MASTER DISSERTATION

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Investigating The effects Of Code Switching On Increasing EFL Students' Participation And Lecture Comprehension

Case of Second Year EFL Students at MOHAMMED KHIDER

UNIVERSITY

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Declaration of Original Work

I, CHIGA Amani, a graduate student at Mohamed Khider University of Biskra, and author of a Master dissertation entitled: "**Investigating The effects Of Code Switching On Increasing EFL Students' Participation And Lecture Comprehension Case of Second Year EFL Students at MOHAMMED KHIDER UNIVERSITY**"*;* hereby declarethat this research work supervised by Dr. BENIDIR Samira is my own original work, and has never been previously presented, published, or submitted for any academic institution or university for any degree.

Certified,

Miss CHIGA Amani

Dedication

This work is dedicated to:

My family, andmy friends.

Thanks for your love, support, and encouragement.

Amani

Acknowledgement

As always, I would like to express the most gratitude and praise to God for his help, affection and generosity in completing this work.

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Abstract

The present study aims at shading light on code switching.It investigates the effect of English, French, Arabic, and Tamazight code switching on EFL students participation and lecture comprehension. Second LMD students at Biskra in the department of English are chosen to work on.This work is divided into four parts. The first and second parts are theoretical; the third one is on the methodology while the last part is about data analysis and interpretation. To carry out this investigation we collect the mixed method research approaches, we also used a questionnaire and an observation as the main data collection methods. Therefore, the analysis of the data collected methods reveals that code switching enhances the development of EFL learner's participation and lecture comprehension.

Keywords: code switching, participation, lecture comprehension, EFL learners

Lists of abbreviations Acronyms

CS: code switching

EFL: English foreign language

LC: lecture comprehension

RC: reading comprehension

SC: listening comprehension

FGD: focus group discussion

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General Introduction

General introduction

Language is the means by which human beings express themselves, their ideas, feelings, and their beliefs. These languages differ from one speech community to another one. Moreover, the branch concerned with this differences and variations is called sociolinguistics. "Sociolinguistics is the study of the connection between language and society and the way people use language in different social situations".(Eble, 2005, p.147).

However, in many societies people use different languages due to colonization, economic and cultural exchange, and immigration. This variety of languages leads to bilingual communities that use certain strategies to make communication more effective and meaningful. One of those strategies is "code switching". Milroy and Muysken (1995, p. 269) stated that code-switching is "the alternative use by bilinguals of two or more languages in the same conversation". As well the bilingual speaker has the ability to use multiple elements of different languages in only one utterance.

In Algeria, and as a consequence of colonization and immigration, native languages spoken by inhabitants are mostly Arabic, Tamazight and French. People are generally speaking Tamazight including its dialects (Kabylian, Chaoui, Mezabian and Targui) within the realm of their families and relatives. Also, Arabic language with its dialect (Dardja) is widely spoken by most Algerians. Yet, French Language is still an official language and many government institutions and education centers use it. Code switching in Algeria is an apparent practice among most inhabitants and is clearly seen in almost every day conversation (Essayahi&Kerras, 2016). In EFL classrooms, code switching and code mixing characterize communication among most teachers and students because of its effectiveness in addressing the potential communicative and comprehension problems, which may arise from thelearner's limited language proficiency and the individual leaner's linguistic background (Cook 2001,

Ellis &Shintani, 2013). However, researchers and teachers as well, generally believe that appropriate language acquisition advocates the maximum use of target language and downgrading the use of native language.This variation makes students shift from one language to another in the same conversation under some linguistic conditions. The complicated bilingual situation in Algeria have been studied by a number of researchers (Mami 2013, Essayahi&Kerras, 2016) but not profoundly in the context of EFL classroom.

This work is desired to investigate the effects of using code switching and shifting from one language to a different one on EFL students' participation and lecture comprehension.

1) Statement of the problem

  Algeria is known for its sociolinguistics diversity : Arabic (Algerian Arabic), French, Tamazighet, and English. As a result of 130 years of French colonization French became the second language in Algeria, and Algerians speak it fluently. They easily shift from Arabic to use French words when speaking.

Many scholars and researchers advocate that EFL teachers and students use only L2 inside and outside the classroom (Ellis 1984, Chaudron 1988, Lightbown 2001) in order to create a simulating learning environment that focus on the language being learnt. However in a cultural environment characterized by bilingualism where most students as well as teachers speak more than one language, it is evident that there might happen to switch from the target language to another one due to interaction and to facilitate understanding. Mostly, code switching is considered as a deficiency and a hindrance of language formality that manifests lack of knowledge and incompetency especially the overreliance. Despite the fact of its negative downsides, many recent studies reveal that code switching may hold some positive features in EFL classrooms. Researchers believe that code switching can give more freedom to interact and clearly facilitate understanding. In the current study, the problem of code

switching is clearly noticeable inside and outside the boundaries of educational institutions. Thus, this study is truly of a great vulnerability to pin point the controversial disagreement about the existing phenomenon.

This study will help to detect how EFL students' can shift from their native language (Arabic) to two foreign languages (French and English) in the same discourse.

2) Aim of the study

The general aim of this study is to investigate the effect of code switching on EFL students' participation and lecture comprehension. In the light of the general aim stated above, some specific aims can be mentioned as follows:

1. Showing the different causes that lead EFL students and teachers to code switch from L2 to other languages (French, Arabic).

2. Shedding light on the different topics and/ or skills(Listening, speaking, reading and writing) which push students to code switch inside the classroom.

3. Discover the positive and negative impact of code switching on students' participation and lecture comprehension.

3) Research questions

In Algerian EFL classrooms, students usually code switch for many purposes especially for learning objectives but sometimes there is an occasion where they use code switching unconsciously. Even though it is performed unconsciously, it can be beneficial in the language-learning environment. This research aims at answering the following questions:

1.   Why do EFL students code switch from one language to another when participating inside classroom?

2.   What are the effects of code switching on EFL students' lecture comprehension?

4) Research hypothesis

We propose the following hypothesize:

H1: Students shift from their mother tongue to a foreign language when participating in order to be more understood.

H2: Code switching helps EFL students to improve their level in lecture comprehension.

5) Significance of the Study

This study, in the first place, will frame a general portray about language in contact and its outcomes, with an emphasis on Code-switching. Moreover, it will shed the light on the existing practice of teaching and learning of English Language inside classrooms and manifesting the pertinent contextual and sociolinguistic feature of the bilingual Algerian society and its multidimensional culture thus to generate an in-depth image of how students participation and language acquisition can be affected by mixing codes inside EFL classrooms. Also it raises the awareness of the factual code-switching results either on the level of fluency or cultural recognition or at the social effects level.

6) Research Methodology and research tools

Research methodology is defined by Leedy & Ormrod (2001, p. 165) as "the general approach the researcher takes in carrying out the research project". It is the specific procedures or techniques used to identify, select, process, and analyze information about a topic. In a research paper, the methodology section allows the reader to critically evaluate a study's overall validity and reliability. The methodology section answers two main questions: How was the data collected or generated? How was it analyzed?

However, the research approach is a plan of action that gives direction to conduct research systematically and efficiently. There are three main research approaches as (Creswell 2009):

i) quantitative (structured) approach, ii) qualitative (unstructured) approach, and iii) mixed methods research.

The research design, also called strategies includes qualitative, quantitative, and a mixed method research designs. The qualitative research design is used to gain insight; explore the depth, richness, and complexity inherent in the phenomenon; whereas the quantitative one is mainly used to test relationships, describe, examine cause and effect relations.

In this vein, the current study is an exploratory descriptive research in nature since the major aim is to explore the effect of code switching phenomenon on EFL students' comprehension and participation inside classroom.First a classroom observation and a focus group discussion is held to set the boundaries of the research and to pin point the existing problem.

In order to collect data, some instruments and tools are used depending on the requirements of the research. After that, this research will adopt a mixed method approach using both quantitative and qualitative tools. A questionnaire of both close and open-ended questions have been chosen to be the instruments that attempt to answer the raised research questions and will be administered to EFL students at English Division. Gathered data will be quantified and coded then the research question will be answered and the hypothesis will be either confirmed or disconfirmed. The dissertation ends with a general conclusion.

In order to check the effects of code switching on the comprehension of lectures, a classroom observation will be conducted with 2nd year students at Mohamed Khieder University of Biskra. The observation will be done through a checklist where elements that answer the first research question will be taken into account.

The targeted population to conduct this study is second year English students studying at the University of Biskra. Since students at this division speak different languages (Arabic, French, Tamazight, and English) and have a variety of mother tongues (Arabic/Tamazight), the phenomenon of code switching will probably be frequent at this level.

The number of second year English students is large, and the possibility to conduct a research about the whole population is excluded. For this reason, a one group sample will be chosen to be under treatment.

8) Structure of the Dissertation

The present dissertation is composed of two parts; theoretical and practical. Starting by the general introduction, the theoretical part involves the first and second chapters. The first chapter is divided into two sections. The first one tackles the sociolinguistic feature and main definitions of the concept "code-switching". In addition, it discusses its types and positive and negative role that code-switching serves in the conversation. Furthermore, it sheds lights on the factors that motivate the use of code switching and finally the theories that investigate such factors. The second section presents the main elements for Participation and the comprehension. Furthermore, it discusses the emergence of code switching in the virtual world as linguistic. Finally, the general conclusion summarizes the whole word

Chapter one
Code witching

Introduction

This chapter aims to report some definitions of code switching which is a widespread phenomenon in bilingual speech. Furthermore, the word code switching appeared the first time by the 1970's in the literature of sociolinguistics; it attracted the attention of several researchers from different broad disciplines and different theoretical views employing various levels of analysis such as psychology, linguistics, anthropology, and sociolinguistics.

However, since all these interdisciplinary perspectives are used for the inquiry of CS, it is not surprising that there is no consensus among researchers as to what CS is, and what it refers to. In other words, there is no clear-cut definition and related terminology to this phenomenon.

In addition, the ample researches and literature on CS from various fields of investigation make it impossible to include all CS linguistic characters within a single study and it is even hard to give a complete review of all the literature. This study deals mainly with the socio-pragmatic dimension of CS. Nonetheless, a brief overview of the structural aspects is obligatory in order to understand better the origins and emergence of CS. Therefore, in the present research work the effective overview of the study of CS is a sociolinguistic one.

CS is, then, seen not only as an informal means but also as a way to study, maintain and analyze social group borders and identifications. consequently, bilinguals or may shift from one code to another, either consciously or subconsciously, to attain their own linguistic or social aims within certain situations and especially when conditioned by social items such as context, age, gender, and level of education.

This chapter starts, first, with stating many definitions for the term CS which are suggested by scholars, and then it provides the different types of CS. As well as the reasons and functions of this phenomenon are also included. The literature review of the works of CS which have

been most important in the study of language contact phenomena and it distinguishes this phenomenon from others, namely borrowing.

In many societies, people speak more than one language and may be more than one dialect of a language. As far as dialects and languages are concerned, they can be related with separate social groups; this means that not everyone has require of all the codes in use and not all people use the codes he or she knows with the same frequency. That is, not everyone in the community has complete command of all the varieties in the community's linguistic repertoire, and not everyone uses the varieties with the same frequency.

Finally, Algeria like any other Arab countries is characterized by the existence of various sociolinguistics phenomenon because of the several languages and the various varieties that are spoken and used by Algerians and the contact between them. Code switching is one of the features that is well observed and highly used among Algerians compared to other Arab speakers; i.e., if one stranger comes to Algeria and notices what an Algerian repertoire could consist of, he or she would be amazed of the linguistic diversity in this country. In fact, many languages and varieties are dominant in Algeria; this co existence of genetically unrelated languages makes Algeria a bilingual and even multilingual community.

1. Definition of Code Switching

Many definitions of code switching have been proposed, these definitions differ according to the invoked field of study. In addition, Hans Vogt (1954) is the first scholar who uses this term in his article "language contacts".

According to Gardner-Chloros, it is important to understand the term "code" in order to define the CS. She claims (2009, p. 11):"code is understood as a neutral umbrella term for

languages, dialects, styles/registers, etc", she also describes that the term CS may refer to a variation between languages, dialects, and styles while code is used to coverall the previous.

While Gemperz's (1982, p. 59) defines code switching as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems of subsystems." Other researchers view that within the same conversation, interlocutors shift from one language or language variety to another. Myers-Scotton (1993, p. 1) argue that CS includes "alternations of linguistic varieties within the same conversation". Beside, Milroy and Muysken state (1995, p. 7):"CS occurs when bilinguals alternate, in the same conversation, between languages".

A broad definition to this term is suggested by Poplack (1980, p. 200) as "the alternation of two languages within a single discourse, sentence, or constituent". Though, Duran (1994, p.03) agrees that CS "implies some degree of competence in the two languages even if bilingual fluency is not yet stable". Nonetheless, Valdés-Fallis (1978) argues that switching from one language to another in the same sentence, or in the same conversation is seen as deficiency and less proficiency.

Halmari (2004, p.115) defines CS as "the mixing of two or more languages within the same conversational episode". Yet, Gal (1988) presents CS as a strategy to establish kind of relationships. CS occurs in bilingual societies, where people use more than one language to communicate.

On the other hand, 'code mixing', 'code shifting', 'language alternation', 'language mixture 'and' language switching' refer to code switching (Benson, 2001).

The general definition of CS is given by Myers-Scotton's (2001, p. 239) "the useof two languages varieties in the same conversation",code switching refers to the ability to use two languages or more in a sentence or a discourse.

2. Types of code switching

Several researchers have attempted to provide a typological framework that accounts for thephenomenon of CS. Blom and Gumperz (1972), claim that there are two typesof CS: situational and metaphorical. Poplack (1998), from another viewpoint, proposed a well-known framework that identifies three different types of switching which are tag-switching, inter-sentential and intra-sentential.

2.1. Inter-Sentential

Eldin (2014) and MacSwan (1999) show that since inter-sentential CS takes place within the same sentence or between speaker turns, it entails fluency in both languages such that a speaker is able to follow the rules of the two languages.An example of inter-sentential CS between Malay and English is provided below:

e.g. Itula. Mama dah agak dah. Adiknidemamni. Pity you. Your voice is also different already.

Translation: That's why. I knew it. You are having a fever. Pity you. Your voice sounds different(Stapa& Khan, 2016).

In addition, Intersentential (or inter-sentential) code switching refers to a type of CS:the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language (e.g. Appel & Muysken 2006, p.118).

It is to code switch on the boundaries of the sentence where the first clause is in a language whereas the second clause is in a different one.

2.2. Intra-Sentential

According to Poplack (1980), intra-sentential CS is possibly the most complex type among the three, as it can occur at clausal, sentential or even word level.Poplack'spapers title is the best example to cite here:e.g. Sometimes I'll Start a Sentence in English Y termino en espanol.

Translation: Sometimes I'll Start a Sentence in English and finish it in Spanish (Cakrawarti, 2011).

It is a type of code switching in which alternation occurs between two languages in a single discourse, the switching occurs within the same clause or sentence.

2.3. Extra-Sentential or Tag Switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that isotherwise entirely in another language. This type of CS occurs the most easily for the reasonbeing that tags typically contain minimal syntactic restrictions; thus,they do not break syntacticrules when inserted into a sentence that is given in the L1(Hamers & Blanc, 2000).Tags include interjections, fillers and idiomatic expressions. Examples of common English tags are "youknow", "I mean" and "right".

This type is the switching of either a single word or a tag phrase (or both) from one language to another.It involves the insertion of a tag from one language into an utterance in another language.

2.4. Situational Code-switching

The former can be influenced by situation change in a conversation or discourse such as the change of participant, topic or setting, i.e., it varies depending on the situation in which bilinguals are involved. On the other hand, the latter refers to the conversational where CS

may also change within a conversation to assist conversational acts such as request, refusal, complaint or apology.

Wardhaugh's work (2006), states that situational CS occurs when the languages used change according to the situations where the bilinguals decide to do so. They speak one language in one situation and another in a different setting. No topic change is involved. He adds that speakers may change the code according to the situation, i.e., serious to humorous, official to personal, formal to informal, and politeness to solidarity.

In the situational code switching, the code switcher switch from one language to another according to the situation.

2.5. Metaphorical code-switching

For Wardhaugh (2006), metaphorical CS occurs when the speakers codeswitch to show their identities or a change of relations in the roles of the participants in the conversation. He argues that metaphorical switching is influenced by the topics of the conversation, not by the social situation. He also explains that metaphorical CS has an affective dimension.

Blom and Gumperz describe interactionsbetween clerks and residents in the community administration office whereingreetings take place in the local dialect, but business is transacted in the standard.

