

## **Exploring the Reasons for Code Switching in EFL Classrooms: A Comparative Study of the Algerian and Polish Settings**

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### **ABSTRACT**

This study explores the different reasons for code-switching in English as a Foreign Language (EFL) classrooms, focusing on the distinctive settings of Algeria (multilingual) and Poland (monolingual). The research investigates the impact of teaching experience and linguistic background on the frequency, attitudes, and reasons behind code-switching among EFL teachers. The study employed a quantitative method using an online questionnaire. Twenty-nine participants from the University of Applied Sciences in Nysa, Poland, and the University of Ain Temouchent, Algeria, provided insights into their code-switching practices. The results revealed a positive correlation between teaching experience and the use of code-switching. Additionally, the study supports the hypothesis that code-switching frequency differs based on linguistic background, with multilingual settings exhibiting higher frequencies. The findings suggest implications for professional development, teacher training, and the formulation of inclusive language policies to leverage the benefits of code-switching in EFL instruction. While acknowledging the study's limitations, this research contributes to a more comprehensive understanding of code-switching in diverse EFL contexts.

**Keywords:** Code-switching, English as a Foreign Language (EFL), Linguistic background, Multilingual settings, Teaching experience

### **1. Introduction**

Effective communication is paramount in the dynamic landscape of English language education, and this extends to how language is employed in the classroom. English as a Foreign Language (EFL) classrooms present unique challenges, primarily stemming from the learners' diverse linguistic backgrounds and the ever-evolving nature of the English language itself. In this context, the strategic use of code-switching, which involves shifting between two or more languages within the same conversation, is crucial in facilitating comprehension and promoting language learning. This practice reflects the linguistic versatility of both teachers and students and serves as a valuable tool to bridge gaps in language proficiency, enhance engagement, and encourage meaningful language acquisition.

In EFL classrooms, the practice of code-switching among teachers comes from understanding students' various linguistic backgrounds and proficiency levels, and code-switching allows for a smoother transition between these contexts, enhancing comprehension and facilitating effective communication (Ibrahim et al., 2013). Code-switching serves as a bridge that connects the known native language to the target language, helping students grasp complex concepts and content more readily (Mushtaq & al., 2016). Teachers use code-switching as a pragmatic tool to

bridge the gap between linguistic diversity and language acquisition, facilitating a more effective and inclusive educational experience.

In an EFL classroom, code-switching can vary depending on whether it is situated in a multilingual or monolingual setting, and these contextual differences can impact the pedagogical approach. In a monolingual setting, where students share a common native language, code-switching is generally minimized, as the goal is to immerse students in the target language (English) as much as possible. This approach aligns with the "target language only" method, which advocates for an environment where students primarily interact in the language being taught, thereby fostering language acquisition through constant exposure and practice (Brown, 2014)

Conversely, code-switching becomes a more prevalent and strategic tool in a multilingual classroom where students come from diverse linguistic backgrounds. The goal here is to facilitate comprehension and foster a supportive learning environment, recognizing that students may rely on their native languages to grasp complex concepts or to express their thoughts more effectively. Code-switching in this context accommodates students with different proficiency levels in English and acknowledges the valuable resources that multilingualism brings to the classroom (Macaro, 2005).

This paper explores the reasons for code-switching in EFL classrooms, particularly emphasizing the Algerian and Polish settings. The comparative study examines how the linguistic and contextual differences in these two distinct settings influence code-switching as a pedagogical strategy. This paper also seeks to uncover the motivations, challenges, and outcomes of code-switching in these diverse EFL classroom contexts. This study sheds light on the nuanced nature of code-switching and its efficacy as a language teaching strategy, ultimately contributing to a more comprehensive understanding of its role in English language education.

Hence, this paper aims to answer the following research questions:

- What are the reasons for code-switching in EFL classrooms among teachers with different levels of teaching experience?
- How does the use of code-switching differ between monolingual and multilingual EFL classrooms in Algeria and Poland?

In order to answer the research questions, two hypotheses are formulated:

- EFL teachers with more teaching experience are less likely to use code-switching in their classrooms
- The frequency of code-switching is higher in multilingual EFL classrooms in Algeria than in monolingual EFL classrooms in Poland.

## **2. Literature Review**

### **2.1. Sociolinguistic Situation in Algeria**

Algeria, with a population of approximately 44 million, stands as a multilingual nation shaped by a complex historical tapestry characterized by diverse linguistic, ethnic, and religious influences (Adder & Bagui, 2020). Over the course of its history, Algeria has witnessed the impact of various invaders, including Phoenicians, Romans, Vandals, Byzantines, Islamo-Arabo-Berbers, Turks, and the French, all of whom played pivotal roles in shaping the sociocultural and sociolinguistic landscape of the region (Benrabah, 2014).

These prolonged interactions have given rise to language contact and multilingualism, resulting in linguistic hybrids such as Berber–Punic, Berber–Punic–Latin, Berber–Arabic, Berber–Arabic–Spanish–Turkish, and Berber–Arabic–French (Benrabah, 2014).

Notably, the Arabs and the French have left indelible marks on Algeria's linguistic profile, with the Arabic language becoming closely associated with Islam during the Arab conquest, leading to the gradual adoption of Arabic and the emergence of diglossia (Benrabah, 2007).

The French colonial period from 1830 to 1962 witnessed a systematic policy of deracination and deculturation, aiming to impose total Frenchification, resulting in linguistic genocide and a significant decline in the Berber-speaking community (Adder & Bagui, 2020).

Post-independence, Algeria exhibits a continued presence of multilingualism, characterized by three main language groups: Arabophones, Berberophones, and Francophones (Benrabah, 2007). Despite efforts to promote Arabic through the Arabization policy, challenges persist, and language rivalry endures, involving Arabic, French, and even the introduction of English and Chinese as emerging linguistic contenders (Benrabah, 2007).

By the late 1990s, Algeria emerged as the second-largest French-speaking community globally after France, undergoing significant demographic shifts and increased urbanization (Benrabah, 2014). Despite early language policies favouring Arabization, the authoritative approach faced resistance, leading to the acknowledgment of the need for bilingual education by the early 2000s, challenging predictions of replacing French with Arabic (Benrabah, 2014)

Introducing English as a competitor to French in primary education encountered strong resistance, reflecting public

sentiments against top-down language policies and perceptions of attempts to deny access to economic opportunities associated with the English language (Kheder & Kaan, 2018).

