certain that your responses will remain strictly confidential and will not serve any other purpose than the one stated above. Would you please answer the questions by tick (√) the corresponding square. You can give more than one answer or fill in with information where necessary.

Ikram Layadi

Department of English

University of 08 Mai 1945.Guelma

Section I: Personal Information

1. What is your speciality? ……………………………………

2. How long have you been teaching (including this year)? .... years.

3. Do you work as:

A part-time teacher?	
A full-time teacher?	

Section II: Code-switching

4. Do you switch between English and Arabic/French in the classroom?

Yes	
No	

5. While you are teaching, is it appropriate to use Arabic/French in English classes?

Yes	
No	

-If the answer is No, are there any clear instructions from the university's authority

regarding classroom language use?

Yes	
No	

6. How do you switch codes?

Consciously	
Unconsciously	

7. Which of these factors mostly lead to code switching? (one option)

Linguistic elements	
Situational factors (Participants, topic, setting)	
Easiness of retrieving words	
Other	

- If other, please specify

…………………………………………………………………………………………………

…………………………………………………………………………………………………

8. Do you agree that code-switching helps students understand difficult and complicated topics easily?

Strongly disagree	
Disagree	
Neutral	
Agree	
Strongly agree	

9. Do you agree that code-switching can "build solidarity and intimate relations" with students?

|	
Strongly disagree	
Disagree	
Neutral	
Agree	
Strongly agree	

10. When you switch between codes, which type do you come across?

Inter-sentential code-switching (the switch is done at sentence boundaries. i.e. the 1st sentence in L1, and the 2nd sentence in L2. Eg: I don't think so, essay de nouveau)	
Intra-sentential code-switching (refer to the switch that occurs within a sentence. Eg: ma3ndich precise topic, but I'm thinking fḥaja tab3a lil sociolinguistic)	
Tag or Emblematic code-switching (the insertion of a tag from one language into a sentence of another language. Eg: "You Know", "I mean")	

Section III: The Use of Code-switching in Tele-collaboration

11. Do you rely on tele-collaboration (online collaboration) when you supervise Master Dissertations?

Yes	
No	

12. Which type of collaboration is more effective in supervision?

Face-to-face collaboration	
Tele-collaboration	

13. Which language(s) do you use as a means of online communication with your

supervisee(s)?

English	
Arabic	
French	

14. Do you switch codes while talking to your supervisee(s)?

Yes	
No	

- If the answer is yes, who initiates code-switching?

The teacher	
The student	

-If the answer is yes, do you pay attention to grammatical rules when moving from

one language to another?

Yes	
No	

15. How does your supervisee respond to you during a conversation?

English	
More English than Arabic	
Less English more Arabic	
Arabic	
French	

16. What does code switching indicate?

High English Proficiency	
Low English Proficiency	

17. How do you consider students'/teachers' code switching between English,

Arabic and/or French?

Positive	
Negative	

- Justify your answer

……………………………………………………………………………………...

……………………………………………………………………………………

18. Please feel free to add any comments about the topic.

………………………………………………………………………………….

………………………………………………………………………………….

…………………………………………………………………………………..

Thank you for your cooperation.

Appendix Two: Students' Questionnaire

Dear Students,

This questionnaire is a part of a research for a Master degree. In this research, i will investigate the phenomenon of Code-switching, and its use through tele-collaboration between students and their supervisors. Your opinion as a master two student is very important.

Be certain that your responses will remain strictly confidential and will not serve any other purpose than the one stated above. Thank you for your cooperation. Would you please answer the questions by tick (√) the corresponding square. You can give more than one answer or fill in with information where necessary.

Ikram Layadi

Department of English

University of 08 Mai 1945.Guelma

Section 1 : Background information

1. What is your gender ?

Male	
Female	

2. How old are you ?

………………………………………………………………………………………..

3. How long have you learned English (including this year)?

……………………………………………………………………………………….

4. Where do you speak English?

Only in the classroom	
In and outside the classroom	

Section 2: Code-switching

5. Do you switch between Arabic and English (other languages) when you speak?

Yes	
No	

6. Are you aware that you "code-switch" (i.e: switch between two or more languages while you speak) within your normal speech?

Yes	
No	

7. When you switch between two spoken languages, is it for:

There are no similar words in English "or other languages"?	
You cannot find the word you are looking for?	
You want to fill the gap in conversation?	
It is easier to speak in your "Native language"?	
Avoiding a misunderstanding?	
Adding emphasis?	
Other	

- If other, please specify

…………………………………………………………………………………………..

…………………………………………………………………………………………..

8. When you switch between languages, it is usually for?

A whole sentence	
A clause	
A complete phrase	
Just few words	

9. Do your teachers in the class switch codes?

Yes	
No	
Sometimes	

- If the answer is yes, or sometimes, explain why?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

10. Do you think Arabic can help in learning English?

Yes	
No	
It depends	

11. Which language do you better understand?

Standard Arabic (MSA)	
English	
The same competence	

Section 3: The Use of Code-switching through Tele-collaboration

12. Do you collaborate with your supervisor online?

Yes	
No	

- If the answer is yes, how?

By emails	
Through Facebook messages	
Through mobile messages	
Through viber messages	
Other	

- If other, please specify

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

13. Do you mix codes in online writing?

Yes	
No	

14. Do you think code-switching is some kind of interrupting while chatting with your supervisor?

Yes	
No	

15. From the view of accuracy, do you think Code-switching is helpful while chatting with your supervisor?

Yes	
No	

16. Do you pay attention to grammatical rules when moving from one language to another?

Yes	
No	
Not sure	

17. What is your attitude towards moving between languages in conversation?

Positive	
Negative	

18. Please feel free to add any comments about the topic.

………………………………………………………………………………………….

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you for your cooperation.

الملخص

يحاول البحث الحالي التحقق من استعمال ظاهرة التبديل اللغوي في التعاون عن بعد حيث يهدف البحث مبدئيا الى اكتشاف ما اذا كان اتبديل اللغوي استراتيجية مفيدة في عملية التعليم و التعلم عموما، وبين الأساتذة و طلبتهم المؤطرين خصوصا. إلى جانب ذلك، تسعى هذه الدراسة الى معرفة الأسباب التي تدفع كل من الاساتذة و الطلاب لاستخدام التبديل الغوي في كل من التواصل اللفظي و التواصل غير اللفظي (في الكتابة الالكترونية). علاوة على ذلك، تحاول هذه الدراسة معرفة وجهات نظر الاساتذة والطلاب ومواقفهم تجاه التبديل اللغوي فيما يتعلق بالموضوع المعني. تحقيقا لهذه الغاية، تبنت الدراسة مجموعة من الأساليب و الأدوات البحثية حيث وظفت الدراسة المنهج الوصفي الكمي الذي يهدف الى الحصول على بيانات قيمة من استبيانات كل من الاساتذة و الطلاب. تتألف عينة البحث الحالي من اثنين و خمسين (52) طالبا مدرجا ضمن ماستر2 ل.م.د. وثلاثين (30) أستاذا في قسم اللغة الانجليزية بجامعة 8 ماي 1945 قالمة. أكدت النتائج الناشئة الفرضية الرئيسية بأن استخدام التبديل اللغوي من شأنه تعزيز التعاون بين الأساتذة و مشرفيهم، كما دعت كل من الأساتذة و الطلاب الى ادراك أهمية التعاون عن بعد في عملية التعليم و التعلم، دون نسيان الدور الكبير الذي تلعبه ظاهرة التبديل اللغوي في تسهيل و توفير مناخ ايجابي للطلاب للتعاون وتعلم اللغات الاجنبية بطريقة فعالة .