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Submitted by: ABDELAIDOUM Ibtissem

Investigating the Impact of Code-Switching on EFL Learners' classroom interaction

The Case Study of Third Year EFL Students at Mohamed Kheider University of Biskra

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A Dissertation submitted to Mohamed KHEIDER University of BISKRA in partial fulfillment of the requirements for the degree of Master in Language Sciences.

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Dedication

I dedicate this work to all my beloved family,

To all my lovely friends

To every person who helped and supported me to finish it

Thank you all

<u>Declaration</u>

I, **ABDELAIDOUM Ibtissem,** do hereby solemnly declare that the work I am going to present in this thesis is my own, and has not been submitted before to any other institution or university for a degree.

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Abstract

The present study aims to investigate the impact of code-switching on EFL learners classroom interaction. It sheds light on how the phenomenon of code-switching is used in order to increase the interaction in the classroom and how it will affect learners. The participants are third-year students of the English department, University of Biskra. Even though third-year students may be considered as advanced learners of the language, they still need to use their mother tongue or other languages they know to help them express themselves. The main aim of this study is to examine the effects of code-switching on EFL learners' and how it helps them in classroom talk to achieve better interaction when they have gaps in their languages. In addition, the study aims to find the different reasons that lead learners to use this phenomenon. To reach these aims, the researchers opted for a descriptive study and used a mixed-method approach encompassing both qualitative and quantitative methods which are an observation, a questionnaire, and an interview. The observation and students' questionnaire were used to get concrete description and statistical results about students' use of code-switching. Besides, the interview was conducted with teachers to elicit their opinion about the use of this phenomenon in the classroom and its impacts on the learners. The results revealed that the majority of the participants switch between languages in the classroom for different reasons in different situations just to cover gaps they have while communicating. They believe that it enables them to communicate with others and it makes them feel secure because it helps them to understand and be understood by others. Moreover, they are aware of its effects on learning and acquiring the language, and both student and teachers agreed that it helps in the interaction of the classroom.

Keywords: EFL learners, classroom interaction, code-switching.

List of Abbreviations and Acronyms

EFL: English as a foreign language

CS : code-switching

CM : code-mixing

E.g.: exempli gratia (for example)

Etc: et cetera (and so on)

P : page

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ملخص

General introduction

Introduction

Communication helps to share knowledge, thoughts, and feelings. It helps to understand others and to be understood. The classroom is the best place for this process to happen, for communication means interaction. When learners want to interact they use language, but sometimes it is hard for them to express what they really want, especially when it comes to the EFL learners. The need to talk and express thoughts requires the EFL learners to switch between languages, which leads to create a phenomenon known as code-switching.

Different scholars and researchers tried to understand the different uses of this phenomenon that is considered as a strategy to facilitate communication and increase interaction. Therefore, the present study is an attempt to investigate the reasons that lead EFL learners to use code-switching in the classroom, whether it helps to foster the interaction among learners and with teachers, or it affects learners in a good or bad way.

1. Statement of the problem

Language is the tool that helps people to communicate with each other, either orally or in written form. Almost every person has the ability of more than one language, which is known as bilingualism for the one who knows two languages and multilingualism for the one who knows more than two languages, which leads to creating a phenomenon known as code-switching that refers to the alternating between two or more languages or varieties of language in conversation.

According to our background and experience as learners, we observed that most EFL learners use code-switching in their daily life, whether consciously or unconsciously. Even in the classroom, they use it from both teachers and learners. Many reasons lead learners to code switch such as the lack of vocabulary, so how this phenomenon will affect their

language. Therefore, this study attempted to investigate the impact of code-switching on EFL learners' classroom interactions.

2. Significance of the study

This study was expected to be beneficial for both teachers and students because it provided learners with the benefits of using more than one language like helping them to express themselves in their way. In addition, it helps the teacher to explain when it is hard for learners to understand. The main interest of this study was to investigate the impact of code-switching on EFL learners' classroom interaction.

3. Aims of the study

- **General aim:**

This work sought to investigate the impact of code-switching on EFL learners classroom interaction.

- **Specific aims:**

It aimed to find out the reasons that lead learners to code-switch.

How this phenomenon affects learners' language.

4. Research questions (problematic)

This study relied on the following questions:

- What is the effect of code-switching on EFL learners' classroom interaction?

- What are the reasons that lead learners to code-switch?

- How it will affect their language?

5. Research hypothesis

Based on the above research questions

- We hypothesized that code-switching may affect classroom interaction.

- We hypothesized that many reasons lead learners to code-switch.

- We hypothesized that code-switching will affect learners' language.

6. Research Methodology

The researchers used the qualitative approach to acquire and gather data for this dissertation. Moreover, the researchers planned to derive information from many materials relevant to their field of interest, which is a new and a fresh area in their branch as far as they are concerned. In addition, they used the quantitative approach to cater for both theoretical and applied research. The results of the questionnaire, the interview, and the classroom observation are included in the dissertation.

7. Research methods

In this study, the method used is the descriptive method. It is mainly used when there is an attempt to describe a problem, a phenomenon, or a situation. For case of this study, it describes the nature of using code-switching as a strategy to facilitate the interaction in the classroom and its impact on EFL learners.

8. Data collection methods

In the present study, a mixed-method was used in order to cover different angles of the research. First, for both qualitative and quantitative information, a classroom observation was used to observe learners' use of code-switching in classroom talk by using a checklist to take notes about its frequency in their speech and for additional comments. In addition, a questionnaire for students to investigate the reasons that lead them to use this strategy in the classroom as well as to see their attitude towards this strategy as a way to facilitate the

interaction. Finally, the teachers' interview was designed to gain more details about students' language practice in the EFL classroom and how it affects them.

9. Limitation of the study

This research was limited to third-year students of the English department at Mohamed KHIDER University of Biskra. More precisely, it was limited to a representative sample of forty students as well as to a sample of five teachers. In addition, the sessions attended in order to observe learners' interaction was limited to only five sessions and the during time of each session was only one hour, and the absences of learners were more than the presences. For that, the results were not like expected.

10. Structure of the dissertation

The present study is divided into two parts: theoretical and practical. The theoretical part is consist of two chapters; chapter one is about classroom interaction: its definition, its aspects, types of interaction, and different strategies used to increase the interaction. Chapter two is about code-switching: definitions, types, reasons, and functions of code-switching in the classroom. While the practical part includes only one part, which is the last part in the dissertation, concerned with analyzing and interpreting the data collected.

Chapter One: Classroom Interaction

Introduction

Classroom interaction has been considered as a helpful strategy for a successful foreign language learning. Moreover, it is a significant part in the whole learning process. This chapter focuses on defining the concept of classroom interaction and presents the aspects that help learners better understand and reach their goals. In addition, it shows the different types of interaction that happen in the classroom. Finally, it represents the different strategies and techniques that teachers may use in order to increase the interaction between learners in the EFL classroom.

1.1. Definitions of classroom interaction

''Classroom interaction'' is composed of two terms, ''classroom'' and ''interaction''. In order to identify it, we have to define each concept separately. The word classroom considered as a place where classes are taught and where teachers and learners have the opportunity to use the foreign language, which will lead to interaction.

Whereas, the word interaction defined in many English dictionaries. As cited in DAGARIN (2004), the verb 'to interact' was defined in the Cambridge International Dictionary of English as 'to communicate with or react to (each other)'. In addition, Merriam-Webster's dictionary expresses the noun 'interaction' as a 'mutual or reciprocal action or influence'. Therefore, WAGNER (1994, p.8) (as cited in KOUICEM, (2009, p.22)) defined the concept of interaction as '' reciprocal events that require at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another''. In other words, the teachers do influence the learners and vice versa.

Interaction

The teachers ⟷ The learners
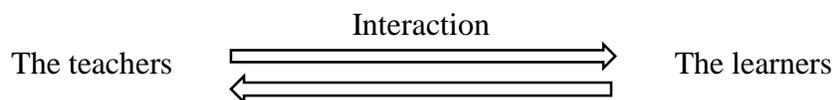
Chapter One: Classroom Interaction

Many scholars and researchers tried to give definitions from different perspective to the concept of classroom interaction. Allwright (1984, p.156), as cited in Tirarast (2018), defined interaction as the fundamental fact of classroom pedagogy, everything that happens in the classroom happens through the process of live person-to-person interaction, which means that the essential part to learning in the class is the availability of interaction between teachers and learners and vice versa. In addition, Robinson (1994, p.7) defined classroom interaction as the process of face-to-face action that can be verbal through written or spoken words or non-verbal through tough, proximity, eye contact, facial expressions, gesturing, etc. In other words, he tried to represent the type of interaction that appears through the students' behavior and through their writing and speaking. Furthermore, Malamah-Thomas (1987, p.8) claims that there is a possibility for co-operation or for conflict in every interaction situation. The situation develops according to the attitudes and intentions of both teachers and learners. In addition, communication will take place effectively when there is a co-operation between both parts. Malamah also presented a diagram for classroom interaction; he explains the relationship between the teacher and his learners while interaction together.
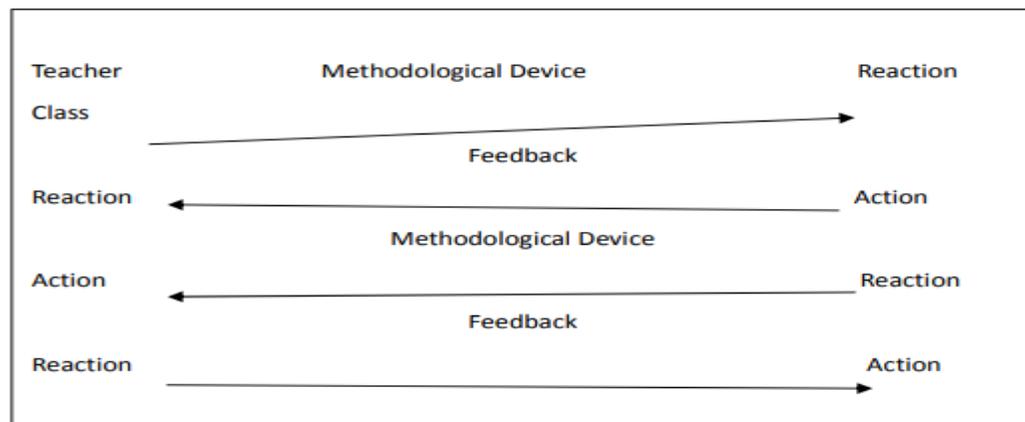
Diagram 01: classroom interaction by Malamah Thomas (1987)

This diagram shows class interactions as a methodological device and an action that leads to a reaction through which learners get feedback.