## **2.2.Sociolinguistic Situation in Poland**

During the four decades of communist rule in Poland until the 1980s, the educational policy extensively promoted Russian as the primary foreign language. Russian became compulsory starting from the 5th grade of primary school (Komorowska, 2023). It was also a requirement for the *matura* exam, which marked the conclusion of secondary education, and was taught for a minimum of two academic years at universities. Due to political reasons, English fell out of favour during the communist government's rule, and the state was reluctant to allocate funds for English language courses. In the 1970s, only a limited number of English learners could access courses offered by a few cooperatives in urban areas. More affluent families arranged private classes for their children with tutors (Komorowska, 2023).

Political and economic transformations in Poland which began with the fall of communism in 1989 opened up new opportunities for the increasing number of Poles interested in learning English. By that time, English had already been highly regarded. It was considered more prestigious than other foreign languages because of its widespread use in the economically developed West. In the 1990s, private universities offering English Studies programs emerged. The number of students enrolling in these programs increased rapidly as the century turned, but there was still a shortage of English teachers in schools.

When Poland joined the European Union in 2004, many Polish workers moved to the West, where at least elementary knowledge of professional English was required. This situation led to a demand for specialist English courses, not only for the masses of emigrants but also for office workers in state institutions at home. The EU membership enabled EFL learners and teachers to take advantage of European programmes. English was taught to learners of various ages, from children in kindergartens to older individuals in Universities of the Third Age (Komorowska, 2023). In the 2010s, with changing demographics and a declining number of enrolled students, schools began to expand their offerings by introducing bilingual programs in subjects such as Mathematics and Geography, which were taught in a foreign language. This approach is known as Content and Language Integrated Learning (CLIL). For pragmatic reasons, numerous students preferred English as their target language.

### **2.2.1. Use of L1 in the Polish Classroom**

Poland is a country where teaching English has largely been dominated by the communicative approach (Topolska-Pado, 2010). This is in spite of the fact that EFL teachers are familiar with other methods as well, since the methods are part of English Studies programmes implemented at Polish universities.

The prevalence of the communicative approach in Poland can be attributed to the geographical and cultural proximity of this country to the UK where this method has been favoured since the 1970s (Topolska-Pado, 2010). As in other European countries, the Polish market for English teaching materials is heavily influenced by the British ELT industry. Polish English teachers widely use coursebooks issued by major British publishing houses and participate in workshops organized by these publishers (Topolska-Pado, 2010). These materials aim to reflect real-life situations and demands, facilitating students in achieving their communicative goals with such contexts. The British ELT market has granted the communicative approach a privileged status in Poland. This mechanism led Polish teachers to feel hesitant about using students' native language in the classroom. Sometimes they even admit that they feel a sense of guilt when resorting to this language (Buckmaster, 2000).

It is worth noting that the monolingual approach to teaching English had long been favoured in British former colonies. Michael West, a prominent figure in the Vocabulary Control Movement during the 1920s and 1930s, advocated teaching English exclusively in the English language. He criticized the use of bilingual dictionaries by his Bengali students (Kamiński, 2021). As he claimed, the dictionaries encouraged students to use their mother tongue, which he saw as a significant impediment to effective learning. In response, West compiled a dictionary that omitted L1 equivalents and instead offered simplified language in its definitions. The idea was to help learners understand word meanings using the same target language and encourage the use of monolingual dictionaries.

It is worthy of mention that the typical Polish classroom is predominantly monolingual. This monolingual setting provides an opportunity for teachers to incorporate the students' native language into their instruction. Even with the recent influx of nearly a million Ukrainian refugees, many of whom find the Polish language relatively easy and are motivated to achieve fluency quickly, many EFL teachers continue to consider English as the only acceptable means of communication, raising concerns about the use of translanguaging.

Little research has been conducted on the use of L1 in the EFL classroom within the Polish context. Some researchers reported that EFL teachers view code-switching as a controversial issue, yet in practice, teachers acknowledge that they sometimes depart from the monolingual tradition. Sobkowiak (2022) discovered that while

teachers claimed to use English as the sole means of communication with students, they often exhibit a more pragmatic approach by allowing occasional use of L1. Furthermore, it was observed that students spontaneously resorted to interlingual switching. This strategy was considered supportive of more effective learning but not integrated into the daily classroom routine (Sobkowiak, 2022).

Poland has a relatively homogenous linguistic landscape compared to some other countries as Polish is the mother tongue for the great majority of the population. According to the census conducted in 2011, 98% of the population declared Polish as their mother tongue, and only 0.9% declared a language other than Polish, such as Silesian,<sup>1</sup> German, Ukrainian, Belarusian, Russian, Kashubian, and others (Gudaszewski, 2015). It should be mentioned in passing that Poland has a long history of multilingualism because of its geographical location and historical events. In the past, Polish was influenced by neighbouring or minority languages such as German, Russian, Czech, Ukrainian, Lithuanian, Romani, and Kashubian. However, after World War II and the subsequent border changes, Poland became linguistically more homogenous with Polish as the primary language spoken. This was possible thanks to the influence of the media and education.

### **2.3. The Use of Code Switching in EFL Classroom**

According to Ferguson (2003), code Switching serves various functions in the educational context:

- CS for Curriculum Access: This involves utilizing code switching to facilitate pupils' comprehension of lesson content.
- CS for Classroom Management Discourse: This application entails employing code switching for purposes such as motivating students, enforcing discipline, expressing praise, and signalling transitions in discourse.
- CS for Interpersonal Relations: In this context, code switching is used to humanize the affective climate within the classroom and navigate diverse identities.