> In neither of these cases is there any significant change indefinition of
> participants' mutual rights and obligations. … Thechoice of either (R) or (B)…
> generates meanings which are quitesimilar to those conveyed by the alternation
> between *ty* and *vy* inthe examples from Russian literature cited by Friedrich
> [1972]. Wewill use the term *metaphorical switching* for this phenomenon.[Blom
> and Gumperz 1972, p.425]

Blom and Gumperz propose that the use of local (R) sentences in a standard (B)conversation imply to other social events in which the members may have been involved.

3.   Reasons of code switching

In bilingual communities, code switching is a widespread phenomenon in which speakers use alternately two languages, their mother language (L1) and the second language (L2) in all domains. Khnert, Yim, Nett, Kan, and Duran (2005) state that code-switching is an effective communication mode available to proficient bilingual speakers for interactions with other individuals who share both languages.

However, it is not always the case where each distinct language is exclusively used in one particular domain. Instead, what tends to happen is that a mixture of the two languages in question is used (Celik, 2003). Grumperz (1982) notes that when bilinguals are made aware of their mixed speech, they blame a "lapse of attention" for their "poor" linguistic performance and promise improvement by the elimination of language mixing and switching.

When bilinguals switch two languages, there might be reasons for code-switching. Grosjean (1982) suggests some reasons for code-switching. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Furthermore; according to Grosjean (1982), code-switching can also be used for other reasons, such as quoting what someone has said, specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person), qualifying that has been said, or talking about past events. On the basis of a number of factors such as with whom (participants: their backgrounds and relationships), about what (topic, content), and when and where a speech act occurs, bilinguals make their language choice (Bhatia & Ritchie, 2004).

Spolsky (1998, p. 49) also summarizes some reasons that lead bilinguals to codeswitch:

> For a bilingual, shifting for convenience [choosing the available word or phrase on the basis of easy availability] is commonly related to topics. Showing the effect of domain differences, a speaker's vocabulary will develop differentially for different topics in the two languages. Thus, speakers of a language who have received advanced education in a professional field in a second language will usually not be able have the terms in their native language.

However, the movement from one country to another, globalization, and social media are also factors that motivate people to switch code.

4. Functions of code switching

Different definitions have been given to code switching and many writers and linguists agree that the term is still ambiguous but we can clearly observe from the different views that code switching refers to the process of shifting between two languages or dialects by bilingual or multilingual speakers in the same conversation or within the same speech (Garden, 2009).

Many researchers have been asking: what are the functions of code switching in bilingual discourse, why does the pattern of switching occur, and what is the reason behind it?In this sense, Bullock and Toribio 2010 say:

> …it merits pointing out that not all language alternations in bilingual speech do signal a particular communicative intent or purpose: for many bilinguals, code-switching merely represents another way of speaking; that is, some bilinguals' code-switch simply because they can and often times may not be aware that they have done so. (p. 11)

Moreover, Appel and Mysken (2006) used Jakobson's (1990) and Halliday's (1964) concept of functional specialization to come up with six main functions of code switching:

1. **The referential function**: code switching occurs because of the lack of knowledge or register of one language or lack of facility in that language. Therefore, bilingual speakers shift between languages when they do not have the appropriate word in one language or when they do not find the suitable concept to convey the message because sometimes there are no similar words in languages.

2. **Directive function:** it is a participant- related function and its goal is to include or exclude someone from a conversation by using a familiar or unfamiliar language as a sign to that person.

3. **Expressive function:** in this case, speakers tend to use more than one language in a conversation in order to express their "mixed identity" as stated by Poplack (1980). Code switching in this regard is made for social reasons. People code switch to create a sense of belonging, to express personal emotions such as anger, sadness and to express opinion and attitudes. In his study of Chinese/ English code switching in Taiwan, Chen (1996) states that:

No matter what role-relationship is involved, the people in my study all use code switching to perform the expressive function of emotional release, particularly for tension relief or the unburdening of pent-up feeling. They insert English swear words, English words that are Taboo in Chinese in that context, and English words of affection (e.g. love, flattering), in Chinese-dominant interactions in order to express emotional passion….and to relieve tension in other situations characterized by anger, fear, surprise and frustration. English is used as a neutral code in these situations to express emotions and true feelings while avoiding the negative connotations of those words or phrases in Chinese. The use of English in Chinese- based interactions for these functions is due to the fact that Chinese social values stress modesty in behavior. (p.271)

4. **Phatic function**: also known as the metaphorical function, in which code switching is used in order to demonstrate or highlight a change of the tone or to focus on important parts in the conversation.

5. **Metalinguistic function:** it involves speakers making direct or indirect comments on another language in order to impress and attract the attention of other participants as having linguistic skills.

6. **Poetic function:** it involves switched words, puns and jokes in order to amuse or to entertain the speakers. People in such a case code switch to quote something said by others or to crack jokes.

In addition, many researchers such as Beebe (1981), Gal (1978), Milroy (1987), claim that the primary function of code switching is to create a linguistic solidarity and to build an identity among members of a bilingual community.Bailey (2002, p.77) points out that "the ease with such categories can be created- and discrepancies between the code switching taxonomies at which researchers have arrived –hint at theepistemological problems of such taxonomies."

Code switching is seen to perform several functions in the use of language our real life situations(Zentella, 1985). Johnson (2000) as cited in *Introduction to Linguistics* by M. Maniruzzaman, defines fivetypes of functions: (1) for concealing fluency or memory problems in the second/foreign language; (2) tomark switching from informal situations to formal situations by using a second/foreign language; (3) toexert and exercise control, especially between parents and children; (4) to align speakers with others inspecific situations; and (5) to announce specific identities, create certain meanings, and facilitateparticular interpersonal relationship. Appel and Muysken (1987) suggest code switchingpossesses five distinctive functions, namely, (1) referential, (2) directive, (3) expressive, (4) phatic and(5) metalinguistic .Malik (1994) discussed the

communicativefunctions of code switching as the lack of facility, lack of register, mood of the speaker, emphasizing apoint, habitual experience, semantic significance, showing identity with a group, addressing a differentaudience, pragmatic reasons, to attract attention, etc.

5. Code switching and other linguistics phenomenon

CS, code mixing and borrowings, considered as communicative strategies, are widespread in bilingual communities and studied mainly in relation to the degree of proficiency in bilingualism. Although Eastman (1992, p. 1) notes that urban language contact studies do not distinguish code mixing, CS, and borrowing, other scholars state that not all cases of alternation of languages are cases of CS. Accordingly, some researchers have tried to distinguish CS from other language contact phenomena, such as code mixing and borrowing, to show what exactly CS is, and which chunks of words should be considered as CS. First, we start by the distinction between CS and code mixing then between CS and borrowing.

5.1. Code switching vs. code mixing

Code-Switching which is the alternation between languages and code-mixing which is the use of languages together are well known traits of the bilingual speech in the human society all over the world (Ayeomoni, 2006, p.90).

 However, we observe a clear cut difference between both code-switching and code mixing where the motivation for code-switching is to begin a new conversation for a given discourse. However, the switching patterns at discourse markers are studied in bi/multilingual discourses using other languages but they do not focus –generally- on this point because they do not employ "discourse marker's" term (Wei, 1998, p. 156).

On the other hand, it is seen that code-mixing occurs when a bilingual speaker does not find an equivalent of a word from the second language in the first language within the same

conversation (seems as borrowing to some extent). The phenomenon which is called code-mixing involves –in bilingual or immigrant communities- the use of words from first language in the utterances from second language; it is used as a technique for teaching vocabulary. "It was found that using codemixing to introduce new vocabulary can be an efficient and effective method".

Thus, the study appears to show the positive correlation between code-switching and codemixing with the educational attainment of individuals. So, both phenomena have their merits as well as demerits in their users' repertoire and only English teachers who hope to devise demerits from adversely affecting of the child's language acquisition process.

In addition, Hudson (1999, p.53) defines code mixing as ―a kind of linguistic cocktail- a few words of one language, then a few words of the other, then back to the first for a few more words and so on‖. In fact, some scholars like Kachru (1983), Halmari (1997), Bokamba (1988), Sridhar and Sridhar (1980), Muysken (2000), Bhatia (1992) and Poplack (1980) treat these phenomena as distinct processes. Some other scholars like Eastman (1992) and Scotton (1992), however, consider that there is no distinction between them.

In other words, there are different views about those two terms. Some linguists use these terms interchangeably while others use CS as the cover term to refer to these two phenomena.

5.2. Code switching vs. borrowing

Another distinction is of great importance in addition to the previous one, made between CS and borrowing. Several linguists have also proved that both are very distinct, although they are often debated as having similarities. Distinguishing CS from borrowing is still an obstacle in any research. Accordingly, Eastman (1992, p.1) argues that we ―free ourselves of the need to categorize any instance of seemingly non-native material in language as a

borrowing or a switch. A lot of studies reported no distinction to be made between borrowing and CS since it is a difficult enterprise, (Romaine 1995).

In fact, the question of where to draw the line between these two terms has not been answered. The debate is still going on and there is no consensus on such a distinction. The question raised is which of the foreign words in code switched utterances constitute CS as such and which ones constitute lexical borrowing. This issue can go back to what Weinreich, Labov, and Herzog (1968) called transition problem as they think that language change is a diachronic process, and one cannot really determine at what point in time a particular lexical item gained the status of a loanword in the recipient language, in addition to this, it is even more difficult to study variation synchronically.

Hence, contrariwise to other language contact phenomena, borrowing refers to the items from one language, being part of another language system by being integrated phonologically, morphologically, and even syntactically. Moreover, Poplack & Meechan (1995, p.2000) establish a continuum of lexical borrowing on one scale where loan words typically show full linguistic integration, native-language synonym displacement, and widespread diffusion even among recipient-language monolinguals. Paradoxically, the other scale is for nonce borrowings which are integrated at the phonological, morphological, and syntactical level without widespread acceptance in the speech community. According to them, single-item insertion is borrowing and should be differentiated from longer amounts of switches, which are regarded as CS. These scholars suggest that if a lexical item is morph-syntactically integrated into the recipient language, it is a case of lexical borrowing. If not, itIs a case of CS.

On the other hand, Gumperz (1982) studies CS from an interactional perspective and describes the use of multiple languages in the same interaction as a communicative resource'rather than a communicative deficit'(Gumperz, 1982: 89; Shin & Milroy, 2000,

p.352). He claims that the borrowing phenomenon happens at word and clause level and requires the morphological and syntactic rules of another language while CS occurs at syntax level and involves sentence fragment that belongs to one language.

Sankoff and Poplack (1981, p. 5) mention the point where CS can occur, as they say:"A switch may not occur between a bound morpheme and a lexical item unless the latter has been phonologically integrated into the language of the bound morpheme". Poplack (1981) notices that when items are phonologically integrated into the language of the bound morpheme they are considered as borrowings, and not as CS items. Poplack (1980) used in the analysis the criterion of *frequency* to distinguish borrowings from switch items. She defines switches as linguistically uninterested, unlike borrowings and hypothesizes that borrowings will be more frequent in use than switches. Later on, she (2000) asserts that it is important to bear in mind that CS is not equal to lexical borrowing, although both are manifestations of language contact. On the other hand, Myers-Scotton shares the same opinion with Poplack and sets out that borrowings may differ from switches in terms of their degree of frequency in the recipient language, but this is a hypothesis for her, unlike Poplack, rather than a way to define the difference between the two concepts. Myers-Scotton (1993b) focuses on frequency as the single best criterion to link borrowed forms more closely with the recipient language mental lexicon.

Therefore, though both of them share some similarities, they disagree on the way of defining and hypothesizing on the two categories. In other words, what is considered as a definition for Poplack is a hypothesis for Myers-Scotton and what is considered as a hypothesis for Poplack is a definition for Myers-Scotton. Myers-Scotton (1993) adds that CS essentially involves bilingualism while borrowing does not. She explains this, especially with reference to the single insertions. Her claim is that if a lexical element is inserted and carries aspecific social

meaning which remains available to the bilingual register only, then it should be classified as a CS lexical element.

Myers-Scotton (1992, 1993a) argues that morph syntactic integration differentiates between CS and borrowing since according to her the two linguistic phenomena are universally related processes and both concepts can be part of a single continuum. She shares the same opinion with Haugen's (1956, p.373) comment: borrowing always goes beyond the actual needs' of language, she then adds that a distinction need not be made and draws a distinction between what she calls ‗cultural borrowings' and ‗core borrowings'. The former refers to those new lexical elements brought abruptly to the culture of the base language, and which can be used even by monolinguals. However, the latter refers to words that already have an equivalent in the recipient language and, as opposed to cultural borrowing, they penetrate gradually. (Myers-Scotton, 2002, p. 41).

Moreover, she argues that not all established borrowings actually occur due to the perceived absence of an equivalent term in the recipient language and she rejects the idea of those researchers (e.g., Sridhar & Sridhar, 1980; Bentahila & Davies, 1983) who argued that one of the main characteristics of borrowed items is to fill lexical gaps in the recipient language.

Bentahila and Davies (1983) suggest two criteria for distinguishing CS from borrowing. First, borrowing can be used by both monolinguals and bilinguals since borrowed items have become part of the lexicon of the recipient language, whereas, CS occurs only in the speech of bilinguals. Second, borrowing requires both phonological and morphological adaptation of the lexical items into the recipient language while CS does not. However, this criterion has been criticised since other works have shown that switched elements can have a phonological and morphological adaptation into the base language (cf Pfaff 1979, Bentahila and Davies 1983, Obiamalu and Mbagwu 2007). In addition to the aforementioned criteria for the distinction

between borrowing and CS, Haugen (1956, p. 40), tried earlier to differentiate between the two concepts and described borrowing as the regular use of material from one language in another so that there is no longer either switch or overlapping except in a historical sense‖. However, he describes CS as a situation where a bilingual introduces a completely unassimilated word from another language into his speech.

In fact, the distinction between CS and borrowing, especially between single word switches on the one hand, and loanwords on the other, is not always clear. Muysken (1995, p.189) refers to borrowing as the incorporation of lexical elements from one language in the lexicon of another language. According to him (1995, p. 190), the process contains three levels which can be distinguished. Firstly, a fluent bilingual spontaneously inserts a lexical element X from language A into a sentence in language B. Through time, the insertion of lexical element X becomes frequently used in a speech community and then the so-called conventionalized CS occurs (Muysken 1995, p.190). Thirdly, X becomes adapted phonologically, morphologically and syntactically to the rules of language B and is fully integrated into the lexicon being recognized as a lexical element of language B by all speakers.

Another category of borrowing, according to Poplack (1990) is nonce borrowing; where an element, single lexical items or bound morphemes, fromone language to the other is integrated syntactically, morphologically but not necessarily phonologically.

Therefore, Poplack, Sankoff and Miller (1988) try to distinguish between two types of borrowing, specifically established loans and nonce loans, both being different from single word code switches. The former differs from the latter in being restricted to a single speaker in a specific context, and not necessarily recognisable by monolingual speakers (cf. also Sankoff, Poplack and Vanniarajan 1990). In other words, nonce borrowings do not require a widespread and recurrent use in the recipient language as opposed to established borrowings.

According to Poplack et al. (1988, p. 93), both established and nonce borrowings involve a lexical item from language A occurring in language B, and fundamentally submitting to the morphological and syntactic rules of language B. Single word CS, on the other hand, occurs when each monolingual fragment is lexically, morphologically, and syntactically grammatical in that language. Such a distinction, however, may be difficult to apply in certain cases, such as when the morphological and syntactic rules of the two languages overlap. Nonetheless, the assumption that CS involves two grammars, whereas borrowing only involves one (Poplack et al. 1988, p. 93), remains a useful distinction.

In the same line of thoughts, Holmes (2001, p. 42) mentions that: "Borrowed words are usually adapted to the speaker's first language. They are pronounced and used grammatically as if they were part of the speaker's first language. Another way to differentiate between the two phenomena is that lexical borrowing is related to the question of how bilinguals manage two grammars, as they must when switching languages intrasententially". Gardner-Chloros (2008, p. 60) states that "it is the nature of the sociolinguistic contact which prevails at the time when an element is switched or borrowed which determines in what manner it is adapted or altered".

Later on, he (2009, p. 73) adds: "The researcher transcribing and analyzing code-switched data therefore inevitably has to face the problem of drawing the line between the two categories". Accordingly, to draw a distinction between CS and borrowing, Poplack (1980) explains definitely that CS and borrowing are considered as two different phenomena, based on different mechanisms, whereas Muysken (2000) considers single-item insertion, and multiple-item alternation, occurrences as two forms of CS.

6. Sociolinguistic factors affecting Code Switching

A broad variety of outcomes appear when more than one language or varieties of a language are used in a special speech community, as is the case of our society where Arabic and its

dialects, Tamazigh and its dialects and French are used on a daily basis and to various extents, depending on regions, categories and individuals. The co-existence of these codes has ledto prevalent phenomena in the society: diglossia, bilingualism, and multilingualism, which in turn result in various types of codeswitching.