Moreover, as cited in KIR (2014), Richards, Platt, and Platt (1992) claim that classroom interaction refers to the patterns of verbal and non-verbal communication and the types of social relationships that occur within the classroom, and interaction is the activity of reciprocating or exchanging information when it is used inside the classroom. Eliss (1999) also stated that interaction is considered as a media where students gain data for learning. This means that the secret of collecting information is through communication, i.e. through interaction that happens between learners and teachers in the classroom.

1.2. Aspects of classroom interaction

Classroom interaction involves two main aspects: negotiation of meaning and feedback. These aspects help for better learning and help learners achieve their educational goals. In other words, these aspects are the core of successful language learning.

1.2.1. Negotiation of meaning

Negotiation of meaning is one of the most important elements in language learning. It is a process used by speakers to reach a clear understanding of each other. According to CHAUDRON (1998, p.131)(As cited in SAIFI (2015, p.42)) claimed that '' when understanding does not take place, either on the part of the learner nor on the teacher, they can ask for each other clarification by means of comprehension checks, confirmation checks, or clarification request''.

Moreover, as cited in Saaied (2015), Pica and Doughty (1983, 1984) stated that the term negotiating means repeating, rephrasing, and retracting of phrases between learners in order to help them understand what others said. In addition, Mackey (2007) approved some

processes to be used to reform interaction like repetition, segmentation, and rewarding. Repetition happens when the hearers do not understand the meaning and reproduce the exact speech of the speaker. Segmentation takes place when repeating statement by dividing it into linguistic segments with rising or falling intonation. Rewarding is rephrasing the original statement, which means to give the same message but with different words to make it clearer. The term clarification is considered as a cover term for these processes.

Therefore, negotiation of meaning has an important role in classroom interaction since it helps learners interact and improve their language. As cited in Kouicem (2009), Long (1996, p.445-454) proposed different ways in how negotiation helps language development. First, negotiation makes input understandable, which means it simplifies the concepts for learners; this happens when it breaks the input into units. Second, it gives learners opportunities to learn new forms. In addition, it makes learners express themselves more clearly and precisely. Finally, negotiation of meaning makes learners more sensitive to make their needs comprehensible.

1.2.2. Feedback

Different researchers agreed that feedback is one of the aspects that help in enhancing learning and increase interaction in the classroom. Hattie & Timperley (2007, p.81) defined feedback as ''information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding.'' In other terms, each factor helps to deliver information to the learners to improve their knowledge and performance. Voerman, Meijer, Korthagen, & Simons (2012, p.2) defined feedback as ''information provided by the teacher concerning the performance or understanding of the student, with reference to a goal and aimed at improving learning.''

According to Mackey (2007, p.30) (as cited in Saifi (2015, p.44)), claimed that ''through interaction that involves feedback, the attention of the learners are paid to the form of errors and are pushed to create modification.'', he wanted to say that interaction helps learners to discoverer their errors and leads them to avoid these errors through correcting them. In addition, feedback helps in enhancing learning as Voerman, Meijer, Korthagen, & Simons (2012) said that feedback could be positive or negative and both serve to enhance learning as long as they give information. Teachers can give some positive feedback about learners' performance like saying: excellent, good, or negative feedback like not good, that is a wrong answer.

Moreover, as cited in Kouicem (2009), Mackey (2007) proposed for feedback two forms, explicit and implicit feedback. Explicit feedback deals with correcting the linguistics mistakes that learners make in their speech; so, teachers here try to guide and advice learners to help them develop their performance. While, implicit focuses on the content of learners' answers, which means that teachers react to the learners' utterances by reformulating or rephrasing one or more sentence component.

Feedback helps in the interaction of the classroom because it helps learners to be aware of their mistakes and to be clearer.

1.3. Types of classroom interaction

Interaction in the classroom is very important, especially in the EFL classes because it helps to improve their skills and develop their language. There are many types of classroom interaction; mainly, teacher-learner interaction and learner-learner interaction.

1.3.1. Teacher- Learner interaction

This type of interaction is considered as an important element in the EFL classroom because it affects the learners' performance and achievement. Teacher-learner interaction occurs when the teacher asks questions, and these questions addressed to just one learner or to the whole class.

As cited in Dagarin (2004), the teacher can take different roles in the classroom. He can be a leader or controller when he wants to refer to the whole class at the same time because he is the one who controls the topics that they will discuss and select the types of activities that the learners will have. In addition, teachers should be aware of the language used, especially in foreign classes because learners are willing to improve their speaking skills and vocabularies through listening to them and then repeating. Furthermore, the teacher also may address the whole class but expects only one learner to answer; he uses this strategy as a kind of evaluation. As cited in Pistarman (2015), according to Roestiyah (1994, p.37) the teacher can be a facilitator, a motivator, an organizer, and a source of information for the learners. In addition, Rebecca (1990, p.11) claimed that teachers felt that their role supposed to be as facilitator, helper, leader, consultant, advisor coordinator, diagnostician, and co-communicator. All functions that the teachers have, confirmed how important is the role of teachers in teaching.

As cited in Kouicem (2009), Coulthard (1977) mentioned that teacher-learner interaction happens when he wants to negotiate the content of the course, asks questions, and gives direction to his learners.

Therefore, Scrivener (2005, p.85) proposed a diagram for this type of interaction to show how teachers interact with their learners.
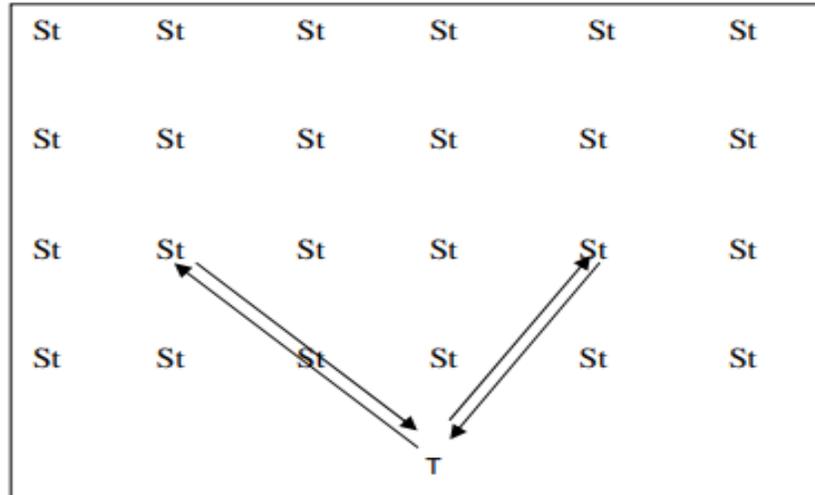
Diagram 02: Interaction between teachers and students

Keys: ↗ Teacher interactions with student, ↘ Student interaction with teacher

St: student, T: teacher

During this type of interaction, learners participate more and help the teacher to present the lesson through their interaction by giving their opinion about what they understand from the lesson.

1.3.2. Learner- learner interaction

This type of interaction happens among learners, which means that the teacher takes the role of a monitor while the learners are the main participants because they need to interact with each other to negotiate meaning through speaking. Several researchers agreed about the importance of learner-learner interaction in the EFL classroom.

According to Dagarin (2004), this type of interaction has two forms. The first form is pair work that occurs when the interaction takes place between two learners. That is, the teacher gives them activity and asks them to do it in pair and after the activity, he puts them in a whole group then each pair gives its report about their work, and the teacher here takes the role of consultant or advisor. The other form is group work, which requires the

participation of many learners to do the activity. As with pair work, the teacher's role is just an advisor or consultant.

Moreover, as cited in Bicha (2016), Paula (2002, p.128) stated that ''talking students with their peers about the content is a powerful way for them to reinforce what they have learned''. So learners need the encouragement of their teacher by giving them opportunities to discuss and negotiate what they have in the lesson, and to practice the language in order to be aware of their weaknesses and to have an idea about their level, which leads them to develop their language.

In addition, Scrivener (2005, p.85) stated that '' knowledge can be improved through student-student interaction''. In other words, the interaction between learners will increase their abilities and their knowledge. Therefore, he suggested a diagram for this type of interaction to show how they interact with each other.
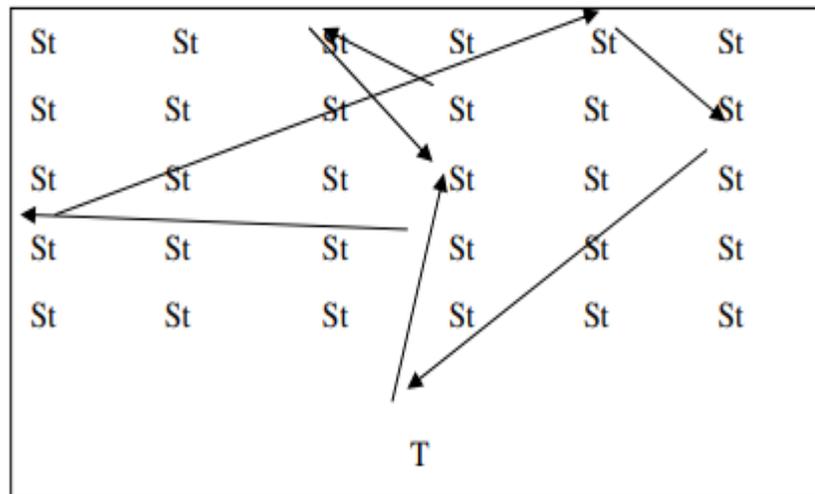
Diagram 03: Interaction between students

Keys: Student-student interaction, St: student, T: teacher

1.4. Interaction techniques

In order to make the class more active and make the learners interact, teachers should use different strategies such as pair work, group work, discussion topic, body language.

1.4.1. Pair work

Here, the teacher gives a task for two learners, and this will help learners to participate in language, which will help them to exchange thought and motivate shy learners to interact with others. There are different activities that the teacher can provide like, filling in the blanks of information gap activities, writing passages, and dialogue. These kinds of activities will improve the interaction in the classroom. In addition, it is quick and easy for the teacher to organize them (as cited by Harmer, 2001). Regardless of its effectiveness, it has a negative side that it is considered as a noisy process due to students' talk while working.

1.4.2. Group work

In group work, the teacher divides his students into small groups in order to make them collaborate with each other. Kir (2014), Freiberg & Driscoll (1992, p.32) defined the term grouping as ''…a way of organizing students for teaching and learning''. In addition, working in a group will increase the interaction between learners and their abilities and skills. Whereas, teachers may lose control of the class because of the large number in one group that leads learners to use their mother tongue or may have an outside talk.

1.4.3. Discussion topic

Discussion or whole class interaction is another technique where the teacher selects a specific topic and learners give their thoughts and ideas about it. Harmer (2001) (as cited in Belabed,2017) stated that discussion is where all learners contribute, interact, and discuss a particular topic with each other and with their teacher, but some student may feel shy to

express their thoughts in front of the whole class, Harmer (2001, p.272) suggested a solution for teachers to get over this obstacle which is buzz group: where students have a quick discussion in their small group before they start talking in front of the whole class.