Several studies focused on the reasons behind the use of code switching in educational settings. In Pennington's (1995) study conducted in Hong Kong, the focus was on English subject lessons delivered by eight English teachers in secondary schools spanning forms 1 to 6. The findings revealed that code-switching (CS) was more prevalent in classes with lower academic ability. The purposes behind the switches to Cantonese, a Chinese dialect, were multifaceted. Teachers employed code-switching to elucidate English lexis, capture the attention of students, foster interaction, provide explanations of subject content, and importantly, to diminish social distance, thereby creating a more humane and personalized classroom atmosphere. This observation underscores the varied functions of code-switching, extending beyond mere language facilitation to encompass socio-affective aspects of the learning environment.

Canagarajah's (1995) research in Sri Lanka focused on English language classes involving 24 secondary school teachers in Jaffna. The study identified several functions of code-switching (CS) in this context. First, CS served purposes related to classroom management, such as clarifying task instructions and employing motivational and disciplinary strategies with students. Second, CS was employed to clarify the content being taught. This included activities like reformulating information, reviewing material, and explaining cultural relevance to enhance comprehension. Lastly, CS was found to play a role in socializing students into patterns of bilingual interaction beyond the classroom, reflecting the broader sociolinguistic impact of code-switching practices in educational settings.

Addendorff's (1993) study in South Africa focused on three secondary school classes, covering lessons in English, Biology, and Geography. The research highlighted the various functions of code-switching (CS) in this educational context. Code-switching was observed to be used for clarifying meanings in English texts, ensuring that students comprehended the subject matter effectively. Additionally, CS served the purpose of reformulating content initially presented in English, possibly aiming to enhance understanding or provide alternative explanations. Moreover, CS was utilized as a strategy to encourage pupil participation and elicit responses, promoting interactive and engaged learning experiences within the classroom.

Adder & Bagui (2020) conducted a study in Algeria to explore the relationship between English and Algerian Arabic in an EFL (English as a Foreign Language) classroom at Tlemcen University. The researchers conducted interviews with 16 teachers specializing in Comprehension and Oral Expression, Literature, and Civilization. The findings revealed the inevitable usage of Algerian Arabic in the EFL classroom. While teachers expressed negative attitudes toward English-Algerian Arabic code-switching, they acknowledged its pedagogical indispensability, particularly in elucidating intricate words and expressions challenging to grasp solely in the target language.

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<sup>1</sup> The prevailing perspective in academic literature is that Silesian falls into the category of dialects (e.g. Winiarska 2023, Wyderka 2000, Karaś 2011). However, for the purpose of this paper, distinguishing between languages and dialects is not necessary.



Moreover, teachers adopted the direct method of Teaching English as a Foreign Language (TEFL) and deliberately minimized translation, endeavouring to acclimate students to English-only lectures. The study highlighted the perceived benefits of infrequently utilizing Algerian Arabic, citing its positive impact on students' academic achievements and the development of their language skills.

Romanowski (2020) set out to examine the perception of code-switching among students and teachers in content subjects (such as Geography and Maths) taught in English as the medium of instruction (EMI). He observed and interviewed 27 teachers and 98 secondary-school students, using questionnaires and observation. All the participants were native Polish speakers. The study revealed that both students and teachers had a generally positive view of classroom translanguaging, though some teachers remained undecided on the matter. The researcher also noted that while translanguaging pedagogy received favourable feedback from both groups of participants, it had not been implemented because of conflicts with EMI teaching policies and school regulations. One might find it unusual to use L1 in classes intended to be taught in English. However, the study's results strongly suggest that students expect their teachers to be less rigid in enforcing a strict monolingual EMI approach and to be more open to code-switching.

### **3. Methodology**

#### **3.1. Context**

This section provides a comprehensive overview of the methodological framework employed in exploring code-switching in EFL classrooms, with a specific focus on the Algerian and Polish educational settings. The comparative nature of the study seeks to unravel the intricate relationship between linguistic and contextual variations and their impact on the utilization of code-switching as a pedagogical strategy. By investigating the characteristics of these two distinct environments, the research aims to determine the motivations, challenges, and outcomes associated with the practice of code-switching in EFL classrooms.

#### **3.2. Participants**

This study involved 29 EFL teachers from two distinct educational settings: The University of Applied Sciences in Nysa, Poland, and the University of Ain Temouchent, Algeria. 17 teachers were affiliated with the former institution and 12 with the latter. While the Polish participants came from a monolingual country, the Algerian teachers represented a multilingual background. The selection of participants was limited to EFL teachers actively engaged in teaching English language courses at these universities.

11 of the Polish teachers taught Practical English courses to students of the undergraduate English Studies program, and 6 taught English to students of other programs. One participant who was a non-Polish speaker was excluded from the research. Likewise, teachers of Spanish and Arabic at the University of Ain Temouchent were excluded. The selected group of Algerian participants taught English at undergraduate and graduate levels. The group reflects the diverse demographic characteristics of EFL educators in Algeria.

The teachers sampled from Poland and Algeria comprised both male and female instructors with varied teaching experience, the majority being seasoned educators with more than 15 years of work in their professional field (see section 4.1).

#### **3.3. Research Tool**

The research tool used in this study was an online questionnaire. The questionnaire comprised nine closed-ended questions with multiple choices. It started with a brief introduction about the topic with a simple explanation about the term of code switching followed by consent to ensure the confidentiality and anonymity of their responses. The participants were informed that their participation was voluntary and that they could withdraw from the study without consequences. A Google Forms questionnaire was used, which allowed for easy distribution and data collection.

#### **3.4. Data Collection**

The research team divided the task of collecting the questionnaires from participants. The online questionnaire link was sent via email to all the aforementioned teachers. The collection of data took place between April and June 2023.

#### **3.5. Data Analysis**

The statistical tests were conducted in R environment for statistical computing version 4.2.1. The graphics presented in this section were performed using an R package: ggplot2.

#### 4. Results

##### 4.1. Teachers' Frequency of Code Switching Vs. Their Experience

Table 1 shows the distribution of teachers' responses to the question about their use or non-use of code switching. The responses are cross-tabulated for different levels of teaching experience. This table served as input data for the statistical tests. The same data is shown graphically in Figure 1. As can be seen, most participants admitted to using code switching, with only a few exceptions among the most experienced teachers.