6.1. Diglossia

In order to illustrate the situation found in areas like Greece, the Arab speaking countries and German Speaking Switzerland, Charles Ferguson (1959) introduce the term "diglossia".

In all these communities, there are two diversities sufficiently distinct for lay people to call them "Separate Languages" of which one is only used in academic and popular occasions while the other is used by everybody under normal every day incidents (situations). The two varieties are normally called: high (H) standard (Variety) and the low (L) Vernacular (Variety) everyday language including all dialects.

Holmes (2001) describes the situation in Eggenwil1, where the pattern of variety choice or code exists, with "diglossia". According to Holmes, diglossia has three different "crucial" features:

1-In the same community, two distinct varieties are used with one as (H) and another as (L) variety.

2-The two are used in the different position –functions-; they complement each other.

3-And that the high variety is not used in every day conversation. He adds that the situation in this place fits these three features perfectly.

According to Ferguson (1959), diglossia is a language situation in which two markedly divergent varieties co-exist. There is a highly codified, often grammatically more complex variety, the vehicle of a large and respected literature which is learnt largely by formal education and is used for most written and formal spoken purposes but is not used for ordinary conversation.

The functional distinction between 'H' and 'L' is generally clear –cut. 'H' is used in such context as lectures, speeches, and news broadcasts; it is a language that has to be taught in schools. 'L' is used in every day conversation and other informal contexts. 'H' and 'L' display differences in grammar, vocabulary, and phonology. According to Holmes (2001, p.28), the two varieties are related linguistically while the relationship is closer in some cases rather than others. For instance, the differences in pronunciation, "the sounds of Swiss German are quite different from those of Standard German, while Greek Katharévousa is much closer to Dhimotiki in its pronunciation."

Diglossia is the situation where two languages in one area are treated differently one as a high variety, and the other as low variety.

6.2. Bilingualism

The term bilingualism is much used in most topics which deal directly with language and society because it is relevant to the study of language change and language variation (Codeswitching). If we look for the different dictionaries, all of them give unique information: "a bilingual is the one who uses two languages."

As well, it is defined differently by scholars in a continuum ranging from of Macnamara's (1967a) extreme position, arguing that a bilingual is someone who has at his disposal a minimal competence in one of the four language skills, listening comprehension, speaking, reading and writing, in a foreign language. The other extreme description is reflected in Bloomfield's view that, as cited in Hamers and Blanc (2000, p. 6), the bilingual should have " native-like control of two languages" (1935, p. 56). Between these two extremes, there is a whole array of definitions as bilingualism is considered as "the practice of alternately using two languages", Weinreich (1953, p.5). Others like Mackey (1957, p.51) defined it as "…the alternate use of two or more languages by the same individual…" . Haugen (1981, p. 74), too, stated that bilingualism is the knowledge of two languages".

According to Li Wei (2000), bilingualism is limited for a few members of the same society (or community) who live in a monolingual and uncultured way. In fact, people from the world use routinely two or three languages especially in their work and with families; others – sometimes- use irregular languages more than their native language.

Tourists who successfully communicate phrases and ideas while not fluent in a language may be seen as bilingual. According to Kaouache (2008, p.36), people from different areas in the world think that using more than one language with various factors is a natural way of life and these factors will decide in a given occasion which language will be spoken. Thus, the world will be considered as either bilingual or multilingual by using two or more languages within different out groups.

In brief, bilingualism measurement is not an easy issue since anyevidence, satisfactory methods and techniques are used. However, all these definitions may be disputed on the basis that they provide less significance on the degree of the mastery of the two languages in use. Consequently, the competence and mastery of languages differ from one speaker to another as described below:

Active bilinguals*:* the ones with the ability to understand, speak, read and write both languages.

Passive bilinguals*:* the ones with the exclusive ability to understand both languages.(Benguedda .2010).

6.3. Multilingualism

It is not of less importance than the previous point; the two sociolinguistic concepts are related to each other in some cases. It is observed that monolingual speech communities or even monolingual countries are rare "not all of the countries in the world- to find because the

majority of the other speech communities, people use more than one language especially-in the spoken domains" (Spolsky, 1998, p.51).

Multilingual countries or communities are the results of some historical events that happened long ago and still have a great influence on them. Spolsky (1998, p. 524) classified them:

1-Because of migration, the voluntary or involuntary movements when people use one language while others use another language.

a-Involuntary migration (or forced movement) of people was common in the ancient Middle East and in the Biblical account of the Babylonian exile; it continued as force movement for multilingual countries.

b-Voluntary migration leads to changes in the linguistic make-up of some communities in the world; each of them has a specific production of multilingualism in its own way (they differ from one area to another).

2-Migration from the small areas (towns) to the common ones where people find best conditions for their lives.

3-"The conquest and the subsequent incorporation of speakers of different languages into single political units".

3-"The conquest and the subsequent incorporation of speakers of different languages into single political units".

4-After the Second World War (WW 2), Northern European countries where added to the list of communities which enhanced their multilingualism by gusseting workers from Mediterranean countries.

5- In addition to the colonial policies which, also, lead to multilingualism.

6- And finally because of the division of Africa to parts by the European powers (in the 19th Century) which opened the door for these divided populations to speak different languages before they adopted the needed language –Lingua Franca-.

Overall, multilingualism refers to either the competence of an individual, or to a social situation which involves groups or communities with different proficiency levels in more than one language.

7. Code switching theories

CS has long been investigated by scholars who focus on its structure description and analysis. They aim at providing models and theories to see whether there are grammatical rules for CS or not and to identify constraints on where CS can occur in a particular sentence.

7.1. The Free-morpheme Constraint and the Equivalence Constraint

CS was investigated from a syntactic point of view, focusing on the rules that determine how words are combined into phrases and sentences (Poplack, 1979). In this regard, researchers have attempted to establish a universal syntactic constraints theory of CS such as the free morpheme constraint (Poplack, 1980), the government constraint (Di Sciullo, Muysken and Singh 1986), and the Minimalist approach (MacSwan, 2000).

Poplack developed two constraints on the basis of Engish-Spanish data gathered from Puerto Rican speakers. She (1980) suggests that two syntactic constraints govern CS: the free-morpheme constraintand the equivalence constraint. The free morpheme constraint states that switches are restricted and a switch may not occur between a bound morpheme and a lexical form unless the latter has been phonologically integrated into the language of the bound morpheme, as in 'flipeando', but not in 'runeando' (Clyne, 2000).

The second constraint is the equivalence constraint which predicts that switching is free to occur only where elements of both languages are equivalent, that is, they continue each other in surface trees (Poplack, 1980). Therefore, the juxtaposition of the lexical elements do not violate a syntactic rule of any of the languages and these two languages share the same surface structure, as there are points where CS is acceptable. In this respect, she (1980, p.586) says:

> Code switches will tend to occur at points in discourse where juxtaposition of L1 and L2 elements does not violate a syntactic rule of either language, i.e. at points around which the surface structures of the two languages map onto each other. According to this simple constraint, a switch is inhibited from occurring within a constituent generated by a rule from one language which is not shared by the other.

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Poplack argues that this equivalence constraint can function in the use of various languages.

7.2. The Functional Head Constraint

Belazi et al, suggest that f-selection, a special relation between a functional head and its complement, is one member of a set of *feature-checking processes*. Belazi et al (1994) also state that the relevant constraints on CS should be formulated in hierarchical terms and should exploit distinctions and relations already present in the grammar. Therefore, they proposed TheFunctionalHeadConstraint(FHC).

The FHC predicts the role of functional categories in CS. Language feature2 does not allow a switch if it is ungrammatical, i.e., a functional head requires that the language feature of its complement must match its own corresponding feature. If the features do not agree, then the code switch is blocked and the utterance does not occur. According to FHC, a switch between a functional head (i.e., Determiner, Inflection, Complementizer, Quantifier, and Negation) and its complement (e.g. Noun Phrase, Verb Phrase, and Inflection Phrase) is not permitted as cited in Ouahmiche (2013, p.64).

Moreover, even the Free Morpheme Constraint Poplack's (1980) can be subsumed under the Functional Head Constraint if inflectional morphemes are treated as functional heads. Belazi et al (1994, p. 231).

7.3. The Markedness Model

Another issue of great importance which has gained significant attention is whether one of the two languages used in CS has a structural dominance over the other one. Myers-Scotton (1993, 2002) introduces the notions of ‗matrix language' and ‗embedded language' within the so-called Matrix Language Frame Model where the two participating languages are in an asymmetrical relationship, one being the matrix language (ML) and the other one as embedded in the base language. Moreover, this model concerns only and investigates intrasentential CS because intersentential CS occurs only as full sentences in each language.

Myers-Scotton (1993a) also mentions the notion of congruencewithin the Matrix Language Frame. She argues that the Matrix language provides a certain word order of the sentence called the Morpheme Order Principle‖ and the grammatical frame called the System Morpheme Principle. On the other hand, the Embedded Language provides that the content morphemes are adequately congruent with the Matrix Language.

However, the notion of congruence still remains unclear and needs further development for making it sufficient to allow mixing. Consequently, Myers-Scotton has developed a set of other more helpful principles to explain this model. The combination of these principles may be too complex and descriptive; however, the MLF model remains one of the most effective CS theoretical developments.

Scholars have also focused on the social motivations, attitudes and social correlates of CS. Within this perspective, many theories and models have been proposed and among them the most significant one which is the Markedness Model of Myers-Scotton which focuses on the social indexical motivation for CS. This model refers to the choice of one linguistic variety over another. The Markedness Model uses the marked versus unmarked distinction as a theoretical construct to explain the social and psychological motivations for making one code choice over another. Therefore, all people have the competence to access linguistic codes in these terms (Myers-Scotton, 1998, p. 6). Likewise, bilinguals have the possibility to choose what may be considered as a marked choice to convey certain messages of intentionality and unmarked choice as it conveys no surprise because it indexes an expected interpersonal relationship (Myers-scotton 1998, p. 4). Besides, in the case of the Markedness Model, the main premise is *negotiation,* which is summarized in her principle (Myers-Scotton 1998, p.21) which states the following:" Choose the form of your conversational contribution such that it indexes the set of rights and obligations which you wish to be in force between speaker and addressee for the current exchange."

According to Myers-Scotton (1998, p. 18), the Markedness Model mentions that individuals have the ability to notice that there are relationships that become established in a community between a linguistic variety and those who use it, especially when an individual selects a language over another. Additionally, the Markedness Model is based on the premise that all speakers possess an innate _markedness evaluator' which enables them to evaluate which of

the two codes can be used as marked or unmarked in any given conversation. She adds (1998,p. 18), in this respect, that speakers are, then, able to create their conversational contributions with their addresses in mind, as well as base their particular conversational patterns that are associated with a specific social group of speakers. In other words, Myers-Scotton (2006, p.159-61) considers the use of CS as a negotiation for solidarity and power.

Myers-Scotton, (199,p. 5) argues that what community norms would predict is unmarked and what they would not predict is marked. For her (1993b, p. 75), markedness has a normative basis within the community, and therefore speakers also know the consequences of making a marked or unexpected choice. In other words, people know the importance of markedness and consider the linguistic codes available for any interactions and they will choose their codes based on the person and/or the relationships which they wish to have in place.

Furthermore, the Markedness Model is affected by the work of Jon Elster (1989), the philosopher who argues that individual activities are filtered by two distinct processes before they happen. During the first filter, the speaker's opportunity set is formed. The second filter makes the moment in time where the individual consciously selects between various options. Myers-Scotton (1998, p.22) states that all speakers possess a markedness evaluator' that includes a cognitive capacity to assess markedness. To be able to conceptualise markedness, speakers have to develop two abilities:

1-The ability to recognize that linguistic alternatives or choices fall along a multidimensional continuum from more unmarked to more marked and that according to the particular discourse type their ordering will vary;

2- The ability to recognize the fact that marked choices receive various receptions from unmarked choices (Myers-Scotton, 1998, p. 22).

Speakers achieve this capacity of selecting the right code in order to distinguish between marked and unmarked codes (Myers-Scotton, 1998, p. 22). Thus, people with more than one code have to learn within a particular speech community which of the two codes is likely to be used regarding certain circumstances. In other words, unmarked choices remain unrecognized in an interaction as speakers act in accordance with the social expectations related to the various codes. On the other hand, marked choices violate these social expectations and can then be used strategically by speakers (Milroy and Gordon, 2006, p. 213).

To show the quantitative amounts of which codes are marked or unmarked is an important step in analysing CS, especially when it is based on the Markedness Model. The marked code refers to the language less commonly used in a speech community, whereas the one often used is the unmarked code (Myers-Scotton, 2002a, p. 206). Moreover, bilinguals in certain conversations may select the marked code according to their rational decision to achieve a particular intention (Myers-Scotton, 2002, p. 218).

Myers-Scotton analyzed English-Chichewa CS in a Malawi family living in the United States. Chichewa is usually considered as the parents' unmarked code during home interactions as it is the most frequently spoken language by the parents. According to her, only 6% of the father's and 7% of the mother's utterances are English only (2002, p. 210). She also mentions this recognition of Chichewa since the parents wanted to inculcate their native language to their children by using it frequently. The children, however, generally use 70% of English at home.

Besides, a speaker who codeswitches has a large amount of lexical terms and phrases that enable him to change his codes freely for different reasons at distinct points in their speech. Therefore, CS has different types some of which are mentioned in the following section.

Conclusion

The Use of more than one language within the same conversation is a phenomenon that distinguishes bilingual speakers, and can be found all over the world. Thus, bilinguals do not only have to cope with two separate language structures, but also with other phenomena arising from the complementary use of two languages.

This chapter has introduced the theoretical background to the study of CS, introducing a literature review of CS and its related phenomena and also trying to explain the alternationindicating bilinguals across the use of two genetically unrelated languages, within the same conversation. The aim is to determine the main sociolinguistic and pragmatic aspects that may affect the use of CS. Other definitional issues are significant, namely, the types of CS and their occurrences in the data, the distinctions between CS and other phenomena, and the major linguistic, sociolinguistic and pragmatic theories advocated in the understanding of CS.

This phenomenon is frequent in our speech community and has a range of different communicative functions. It serves as contextualization cues to fill gaps as it can be considered as a desire to switch between the two languages and then to create new eloquent conversations. It may also have the function of facilitating and supporting thinking and communication, i.e., used as a strategy to communicate and negotiate meaning effectively. In addition, the mood of the bilingual is also another contributing factor for CS because sometimes the switch occurs subconsciously and with no apparent reason and no obvious social factor.

Pragmatic aspects of CS are fundamental to this work since the main concern is the analysis of communicative functions and the speaker's intent of individual instances of language alternation in conversation.

Therefore, for the achievement of the present study, it seems necessary to provide in the following chapter, an overview of the linguistic geographical area where this phenomenon is investigated. Moreover, aspects of both bilingualism and diglossia prevail in the Algerian context. The impact of French led to the Arabisation policy which aimed at erasing all the remnants of the colonizers both culturally, in mentalities and behavior, and sociolinguistic ally with the generalization of MSA and its substitution for French. Thus, the next chapter will outline the historical and linguistic situation in Algeria focusing on its sociolinguistic profile, mainly on the various occurrences of CS.

Chapter two

Theoretical Study of Participation andLecture Comprehension

Introduction

Worldwide changes and all the nations nowadays give more importance to master the English language which is indeed in many education domains, media, technology and so on. Great numbers of EFL students learn English for the reason of being fluent speakers. Moreover, speaking skill is the fundamental of any language that must be given a special significance since we learn languages through this skill. Therefore to flourish the academic success of learners in English foreign language classroom, learners should be actively involved in class oral and written activities.

Participation and lecture comprehension must be given its right place in the procedure of learning and teaching as a whole. However, participation is a problem for many foreign language learners who are assumed to participate in a class because of their defective vocabulary, pronunciation or they feel shy and nervous when attending expression modules like Oral Expression. Also the learner's listening and reading comprehension has an effect on the speaking skill. In fact, teachers should know that their learnersneed to be active, do much of the talk, participate more, engaged and be active in the classroom.

Yet this chapterseeks to explore more the difficulties and problems that EFL learners face in their classroom participation as well as defining the reading and listening comprehension and their types and components. Also, explaining the process of lecture comprehension.