1.4.4. Body language

Body language is considered as one of the strategies that help teachers to know what their learners think or feel. Body language is a combination of gestures, or it may be some expression that is used to express themselves when it is hard for learners to use words. In the classroom, the teacher can help his learners interact by using some signs, facial or corporal expression. In addition, he can understand his learners through their actions when they are worried, or they do not understand something and they are afraid or shy to ask for clarification.

Conclusion

To conclude, classroom interaction is very important for learners to improve their skills. As this chapter shows, classroom interaction is where teachers and learners negotiate for some purposes. There are different strategies and techniques that help teachers to increase the interaction in the classroom, but learners sometimes use other strategies to help themselves express what they want when it is hard for them, such as using the phenomena of code-switching.

Chapter Two: Code-switching

Introduction

EFL classroom is one of the best places where occurs a sociolinguistics phenomenon known as code-switching. Code-switching takes place when students face some difficulties to express their thoughts and ideas or when they want to keep the flow of the conversation. In the last decade, many scholars and researchers shed light on this phenomenon, trying to understand the speakers' use of different codes in their speech. Code-switching is when alternating different languages between people who share the same codes.

This chapter deals with the theoretical part of this dissertation. It focuses on defining some concepts such as bilingualism and multilingualism, code-switching, code-mixing, and borrowing. It also presents and compares code-switching with other related phenomena. In addition, it shows the different types of code-switching, including its patterns and theories. Also, it represents the reasons that lead speakers to code-switch. Finally, it presents the functions of code-switching in the EFL classroom.

2.1. Definitions and concepts

2.1.1. Bilingualism and multilingualism

Most of the world's communities and the majority of the populations are either bilingual or multilingual; it is rare to find a monolingual (the one who speaks only one language).

Bilingualism or multilingualism is the phenomenon of people who have the ability to speak or use more than one code (language). The word bilingual is divided into the prefix 'bi-' which means 'two' and the word 'lingual' which means 'language'; so bilingual means two languages. As cited in Parviz Maftoon (2011), according to Haugen (1953), bilingualism is the ability to produce "complete meaningful utterances in the other language''. Maftoon

also found that Titone (1972) defines bilingualism as the capacity of an individual to speak a second language based on the patterns and structures of that language than the patterns of the first language. According to Chin & Wigglesworth (2007, p.2) (as cited in SIHITE, 2016, p.18), bilingualism is the use of two languages or the native-like control of two languages.

Speaking more than two languages is the phenomenon known as multilingualism. Llamas, Mullany, & Stockwell (2007) define multilingualism as the use of more than one language by a single individual or community. There are many reasons for multilingual communities, or countries like a historical event that happened years ago and passed, but it still has a great influence on them. As Wardhaugh (2006, p.96) mentioned, the multilingual or the people who speak fluently several languages are not native to the culture; these people are just a result so some reasons such as immigration, visitors, or a result of mixed marriage.

For bilingual or multilingual speakers, mixing or switching between languages is highly recommended, especially when having a conversation with someone who is familiar with the languages' uses. For example, mix the mother tongue with second language.

This phenomenon actually happens in informal situations and in formal ones. The real example is when a lecturer teaching in class; sometimes the lecturer mixes his/her language from English into Arabic and vice-versa.

2.1.2. Code-switching

The phenomena of code-switching has various definitions by different researchers, but before discussing those definitions, it is important to examine the two words that create the concept 'code' and 'switch (-ing)'.

The term 'code' refers to different languages, varieties, or dialects of the same language(s); e.g., Algerian Arabic and Berber are both codes for Algeria. According to

Wardhaugh (1998, p.86), code is "the particular dialect or language that an individual chooses to use on any occasion, a system used for communication between two or more parties".

In addition, the term 'switch (-ing) means changing, alternating, or exchanging position, i.e. while communicating, the speaker alternates between a variety of languages.

Code-switching (CS) is a part of sociolinguistics. In other words, CS is part of the sociolinguistic behavior; it can occur in conversation and writing, but mostly in conversations. According to Gumperz (1982, p. 59): ''the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems''.

Other researchers believe that ''CS is used to identify alternation of linguistic varieties within same conversation …the linguistic varieties participating in code switching may be different language, or dialect or style of the same language.'' (Myers-Scotton 1993, p: 1-2).

Example: Mazal mafhamtech this point would you explain it again!

In this example, the speaker starts a sentence in one language such as his/her mother tongue (Algerian Arabic: Derdja) and then switches to another language (foreign language: English).

Haugen (1956) presented CS as the variation between different languages (two or more), integration of using words from one language instead of another one used by a bilingual speaker. In addition, Crystal (1995) states that CS happens when a bilingual speaker shifts between two languages during his/her speech with another bilingual speaker, this can happen consciously as well as sub-consciously. In other words, "Code-Switching is

that the use of a primary or third language within a stream of speech within the second language" (Brown, 2007 p.139).

Whereas, Jacobson (1990, p.1) states '' The notion of alternation between varieties is not conceived of in a homogeneous way, but, rather, that different investigators examine the phenomenon in ways that elude the possibility of providing a definition of code-switching that all will subscribe to''. Code-switching can also be defined as "the alternation of two languages within a single discourse, sentence, or constituent", as mentioned in (Jamshidi & Navehebraim, 2013).

As a conclusion from the definitions above, CS is a system of communication in bilingual or multilingual communities, which means that the speaker uses more than one language to express his/her thoughts while speaking.

2.1.3. Code mixing

The term 'code mixing' (CM) represents the use of different foreign words besides the mother tongue. As cited in M. Dehimi (2010), 'CM is a kind of code switching, it is also called conversational code-switching because the language varies without any change in the situation' (Hudson, 1996, p.53). In other words, when bilingual speakers have a conversation together, they use different languages; they say few words from one language and few words from the other one, and then back to the first language and so on without any change in the situation. The exchange between languages is easy for the bilingual speakers.

As cited in Walter F. Edwards (2010), ''CM describes the mixing of two languages at the word level', which means there is a word in the sentence used in a different language (Baker & Jones, 1998).

As cited in Tsaona S Mokgwathi (2011), According to Wardhaugh (1992, p.106) and Bokamba (1988, p.24) define code mixing as: '…the deliberate mixing of various linguistic units such as affixes, words, phrases and clauses from two (or more) languages within the same sentence, in the course of a single utterance, without an associated change in topic'.

CM occurs in a single sentence without breaking the grammatical rules of the first language. As cited in Walwadkal (2011, p.45), "Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from two distinct grammatical (sub) systems within the same sentence and speech event. That is, CM is an intrasentential switching." (Bokamba, 1989, p.278).

In addition, as cited in Sihite (2016, p.8), CM is the mixing of different varieties within a single utterance or even within a single word. It does not have to affect all linguistics levels (Mazraani, 2013, p.8). Also, Yee (2007, p.1) states that CM is the change of one language to another within the same utterance or in the same oral/ written text.

2.1.4. Borrowing

The exchange of words is the most common way to interact languages with each other. People may use words from a language to describe a concept or an idea that has no equivalent in the mother tongue; this phenomenon is known as borrowing.

Borrowing refers specifically to the speakers' adoption of foreign features into their mother tongue (Haugen, 1950). It is a process of importing linguistic items from one linguistic system into another.

As cited in Amri (p.35), borrowing is ''a performance phenomenon, not a learning process, a feature, therefor, of language use not of language structure'' (Corder, 1992, p.62).

That means borrowing tends to cover the missing knowledge in one's language with items from another language while speaking.

Mesthrie, Swann, Deumert & L. Leap (2009, p.243) state that ''Borrowing is a technical term for the incorporation of an item from one language into another, these items could be words, grammatical elements or sounds''.

2.2. Code-switching and other language contact phenomena

CS, CM, and borrowing are considered as communicative strategies that are used by bilingual or multilingual speakers.

2.2.1. Code-switching Vs Code-mixing

CS and CM are two processes of code alternation. CS is used in sociolinguistics as a cover term for alternation of linguistic varieties between sentences, while, CM is when the alternation happened within a sentence. In other words, CS is to switch the language used for certain reasons. Whereas, CM is the use of pieces of another language in one language that is needed; there is no specific purpose or intention when doing that, and it is not considered wrong.

Many scholars have different views about CS and CM such as Chaer and leonly (as cited in Waris, 2012, p.129), Thelander claims that when there is a transition from one language clause to another in a speech event then it is called code-switching. Yet, it is called code-mixing when the clause or phrase is consist of hybrid clauses and hybrid phrases, and all of the are not support each other in a speech event. While, Fasold presented the criteria of grammatically to differ CM from CS. When the language is arranged structurally and grammatically in another language, it is code-switching, and it is Code-mixing when someone uses one word or phrase from one language into another language.

Examples: when I was going to university, tlagit Amel fi trig. (CS)

(when I was going to university, I met Amel on my way)

Tlagit Amel in the way ki kont rayha lel university. (CM)

(I met Amel in the way when I was going to university.)

2.2.2. Code-switching Vs Borrowing

Borrowing is viewed as being related to CM and CS, but it is also different from them. CM and CS are employed by bilinguals or multilinguals only, while borrowing may exist in the speech of monolinguals (Walwadkar, 2013, p.48). Code switching, as defined above, is to use two different languages consecutively. However, borrowing is to take or to mix words or some ideas with the first language. As cited in ATAŞ (2012), according to Gumperz (1982), borrowing is when including a word or phrase from a different language into another, which might have also been additionally merged into the grammatical system of the borrowing language. He differentiates it from code switching by adding that code switching depends on meaningful juxtaposition of what speakers' process, whether; consciously or unconsciously, as strings formed according to the internal rules of two distinct grammatical systems. In other words, borrowing is when bilingual speakers adopt words or ideas from foreign language into their language; when they do not find an equivalent word for the concept they want to express in the language used, and it is used as if it is part of the mother language not as code switching that is used occasionally or for a giving function.

2.3. Types of code-switching

There are different kinds of code-switching; scholars attempt to classify code-switching according to both; linguistic features as in Poplack's (1980) and functional features as in Blom & Gumperz's (1972).

As cited in BENGUEDDA (2016), Blom & Gumperz's (1972) had made certain classification for code-switching; it can be both situational and metaphorical code-switching.

2.3.1. Situational code-switching

The language varieties use influenced by situation change in a conversation or discourse such as the change of participant, topic or setting,…etc. In other words, depending on the situation where the bilingual engaged the language varies. For example; in the classroom, teachers use a specific code while explaining a specific topic (according to the course), and in order to make it clear for the learner to understand the terms used, they tend to switch the code. In addition, situational code-switching may also change within a conversation to support conversational acts such as request, refusal, complaint or apology.