**Table 1:** Teachers' Use of Code switching Vs. Their Experience in Years.

Use	Teachers' experience in years			
	Less than 5	5-10	10-15	More than 15
No	0	0	0	3
Yes	2	2	6	16

Table 1 presents an analysis of teachers' utilization of code-switching in relation to their years of experience. The data is categorized into four experience ranges: Less than 5 years, 5-10 years, 10-15 years, and more than 15 years. The table showcases the dichotomy between teachers who employ code-switching ("Yes") and those who do not ("No"). Among teachers with less than 5 years of experience, 2 individuals engage in code-switching, while none abstain from it. Similarly, for the 5-10 years experience range, 2 teachers are identified as code-switchers, with none falling into the non-code-switching category. Notably, within the 10-15 years experience range, 6 teachers employ code-switching, while none refrain from it. The most experienced cohort, those with more than 15 years of experience, includes 16 teachers who code-switch and 3 who do not. In summary, the table underscores a positive correlation between years of teaching experience and the tendency to utilize code-switching, with a total of 26 teachers employing code-switching out of the 29 surveyed. This suggests a potential evolution or adaptation in language pedagogy and instructional practices over the course of educators' careers.

**Figure 1:** Teachers' Use of Code Switching Across Different Levels of Teaching Experience.

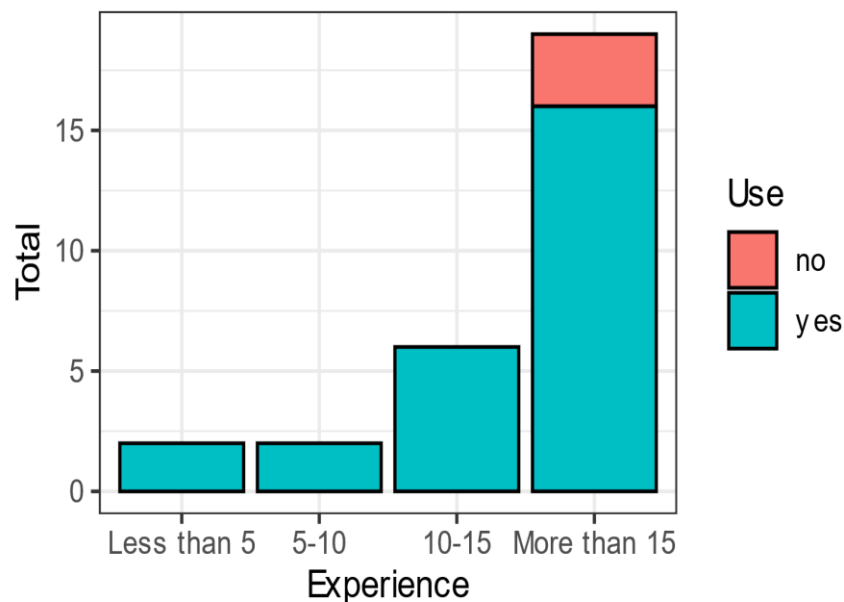


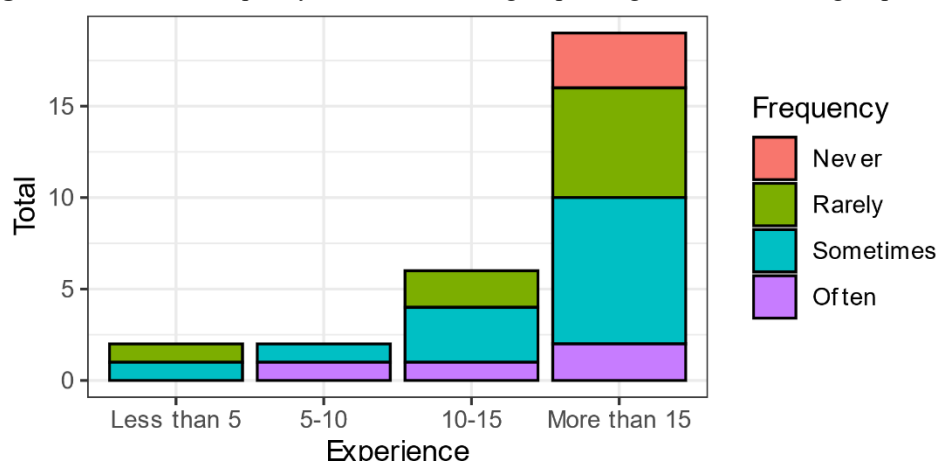
Table 2 depicts the frequency of code-switching among teachers categorized by their years of experience. Results are as follows:

**Table 2. Teachers' Frequency of Code Switching According to Their Experience.**

Frequency of code switching	Teachers' experience in years			
	Less than 5	5-10	10-15	More than 15
Never	0	0	0	3
Rarely	1	0	2	6
Sometimes	1	1	3	8
Often	0	1	1	2

According to table 2, Among teachers with less than 5 years of experience, novice teachers stated that they never employed code-switching, while 3.45% indicated using it rarely, and another 3.45% reported its occasional use. Interestingly, none of the novice teachers indicated frequent code-switching. In the 5-10 years' experience range, none of the novice teachers reported never and rarely using code-switching, while 3.45% used it sometimes, and 3.45% indicating frequent use. Teachers with 10-15 years of experience demonstrated variability, with 10.34 % reporting never code-switching, 20.69% rarely doing so, 27.59 % sometimes, and 6.90 % often. Notably, among the most experienced group (more than 15 years), 10.34% reported never using code-switching, 20.69% rarely using it, 27.59% occasionally, and 6.90% often.

**Figure 2. Teachers' Frequency of Code Switching Depending on Their Teaching Experience.**



#### 4.2 Teachers' Frequency of Code Switching Vs. Their Background

Tables 3-4 and Figures 3-4 depict the distribution of teachers' responses according to their language situation in their home country. We can see that the data in Figure 4 are rather evenly distributed across the levels.

**Table 3. Teachers' Use of Code Switching by Their Language Background.**

Background	Use	
	No	Yes
Multilingual	0	100%
Monolingual	17.65%	82.35%

Table 3 presents an examination of teachers' use of code-switching based on their language background, distinguishing between multilingual and monolingual teachers. The percentages highlight that all teachers with a multilingual background (100%) reported using code-switching, while 82.35% of monolingual teachers also engage in this linguistic practice. Conversely, 17.65% of monolingual teachers indicated not using code-switching. In the overall distribution, 89.66% of teachers across both language backgrounds reported utilizing code-switching in their teaching methodologies. This analysis underscores a notable association between a multilingual background and the consistent use of code-switching, with the majority of educators incorporating this practice into their teaching repertoire.