1. Participation in EFL classrooms

1.1. Historical overview of participation

The publish of participation among international agencies in the 1990's had the ring of innovation about it. But a closer look at the historical record reveals uncanny resemblances to the commitment of earlier times, voiced by international agencies just as powerfully positioned in geopolitics as those of today amendments to the US Foreign Assistance Act in

1996 and 9973 called for the involvement of 'beneficiaries' of American aid in planning and implementing projects, and in sharing the gains of development. It is introduced into the Act in 1966, spoke to many of the preoccupations of today's advocates of 'democratic governance' (Hapgood, 1968; Cohen & Uphoff, 1980). The 1976 World Employment Conference issued a programme of action that named as basic needs policy 'the participation of the people in making the decisions which affect them through organizations of their own choice' (ILO, 1977, p. 25). A 1978 ILO strategy paper argued that 'participation is by itself a basic need' (ILO, 1978, p. 2, cited in Cohen & Uphoff, 1980). And in 1975, the United Nations Economic and Social Council (ECOSOC) urged governments to "... adopt popular participation as a basic policy measure in national development strategy ... [and] encourage the widest possible active participation of all individuals and national non-government organizations in the development process, in setting goals, formulating policies and implementing plans.'' (cited in Cohen & Uphoff, 1980, p.213)

1.2. Definition of participation

Generally, participation is a face to face verbal interaction that take place in classroom setting, and that is undertake by two or more participants. Dancer and Kamvounias (2005) agreed that:" participation can be seen as an active engagement process which can be stored into five categories: preparation, contribution to discussion, group skills, communication skills and attendance." (p.187). Another definition proposed by Fritschner (2000) described participation as; "The number of unsolicited responses volunteered." (Cited in Kelly A. Rocca).

Participation occurs every day in the classroom activities between the teacher and the learners, in which EFL students take a part, respond to teacher's questions, give opinions, comment and suggestion.

1.2.1. Fluency

Fluency is one of the main characteristics of oral participation.It is about the correct use of linguistics aspect and the good use of language. In other words, fluency can be developed if studentspractice different classroom activities where they negotiate meaning, share ideas andexperiences. Hedge (2000) described fluency as:" it means responding coherently with the turns of conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation." (p.261). A speaker is considered as a fluent speaker if he or her speaks and participates rapidly and coherently without pauses because too much hesitation is considered as a failure of human being and since we all need to pause to draw breath, but too much pauses clearly indicate lack of fluency.

However, speaking fluently is considered as a difficulty for English foreign learners since the proficiency to present and express ideas coherently without pauses is a challenge that most of students cannot rich. So, fluency has crucial part in participation that students should master and develop it in order to be active in classroom setting as well as in the learning process.

1.2.2. Accuracy

Accuracy is one basic aspect of participation which focuses on grammatical correctness. Accuracy deals with the grammatical structures which cover some aspect like part of speech, tense, sentences and so on then to achieve the level of accuracy students are obliged to use the correct grammatical structure in their speech. Goh and Burns (2012) stated that:" accuracy is a speech where the message is communicated using correct grammar." (p.43). So without accuracy the speaker will produce incorrect utterances while participating and he will not be understood by the listener; thus students need to pay attention to grammatical structure, vocabulary and pronunciation they need to know the grammatical rules and how to use

themcorrect in order to express and produce appropriate and comprehensive language and make their speech understandable.

1.2.3. Communicative competence

Communicative competence is a linguistic term which refers the ability of using language accurately and fluently, that means to produce utterances which should be grammatically correct and used them in appropriate context. The term communicative competence was introduced by Dell Hymes on the basis of Chomsky's competence and performance. Hymes (1972, p.95) defined communicative competence as:" not only as an inherent grammatical competence but also the ability to use grammatical competence in a variety of communicative situations". (cited in Jelena Mihaljevic Djigunovic). He believed that to learn a language, learners should not only know the rules of language, but also know how to communicate using those rules. Brown (2007) also was one of the researchers that defined communicative competence and he describes it as: "communicative is the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts." (p.219). In this context, communicative competence helps the learners to apply certain grammatical rules and also negotiate meaning, express views and know what and how to use and produce his ideas appropriately according to certain situations.

1.3. EFL Students participation difficulties

The role of classroom participation is to enhance the student's communicative efficiency, but the majority of foreign language learners are confronted with unpleasant problems and difficulties which prevent and hinder their participation. Linguistics and psychological barriers are the factors that prevent students to take a part and participate in class.

1.3.1. Linguistic barriers

EFL Learners face many linguistics difficulties when expressing themselves and sharing ideas. First, lack of vocabulary is a crucial problem because they are not able to put their ideas into proper words. Therefore, Thornbury (2005) stated that: "Spoken a language also has a relatively high proportion of words and expressions". (p.22). Second, Carmen Perez Llantada asserted that: "Knowledge of English grammar is necessary in order to communicate, accurately, meaningfully and appropriately". However students prefer to keep silent in order not to produce ungrammatical structures and being ridiculed by their classmates and the teacher. Poor pronunciation is another problem that students face when participating.Bada, Genc and Ozkan (2011) focused on the importance ofpronunciation in speaking "in speaking, they compete with limited time to recall words, and alsotake care of their pronunciation…speaking is often dealt with at pronunciation level."(p.122.).

According to Wallace: "Listening skills are essential for learning since they enable students to acquire insights information and to achieve success in communicating with others". (p.13). Listening skill is important for acquiring and practicing the language and in order to speakaccurately and fluently students must have good listening skill otherwise their communicationwill be almost impossible. No thing to say is the fifth problem because learners have difficulty to express themselves. Penny Ur (1991) argued that: "even if they are not inhibited, you often hear learners complaining that they cannot think of anything to say." (p.21).

Finally, mother tongue is a language which a person acquires in early years and which normally becomes their instrument of thought. Some students in English foreign language classes usually use their native language tongue to speak and participate inside the classroom because they feel comfortable and unstressed when speaking in their mother tongue. In fact, this is a problem that leads students to be passive in classroom discussion and participation.

Students use their mother tongue because they cannot express themselves in English language due to the lack of vocabulary. Consequently, students will not develop their language abilities if they keep on using their native language; thusthey will not speak, participate or share their ideas with the teacher or peers.

1.3.2. Psychological barriers

In addition to the linguistic difficulties students may have other pychologicalproblems that may hinder them to participate in classroom. Anxiety is an important factor that frustrates the learners speaking ability which is defined by Scovel (1978) as: "It is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry". (p.134). Besides Shyness is one of the problems that affect on student's participation, speaking, talking, enjoying tasks and even engaging with others in a classroom. Juhana (2012) stated that: "shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class". (p.101).

Motivation is a crucial element to determine the success or failure it is the centre end the heart of learning. Dornyei (2001) stated that: "Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language". (p.05). In EFL classroom, the lack of motivation can be considered one of the main aspects that prevent students from participation. It appears in form of uninteresting activity or topic or the learners' state like illness, tiredness or hunger, etc.

Jones (2007) has advocated that "such confidence can only be built by having students work together, so that when they have to talk with strangers in English in real life, they will feel less scared and they will be more prepared for real conversation" (p.15). Students can achieve success and competence based on the abilities to produce and speak a language. Students who are not self-confident are always questioning their abilities being shy or afraid of making

mistakes Moreover, they prefer to avoid challenges and take risk as a result their chances of speaking and participating will be reduced.

As well UR Penny (2000) declared , "learners are often inhibited about trying to say things in a foreign language classroom in the classroom, worried about making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speechattracts". (p.111). Students are inhibited to participate in a class due to their linguistic inferiority and fear of making mistakes; this factor stops them to interact, share their ideas and opinions. They prefer to be passive observed in order not to make mistakes and being laughed and criticized by teacher and their classmate.

1.4. The importance of participation in EFL classroom

According to Liu (2005):" participation usually means students speaking in classroom such as answering teachers or other student's questions and asking questions to get the better explanation and clarification."(cited in Namini Devid /O Simanjalam.Students participationp.16). Participation is necessary and important for learning a language and obtains clarification output. It also allows them to practice the language, express their personal thoughts, feelings, suggest and comments than it promotes cooperative learning which encouraged learners to work together debate, discuss, think critically and solve problems.

Above, Liu (2005) stated that: "participation in verbal interaction offers language learners the opportunity to follow up on new words and structures to which they have been exposed during language lessons and to practice them in context." (cited in Arafat Hamouda. p.18). Inside classroom, participation helps the learners to develop different forms and patterns of language and being exposed to different activities students unconsciously learn a lot of new grammatical and vocabulary rules and use them in suitable contexts.

Zoltan and long (2006) stated that: "participating in classroom activities provides a critical opportunity for learning new skills." (cited in Namini Devid.p.18). In this context, participation helps the learners to master and develop other language skills which they need in their learning like speaking which is very important skill that makes the learners learn the English language and have opportunities for academic jobs. Usual it gives students an opportunity to get feedback from their teachers what they master and what they need to develop it allows them to build social positive relationships then be more comfortable and overcome their fear of hesitation, build their self-confidence and be more fluent and achieve success in spoken communication. Hence, that participation increases learner's motivation to be more productive, and active, focuses more on the content and pay attention to the teachers talk discus, brings positive energy in the classroom, engages, and interacts with each other to make the classroom more conducive and successful.

2. Lecture comprehension

Lecture comprehension enhance EFL students participation, it helps them concentrate better, perform well and to be more active. LC is divided into two parts: reading comprehension, and the listening comprehension that help students to develop their speaking and listening skills. Consequently they can face many problems of participation.

2.1. Reading comprehension

From the psycholinguistic point of view, reading is not primarily a visual process. There are two kinds of information involved in reading: visual information, which is the one that comes from the printed page. It can be seen in a text or any forms of writing while the non-visual information, that is, the information that comes from the brain of the reader. The non-verbal information is what the reader already knows about reading, about language, and about the world in general (Smith, 1973, p.6). This means that being able to see sentences in front of

our eyes is not enough; we must know something of the language in which the material is written, about its subject matter, and about reading itself.

In relation to RC, four things are necessary to be reviewed, namely, history of reading instruction, types and purposes of reading, cognitive reading skills, and variables involved in comprehension.

Types and purposes of reading cannot be separated from comprehension. Each type will determine what to achieve during or after reading. In conjunction with this Clarke and Silberstein (1979) point out that classroom activity should parallel the real world as closely as possible. Language is a tool of communication, so methods and materials should concentrate on the message, not on the medium. Then, the purposes of reading should be the same in class as they are in real life.

However, there are four types of reading, and thus four purposes of reading (Clarke and Siberstein, 1979; Greenwood, 1981; Grellet, 1987), although the writers have slightly diverse terminologies. They are (1) skimming (in order to obtain the general idea of the author), (2) scanning (in order to obtain specific fact or piece of information), (3) intensive or thorough reading (in order to obtain a comprehensive understanding of a reading text, in this case, reading for detail), and (4) critical reading (in order to evaluate information to determine where it fits into one's own system of beliefs).

&to sum up, these types of reading can also be called reading strategies for obtaining necessary information and for determining the proper approaches for a reading task.

2.1.1. Reading comprehension types

5 Types of Reading Comprehension

Lexical Comprehension
Understand key vocabulary in the text.

- Preview vocabulary before reading the story or text.
- Review new vocabulary during or after the text.

EXAMPLE Lexical Comprehension Questions:
What does 'enchanted' mean?
What words are most like 'enchanted': Magical or funny? Scary or special?

Literal Comprehension
Answer Who, What, When, & Where questions

- Look in the text to find the answers written in the story.
- Ask questions from the beginning, middle, and end of the story.

EXAMPLE Literal Comprehension Questions:
Who was the girl who lost the glass slipper?
Where did Cinderella go to live at the end of the story?

Interpretive Comprehension
Answer What if, Why, and How questions

- Understand "facts" that are not explicitly stated in the story.
- Illustrations may help to infer meaning.

EXAMPLE Interpretive Comprehension Questions:
How did the pumpkin turn into a carriage?
What would have happened to Cinderella if she hadn't lost her slipper?

Applied Comprehension
Relate story to existing knowledge or opinion

- Not a simple question that can be marked right or wrong.
- Challenge children to support their answer with logic or reason.

EXAMPLE Applied Comprehension Question:
Do you think Cinderella was wrong for going to the ball after her stepmother told her she couldn't go?

Affective Comprehension
Understand social and emotional aspects

- Preview social scripts to ensure understanding of plot development.
- Connect motive to plot and character development.

EXAMPLE Affective Comprehension Question:
What do you do when you're disappointed because you cannot do something fun? Is that how Cinderella reacted?

www.handinhandhomeschool.com

Figure 1 reading comprehension types reprinted from
wwww.handinhandhomeschool.com

Reading texts for meaning is not an easy task; it requires the master the RC. This ability comes after the acquirement of phonology process skill, and the learning of phonetics, fluency, and vocabulary.

  RC is divided to five types. First, the lexical comprehension is concerned with vocabulary. It previews the vocabulary key before reading, and then it reviews the new one during and after reading. The second type which answers the questions of what,where,and when Is the literal comprehension. The interpretative comprehension which answers what if, why, and how, it helps to understand "facts" that are not explicitly stated in the story, also it Use illustrations to infer meaning. The type concerned with relating the text with the existing knowledge and opinion is called applied comprehension. The final type is the effective comprehension. It understands the social and emotional aspects.

2.2. Listening comprehension

In order to collect information from the oral process, listening comprehension which is an active procedure, requires concentration and listening strategies.Fang (2008) said that listeningcomprehension as an active process thatneeds the learners/listeners to focus onmeaning   from   the   aural   information   andassociate   it   with   their backgroundknowledge.moreover, one of challenges that is commonly encountered by many English learners is to have good LC, particularly for EFL learners as it is guided by various features. It means that the students usually have an absence of that skill because the listening practices are hardly practiced by them. Since the language used in their social environment andmore spoken is the native language, Arabic rather than the foreign language, English. Obviously, the studentsface many problems to be proficiency in English and master every skill in it, specially about LC.

Although, reading, speaking, and writing are more taught skills by teachers, they avoid teaching listening skill.Lack of learning resources, limited adequate technological devices, and other reasons are some technical matters that usually addressed by the teachers whythey do not facilitate the students to have listening practices.

According to (Hadijah and Shalawati:2016) and (Hadijah and Shalawati: 2017) studies, students face many listening barriers because of their unfamiliarity with word and sounds, and the limited English vocabulary, as well as the lack of strategies in teaching LC.Fang (2008) stated thatskilled learners show better emotionalcontrol and have good skill in usingstrategies, compared to poor-skilled listenerswho pretend to show their apprehensionwhen facing problems in communication.

As a result, in addition to the teachers' facilitation, students need to follow the appropriate listening strategies based on their requirements. Tandoc & Tandoc (2014) mentioned three types of listening strategies that can be taught to the students, such as; metacognitive strategies, cognitive strategies, social/affective strategies.Graham& Vanderplank(2011) describe about the characteristics ofthe strategies, as follow; (a) meta-cognitivestrategies consist of directed attention,selective attention, planning, monitoring,and evaluation; (b) cognitive strategiesinclude listening for gist and detail,inference, prediction, visualization,summarizing, and note-taking; (c)Social/affectivestrategies, such ascooperation.

Furthermore; Cohen (2011) also stated thatlanguage learning strategies are classifiedinto several categories; strategies forlearning and use, strategies according toskill area, strategies based on function. Each one of these strategies has an effective function on the listening skill.

Finally, Cross(2009) adapted procedural framework from Mendelson (1994) to promotelistening comprehension of news videotexts:

1. Identifying and analyzing learners' barriers in listening.

2. Investigating the learners'skill in applying listening materials.

3. Deciding the appropriate strategies (cognitive, meta-cognitive, or socio-affective strategies) to be instructedto the students and consideringappropriate tasks to apply thestrategies.

4. Preparing listening materials in relationto pre-while, and post listening materials, and exercises.

5. Providing substantial practice, feedback, and consistent reviews

6. Evaluation the instruction and making some revisions when they are needed.

7. Encouraging self-evaluation and autonomousthrough the listening strategies.

2.3. The process of lecture comprehension

Lectures are a crucial feature of student life because they provide one of the essential ways to convey content perception to students. Even though they may not be as successful as other techniques of university study for learning new ideas, such as seminars, they are used because they are systematic: it takes less time to speak to a thousand students in a lecture hall than it does to speak to the same students broken down into smaller groups .

Although the comprehension of a lecture is not a simple proceeding, it is not attending the lecture and listening to the lecturer. People need to arrange for it by developing some pre-lecture activities; also to be active during the lecture by listening for the important points and taking notes; and people need to do follow-up work when the lecture has finished to combine their understanding.

2.3.1. Pre lecture

Understanding the topic people do not have an idea about before is a difficult process. As a consequence, the lecturer expects that they have a general view about the lecture. In general, this will involve reading about the topic ahead of the lecture, and possibly studying some of the key terms (technical vocabulary) related to the topic, which can often be special for that domain. It can be helpful to try to think of questions you want to be answered during the lecture.

2.3.2. During the lecture

During the lecture, following the main ideas and points is the most important activity. Furthermore, lecture cues are special language signals used by good lecturers to help the audience. Speakers often give unimportant information, including digressions, and it is necessary to be aware when the lecturer is doing this. The lecturers will expect audience to take effective notes of the main important points, which means using abbreviation and symbols to increase speed, as well as making sure that the notes taken have a clear structure so that they can use them later. They may have questions during a lecture, in which case they should make a note of these to answer later.