While in Wardhaugh's work (1998), it is claimed that situational code-switching takes place 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.

2.3.2. Metaphorical code-switching

Code-switching varies in order to discuss one topic in different conversational domains. In other words, metaphorical code-switching is to use a code but not in its right place. According to Wardhaugh (1998), metaphorical code-switching occurs when the speakers want to show their identities or a change of relations in the roles of the participants

in the conversation. He argues that metaphorical switching is not influenced by the social situation but by the topics of the conversation. Also, he adds that speakers may change the code according to the situation, i.e., from serious to humorous, from professional to personal, from formal to informal, and from politeness to solidarity. For example, when you have dinner with friends, the language expected to be informal; however, when they want to discuss something about work or study, they tend to use formal language.

From the other perspective, as cited in MUAIDI (2015), Poplack (1980) classified code-switching into: inter-sentential switching, intra-sentential switching and tag switching, which is also called extra-sentential switching by Milroy and Musyken (1995).

2.3.3. Inter-sentential code-switching

It occurs when the change of language happens at clauses or sentences boundaries. Whether at the beginning or at the end of it, and each sentence with different language.

For example, I love Horlicks maar hier's niks.

(I love Horlicks but there is nothing here) (Dulm, 2007)

2.3.4. Intra-sentential code-switching

Poplack (1980) claims that intra-sentential code-switching takes place within a sentence or clause and contains elements from both languages. In other words, intra-sentential code-switching involves risks since the syntax of other languages clause is inserted into the first language sentence. It may be a process of inserting a bound morpheme, noun, verb, and even a phrase in a sentence. If the two languages are mixed in a sentence, this will result in having two different grammars in play. That is, the speaker must know the grammatical system of the two languages to avoid making mistakes in grammatical utterances.

For example, El man que came ayer wants John comprar a car nuevo.

(The man who came yesterday wants John to buy a new car.) (Poplack, 1990)

2.3.5. Extra-sentential code switching (tag switching)

As cited in Al Heetil and Al Abdely (2016), extra-sentential code switching requires inserting a tag or short phrase in one language into an utterance that is wholly in another language. This type of code switching happens easily because that tags typically contain minimal syntactic restrictions; so, they do not break syntactic rules when inserted into a sentence that is given in the first language (Hamers & Blanc, 2000). Tags include interjections, fillers and idiomatic expressions. Examples of common English tags are "as you know", "I mean", and "right". This type of code switching does not affect the meaning of the sentence; they can be omitted without any effect on the sentence.

The following illustration from Poplack's perspective explains the different types of CS that occur in bilingual speech.

| a. Inter-sentential switching | b. 'tag'-switching | c. Intra-sentential switching |
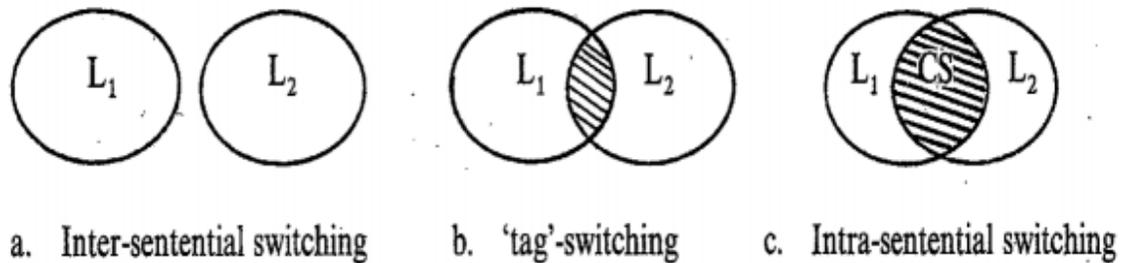
Diagram 04: Representation of bilingual CS typology (Adopted from Poplack, 1980, p.615)

2.4. Reasons for using code switching

The use of code switching is caused by many factors; these factors lead the bilingual to do the switch from one language to another.

As cited in Nik Mastura & Suthagar (2013), In the study of Malik (1994), she developed ten communicative functions that cause code-switching

2.4.1. Lack of Facility

When bilingual or multilingual speakers are unable to seek out the appropriate terminology or identical word(s) from the second language vocabulary to match the word(s) of their first language, they tend to alternate the language from the first language to the second one. As an example, in Malay language there is no equivalent term for the English term "social drinker" because drinking is prohibited in Islam. (Muthusamy, 2009, p.4).

2.4.2. Lack of Register

Muthusamy (2009) claims that when a certain vocabulary is not available in the first language to the speaker, so he tends to switch to the other language. According to Anderson (2006, p. 38), certain phrases would sound better within the second language than within the first one and this usually triggers code-switching. For example, "hissat lyoum kanet over my head." (Today's class was over my head). The phrase "over my head" is an English phrase meaning "beyond my understanding."

2.4.3. The speaker Mood

The speaker mood represents the kind of languages to be used. When the speaker is rational and in a stable state of mind, he will be able to think of the right vocabulary to be used (Muthusamy, 2009). Code switching happens when the speaker is emotionally affected. For example; happy, surprised, scared, or excited…(Crystal, 1987 as cited by Skiba, 1997).

2.4.4. To emphasize a point

According to Anderson (2006), the speaker switches the language when s/he needs to stress a particular statement. For example, "Llamé pero no había nadie. I missed him so bad!" ("I called but there was no one there. I missed him so bad!') (p. 38). The switch from Spanish to English emphasizes the speaker's affection towards a certain individual. Additionally, emphasis is used when repeating the same statement in two different languages. A study by Taha (2008) found that Arab teachers teaching English tend to form statements in English and repeat them in Arabic so as to stress the purpose of the statement or to inform the learners understand what the teachers are talking about (p. 341).

2.4.5. Habitual Experience

The terms that are mostly used in discourse markers such as: ''as you know'', ''I mean'', ''isn't it?'', ''well'' (Romaine, 1989, p. 112) that are placed before or in the middle of a sentence can sometimes be used in the other language (it is also known as tag switching). For instance, as given in Malik (1994); ''Oyes (listen) or ''pero'' (but). They spontaneously occur in the speech. In addition, David (2003) provides an example about "habitually mixed discourse" during a Malaysian courtroom they used Malay because it is the dominant language and they inserted a law term in English; "Kes merupakan arrest case atau kes saman?" ("Is this an arrest case or a summons case?".

2.4.6. Semantic significance

According to Gal's (1979) point of view, sometimes code-switching canbe used to indicate the speaker's attitude, communicative intentions, and emotions to convey linguistic and social information. While, Choy (2011) explains it as a "verbal strategy" (p. 25). As

cited by skiba (1997), Crystal (1987) mentions that switching between languages occurs when bilingual speakers want to convey their attitudes or emotions to each other.

2.4.7. To show identity

According to Crystal (1987); when a bilingual speaker switches the language, he tends to express solidarity with a particular social group. There will be a relation between the speaker and listener, when the listener responds with a similar switch. So much the same goes when the instructor uses code switching in the classroom just to build solidarity relation with the students. Code-switching, then, establishes a supportive language environment in the classroom (Sert, 2005). In addition, this type of switching also may be used to exclude from conversations those who do not speak the second language.

2.4.8. To Address Different Audience

Alternating the language is used as part of a welcoming address in accepting someone new to a communicative event. This could occur over different linguistics backgrounds (Malik, 1994), linguistic reinforcement often takes place in society and formal places because society contains different people with different tongues. Or from an equivalent linguistic background (Holmes, 2001, p.35). For example, in India, in the news, the reporter often uses Hindi because it is the national language but also switch to English. Also, he often repeats the same news in English for the people who do not know Hindi.

2.4.9. Pragmatic reasons

According to Malik (1994), Bilingual speakers tend to code switch just to call attention to the context of a conversation. For example; when having a conversation about dieting, the speaker may use his/her first language to express his/her feeling about the issue,

and second language to point at the referential context that is the advice from his/her doctor (Holmes, 2001, p. 41).

2.4.10. To attract attention

Malik (1994) mentions that in India, the English newspapers contain other languages like Hindi in order to attract the readers' attention. The reader would need to use his or her language schemata to get the message that the newspaper conveys. In Malaysia, "bahasa rojak" is popularly used among the locals. "Bahasa rojak" refers to "any mixture of two or more languages within a communicative event, with anybody of the languages being the base language" (Husni Abu Bakar, 2009, p. 99).

2.5. Functions of code switching in the EFL classroom

Code-switching may be used in the classroom for different functions. As cited in MUAIDI (2015, p.81-91), according to Canagarajah (in Yletyinen, 2004, p.53), there are many functions of classroom' code-switching, such as:

- **Explanation:** it happens usually when the teacher sees the need to repeat the information provided in another language to help students understand what has been said. Commonly, this occurs in the EFL classroom, in the mother tongue, because learners are less competent in the foreign language. According to Canagarajah (1995), repetition, reformulation, clarification, and exemplification are strategies used for explaining what has been taught.

- **Clarification of misunderstanding**: sometimes misunderstanding happens during the lectures, and when there is a need to clear it up they switch the language.

- **Unofficial interaction**: The one which is not demanded by the lesson. Unofficial interactions occur when teachers or learners talk about issues not related strictly to the lessons.

- **Moving from one activity to another:** teachers and learners use code-switching to mark a shift in the lesson. When teachers move from one topic to another; from discussing activities to teach grammar and vice versa, to give instructions for better comprehension.

- **Students' comments:** the students code-switch to comment on exercise or activity; it helps them to better explain themselves. This function is different from the function of unofficial interaction.

- **Students helping each other:** not only teachers help their learners, even learners do help each other when doing activities that requires the participation of the whole class or in-group works. It usually occurs when the teachers ask learners something in English and some students do not understand, so other students help them with translating teachers' saying. This will create a communication situation between learners.

- **Student initiation:** students tend to switch to ask for help or to remove misunderstandings.

- **Self-correction:** students use self-correction which starts in foreign language but includes one or several words in the mother tongue in the middle of the speech. When self-correction happens, the students usually produce answers to teachers' questions and when the teacher realizes that an error has occurred in the answers he corrects it by indicating the word and continues his answer with more precise words.

Conclusion

This chapter covered the definitions of the main concepts related to code-switching. It can be concluded that in a bilingual community, in particular in the EFL classroom, speakers tend to switch from one language into another in a conversation. These phenomenon have been defined by many scholars, and the question concerning why people code-switch has not yet received a precise answer. Thus, the reasons for code switching are different from one speaker to another.

Chapter Three: Field Work and

Data Analysis

Introduction

The present work is mainly descriptive; it provides both descriptive and statistical information to show how code-switching affects the interaction of EFL learners in the classroom. In the present chapter, the researchers describe the methods, population, sampling, and instruments of collecting data from third year students at the English department of Biskra University.