**Figure 3:** Teachers' Use of Code Switching Vs. Background.

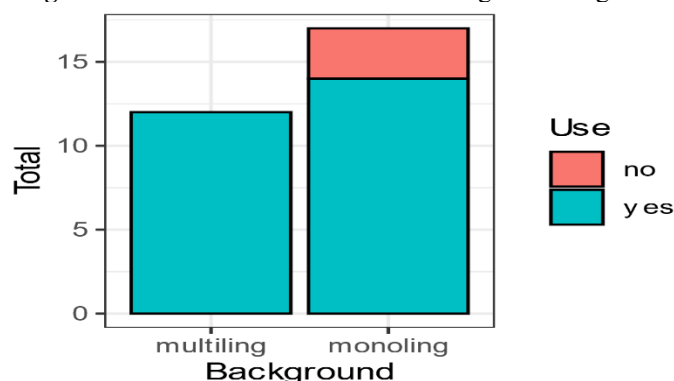


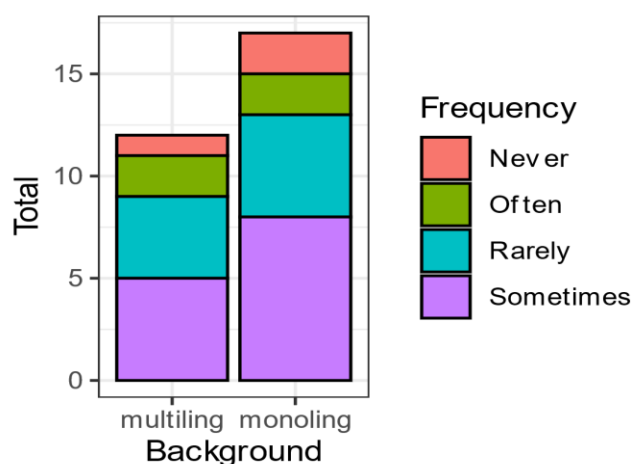
Table 4 examines the frequency of code-switching among teachers, stratified by their linguistic backgrounds—multilingual Algeria and monolingual Poland. The data is expressed in percentages, providing a comprehensive view of code-switching tendencies:

**Table 4:** Teachers' Frequency of Code Switching by Their Background (Multilingual Algeria and Monolingual Poland).

Frequency of code switching	Teachers' Background	
	Multilingual Algeria	Monolingual Poland
Never	1 (8.33%)	2 (11.76%)
Often	2 (16.67%)	2 (11.76%)
Rarely	4 (33.33%)	5 (29.41%)
Sometimes	5 (41.67%)	8 (47.06%)
Total	12 participants (100%)	17 participants (100%)

According to table 4, it is apparent that among teachers with a multilingual background from Algeria, 8.33% reported never code-switching, 16.67% reported often, 33.33% reported rarely, and 41.67% reported sometimes. In the case of monolingual teachers from Poland, 11.76% reported never code-switching, 11.76% reported often, 29.41% reported rarely, and 47.06% reported sometimes. The overall distribution reflects the diverse code-switching frequencies within each linguistic background, providing valuable insights into how language background may influence teachers' language practices in educational settings.

**Figure 4:** Teachers' Frequency of Code Switching by Teacher's Background.



### 4.3 Reasons for Code Switching Vs Teaching Experience

Participants' reasons for code switching are presented in Table 5 and Figure 5. Among the 29 participants of the study, 3 participants stated that they did not use code switching at all. Hence, the following question was meant only for those who actually used code switching and 26 participants shared their different opinion about the reasons of using code switching.

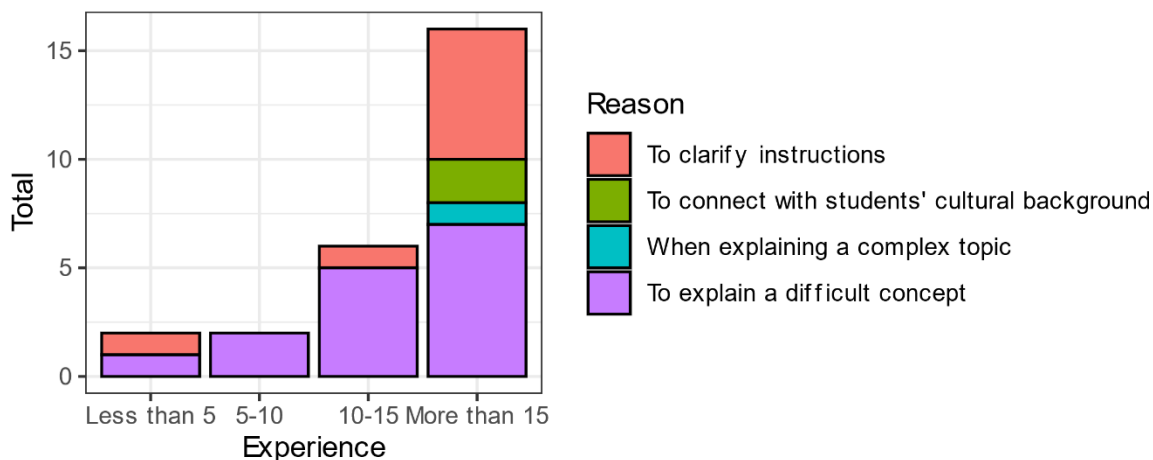
Table 5 presents the distribution of reasons for code-switching among teachers, categorized by their experience in years. The data is presented as follows:

**Table 5:** Distribution of Reasons for Code Switching by Teachers' Experience

Reason	Experience in years			
	Less than 5	5-10	10-15	More than 15
To clarify instructions	1	0	1	6
To connect with students' cultural background	0	0	0	2
When explaining a complex topic	0	0	0	1
To explain a difficult concept	1	2	5	7

The table indicates that teachers with less than 5 years of experience engaged in code-switching primarily to clarify instructions (1) and to explain difficult concepts (1). In the 5-10 years experience range, teachers used code-switching to explain difficult concepts (2). For those with 10-15 years of experience, code-switching was employed to clarify instructions (1) and explain difficult concepts (5). In the more than 15 years experience range, code-switching was used for various reasons, including clarifying instructions (6), connecting with students' cultural background (2), and explaining a difficult concept (7).