2.3.3. Post lecture

When the lecture has finished, the audience task has started. Their notes can be messy or incomplete. Abbreviations they understand now can be incomprehensible when they return to their notes later. It is also important to enhance their notes after a lecture, by adding more detail, writing some full words where you have abbreviations, and by discussing with others, comparing what they thought were the main points, and asking question about unclear points. If they had any questions during the lecture, they should try to find answers to these after the lecture.

The following flowchart summarizes the process of lecture comprehension:

Pre lecture	Read about topic in order to get a general understanding.
	Think of questions you want the lecturer to answer.
	Study topic-specific vocabulary.

During the lecture	Listen for main ideas of the lecture. Listen carefully for lecture cues which will help you follow the structure. Avoid noting digressions.
	Make notes of the main points. Use abbreviations and symbols to save time. Make sure your notes have a clear structure.
	Also note down any questions you have which occur to you during the lecture.

Post lecture	Compare notes with other students to add missing information.
	Check your notes and improve clarity, e.g. by writing full words for some abbreviations.
	Try to find answers to any questions you had during the lecture.

Figure 2 description of the lecture comprehension process reprinted fromhttps://www.nhti.edu/student-resources/where-can-i-get-help-my-studies/study-skills/study-skills-lecture-notetaking

3.   The effect of code switching on enhancing participation and lecture comprehension

Code switching is the practice of moving back and forth between two languages. However, teachers code switch unconsciously or to explain complicated thing, while students' code switch consciously and unconsciously. CS is used due to inability of expression, so it helps EFL students to express themselves while participating. It is also a tool to talk more by explaining and using the mother tongue.

According to Chen's (2003, p.15) explanations, referential function has following categories. The first one is terms that lack readily available in the other languages. The second

one is terms that lack semantically appropriate words in other languages. The final one is that terms with which the speakers are more familiar in L1 than in L2.

Conclusion

The purpose of this chapter is first to discussthe difficulties that hinder EFL learners in classroom. Starting by some definitions and concept related to participation, then mentioningits features and importance in the learning process. In addition to that this chapter focuses on the linguistics and psychological problems that faces EFL students.

The second aim of this chapter is to explore the lecture comprehension. Reading comprehension and its types was the first concept to discuss. As well describing listening comprehension; its importance in learning English, and focusing on its strategies which have an effect on EFL learners in the comprehension process. Finally, it deals with the process of lecture comprehension.

Chapter three
Research methodology

Introduction

The study of language and its variation in communicative context requiresa thorough adherence to scientific discipline and justified frameworks. In this chapter, the aim is to set forth detailed description of the planed methodologyand provide a rigid backbone to draw firm conclusion. Starting with the research methodology, which in turn comprises the approach, type, and the research purpose. Moreover, this chapter tackles the research setting, population, research tools and instruments, procedures of data collection and analysis, as well as the ethical considerations and the limitations of the study.

1. **Research Methodology**

Research methodology is a set of standard procedures and crafted blueprint to collect, analyze and interpret data. According to Kothari (2004) "Research design must, at least, contain: a clear statement of the research problem, procedures and techniques to be used for gathering information.[…] As well as, the population and methods to be used in processing and analyzing data" (p.23). The study under investigation is designed under four relevant pillars, where each pillar is chosen for certain purpose. First, this study address the problem under the exploratory method to examine effects of code switching on EFL learners comprehension and participation. Second, descriptive method used to describe the finding concerning the strategic state of bilingualism within the realm of EFL Context in Algeria. Third, a case study design is implemented because it addresses a unique case represented in English Division at Faculty of Letters and Foreign Languages Mohamed Khider University-Biskra. Finally, the type of approach utilized in data collection is a mixed method approach, which includes both quantitative and qualitative items.

2. Research Approach

Exploratory research design is undertaken to explore an issue or a problem, which needs additional research study to be solved in order to develop insights and thoughts about its main nature. This design has two main purposes. First, it examines a particular research problem in order to gain multidimensional comprehension and construct new perspectives. Second, it yields practical implication to the problem (McNabb, 2004). Pursuing the points further, Webb (2002) states that the main purpose of exploratory research is to "uncover where the boundaries of the environment in which the problems, opportunities, threats or the situation of interest are likely to reside" (p. 20).

In this research, the researcher conductsan exploratory study because of its flexibility and to set forth for subsequent future research since the problem of bilingualism in the present context is widely complex. Thus, itseeks to explore the nature of the problem and to have better understanding on how diverse sociolinguistic culture can affect the EFL students inside classroom.As a result exploratory approaches can an initial exploitation of the common features of bilingualism and language variation. However, the exploratory approach may generally hold descriptive element necessary to clarify and define what are the boundaries of the problem.

3. Descriptive design

Descriptive research defined as research that "has its main objective the accurate portrayal of the characteristics of persons, situations, or groups, and/or the frequency with which certain phenomena occur" (Polit& Beck, 2008, p.752). Furthermore, this design is used to create a holistic picture of specific phenomenon under consideration. Also, it involvedescribing an event and defining series of views, perceptions, attitudes and beliefs which are measured at particular spatiotemporal setting (McNabb, 2004).

This work is an attempt to describea status quo[existing] phenomenon, which entails an already available field of inquiry and using appropriate tools to gather data. In this case, it would be beneficial to represent the actual effects of code switching and bilingualism in the relation to EFL context. In addition, descriptive study generate actual and instant representation if the students participation and comprehension.

4. Research Type

The type of this research is a single case study since it focuses on the case of second year students of English at Biskra University and explores the sociolinguistic phenomenon of mixing L1 / L2 Languages and code switching. Case study researchis considered to be suitable for the current work because it allows to have a holistic understanding of the socio-cultural situation of the Algerian students and to the effects of this diverse identity and culture on the level of instruction and language learning. Bassey (1999) believes that case studies' insights are very useful and can be put in actions and its researches are more detailed and accessible from other kinds of research. Merriam (1998) relates case study to researches that are interested in process and mentioned that it is based on description of a single phenomenon in holistic way relying on collecting data from multiple sources. On another hand, Duff (2008) stated that case study is a type of research design and analysis, in-depth study and focuses on the importance of context and various sources of information. This is evident that case study would be a clear method for deducing the effect of code switching.Nevertheless, case study research may have limitations that make it hard to be replicable and the findings are generally specific to the sample under scrutinize. At the same time, case study can lack the evidence to strengthen a representative result and may be subject to bias.

5. Research Approach

A mixed methods research is defined byDörnyei (2007) as "the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process" (p.163). There are several reasons for choosing a mixed methods design to conduct a study. First, it is conducted to provide a deep comprehension of the research problem. Second, it is held when one type of research (qualitative or quantitative) is not enough to answer the research questions. Third, it is also undertaken when the researcher need more data to clarify, or explain the first database. Furthermore, the researcher uses this approach when he/she wants to fellow up a quantitative study with a qualitative one to get more detailed and specific information to validate the quantitative results.

In the current study, a mixed methods approach was implemented by the fact that collecting and analyzing both qualitative and quantitative data may generate ample representation of the phenomenon. The importance of such procedure lies within the fact that a comprehensive blending of both methods draws a holistic grasp and a deeper comprehension to the perceptions of teachers and learners towards using warm up activities as a pedagogical strategy in relation to classroom interaction.

6. Research Settings

The study has been conducted at the level of Mohamed Khider University –in the academic year 2019/2020. It is chosen, first, for the main reason that the work focuses on second year EFL students at the English division in Faculty of Letters and Foreign Languages, which makes it the most targeted unity that face the phenomenon of code-switching and bilingual context interaction. Also, the language teaching environment inside university can

present a valuable area of study due to multilingualism (Arabic, Tamazight, French and English speakers) and different cultural backgrounds.

7. Population

The target population of this study is carefully chosen as to partake in the study requirements. Second year EFL students as the prospected population was not chosen randomly. However,it is purposefully done since assuming the level of language proficiency requires analyzing the phenomenon of code switching from a point of view of intermediate to upper-intermediate students (neither beginners nor advanced).This population is ultimately in middle state of interlingua where the researcher might clearly notice the effect of bilingualism on oral participation and comprehension.

The sampling procedure deployed is a convenience sampling, this kind of sampling relies on "available subjects; those who are close at hand or easily accessible" (Rubin &Babbie, 2011, p.355). In other words, those we can have access to them easily or are available and ready to help, to illustrate further, Cohen, Lawrence and Morrison (2007) declare that:

> Convenience sampling – or, as it is sometimes called, accidental or
>
> opportunity sampling – involves choosing the nearest individuals to serve as
>
> respondents the required sample size has been obtained or those who happen
>
> to be available and accessible at the time (pp. 113-114)

Due to several constraints (distance, time allocated, available teachers who are ready to help), the participants of the study were selected through the application of convenience and not a random sampling. As well as the uncooperative participants which make the research difficult.

8. Data collection and instruments

In order to present a clear definition of what a research instrument is, Birmingham and Wilkinson (2003) express that research instruments can be described as devices used in order to gain information that related to a research project.

8.1. Preliminary Phase Research.

In relation to the exploration phase, only qualitative tools are used - a FGD with the learners and a classroom observation aligned with checklist and notes taking in order to ground and bound the problem are carried out.

8.1.1. Focus Group discussion (FGD).

A focus group discussion involves a small number of people consisting of commonly six to nine participants. The aimis to explore perceptions, feelings, and reaction towards a subject of investigation. A FGD is deployed to elicit the needful information from participants regarding their own range of perspectives. It encourages contributions and minimizes participants' unwillingness to impart their positions via informal exchanges. FGD can eventually reveal insights that may not be uncover through the one-to-one interview fashion (Denscombe, 2014).

In this study, focus group discussion was suitable at the early stages of this research in order to locate the research problem.The FGD was held informally with six random second year English Language studentsat the English Division. The FGD is used to ensure clarity of participants' language and the use of different codes (Arabic, French, and English) with different topics and situations.

8.1.2. Classroom Observation.

Classroom Observation is a unique way of data gathering since it does not rely on people's views or thoughts, which they claim;instead, it drives a direct evidence of the

researcher's eye to observe events as they actually occur in real settings (Denscombe, 2010). In this investigation, general initial observation (see appendix)was held to aid the search for and locate the research problem. The researcher assisted twice with random Second year Students before really starting the observation conduct and collecting data in order to ensure that there was no reactivity from learners. This procedure validates the data and refines it from learners' bias. Then, observation, as a data-gathering instrument, was considered suitable as it helped to gain in-depth insights into how the participants (learners and teacher) interacted inside the classroom. The researcher was an "as non-participant observer". In other words, he has no involvement or direct participation in the activities. The researcher made a pre-designed checklist to fill in (see Appendix) and accurately pinpoint the problem.

8.2. Research Phase Instrument

8.2.1. Students' Questionnaire

Questionnaires can serve qualitative or quantitative research design method used to collect data from questioning individuals. It is defined by Kumar (2011) as: "a written list of questions, the answers to which are recorded by respondents. In a questionnaire respondents read the questions, interpret what is expected and then write down the answers" (p.138).

Questionnaire is chosen to be the instrument for collecting data because it can be administered effectively in a short period. At the same time, items of the questionnaire are pre-planned and standardized with multiple choice that can be controlled by the researcher. Also, the respondent anonymity can be kept off record. However, questionnaire as a research instrument may hold some disadvantages mainly low responses rate, high rates of missing data, and the failure to remedy respondents' misinterpretations, and to examine in depth matters (Denscombe, 2014).

On the other hand, the data gathered from the close-ended questionsis analyzed through the Statistical Package for Social Sciences (SPSS) software. The SPSS has codified the data and turned them into tables and figures.

8.2.2. Pilot testing the questionnaire.

In his attempt to provide an idea about pilot testing, Creswel (2012) claims that " Pilot testing is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who complete and evaluate the instrument" (p.390). Effective pilot test requires choosing a sample of people who are similar or are part of the test target audience. This is a crucial step to test the validity and reliability of the instrument. As a requirement, six learners volunteered to undertake questionnaire to check the clarity, wording and time. There were minor modifications on the level of language and form of the questions.

8.2.3. Description of Students' Questionnaire.

The questionnaire of this study is devoted to second year EFL students to explore their effects of code switching on participation and lecture comprehension The questionnaire is used as a pivotal tool in this research, and it is adapted from Joanna (2014) with minor modification to match the current research. The questionnaire have 29 items in which 24 are close-ended questions and 5 items with open-ended response. It isDivided into 3 major sections, which have been designed as follows:

Section one: factual and background questions

This section is composed of 3 items that have close ended questions and responses are multiple choice. It isdevoted to students' background information about their age and the mother tongue of the participants as well as the languages they speak beside mother tongue. The items aim to quantify and collectdata necessary aboutparticipants' personal information,

background and to make sure that they are able to code switch in their conversation after studying two years in university.

Section Two: Language use inside and outside classroom

Regarding this section, Q1 and Q2seek information about the students use of bilingualism or code switchingoutside the EFL classroom and compared to Q3, which seeks to get information on how average the use of code switching inside classroom when participating. This is crucial investigation to the study under scrutinize, which can visualize the extent and the frequency of code switching usage inside and outside EFL classrooms. Q4 is designed in order to obtain insights from students' perspective on the reason and the situations EFL teachers tend to code switch. The items Q5 to Q21 are clear statement about the degree of agreement or disagreement on the level of code switching. The items seek to get frequency and the justification of why students code switch as well as building a ground basis on the effects of code switching inside EFL classroom. In addition, to show the rationale behind teachers code switch when delivering lectures and managing the EFL classroom. Finally, the goal is to know whether code switching should be minimized or maximized.

Section Three: code switching and classroom teaching

This section is devoted to entirely to open ended question to draw insights and attitudes of language use by the means of qualitative interpretation.

9. **Data analysis Methodology**

After collecting data, comes the process of data analyses. According to Schwandt (2007) "data analysis it is the activity of making sense of, interpreting and theorizing data that signifies a search for general statements among categories of data"(p.6). First, the data obtained from the classroom observation is analyzed with the help of checklist thatincludes

the students' language use (Tamazight /Arabic / French / English) along with the structure of the lesson, teacher talk, instruction and participation. The checklist's note is considered asexamples or further explanation. Second, the data obtained from the questionnaire is analyzed through using the Statistical Package for Social Sciences (SPSS) for the close-ended items. Second, the open-ended items are analyzed through using content analysis. Third, the data gathered from the FGD is used indirectly to analyze bilingualism phenomenon in Algeria.

10. Issues of trustiness and Ethical Consideration

Samders, Lewis and Thornhill (2003, as cited in Introduction to Research p. 34) identify many problems that must be taken into account by the researcher; they mention the importance of respecting participants' rights which include:

For the current study, the participants have been informed about the nature of the study by providing them with the title and the purpose in the introductory section of the questionnaire. Moreover, the participants have been given a brief explanation before the administration of the questionnaire.

11. Limitation of the study

As any study, potential weaknesses and certain shortcomings have faced the researcher. Starting with the overall time devoted for this study,. Moreover, since the focus of the current study is classroom interaction and comprehension, the researcher found it a bit difficult to design the tools appropriate to this kind of topic that required recording the interaction in order to gain reliable data. Finally, the data obtained might not be generalized since the major aim of the study is just to explore and the conclusion is bounded to the case study.

12. Delimitations of the study

The research is a case study and not experimental one since the latter consumes much amount of time. Second year students of English and oral expression teachers were chosen as participants of study since first year are beginners whereas third year are advanced and have experienced practicing English orally and because the study's sample have difficulties they are facing in oral classes and prevent them to achieve successful oral English and speaking anxiety is a major obstacle. The tools were selected to collect data based on their advantages and observation in this study was not necessary because of the topic's research nature.

Conclusion

This chapter presents an overview about the methodology of research. It described the prospected research design, the research procedures, tools and data analyses procedures. It included also some issues of trustworthiness and ethical consideration, limitation and delimitations. The coming chapter includes the data analysis and interpretations of the results obtained from the research tools and attempt to answer the research questions.

Chapter Four

Data Analysis and Interpretation

Introduction

In this chapter, the ultimate aim is to render the planned methodology and the obtained data into objective results thus to answer the research questions mainly the reason behind EFL students code switch and the consequences of this strategy upon the overall lecture comprehension. First the quantitative data collected from the close ended questionnaire is analyzed with the SPSS package. Then, the open-ended questions are coded systematically. In addition, a further interpretation and recommendations are drawn from the yielded conclusion.

1. **Analysis of the initial focus group discussion and classroom observation**

Prior to postulate the research problem, an initial observation was considered substantial to be held during second year students' oral expression session and at the same time communication outside classrooms with a focus group discussion. The observation was unstructured and the researcher entered the class with no confined or limited views. The one session observation lasted for one hour and half. The problem was clearly noticed in the teacher delivering the content of the session and students communication. From this observation, one may say that students are hesitant to participate and to indulge in the discussion. Besides, the teacher constantly switches to either French or Arabic language. Using some words from French language by the teacher, was apparently purposeful since he wanted to convey the meaning of concepts and expressions.