Participants	Number of participants	Tools of data collection	Number of involved participants	Percentage
Students	40	Observation	35	87.5%
		Questionnaire	40	100%
Teachers	5	Interview	5	100%

Table 01: Description of the study

3.1. Review The Research Methodology

3.1.1. Research Methodology and Research methods

Research methodology is known as a collective term for the structured methods of conducting research. Also, it is defined as a study of methods by which knowledge is gained; it aims to provide the researcher with the work plan. In addition, research methodology can be classified into qualitative and quantitative, which considered as methods. However, research methods are techniques used to help the researchers to collect and analyze data. As cited in Rajasekar (2013), the quantitative research method tend to be systematic and use numbers. It is based on the measurement of quantity or amount. In other words, quantitative research based on a theory or hypothesis followed by the application of descriptive or

inferential statistical method. While, qualitative methods on observation and description. It is used to understand the meaning of numbers obtained by quantitative method.

3.1.2. The Research design

This study was carried out using a mixed-method, combing both qualitative and quantitative approaches to investigate if the use of code-switching in the classroom will help the EFL learners to interact.

The data collection was gathered through the use of different tools which are: a questionnaire for students, an interview with teachers, in addition to a classroom observation.

3.2. Population and Sampling

3.2.1. Students

The population of this study were EFL learners at the department of English in the University of Biskra. The sample consists of 3rd year students; enrolled the department of English during the academic year of 2020/2021. The participants are 40 students, including 10 males and 30 females aged between 20 and 40 years old.

Due to time limitations and the pandemic of covid-19, it was not possible to conduct the observation with just one class, because of the small number of students in one group and the absentees, so the observation was with three different classes with a number of 35 students as a whole. Where it noticed that students use code-switching during classroom communication. In addition, 40 questionnaires were distributed to get more information for this study.

3.2.2. Teachers

Five EFL teachers at the department of English were interviewed.

3.3.   Data Collection Tools

The researchers used three different tools in order to collect data for this study, which are classroom observation and questionnaire for learners, and interview for teachers.

3.3.1.   The Classroom Observation

The observation is one of the research tools used in this study to collect concrete data about the students' use of code-switching in the classroom and how it affects the interaction between them. Shanjida, Rizwana, & Tanzina (2018, p.162-163) defined classroom observation as ''a method of evaluating and recording specific information about what is going on within a classroom''. Moreover, Torsh (2019) defined classroom observation as ''an act of watching a teacher's performance in their classroom or learning environment''. It is considered as a quantitative method. Pham Viet (2004, p.24) claimed that classroom observation main focus not only on teaching and teachers, but also on students and their learning. In addition, Classroom observation helps to observe and check the students' behavior in the classroom. Moreover, in this study, the observation is supported with a checklist (Appendix 01).

The instrument was administered firstly on the 27th of April, 2021, then on the 17th and 18th of May, 2021 with 35 students of the third year; they were informed that they are observed for research purposes. It took five sessions (the duration of the session is about one hour) to observe the learners' behavior by using a checklist that contained sections about the categories of code-switching in the EFL classroom and its types, in addition to its frequency and additional comment.

As a member of the group, the researcher decided to be just an observer, watching them and taking notes about the different instances of this phenomenon occurring in the classroom.

3.3.2. The students' questionnaire

The questionnaire is a written instrument consist of series of questions or statements that helps to gather information from respondents, it is a kind of written interview. (McLeod, 2018). There are two types of questionnaire; open-ended and closed-ended questions. In open-ended questions, the responders are allowed to provide their answers in their way. While, closed-ended questions; the researchers provide the possible answers to the question and participants have to select their answer from it.

The questionnaire is used in this study to gain both qualitative and quantitative data. It is adopted to add more information to complete the information that were collected through the observation.

Therefore, the designed questionnaire (Appendix 02) consists of two parts that include fourteen questions. The first part is related to personal information including gender, age, students' languages, and the level of their English. The second one includes ten different questions adopted from previous studies. Additionally, this questionnaire is a semi-structured questionnaire with a combination of close-ended questions (multiple-choice questions, or yes/no questions), and open-ended questions followed by justifications.

3.3.3. The teachers' interview

The interview considered as a form of conversation where the interviewer collects information from the interviewee. Sajjid (2016, p.211) mentioned that ''interviewing

involves asking questions and getting answers from participants in a study''. It can be individual, face-to-face interviews, and face-to-group interview. In addition, a research interview has three types; structured where the interviewer asks a specific set of predetermined questions, they are closed-ended questions. Semi-structured; the researcher asked open-ended questions without limiting the interviewee' answers. Lastly, unstructured; it is like a natural conversation, the researcher is not limited by a number or a specific type of questions.

In this study, the data gathered from teachers were through the interview. This tool is useful when the required data is qualitative. The interview was prepared previously by the researchers to support the observation and questionnaire. It is a combination of nine questions (Appendix 03). The first question was asked to know about the teaching experience of the teachers. While, the following questions include a range of different questions related to the topic being investigated. The interviews were recorded using a mobile phone after having teachers' permission.

3.4. Data analysis and interpretation

At this stage, the data obtained from the observation and students' questionnaire are analyzed and summarized in the form of quantitative and qualitative descriptions using frequencies and percentages in tables. While teachers' interviews were transcribed and interpreted taking into consideration all the teachers' points of view.

3.4.1. Analysis and interpretation of the Classroom Observation Data

According to the analysis of the notes in the checklist used during the classroom observation, the instance of code-switching at sentence, phrase, or clause and word-level were identified and counted. It was noticed that students might use this phenomenon when

they speak to their classmates or with their teachers. Most of the time when they code-switched, they used their mother tongue which is Arabic, and there were some students who used French, the total number of the use of this phenomena in their speech is about 49 time as indicated in the table below.

Items	Frequency	Percentage
Learners/ learners code switching	43	87.8%
Learners/ teachers code switching	06	12.2%
Total	49	100%

Table 02: Categories of code-switching used in the EFL classroom

The table above shows the total number of code-switching used by EFL learners in the classroom during the oral and civilization sessions (four oral sessions and one civilization session). It is found that this phenomenon happened more among learners, which makes 87.8% switches. While, switching between languages in learners/ teachers talk exists only with the percentage of 12.2. Therefore, it is concluded that code-switching practice appeared more in learners/ learners talk.

From the analysis, we noticed that code-switching happened with both, learners and with teachers in the EFL classroom. Learners alternate between languages because it helps them express their ideas in an easy way. In addition, the results show that they do switch more when speaking to their classmates. According to the notes in the checklist, it is observed that learners switch codes to confirm their ideas, to show misunderstanding, and to give comments. Also, they use it to cover the missing words in the English language (vocabulary gaps).

Items	Frequency	Percentage
Inter-sentential code switching	39	79.6 %
Intra-sentential code switching	06	12.2 %
Tag switching	04	8.2 %
Total	49	100 %

Table 03: Types of code-switching occurring in the EFL classroom

The types of code-switching mentioned and distinguished by Poplack (1980) were investigated in this study. According to the table, the inter-sentential code-switching type is the most used in students' talk. They added other languages beside English in the same utterance by starting to talk in Arabic then switching to English or vice versa. They used it to make their ideas clear or to confirm what they are saying. For example, kifah kdarti dirihom kamel!! how could you do all these things? like cooking, studying, taking care of your children and house, one of the students asked her classmate when she finished her presentation. She started her question in Arabic and then switched back to English to confirm her question. After that, it was followed by intra-sentential code-switching. It occurs within sentence or clause and contains words from both languages. For example, one of the students commenting on his classmate saying ''just rely on Allah o akhdmi and do not give up''. Finally, tag switching or extra-sentential switching is the least frequent in learners talk as shown in the table above, it occurs when they use tag statements such as (sah! / really!), (yakhi! / right!), (bon / well).

From the results, it is obvious that learners do code-switch more and it appeared at sentences and clauses, which is known as the inter-sentential code switching. Whereas, the other type, which takes place in the middle of sentences, is less used compared to the inter-

sentential type. Thus, tag-switching is used by students to indicate that the idea is true or when they want to ensure something.

3.4.2. Analysis and interpretation of the Students' Questionnaire Data

As mentioned before, the questionnaire is divided into two parts:

I. Part one: Personal information

1. Students' gender

Gender	Frequency	Percentage
Male	10	25%
Female	30	75%
Total	40	100%

Table 04: Students' gender
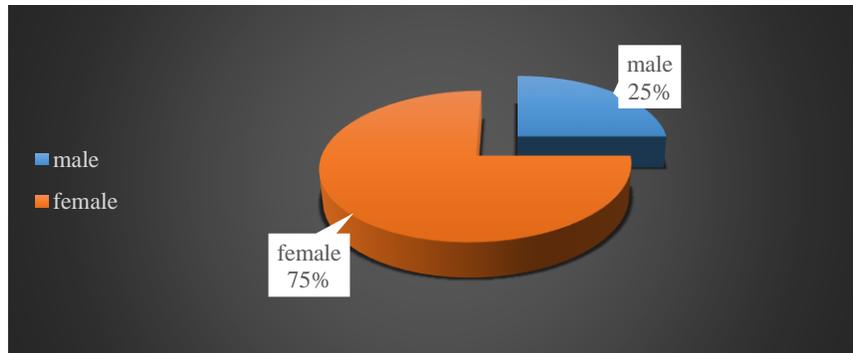
Figure 01: Students' gender

As shown in the table and figure above, the majority of the participants are females with a total of 75%, while males represent only 25% of the whole sample. In addition, depending on the data given in the site of the English department of Biskra University, females represent 79.23%, while males represent 20.77% of the whole number of the third-year EFL students at Biskra University.

The dominance of female in the field of languages is because males prefer mostly the scientific fields. For that, gender is considered as an important element in any research investigation because it helps to know the learners style and what they prefer, and their different ways of using languages in EFL classroom.