**Figure 5:** Reasons for Code Switching According to Teachers' Years of Experience



### 4.4 Reasons for Code Switching Vs Their Background

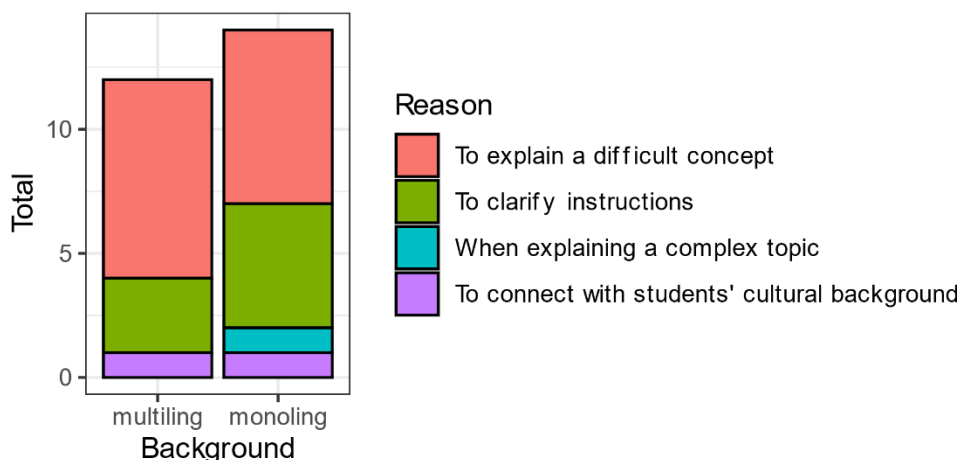
Table 6 illustrates the distribution of reasons for code-switching among teachers based on their linguistic background in their respective countries. The data is presented in the following table:

**Table 6:** Distribution of Reasons for Code Switching Depending on Teachers' Linguistic Background in Their Country

Reason	Background	
	Multilingual	Monolingual
To explain a difficult concept	8	7
To clarify instructions	3	5
When explaining a complex topic	0	1
To connect with students' cultural background	1	1

The table indicates that teachers with a multilingual background in their country often used code-switching to explain difficult concepts (8) and to clarify instructions (3). Additionally, one teacher with a multilingual background employed code-switching to connect with students' cultural background. In contrast, teachers with a monolingual background used code-switching for reasons such as explaining difficult concepts (7), clarifying instructions (5), and when explaining complex topics (1). The overall distribution across both linguistic backgrounds provides insights into the varied reasons for which teachers utilize code-switching in their teaching practices.

**Figure 6: Teachers' Background Against Their Reasons for Code Switching**



#### 4.5. Teachers' Experience Vs. Their Feelings and Opinions On Code Switching

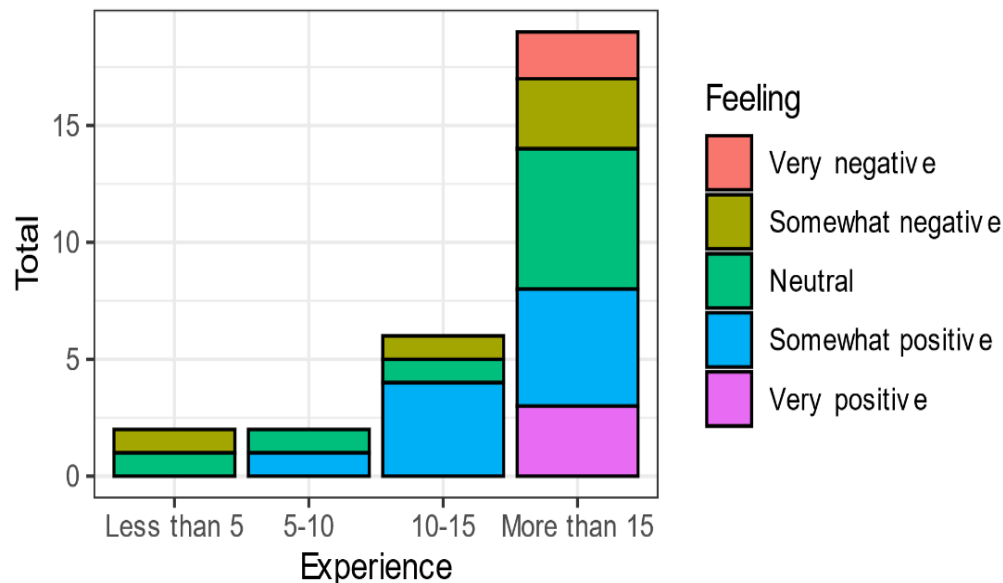
Table 7 outlines teachers' attitude towards code-switching, categorized by their teaching experience. The data, presented as counts, reveals the number of teachers in each experience range expressing different feelings towards code-switching:

**Table 7: Teachers' Attitude Towards Code Switching Vs. Their Teaching Experience**

Feeling	Experience in years			
	Less than 5	5-10	10-15	More than 15
Very negative	0	0	0	1
Somewhat negative	1	0	1	3
Neutral	1	1	1	6
Somewhat positive	0	1	4	5
Very positive	0	0	0	4

According to table 7, novice teachers manifested both a somewhat negative (1) and a neutral (1) sentiment towards code-switching. Within the 5-10 years experience range, a somewhat positive sentiment (1) and a neutral sentiment (1) were apparent. In the cohort with 10-15 years of experience, sentiments varied, encompassing a somewhat negative feeling (1), a neutral feeling (1), and somewhat positive feelings (4). Amongst the most experienced group, those with more than 15 years of experience, the range of sentiments included one teacher with a very negative sentiment, three with a somewhat negative sentiment, six with a neutral sentiment, five with a somewhat positive sentiment, and four with a very positive sentiment.