2. Students' Questionnaire analysis

Item 01: What is your first Language?

		Frequency	Percent
Valid	Tamazight	10	28,6
	Arabic	23	65,7
	French	2	5,7
	Total	35	100,0

Table 1 : Participants' Native Language.
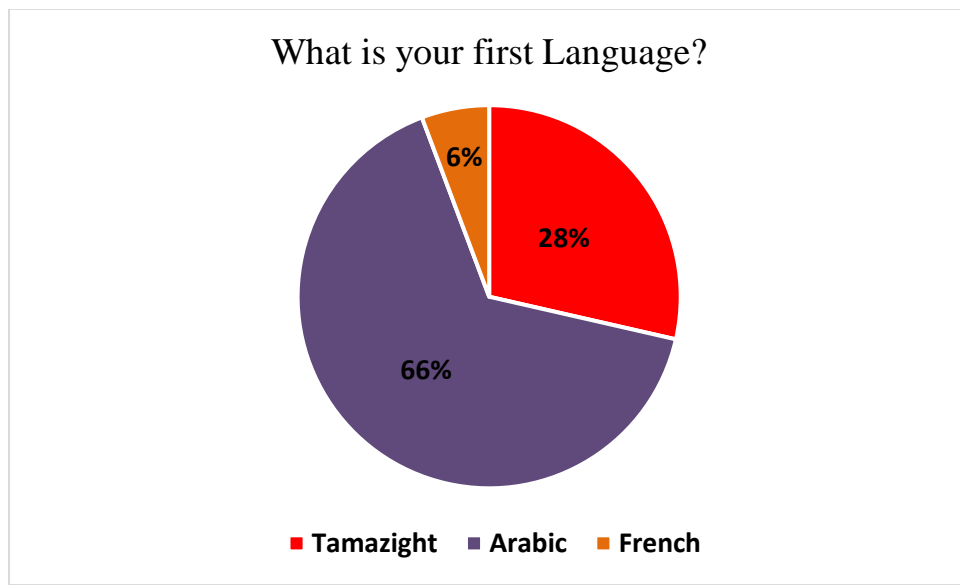
Figure 3 : participants' Native Language.

The above figure demonstrates that the majority of respondents' native language is

Arabic (66%) and 28% of the participants speak Tamazight language meanwhile 2 (06%)

respondents identify themselves as French language speakers. This clearly demonstrates the

diverse sociolinguistic environment that characterizes the university students and the Algerian

society as well. Language variation may affect the learning environment, particularly language learning and EFL students.

Item 02 :How many languages do you speak besides your first language?

		Frequency	Percent
Valid	one	**12**	**34,3**
	two	**11**	**31,4**
	three	**10**	**28,6**
	more than three	**2**	**5,7**
	Total	**35**	**100,0**

Table 2 : Number of Language Participants Speak.
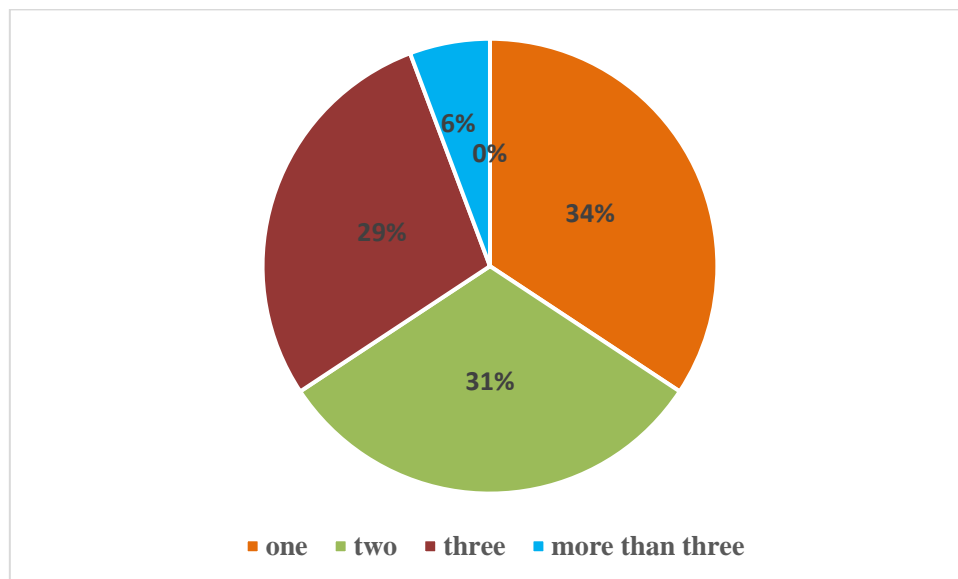
Figure 4 : Number of Language Participation Speak.

From the chart 1.2 and the figure 1.2, 12 students out of 35 (34%) states that they speak one foreign language besides their first language and 11 students (31%) state that they speak two additional languages meanwhile 29% admit speaking 3 languages. Only two (6%) students believe that they can speak more than 3 languages.

From the above results, it appears that the majority of EFL second year students are either bilingual or multilingual in a sense that they can communicate and mix the languages when interacting or participating in classroom.

Section Two

Item 01: What language you mostly use outside classroom with your classmates?

		Frequency	Percent
Valid	tamazight	3	8,6
	Arabic	15	42,9
	French	4	11,4
	english	13	37,1
	Total	35	100,0

Table 3 : Students' Use of Language Outside Classroom with Classmates.
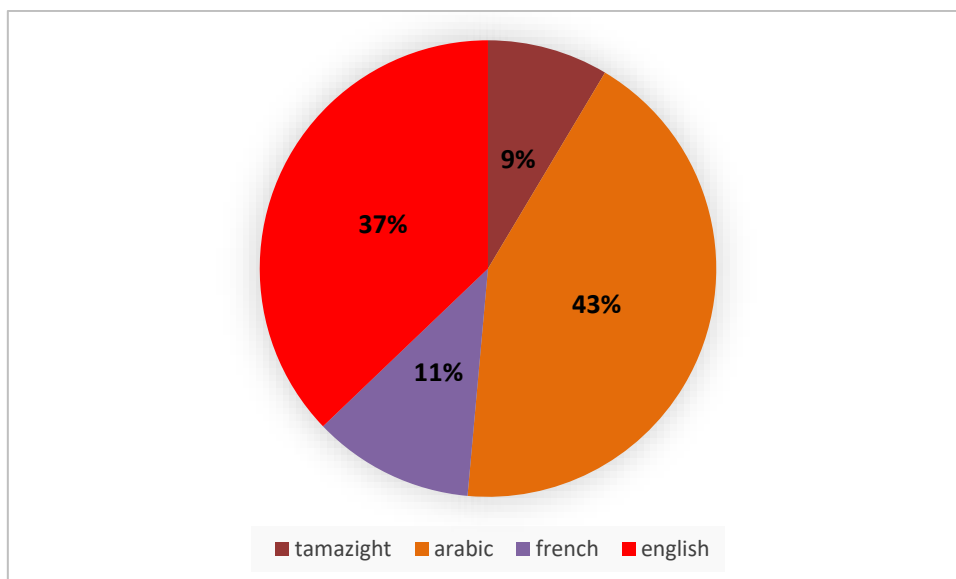
Figure 5: Students' Use of Language outside Classroom with Classmates.

As to the table above, 43% stands correspondingly for those who use Arabic mostly with their colleague to communicate outside classroom. A proportion of 37% refers to the respondents who speak English language with their colleagues. Only 4 (11%) students says

that they use French and a similar rate 9%% accounts for the students who use their native language Tamazight with their classmates.

Regarding the overall language use, it appears significantly that English language is considerably used by most students as a means of communication.

Item 2:Do you use French/Arabic words and expressions when you practice English with Your friendsoutside classroom?

		Frequency	Percent
Valid	Never	2	5,7
	Rarely	5	14,3
	Sometimes	5	14,3
	often	12	34,3
	always	11	31,4
	Total	35	100,0

Table 4: Code Switching Outside EFL Classroom When Communicating.
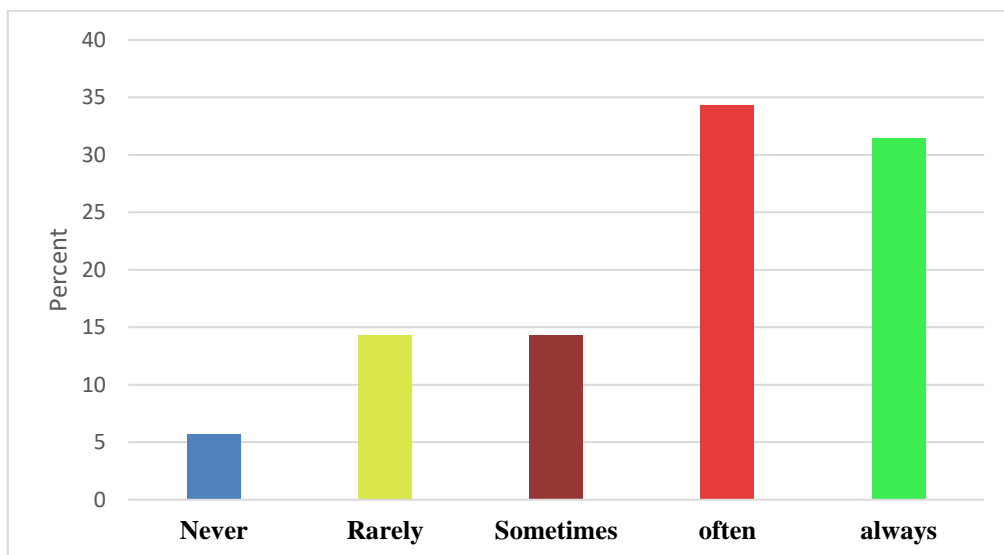
Figure 6: Code Switching Outside EFL Classroom When Communicating.

The reported answers in table 1.4 and the figure 1.4 reveal that more than half of the students (34, 3%) and (31, 4%) of them strongly admit using code switching and mixing words or

expressions when communicating with their friends. Other students, (11, 3%) they disagree and (9, 9%) strongly disagree with that.

Item 3:Do you use French/ Arabic Words and expression (code switch) when participating inside classroom?

		Frequency	Percent
Valid	Never	12	34,3
	Rarely	11	31,4
	Sometimes	6	17,1
	often	5	14,3
	always	1	2,9
	Total	35	100,0

Table 5 : Students Frequency of Code Switching When Participating Inside Classroom.
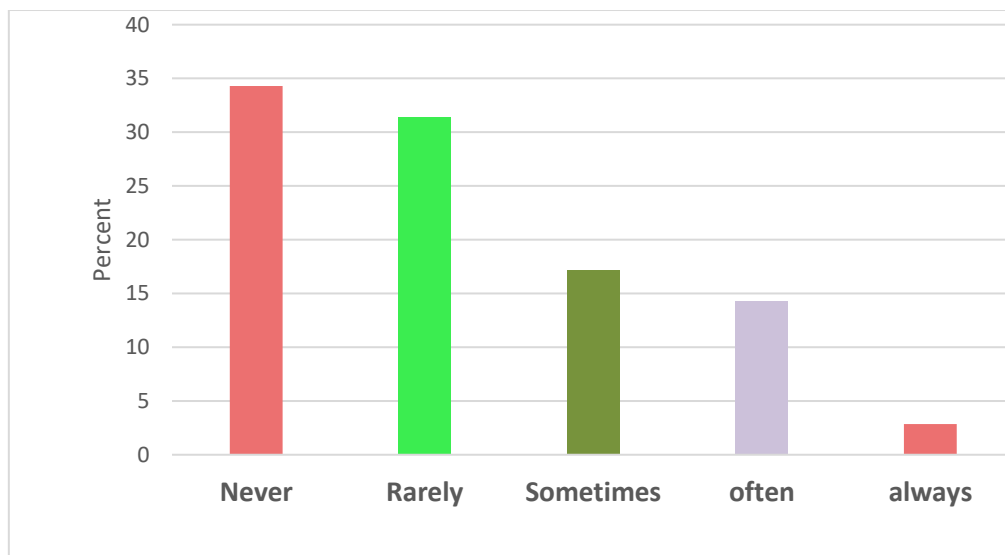
Figure 7 : Students Frequency of Code Switching when participating inside Classroom.

According to results in table 1.6 and the subsequent figure (1.6), it is observed that the majority of students (34.3% and 31.4%) tend to avoid or ignore the strategy of code switching when participating or interacting inside EFL classroom. This is because of many reasons as

Cook (2001) believes that the dominant belief is to avoid L1 interference and maximizing the target language production. Furthermore, the conflicting views about English only policy imposed by teachers and government authorities and the possible negative effects that may hinder students from attaining language competence (Ferguson, 2003).

Item4: Do EFL teachers code switch inside classroom?

		Frequency	Percent
Valid	Never	4	12,5
	Rarely	7	21,9
	Sometimes	14	43,8
	often	6	18,8
	always	1	3,1
	Total	32	100,0
Missing	System	3	
Total		35	100,0

Table 6: Students' Perception about Code Switching by Teachers.
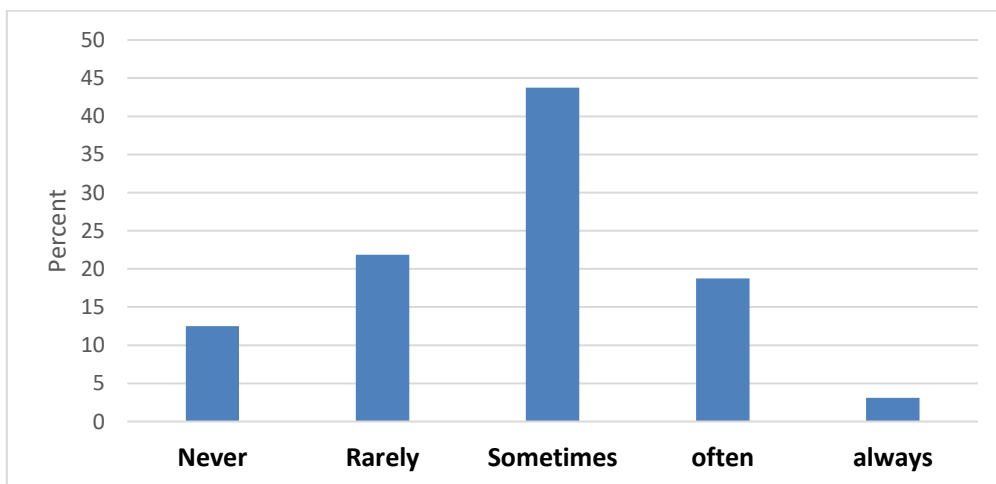

Figure 8 : Students' Perception about Code Switching by Teachers.

As it is mentioned in the table and figure above, 43.8% of the participants claim that they sometimes hear their teachers code switch or use languages other than English. Jacobson,

(2004) believe that code switching is a strategy which is sometimes employed by teachers who share the same L1 as the learners, to deliver their instruction, to facilitate the learning process for learnersparticularly low proficiency learners.It is a communicative strategy which ensures the smooth delivery of classroom instructions. On the other side, (21.9%) of respondents claim that their teachers rarely use code switch and (12.5%) of them claim that they never hear teachers use code switching.

Item 5: You think that teachers generally use code switching to:

		Responses	
		N	Percent
Reasons[a]	Deliver content	3	4,5%
	Ask questions	10	14,9%
	Manage classroom	15	22,4%
	Explanation	21	31,3%
	Negotiation	2	3,0%
	Encouragement and motivation	8	11,9%
	Cultural relevance	5	7,5%
	Checking Understanding	3	4,5%
Total		67	100,0%

Table 7 : Reasons for Teachers to Code Switch.

Figure 9: Reasons for Teachers to Code Switch.

It is evident in Table 1.8 that students (31.3%) believe that teachers use code switching while teaching in order to explain meaning of words, difficult concepts, provide assistance and scaffolding. 22.4% of students reported that teachers use code switching to manage the classroom and set discipline. According to Ferguson (2009), code switching for classroom management encompasses the use of code switching as a means to manage students' behavior in the classroom and enhance participation. In addition, Code switching is alternatively usedto

ask questions (14.9%) and build or strengthen the relationshipbetween students and teachers

to get motivated and encouragement.

Section 3: item 1: I code switch when I can not find the exact vocabulary item.