2.   Age consideration

Age	Frequency	Percentage
From 20 to 24	35	87.5%
From 25 to 29	02	5%
From 30 to 40	03	7.5%

Table 05: Students' age
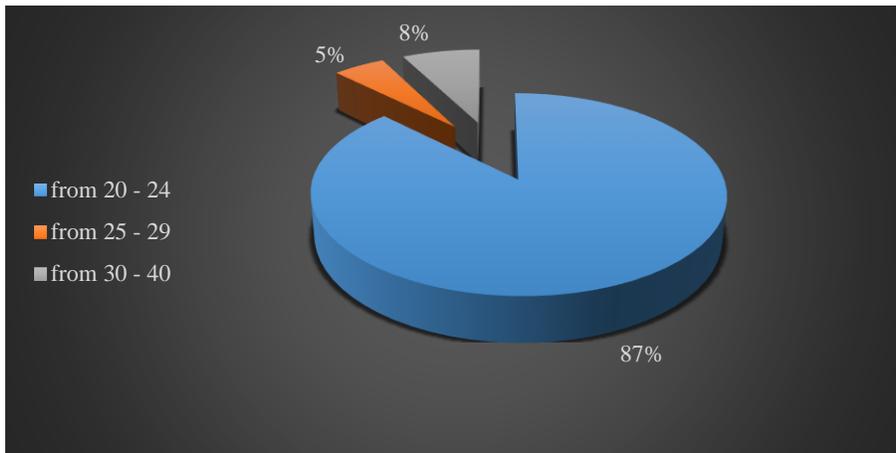
Figure 02: Students' age

As represented in the table and figure above, the age of the students ranges between 20 to 40 years old. As shown, the majority of the students (87.5%) are between the age of 20 and 24 years old, and 7.5% of them are aged between 30 and 40 years. While, students with the age of 25 to 29 represent only 5%.

3. Languages

Options	Frequency	Percentage
One language	0	0%
Two languages	15	37.5%
Three languages or more	25	62.5%

Table 06: Number of languages

Languages	Frequency	Percentage
Arab and english (two languages)	15	37.5%
Arab, english, and French (three languages)	10	25%
Arab, english, French, and other languages (more than 3 languages)	15	37.5%

Table 07: The languages students know
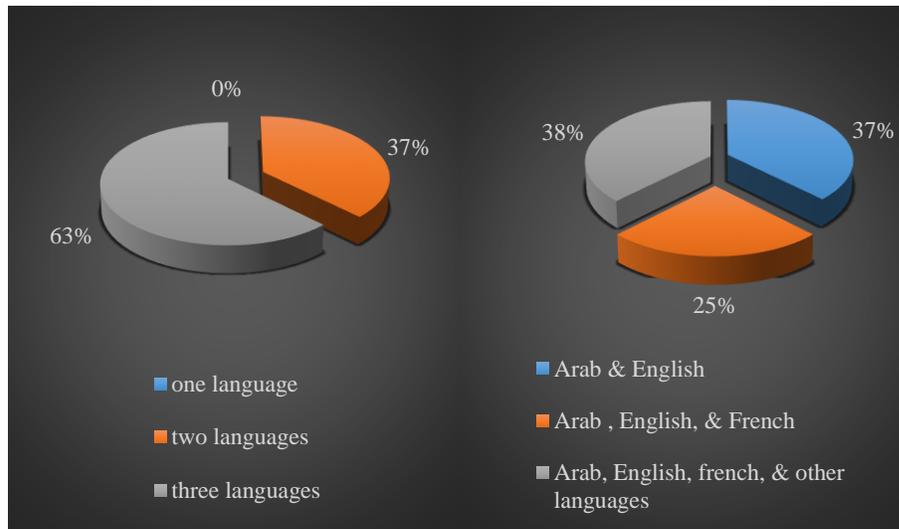
Figure 03/04: The number of languages & the known by students

This question was asked to know if the learners do care about other languages or they just focus on the one they are dealing with as a specialty. As shown above, all the

participants said that they are bilingual as English is their foreign language, while 62.5%

claim that they are multilingual and they all share the same known languages, which are

Arabic, English, and French. However, 37.5% of the multilinguals mentioned other

languages beside Arabic, English, and French.

What we conclude from this question is that EFL learners are aware to learn other

languages than English.

4. **English level**

Options	Frequency	Percentage
Basic	4	10%
Intermediate	28	70%
Advanced	8	20%

Table 08: Students' level in English languages
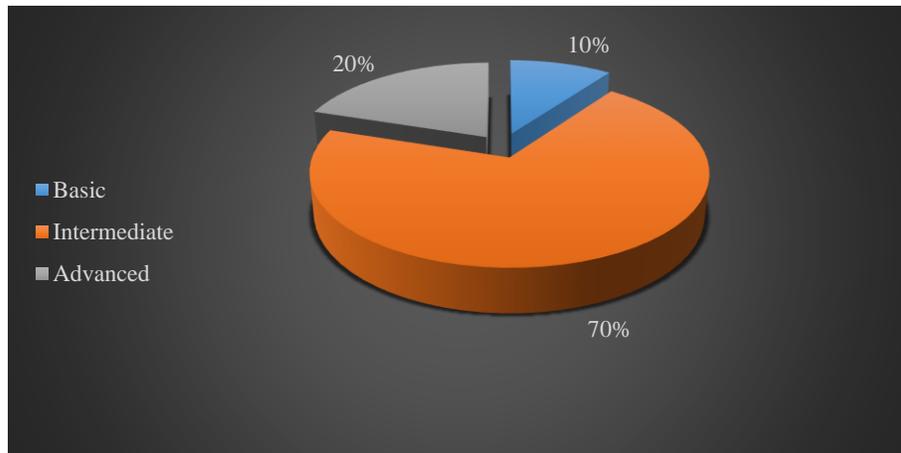
Figure 05: Students' level in English language

The results in the table and figure above indicate that 70% of the participants evaluate

their English as intermediate. However, 20% of the students have evaluated their English as

Advanced. While, 10% see that their English is still basic. In other words, even though the

participants study at the same place and same learning program but they have different levels because they do not have the same abilities.

II. Part two: questions about the topic of the study

1.   In English as a foreign language classroom, I speak:

Options	Frequency	Percentage
Only English	20	50%
English & mother tongue	17	42.5%
English & French	3	7.5%

Table 09: Languages spoken by learners in EFL classroom
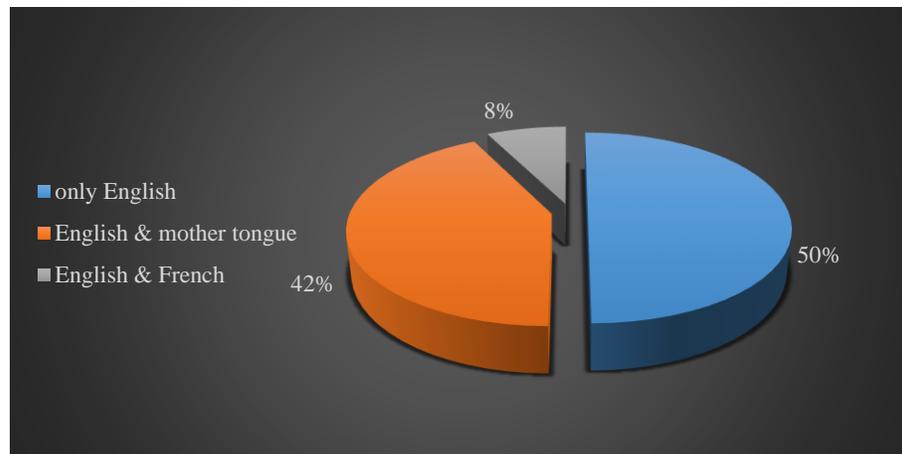
Figure 06: Language spoken by learners in EFL classroom

When we analyze the table above, we observe that 50% of the participants use only English when they communicate in the classroom. While, 42.5% of the participants prefer to use their mother tongue besides English when they want to interact in the classroom. Finally, 7.5% of the participants prefer to use French besides English instead of their mother tongue to express their ideas and to interact with the others in the class.

According to the results we have, we conclude that the participants formed two parts; the first part prefers to use only English and the second part prefers to use Arabic or French besides English. So, students instead of stopping to talk or taking more time to look for the appropriate word to use, they tend to code-switch because they think it is better to use other languages to keep the flow of the conversation and to make their ideas clear. Therefore, what leads the students to use other languages is the lack of vocabulary in the English language and the impact of their mother tongue.

2. **Which language do you speak to your teachers during break times in the classroom:**

Options	Frequency	Percentage
Only English	13	32.5%
English & mother tongue	24	60%
English & French	3	7.5%

Table 10: Languages used with teachers during break-time
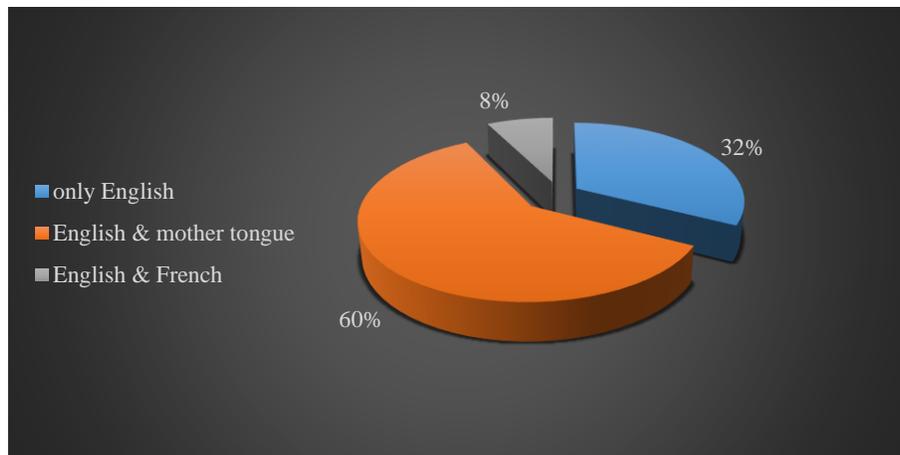
Figure 07: Language used with teachers during break time

The table and figure above provide that 60% of the participants use their mother tongue and English when they want to talk to their teachers during break-time; because they find it easy to express their needs and their questions to their teachers. However, 32.5% of the participants agree about the use of only English with their teachers even after class. In addition, only a few participants (7.5%) prefer to use French with English when they communicate with their teachers after finishing class or during the break time.

Clearly, from the results above, more than half of the participants use language alternation when they want to talk to their teachers during break time because they think this strategy will help them to be clear and to express whatever they want without being afraid of misunderstanding. In addition, using code-switching is better than stopping to talk while the learner has questions and things that he wants to know.