**Figure 7:** Teachers' Feelings by Their Experience.



The following table presents teachers' opinions on the usefulness of code-switching, categorized by their teaching experience, with data expressed in percentages:

**Table 8:** Teachers' Opinions on The Usefulness of Code Switching Vs. Their Teaching Experience.

Opinion on Usefulness	Experience in years			
	Less than 5	5-10	10-15	More than 15
<b>No</b>	1	0	0	0
<b>Unsure</b>	1	0	2	10
<b>Yes</b>	0	2	4	9

Table 8 reveals that teachers with less than 5 years of experience exhibited a split opinion, with 50.00% being unsure and 50.00% considering code-switching not useful. In the 5-10 years experience range, all teachers expressed the view that code-switching is useful. For educators with 10-15 years of experience, opinions varied, with 33.33% being unsure and 66.67% finding code-switching useful. Among the most experienced group, those with more than 15 years of experience, 52.63% were unsure, while 47.37% acknowledged the usefulness of code-switching. The overall distribution across all experience levels indicates that 51.72% of teachers surveyed recognize the usefulness of code-switching, while 44.83% are uncertain, and 3.45% consider it not useful. This nuanced breakdown underscores the diversity of perspectives among educators based on their respective levels of teaching experience.

**Figure 8:** Teachers' Opinions on Code Switching by Their Experience.

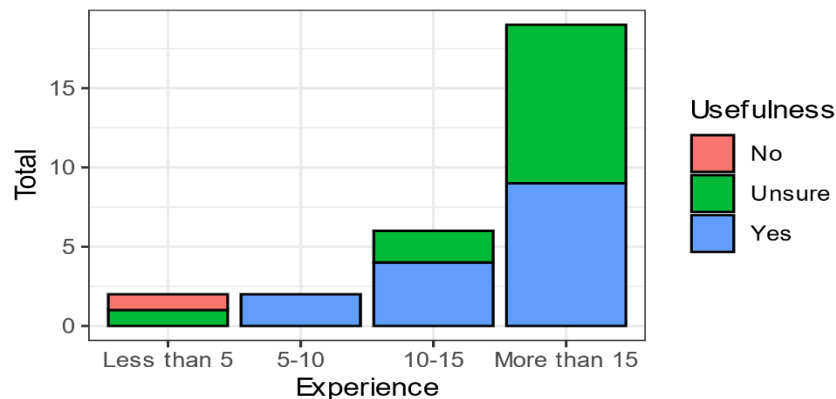


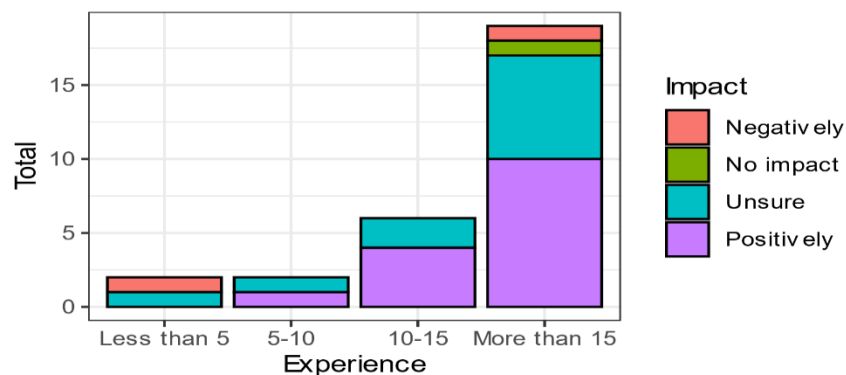
Table 9 illustrates teachers' opinions regarding the impact of code-switching on English as a Foreign Language (EFL) learning, categorized by their teaching experience, with data expressed as percentages:

**Table 9:** Teachers' Opinions on The Impact of Code Switching on EFL Learning Vs. Their Experience.

Opinion on Impact	Experience in years			
	Less than 5	5-10	10-15	More than 15
Negatively	1	0	0	1
No impact	0	0	0	1
Unsure	1	1	2	7
Positively	0	1	4	10

According to table 9, teachers with less than 5 years of experience were evenly split, with 50.00% believing code-switching negatively impacts EFL learning. For the 5-10 years experience range, 50.00% believed it has a positive impact. In the 10-15 years experience range, opinions were diverse, with 33.33% unsure and 66.67% stating a positive impact. Among teachers with more than 15 years of experience, 5.26% believed code-switching negatively impacts EFL learning, 5.26% believed it has no impact, and 52.63% believed it has a positive impact. In total, 37.93% of teachers were unsure about the impact of code-switching, while 51.72% believed it has a positive effect, and 6.90% felt it has a negative impact on EFL learning.

**Figure 9:** Teachers' Opinions on The Impact of Code Switching On EFL Learning Vs. Their Experience.



#### 4.6 Teachers' linguistic background vs. their feelings and opinions on code switching

Table 10 illustrates teachers' attitudes toward code-switching, categorized by their linguistic background, with data expressed as percentages:

**Table10:** Teachers' Attitude Towards Code Switching Vs. Linguistic Background

Feeling	Background	
	Multilingual	Monolingual
Very negative	1 (8.33%)	0
Somewhat negative	2 (16.67%)	3 (17.65%)
Neutral	2 (16.67%)	7 (41.18%)
Somewhat positive	7(58.33%)	3 (17.65%)
Very positive	0	4 (23.53%)

According to table 10, among teachers with a multilingual background, 58.33% expressed somewhat positive feelings towards code-switching, while 16.67% each expressed somewhat negative and neutral feelings. For teachers with a monolingual background, 41.18% expressed neutral feelings, followed by 23.53% with very positive feelings, and 17.65% each with somewhat negative and somewhat positive feelings.

Table 11 provides insights into teachers' opinions on the usefulness of code-switching, categorized by their linguistic background. Results are as follows:

**Table 11:** Teachers' Opinions on The Usefulness of Code Switching Vs. Linguistic Background

Opinion on Usefulness	Background	
	Multilingual	Monolingual
No	1 (8.33%)	0
Unsure	6 (50%)	7 (41.18%)
Yes	5 (41.67%)	10 (58.82%)

Results from table 11 reveals that among teachers with a multilingual background, 50.00% were unsure about the usefulness of code-switching, 41.67% found it useful, and 8.33% considered it not useful. For teachers with a monolingual background, 58.82% found code-switching useful, 41.18% were unsure, and none considered it not useful. The overall distribution across both linguistic backgrounds highlights the varied opinions among educators regarding the usefulness of code-switching in their teaching practices.