		Frequency	Percent
Valid	strongly disagree	3	8,6
	disagree	5	14,3
	neutral	5	14,3
	agree	12	34,3
	strongly agree	10	28,6
	Total	35	100,0

Table 8: Students Code Switch because of Lack of Knowledge.
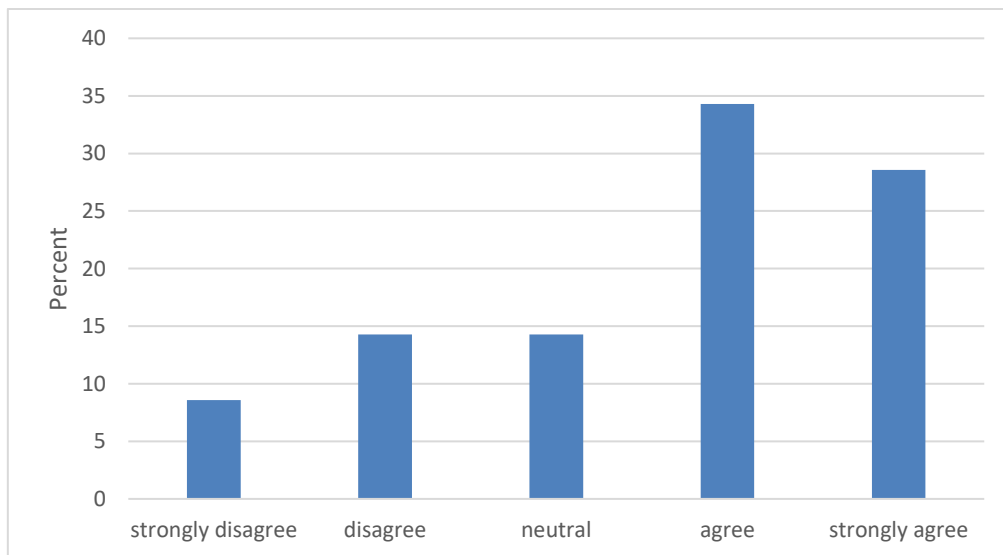
Figure 10: Students CS Because of Lack of Knowledge.

From the table above it is clear that students 34.3% and 28.6% agree with the statement.

Many bilingual or multilingual speakers who often code switch when they are unable to find

the appropriate terminology or identical word and register. As Muthusamy (2009) states that

when "a certain vocabulary is not available to a speaker in the first language," he or she

switches to the second language during a dialogue" however, 14.6% and 8.6% of the

participants did not agree with the statement.

Item 2, 3 and 4: Code Switching makes me more fluent, enjoyable and grab attention.

	Fluency		Enjoyable/ identity		Grab Attention	
	Frequency	**Percent**	**Frequency**	**Percent**	**Frequency**	**Percent**
strongly disagree	1	2,9	8	22,9	3	8,6
disagree	4	11,4	18	51,4	17	48,6
neutral	8	22,9	6	17,1	7	20,0
agree	19	54,3	3	8,6	8	22,9
strongly agree	3	8,6	0	0,0	0	0,0
Total	35	100,0	35	100,0	35	100,0

Table 9: Students' Attidute toward Using Code Switching.

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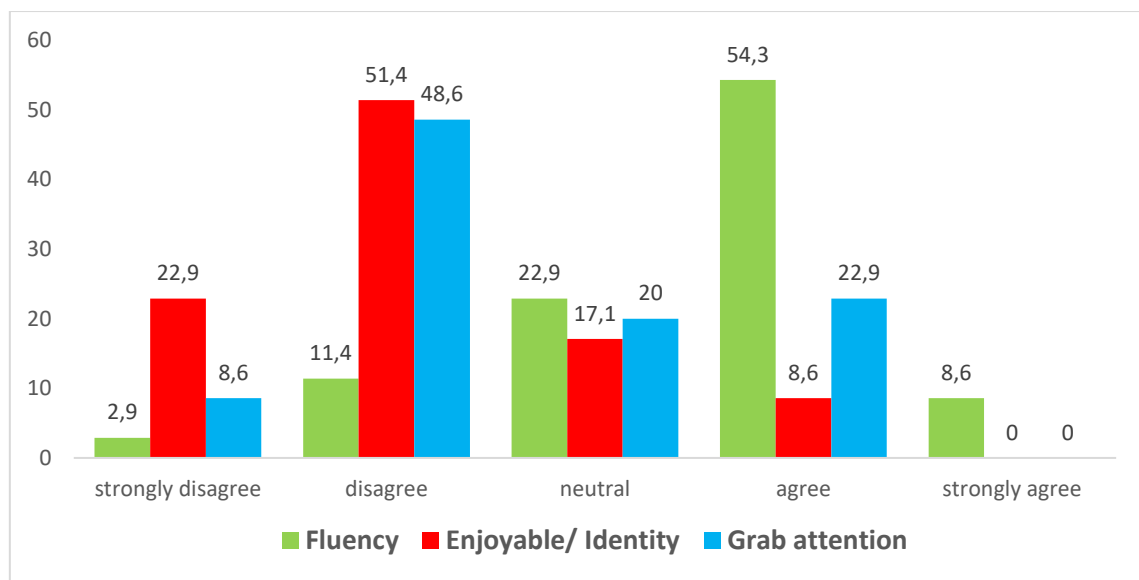
Figure 11: Students' Attitudes toward Using Code Switching.

This three series of questions were asked to know how students feel and react to code switching.The majority of participants (54.3%) answered confidently that code switching is communication strategy that can enhance fluency. Code switching in these instances is considered a communication strategy to maintain the flow of conversation despite the learner's limited target language proficiency (Canale and Swain, 1980).Furthermore,

participants view code switching as a natural technique and acceptable. However, disagreement rises (51.4%) when they asked if the code switch as they find it enjoyable and to show identity with a cultural group and 48.6% disagreed to implement code switching to direct attention. Skiba(1997) asserts that an individual switches to express solidarity with a particular social group. Rapport is only established when the group responds with a similar switch. This indicates that feedback from the interlocutor either teacher or colleagues is important for code switching to be effective.

Item 5 and 6: I can participate more when I am allowed to use Arabic or French language.

I understand better lexical and literal meaning when the teacher explains them in Arabic or French.

	Foster Participation		Enhance comprehension	
	Frequency	Percent	Frequency	Percent
strongly disagree	1	2,9	0,0	0,0
Disagree	17	48,6	9	25,7
Neutral	6	17,1	2	5,7
Agree	10	28,6	20	57,1
strongly agree	1	2,9	4	11,4
Total	35	100,0	35,0	100

Table 10: Code Switching Fosters Participation and Enhance Understanding.
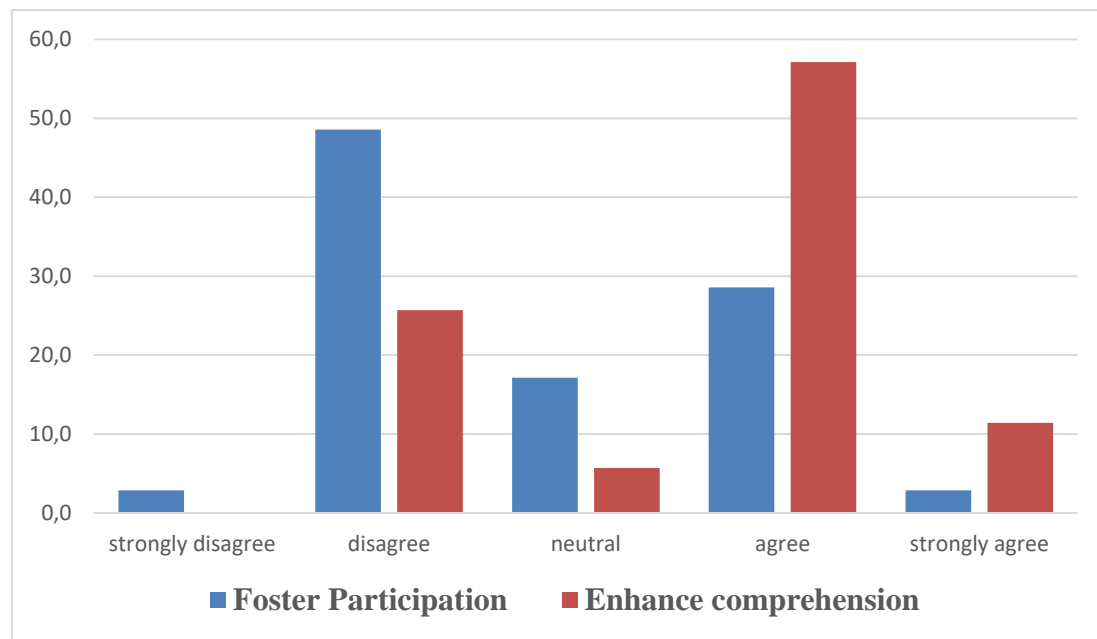
Figure 12: CS Fosters Participation and Enhance Understanding.

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Elicited different responses from all theparticipants. A total of 48.6% participants disagreed that codeswitching is an effective strategy that fosters participation in the classroom and 28.6% agreed that code switching is a positive strategy. This clearly indicates that students seek for the opportunity to develop into independent learners. From the perspective of students' code switching; it is believed that the regular use of code switching during formal participation unintentionally encourages students to depend on their mother tongue (Arabic / French).Moreover, many teachers deny the use of any other language rather than the target language especially when participating and practicing the language. Teachers generally seek for an English only environment inside classroom thus excluding any other language even if it might bring positive effects.

On the other item, 57.1% of participants' agreed that code switching might enhance lecture comprehension because it helps students understandlessons better and make "certain terms clearer" if they were explained in the native language. The remaining 25.1%believe that

the notion of codeswitching in the language classroom is not beneficial and does not promote

comprehension or facilitate meaning.

Item 7 and 8: I code switch when I am in hurry to express myself.

I code switch when I am stressed.

	Anxiety		Stress	
	Frequency	Percent	Frequency	Percent
strongly disagree	0	0,0	0	0,0
disagree	10	28,6	4	11,4
neutral	11	31,4	5	14,3
Agree	14	40,0	20	57,1
strongly agree	0	0	6	17,1
Total	35	100	35	100

Table 11: Students Code Switch when They are Stressed or Anixious.
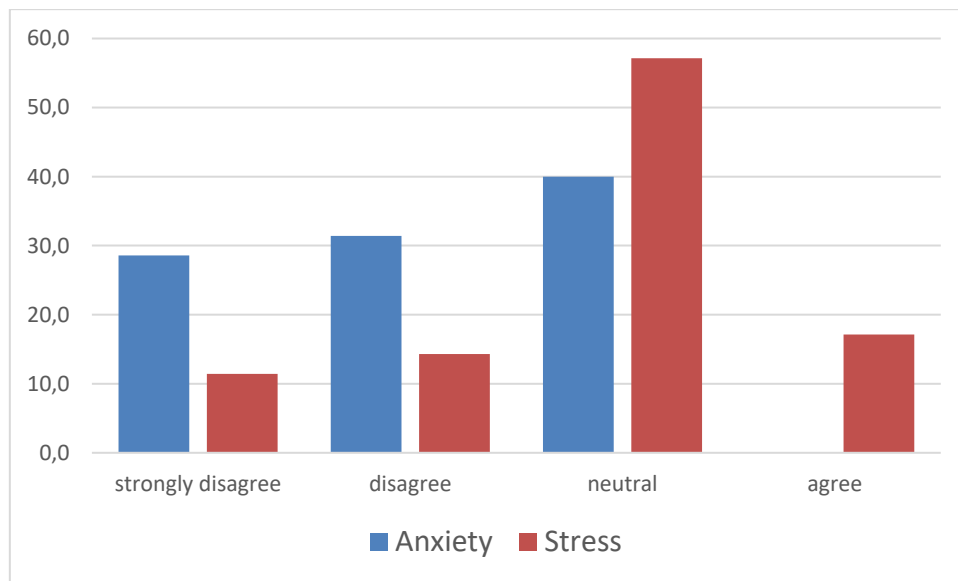
Figure 13: Students Code Switch when They Are Stressed or Anxious.

It appears from the finding that 40% from the participants have a neutral opinion about the

effect of anxiety on code switching. 31.4% disagree with the statement believing that code

switching is not utilized when they are in hurry to express themselves. Furthermore, there is a

consistency in the following statement. The majority 57.1% also have a neutral opinion about

code switching when they are stressed and only 17.1% have agreed on the statement.

Item 9, 10, 11 and 12:The use of my first language by the teachers.

	Help understand lesson		feel confidence		maintain focus		encouragement to participate	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
strongly disagree	1	2,9	4	11,4	1	2,9	0	0
disagree	4	11,4	10	28,6	5	14,3	8	14,3
neutral	5	14,3	10	28,6	4	11,4	09	25,7
agree	13	37,1	11	31,4	17	48,6	13	45,7
strongly agree	12	34,29	0	0	8	22,86	5	14,3
Total	35	100	35	100	35	100	35	100

Table 12: Students' Attitude Toward CS by Teachers
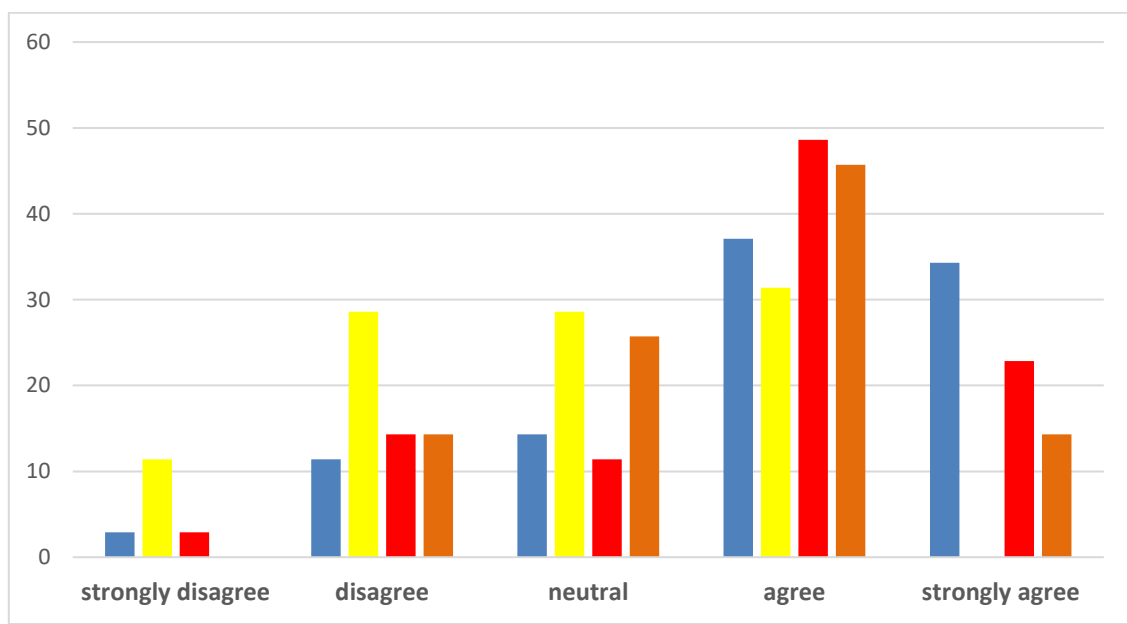
Figure 14: Students' Attitude Toward Code Switching by Teachers.

These four statements represent students' general attitude toward code switching inside classroom. The first statement clearly indicates (37.1% agree and 34.3% strongly agree) that when teachers code switch they help the students to understand better the content of the lesson. Turnbull and Arnett (2002) suggest that the L1 facilitates the learning process by making it easier for learners to process target language input, which ultimately leads to a better understanding of 24 the target language.Thus, the L1 can be deployed as an effective

and a medium teaching tool to enhance the language learning process. Many researchers advocate this view as Auerbach, (1993) states, "When the native language *is* used, practitioners, researchers and learners consistently report positive results" the second statement aims at inducing a response about the effect of code switching on students' confidence to participate. The results show that 28.6% of respondents disagree with the statement and 11.4% totally disagree which indicates that confidence and assertiveness may not generate desired outcomes since students pursue a total control of target language while code switching may show their weakness in language.

The third statement suggests that code switching can maintain students focus on lectures. The result show that 48.6% of participants agree with the statement and 22.9% strongly agree with effect of code switching. Finally the result of the fourth statement providespositive evidence about the effect of code switching on students' participation. The data report that the majority 47.7% agrees and 14.3% strongly agree with the fact that code switching can enhance participation. Scholars like Brice & Roseberry-McKibbin (2001) explained that educators need to carry on a flexible environment, which increases accepting answers in either mother tongue or foreign language because students are reinforced and rewarded for their participation. It is believed that code switching may provide a way of expressing an exact idea rather than in target language.

Item 13: I would prefer the teacher to use English only during lessons and not to use my first language.