3. **I use code switching when I'm unable to express myself in English:**

Options	Frequency	Percentage
Often	02	5%
Sometimes	30	75%
Rarely	06	15%
Never	02	5%

Table 11: The use of code-switching to self-expression
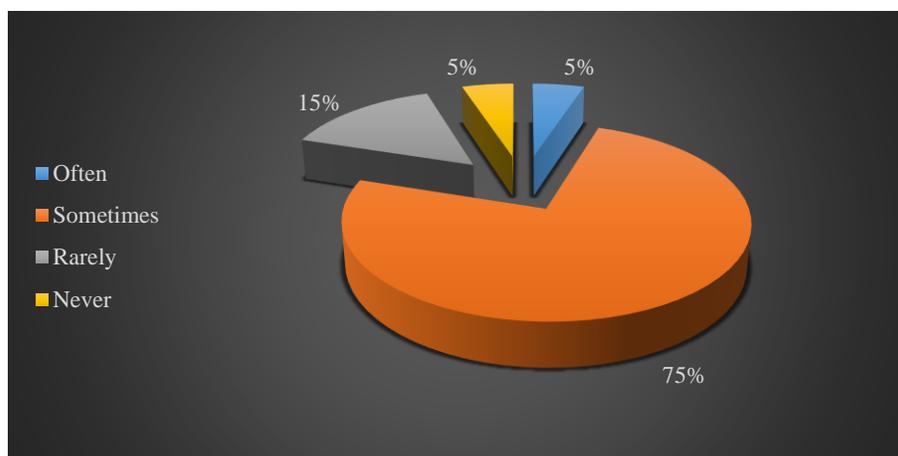
Figure 08: The use of code-switching to self-expression

It is obvious from the table and figure above that 75 % of the participants do sometimes alternate between languages when they are unable to express themselves in English. While, 15% rarely do code-switch when they think they cannot express their ideas and opinions in English. Besides, 5% of the responders confirmed that they do often switch the language to help them convey their ideas. The same percentage of the participants claimed that they never use other languages to help them self-express, they prefer to use only English even when they face difficulties to find the right words for their ideas in the target language.

EFL learners do occasionally code-switch, and this is shown in the results above since more than half of the participants use this strategy to fill the gaps they have in the target language. So, it is concluded that the phenomenon of code-switching is utilized by the majority of students as a strategy to facilitate communication in the EFL classroom and to interact with others when they face difficulties to do so, or when they have a lack of vocabulary.

4. I use code-switching to maintain the flow of conversation:

Options	Frequency	Percentage
Often	07	17.5%
Sometimes	22	55%
Rarely	11	27.5%
Never	00	00%

Table 12: Code-switching used as strategy to maintain the flow of conversation
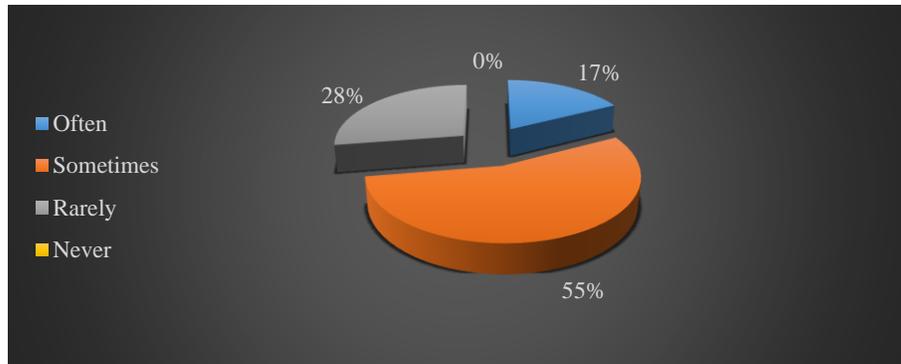
Figure 09: Code-switching used as strategy to maintain the flow of conversation

Table and figure above reveal that 55% of the participants sometimes use language alternation to help them maintain the flow of conversation in the classroom. Whereas, 27.5% claim that they rarely switch the language to keep the flow of communication. Besides, 17.5% often use this strategy when they face difficulties in using the target language while communicating.

From this outcome, it is deduced that all the participants use the phenomenon of switching between languages as a strategy to keep in touch with others and to avoid the communication gaps that they may face when interacting in the classroom. So, the

application of the mother tongue or French, in general, the use of code-switching is the easy way for continuous conversation.

5. I use code-switching in the EFL classroom when I communicate with my peers:

Options	Frequency	Percentage
Often	16	40%
Sometimes	18	45%
Rarely	06	15%
Never	00	00%

Table 13: The use of code-switching to communicate with peers
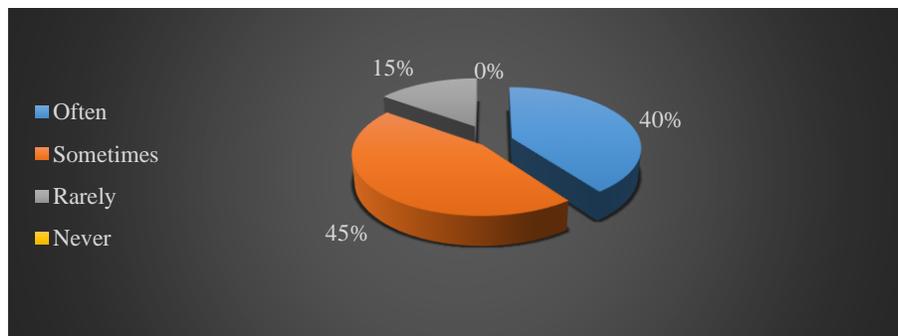
Figure 10: The use of code-switching to communicate with peers

The results of table and figure above show that all the participants confirmed their use of code-switching while talking with their class-mates inside the classroom. About 45% of the participants sometimes do alternate between languages when they speak to their classmates. Whereas, 40% often switch languages in the EFL classroom when they interact with each other. Besides, 15% of them claim that they rarely code switch in the classroom when they talk to their peers.

As the results show, most of the time the phenomenon of code-switching happens when students communicate with their peers. It is used because they feel that their ideas will be clearer and they can express exactly what they are thinking in an easy way.

6. **I use code-switching only when explaining difficult words:**

Options	Frequency	Percentage
Often	18	45%
Sometimes	14	35%
Rarely	08	20%
Never	00	00%

Table 14: Code-switching means to explain difficult words
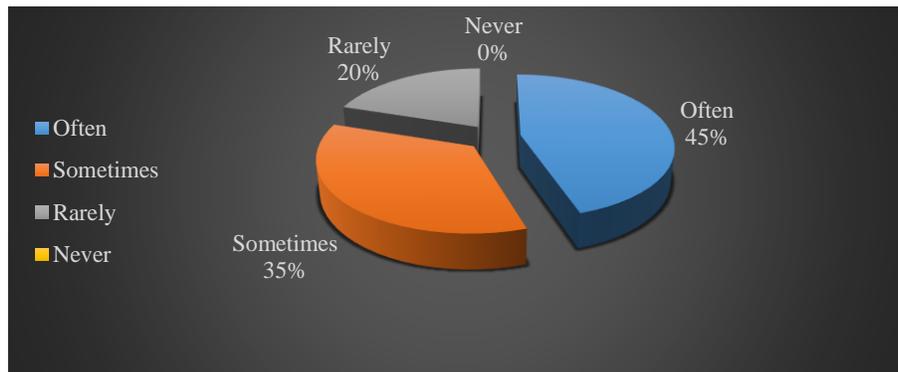
Figure 11: Code-switching means to explain difficult words

It is obvious from the results above that all the participants agreed about the idea that language alternation is used when they want to explain difficult words. Where, 45% of the participants often code-switch when they find it difficult to express some words. However, 35% of them sometimes alternate between languages as a strategy to skip the difficult words in the target language. In addition, 20% of the participants stated that they rarely use this

strategy when they want to explain the difficult words that they face while speaking the target language.

As a conclusion, EFL learners use code-switching as a strategy to cover the missing words in their dictionary or to explain the difficult words that they may face while talking, and that is because some words have no equivalents in the other language.

7. **Does it help better communication if you can use your mother tongue or French in English classroom?**

Options	Numbers	Percentage
Yes	31	77.5%
No	09	22.5%

Table 15: Code-switching as a tool for better communication in the EFL classroom
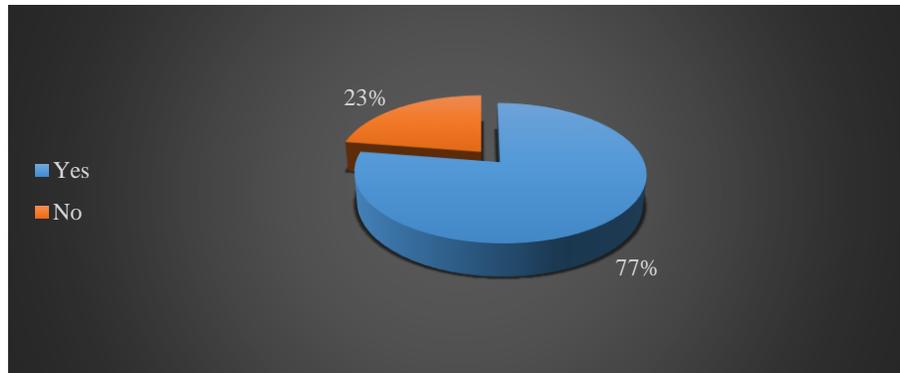
Figure 12: Code-switching as a tool for better communication in the EFL classroom

As shown above, most of the participants approved that it will help for better communication if they are allowed to use language alternation in the classroom, with a percentage of 77.5%, and this was seen in their explanations. As the first student said ''it helps better communicate, because your ideas will be direct and will be understood, and you will be more confident in speaking but this will not allow you to enhance your English''. In

addition, the second student said '' yes, it helps me. When I did not find the right words, I use my mother tongue for delivering my ideas to others''. Another student agreed by saying ''it helps better communicate if I can use my mother tongue in English classroom because there are some words are difficult to understand and it's really difficult to find the exact word that I look for to express what I want''. Besides, another one said '' it helps me because I faced the lack of vocabulary problem many times and the only way I found is to use my mother tongue so I can express my ideas very well''. All of them agreed that the use of this strategy would help them to better communicate, better self-express, and better express their thoughts without being afraid of misunderstanding or losing the flow of conversation because of the lack of vocabulary. In brief, language alternation is a helpful strategy when students are unable to find the appropriate word or expression in English.

However, other students with a percentage of 22.5 have different opinions, they were against the idea that language alternation leads to better communication, and they think it is more beneficial if they use only English in the classroom. One of the students who said'' no, it does not, the purpose of the class itself is to learn English, and in order to learn we need to practice and use only English in the classroom''. Another one said '' no because using your mother tongue while speaking English will make you get used to code switching and this will not help to improve and develop your English''. They see that switching between languages will not help them to develop the target language.

From the analysis above, it is concluded that learners use in classroom communication the strategy of language alternation. Even though they are aware of its effects but they find it helpful to better communicate, especially when they face difficulties.