Table 12 delineates teachers' opinions on the impact of code-switching on English as a Foreign Language (EFL) learning, categorized by their linguistic background, with data expressed in percentages:

**Table12:** Teachers' Opinions on The Impact of Code Switching on EFL Learning Vs. Linguistic Background

Opinion on Impact	Background	
	Multilingual	Monolingual
Negatively	2 (16.67%)	0
No impact	0	1 (5.88%)
Unsure	5 (41.67%)	6 (35.29%)
Positively	5 (41.67%)	10 (58.82%)

Analysing the percentages, among teachers with a multilingual background, 41.67% were unsure about the impact of code-switching, 16.67% believed it has a negative impact, and 41.67% considered it has a positive impact. For teachers with a monolingual background, 58.82% believed code-switching has a positive impact, 35.29% were unsure, and 5.88% believed it has no impact.

## 5. Discussion of the Results

The empirical examination of the data contradicts the hypothesis positing that EFL teachers with greater teaching experience are less inclined to employ code-switching. The findings of the questionnaire reveal a discernible positive correlation between teaching experience and the use of code-switching in the classroom. Notably, a majority of teachers, particularly those with over 15 years of experience, exhibited a tendency towards code-switching. Additionally, the attitude expressed in the results underscore the diverse attitudes of more experienced teachers, with many expressing a neutral or positive stance towards code-switching.

The data analysis fails to substantiate the hypothesized negative relationship between teaching experience and the likelihood of using code-switching. On the contrary, there is noticeable evidence suggesting that increased teaching



experience is associated with a higher inclination for code-switching in educational settings.

Moreover, the results of the online questionnaire support the conjecture that the frequency of code-switching differs based on the linguistic background of EFL teachers. All teachers with a multilingual background reported the incorporation of code-switching in their pedagogical approaches. Furthermore, findings revealed a nuanced breakdown of the frequency of code-switching in multilingual Algeria and monolingual Poland. The data indicate varying frequencies in both linguistic contexts. The analysis provides support for the hypothesis that the frequency of code-switching is higher in multilingual EFL classrooms in Algeria compared to monolingual EFL classrooms in Poland.

The conclusions drawn from the data analysis support Hypothesis 2 while refuting Hypothesis 1. The use of code-switching appears to be influenced by linguistic background, with teachers from multilingual settings exhibiting higher frequencies. However, the experience of teaching does not emerge as a factor; rather, it is positively associated with an inclination towards code-switching.

## **6. Recommendations and Suggestions**

The intricate interplay between language, teaching experience, and the pedagogical use of code-switching represents a complex ground within the realm of English as a Foreign Language (EFL) instruction. The empirical investigation conducted in this study illuminates noteworthy patterns and trends, shedding light on the influence of both linguistic background and teaching experience on the frequency and attitudes towards code-switching in the instructional setting. The findings underscore a distinct association between a multilingual linguistic background and a heightened propensity for code-switching. Contrarily, the data does not reveal a discernible impact of teaching experience as a mitigating factor, challenging conventional assumptions in the field. As educators continue to navigate the dynamic landscape of language instruction, these results prompt a re-evaluation of prevalent notions and pose implications for pedagogical practices. In light of these insights, it becomes imperative to consider recommendations that can inform instructional strategies and contribute to the ongoing discourse on language education.

Given the observed correlation between a multilingual linguistic background and increased code-switching frequencies, educators should be encouraged to capitalize on the linguistic diversity within their classrooms. Professional development programs could focus on equipping teachers with strategies to effectively integrate code-switching into their instructional methodologies, fostering a more inclusive and communicative language learning environment.

Recognizing the nuanced attitudes and practices surrounding code-switching, educational institutions and teacher training programs should incorporate modules specifically addressing the integration of code-switching in language instruction. This training can empower educators to make informed decisions about when and how to employ code-switching effectively, aligning with the needs of diverse student populations.

Encouraging educators to engage in reflective practices can enhance their awareness of the impact of code-switching on the learning experiences of students. By fostering a culture of self-reflection, teachers can refine their pedagogical approaches, continually adapting to the evolving needs of their students and the broader educational landscape.

Educational institutions should develop inclusive language policies that acknowledge and celebrate linguistic diversity. These policies can provide a framework for the intentional and purposeful use of code-switching, emphasizing its potential benefits in enhancing comprehension, communication, and cultural connections within the language learning environment.

## **7. Conclusion**

In conclusion, the present study, while offering valuable insights into the dynamics of code-switching among EFL teachers, is not without its limitations. The relatively small sample size, comprising 29 participants from two distinct linguistic backgrounds (12 from Algeria and 17 from Poland), inherently restricts the generalizability of the findings. However, even within this confined scope, the study underscores the inevitability of code-switching in language instruction. The nuanced perspectives and practices observed among educators from different linguistic contexts, particularly in multilingual settings, highlight the complex nature of code-switching.

While some scholarly discourse has posited negative impacts of code-switching on foreign language learning, our findings align with a growing body of research that recognizes code-switching as a natural and context-dependent phenomenon. The varied reasons reported by participants, such as clarifying instructions, connecting with students' cultural backgrounds, and explaining complex concepts, reflect the multifaceted nature of code-switching within language education.

It is crucial to acknowledge the limited generalizability of our results, given the specific context of two universities. Therefore, we advocate for caution in extrapolating these findings to broader educational landscapes. To advance our understanding of code-switching in EFL instruction, future research endeavours should prioritize large-scale

studies encompassing diverse linguistic backgrounds, educational institutions, and geographic regions. Such comprehensive investigations would not only enhance the external validity of findings but also contribute to a more nuanced understanding of the role and impact of code-switching on language learning. By embracing the complexity of this linguistic phenomenon, educators and researchers can collaboratively inform pedagogical practices that align with the diverse linguistic realities of contemporary language education.

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