	English Preference	
	Frequency	Percent
strongly disagree	3	8,6
Disagree	17	48,6
Neutral	0	0,0
Agree	10	28,6
strongly agree	4	11,4
Total	35	100

Table 13: Students' Attitude Toward Using English Only Policy in EFL Classroom.
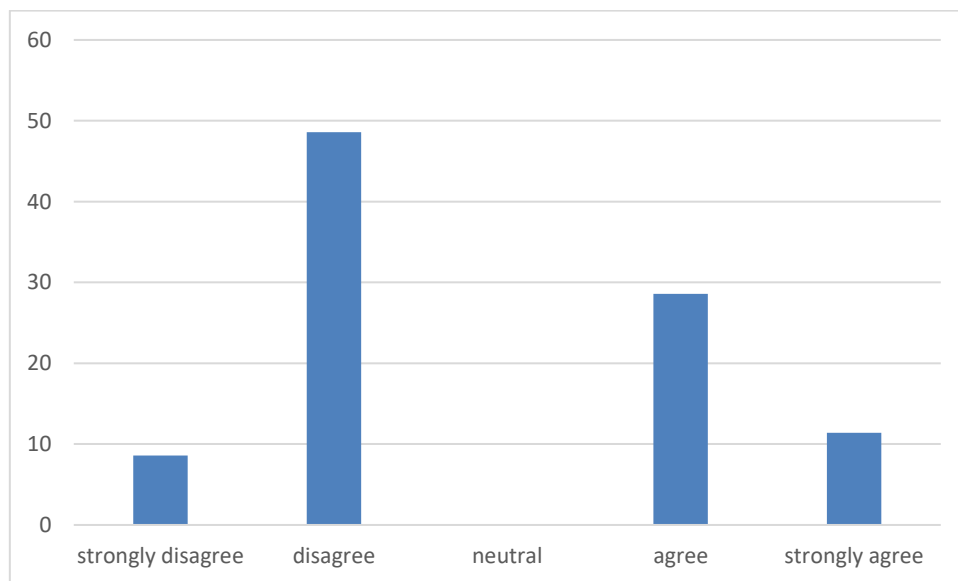
Figure 15: Students' Attitude Toward Using English Only Policy in EFL Classroom.

The above figure demonstrates that the majority of respondents 48.6% disagree and 8.6% strongly disagree with the statement that teachers should use only English language. Since code switching is beneficial to them. However, only 28.6% of respondents agree with the statement and 11.4% strongly agree. The result indicates that students may prefer to receive instruction and feedback using Arabic or French language. Consequently, the participants of the study have very positive attitude towards code switching as it adds to their better learning, comprehension, and understanding of the lesson.

Item 14:I would prefer the teacher to code switch in order to understand better lecture.

	English Preference	
	Frequency	Percent
strongly disagree	2	5,7
Disagree	10	28,6
Neutral	5	14,3
Agree	15	42,9
strongly agree	3	8,6
Total	35	100

Table 14: The Effect of Code Switching on Understanding The Lecture.
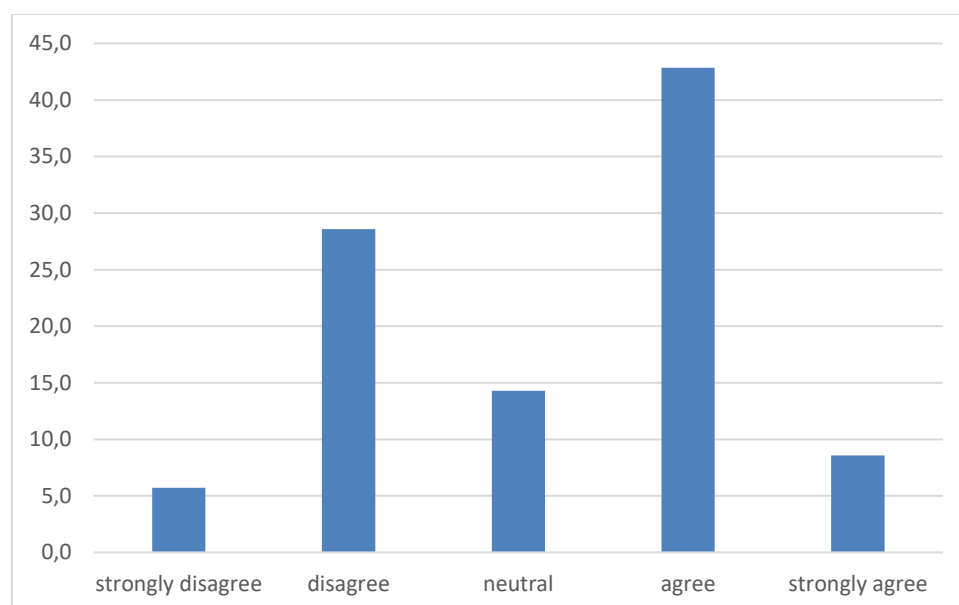
Figure 16: The Effect of CS on Understanding The Lectures.

From the table above, we can clearly notice that participants agree (42.9%) and strongly agree (8.6%) upon the positive effect of code switching on lecture comprehension.

3. Discussion

The current study is descriptive exploratory research aiming at investigating the effect of code switching on lecture comprehension and participation and the reason behind students code switching. The researcher used research instruments, a questionnaire with students to gather a reliable data in order to answer the following questions:

1. Why do EFL students' codes switch from one language to another when participating inside classroom?

2. What are the effects of code switching on EFL students' lecture comprehension and participation?

At first, the researcher opted to inquire about the reasons behind students and teachers switching between these codes. According to the research instruments used, different linguistic behaviors towards using the three varieties have been assumed. The obtained results show that the students as well as teachers switch for different reasons. Firstly, the majority of students use code switching to overcome communicative difficulties, which may arise as a result of insufficient competence in the target language (Ellis and Shintani, 2013). Also it appears that students Code switch can be considered as communication strategy to maintain the flow of conversation despite the learner's limited target language proficiency and lack of vocabulary items. Furthermore It is general consensus that studentsin a bilingual or multilingual society may code switch because of different contexts and to show cultural relevance and background.

The results of this study has clearly demonstrated that teachers use code switching purposefully to explain concepts, meaning of new words, ambiguous literal meaning which make confusion for students. Moreover, results indicate clearly that teachers tend to code switch to maintain discipline in the classroom as well as motivating students. Most important, the results show that code switching is generally not used when delivering content of the lesson thus explanation is addressed using English only.

Based on the students' responses in the questionnaire, the average percentage for students' positive views of code switching is higher compared to the students' negative views of code switching. It is evident that a majority of the students have positive opinions about the use of

teacher code switching. In addition, a majority of the students (88.33%) also felt that teacher code switching increases their confidence and motivation in learning English.

Although most of the students indicated that teacher code switching enhances the language learning process, there are some inconsistencies in the students' opinions about their preferences concerning teacher code switching and target language use in the ESL classroom. Half of the students reported that they prefer teachers to conduct lessons entirely in English without referring to the first language.

As discussed in the previous section, most of the students have positive opinions about their own use of code switching in the EFL classroom when participating. However, the analysis of the questionnaire results reveals that there are negative sentiments among students about their use of code switching during English lessons. The use of other languages in the classroom will result in a decline in the standards of English. Many students view their use of code switching in the EFL classroom as undesirable because it is believed that it will result in unacceptable language use among students, which subsequently, leads to a decline in the standards of English. In the questionnaire, 50% of the students agreed that the inclusion of other languages in the classroom will have a negative impact on the standards of English, while 30% of them disagreed.

4.   Implications

This study has several implications for the teaching practices in Algerian EFL classrooms. The use of code switching in the EFL classroom is often viewed with suspicion and is invariably believed to pose an insidious threat to foreign language development. The English-only ideology is pervasive in language curriculum and education policies where the use of the students' first language in foreign language classrooms is often explicitly forbidden. Recent studies conducted across various instructional contexts have challenged the claims that code

switching is associated with the loss of target language fluency and language disorder (e.g. Cummins, 2007; Ferguson, 2003; Poplack, 1988; Then & Ting, 2011).

The Algerian EFL students in this research showed contradictory exclusive results that yielded an overall positive belief and experience of code switching in the EFL classroom. However, results of this research indicate that second EFL students who aim at language fluency they are generally discouraged to overuse code switching especially in formal settings. It is advised to focus on target language and fluency rather than reliance on mother tongue.

Teachers are generally aware of the pedagogical functions of code switching and realize on the way students comprehend and grab knowledge especially in complex multilingual society. As a result, code switching may bring positive environment and encourage students to participate because they feel close relationship when using Arabic or French language. However, teachers as well as students also are concerned about issues pertinent to the negative aspects of code switching in target language classrooms. These conflicting perceptions and beliefs about code switching could impact on how it is used in the classroom. The findings in this study, thus, can be addressed both to teachers and students.
EFL teachers might want to consider the students' language preferences and attitudes toward medium of instruction. Teachers should be encouraged to make adequate use of code switching in classrooms when explaining concepts to students so that the students will be able to actively participate in classroom lessons. Meaning of new language concepts and lexical register can be given in native language particularly with beginner and intermediate EFL students.

Suggestions to include code switching as a systematic and planned aspect of the EFL classroom may not be relevant, at least in the context of this study.Code switching occurs naturally and spontaneously at any given stages of the lesson, depending on the learning

difficulties that students encounter during the lesson. However, it is important for teachers reflect and evaluate their code switching practices in order for them to develop a better understanding of their own practices. Teacher should have adequate formal instruction and guidance on how to manage classroom code switching with a moderate and pedagogical level. It can only be implemented once it does not create confusion with the process of second language acquisition.Also, decision makers should revise their language policy in order to reach the desirable goal of learning, in which code switching could be included in the planning of syllabi.

5. Suggestion for Further Research

The aim of this study is to investigate the effects of Code switching strategy on students' participation and lecture comprehension. The study was descriptive and exploratory, therefore, it is hoped that a further research will investigate the reactions and tangible results from an experimental research with a larger population. The study used only two instruments to collect data. Therefore, a further research may make use of more than two instruments such as FGD, interview, besides questionnaire and observation. Also this research has pin pointed only one perspective which is the effect of code switching on students hence a further research may include as well teachers and educators or even bilingual users outside the realm of EFL context.

Other possible areas of research may be the relationship between code switching and language proficiency and accuracy. A further research can also tackle the relationship between the stages of the process of writing and the provision of teacher's feedback in improving students' participation and language acquisition in general.

Conclusion

This descriptive exploratory study aims to investigate the effect of code switching on EFL students participation and lecture comprehension. The results of this study had clearly demonstrated that teachers use CS to explain concepts, meaning of words. Moreover, other results indicate that students prefer to use CS to participate better.

General
conclusion

General conclusion

Algeria is regarded as a multilingual country, since it has witnessed several invasions from many different civilizations over centuries.

This study has tried to shed light on code switching among English Department Biskra. Its principal objective is to investigate the effect of code switching on EFL learners' participation and lecture comprehension. English students have in their speech repertoire at least three languages, Algerian Arabic, French, and English. As a consequence, they tend to switch from the three codes in their daily conversations inside department. From this respect, it seems to be important to investigate the effect of switching from Arabic, French, and English.

The Results obtained from this work, reveal that the EFL students switching between Arabic, French, and English enhance their classroom participation. It also helps students to understand better the content of the lessons. Teachers code switch when explaining the lessons, aid students to be more active in class and to perform better.

At last, we may conclude that code switching in Biskra community is varied. Thus, code switch facilitates classroom activities and helps students to express themselves more easily.

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Appendices

Date:_____

Students' Questionnaire

Hello;

My Name is ………….. I am a Master 2 student English Language at English Division Faculty of Letters and foreign Languages. I invite you to fill in the following items in this questionnaire to contribute in a research. I am currently conducting a research entitled "The effects of code switching on EFL students' participation and lecture comprehension -case of second year English language students at Mohamed Khider University". This questionnaire is designed to gather the required necessary data to answer research questions. Your sincere cooperation will be admired and responses shall be used only for the purpose of the research. No personal or reproduction shall appear in the research. THANK YOU

Code switching is the practice of changing between language when speaking. For example speaking in English and using some words in French.

Section One: General information (put a tick ✓ where appropriate)

1. What is your first Language? ☐   ☐   ☐   ☐

   Tamazight ☐   **Arabic** ☐   **French** ☐   **other** ☐

2. How many languages you speak beside your first language?

   One ☐   **Two** ☐   **Three** ☐   **more than three** ☐

Section Two: Language use

1. What language you mostly use outside classroom with your colleagues?

   Tamazight ☐   **Arabic** ☐   **French** ☐   **English** ☐

2. Do you use French/Arabic words and expressions when you <u>practice</u> English with Your friends outside classroom?

   Never ☐   **Rarely** ☐   **sometime** ☐   **often** ☐   **always** ☐

3. Do you use French/ Arabic Words and expression (code switch) when participating inside classroom?

Never ☐   **Rarely** ☐   **sometime** ☐   **often** ☐   **always** ☐

4. Do EFL teachers code switch inside classroom?

Never ☐   **Rarely** ☐   **sometime** ☐   **often** ☐   **always** ☐

5. You think that teachers generally use code switching to: (put a tick ✓where appropriate)

Deliver content	
Asking Questions	
Manage the classroom	
Explanation of new material / lesson	
Negotiating meaning	
Encouragement and complimenting	
Cultural relevance /	
Checking understanding	

**Section 3: Put a Tick ✓where you agree or disagree with the statement.**

1=Strongly Disagree

2= Disagree

3=Neither Agree / disagree

4=Agree

5= Totally agree

		1	2	3	4	5
1	I code switch when I can not find the exact vocabulary item.					
2	I am more fluent when using word from other language rather than English.					
3	I find it enjoyable and show identity to code switch when participating in classroom.					
4	I can easily grab the attention of my colleague/ teacher when code switching.					
5	I can participate more when I am allowed to use Arabic or French language.					
6	I understand better lexicaland literal meaning when the teacher explain them in Arabic or French.					
7	I code switch when I am in hurry to express myself.					
8	I code switch when I am stressed.					
9	The use of my first language by the teacher helps me to understand the lesson better.					
10	The use of my first language by the teacher makes me feel more confident and motivated in learning English					
11	The use of my first language by the teacher enables me to focus on the lesson without worrying about unfamiliar words and sentences					
12	The use of my first language by the teacher encourages me to actively participate in classroom activities					
13	I would prefer the teacher to use English only during lessons and not to use my first language.					
14	I would prefer the teacher to code switch in order to understand better lecture.					

Section Three: EFL Context for code switching

1. In Algerian society, Code switching happens frequently, do you think that using it inside classroom is beneficial or not? Why?

………………………………………………………………………….......................

…………………………………………………………………………………………..

2. On what skills you find yourself code switching more (speaking/Listening/reading/writing) and why?

………………………………………………………………………….......................

…………………………………………………………………………………………..

3. What are the most topics and situation you find yourself code switching inside and outside classroom?

………………………………………………………………………….......................

…………………………………………………………………………………………..

4. In your opinion, how do you find yourself when interacting effectively using code switching?

………………………………………………………………………….......................

…………………………………………………………………………………………..

5. How do you feel when you try to use English language but you find easy to express your opinion with arabic/french?

………………………………………………………………………….......................

…………………………………………………………………………………………..

Thank You for you valuable time

الملخص

تهدف الدراسة الحالية إلى تظليل الضوء على تبديل الكود. يبحث في تأثير تبديل رموز اللغة الإنجليزية والفرنسية والعربية الثاني في جامعة LMDوالأمازيغية على مشاركة طلاب اللغة الإنجليزية كلغة أجنبية وفهم المحاضرات. يتم اختيار طلاب بسكرة في قسم اللغة الإنجليزية للعمل عليها. هذا العمل مقسم إلى أربعة أجزاء. الجزء الأول والثاني نظري. الجزء الثالث حول المنهجية بينما الجزء الأخير حول تحليل البيانات وتفسيرها. لإجراء هذا الاستقصاء، قمنا بجمع مناهج البحث المختلطة، واستخدمنا أيضًا الاستبيان والملاحظة كطرق رئيسية لجمع البيانات. لذلككشف تحليل طرق جمع البيانات أن تبديل الكود يعزز تطوير مشاركة متعلم اللغة الإنجليزية كلغة أجنبية وفهم المحاضرات.

Le résumé

La présente étude vise à ombrer la lumière lors de la commutation de code. Il étudie l'effet de la commutation de code anglais, français, arabe et tamazight sur la participation des étudiants EFL et la compréhension de cours. Les étudiants de deuxième LMD à Biskra dans le département d'anglais sont choisis pour travailler.Ce travail est divisé en quatre parties. Les première et deuxième parties sont théoriques; la troisième porte sur la méthodologie tandis que la dernière partie porte sur l'analyse et l'interprétation des données. Pour mener à bien cette enquête, nous collectons les approches de recherche en méthode mixte, nous avons également utilisé un questionnaire et une observation comme principales méthodes de collecte de données. Par conséquent, l'analyse des méthodes de collecte des données révèle que la commutation de code améliore le développement de la participation des apprenants EFL et la compréhension des cours.