8. **Do you think that code-switching enhances your learning of the English language?**

Options	Frequency	Percentage
yes	19	47.5%
No	21	52.5%

Table 16: The use of code-switching to enhance the students' learning of the English language
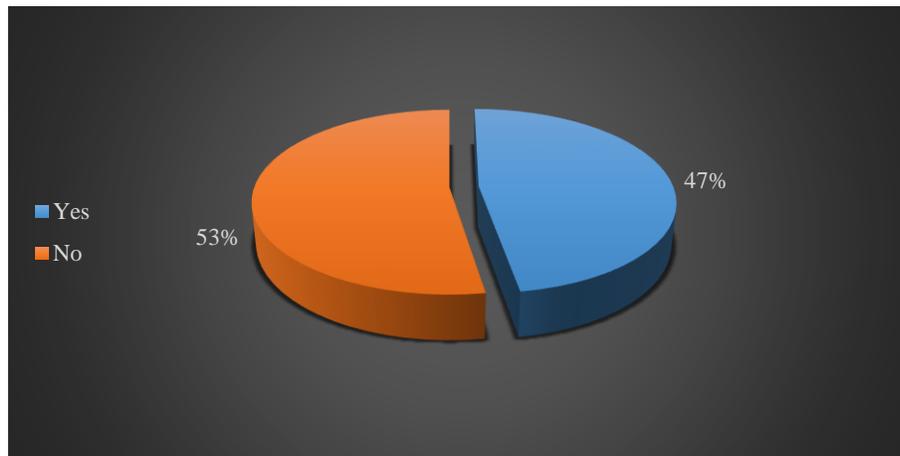
Figure 13: The use of code-switching to enhance the students' learning of the English language

The results in the table and figure above show that 52.5% of the participants agreed that the use of language alternation will not allow enhancing the learning of English. As mentioned by one of the students ''no because whenever we use only English we are getting more to it, so that will enhance our learning, also it will lead us to be more confident about the language''. Another student said '' no, the overuse of code-switching in your explanation or communication… will just break your use of English and will not make you get used to it and that will not help in enhancing your english''. Besides, one of the students said ''it does not help because if you want to enhance your english you need to speak English, in a simple way by using simple vocabulary'' and added '' this process will reduce the students'

aptitudes''. On the other hand, there was 47.5% of the students who agreed that using this strategy will allow them to enhance learning English when it is used carefully. One of the students mentioned '' yes because when I do not understand a meaning of a word or when it is hard to remember I use code-switching to help me remember it''. Another one added '' when you find difficulties in memorizing a word, you can take the word that has the same meaning but in the other language'' which means that when they translate the word that they find difficult in their mother tongue it will help them to remember it in the target language. There are some students who just confirmed that the idea of using code-switching will help to enhance the English language without giving any explanation or justification for their choice.

To sum up, although the strategy of switching between languages helps students to communicate, better express themselves, and better understand the unclear words, some of them think it is not a good tool to help them to be fluent in the target language.

9. According to you, is it important (appropriate) to code switch in order for the messages to be clearly understood?

Options	Frequency	Percentage
Yes	34	85%
No	06	15%

Table 17: Code-switching as strategy to convey meaning
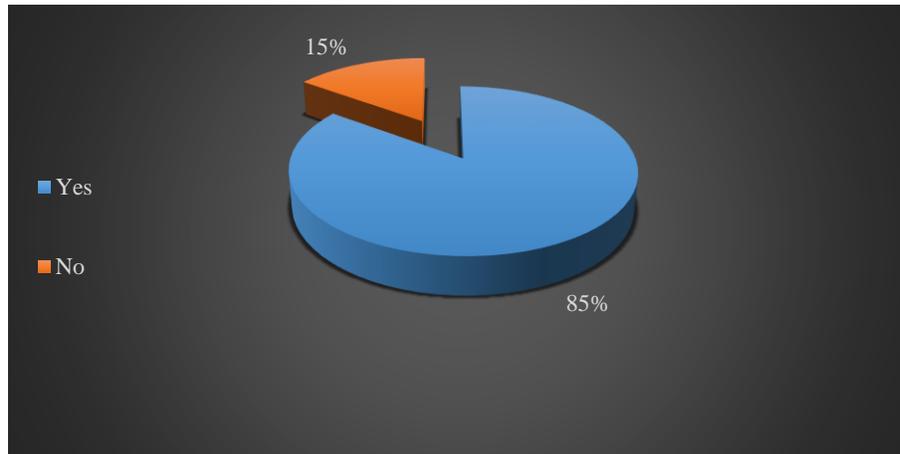
Figure 14: Code-switching as strategy to convey meaning

The results show that the majority of the participants with a percentage of 85% find it appropriate to alternate between languages for the message to be clearly understood. They claim that sometimes when they want to express their ideas about something they feel that the massage is not transmitted to the hearer as they want, so they prefer to switch the language to convey meaning without interruption when they have a lack of vocabulary in the target language. One of the students said '' it is important because sometimes there are some words or expression are hard to translate from our first language to the second, or sometimes we cannot find equivalent words for it, so better to use our first language''. Another one stated that sometimes he could not express what he wants to say in the English language so he tried to transit his ideas by using code-switching. The same explanation was provided by another student who said '' it helps me because I have no choice when I do not find the right word or I cannot explain a point'', by saying that he thinks it is better to use other languages rather than stop talking when he has lexical gaps. 85% of the participants agreed about the idea of using code-switching to help them express what they really mean. In other words, this strategy helps them to be understood. While, the other 15% of the

participants think that it is not important to use language alternation for the message to be clear because they think other strategies can help them, but they did not give examples about these strategies. Most of them just rejected the idea without giving any reason or explanation, but one said ''it is not necessary because you can just give the meaning of your message without conveying all the words you need''. So as he thought, it is unnecessary to use other languages to explain what is needed, just use the known vocabulary in the English language.

To sum up, the majority of the participants agreed about the importance of using language alternation as a strategy to cover the gaps they have in the second language and to transmit their message in a clear way. In other words, EFL learners agreed about the importance of using other languages for better understanding and interaction with others.

10.   **How do you think you learn best?**

Options	Frequency	Percentage
When I use only English in the classroom	27	67.5%
When I can use other languages I know in the english classroom	13	32.5%

Table 18: The best way to learn English
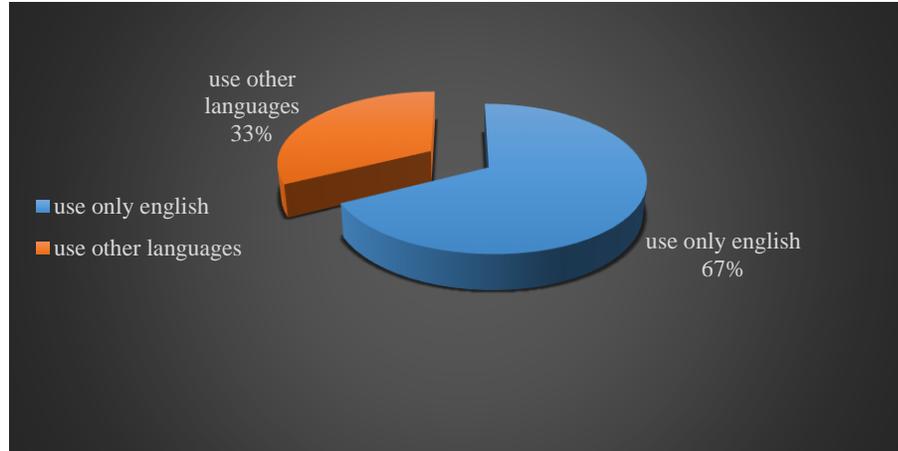
Figure 15: The best way to learn English

The results show that 67.5% of the participants said that the best way to learn English is by using only English in the classroom. They believe that to master any language you have to use it alone; only the language that learner want to acquire, with that he will discover his/her weaknesses in it and make him/her work harder to develop it. One of the participants said '' because when I make mistakes and teacher will help by correcting me, and that will not happen if I do not speak only English''. Another one said ''I learn best by using only english in the classroom because it makes me practice more the language that I want to learn''. In addition, another one said '' they say the best way to learn a language is to think like a native, so when you want to learn a language you have to think and use only the language that you want to acquire''. They all agree about the idea of using another language will not help them to improve the language they want to master, they see that speaking only English will help to enrich their vocabulary and improve the language proficiency by learning from their mistakes. While, 32.5% of the participants see that it would be better if they can use other languages they know in the classroom to learn the English language. One of them claimed that ''sometimes in the classroom I cannot give my classmates or my teachers what I want to say in English, so I use my mother language to answer them''. In

addition, another learner said ''using other languages will help to say what you want exactly and explain anything you want, because of the lack of the vocabulary''. Another student said that using other languages will help him to improve his skills in English and produce clear messages to others.

To conclude, it is obvious from the analysis that most of the participants tend to use language alternation as a way to help themselves in their communication in the classroom. Even though, they believe that using this phenomenon will not allow them to improve their learning of the English language but they still find it as a good tool when they face difficulties in expressing some ideas. So, even though EFL learners know that using this strategy will decrease their ability to master the language, it is still unavoidable.

3.4.3. Analysis and interpretation of the teachers' interview

As mentioned before in the method, the interview was conducted with five teachers of the department of English at Biskra University. All of them accepted to be recorded during the interview, and they were told that their information would be kept anonymous.

The aim of this interview is to have more explanations about the impact of using code-switching on EFL learners' classroom interaction, and the reasons that lead learners to code-switch.

1. How many years of experience do you have in teaching English?

Options	Frequency	Percentage
From 6 to 10 years	03	60%
From 11 to 25 years	02	40%
Total	05	100%

Table 19: Teachers' years of experience

As shown in the table above most of the teachers (60%) have less than ten years of experience in teaching English. While, 40% of the interviewees have more than 11 years of experience. In addition, some teachers mentioned that they have a teaching experience in the middle and private schools before working at the University of Biskra.

2. In your view, do learners' code-switch in your classes?

Most of the interviewed teachers confirmed that they face this phenomenon in their classes among their students, as stated by one of the teachers ''students from time to time when they are allowed they do switch from Arabic to English and vice versa''. While, another one said that, it is very rare and unnoticeable with the third year, but with other levels like the first and second years it definitely happens.

3. Are there any specific situations or subject areas in which students switch between languages?

Each one of the interviewees has a different opinion about the subject area where the students usually tend to use the alternation of the language. However, they all agreed that this phenomenon happened mostly in oral sessions. The first teacher thinks that code-switching happened mostly in the language production like oral sessions more than when it occurs with the courses in which there is a specialty material such as ESP, and Linguistics courses. This is because in oral expression sessions students are exposed to talk and interact more in the classroom. Another teacher claims that language alternation appears when the topic is somehow close to everyday life, as he said ''students tend to switch usually when the topic is related to daily life for example when we talk about games or religion''. In addition, another teacher also agreed about the area of religion and added that code-switching happens when the subject requires specific terminology, as he mentioned '' it is very difficult

for students to transmit certain expression that it is used in religious discourse, also in politics that contain a local expression which is not really possible to translate''. Hence, from this point of view, the use of other languages is due to the lack of vocabulary in some fields that requires specific terminology such as politics, literature, religion, and many other areas. Moreover, this may be very difficult for non-specialists like students who use other languages in such situations.

In sum, the use of code-switching by EFL students has no specific situation or subject area. It is used in all subjects when the students feel that they need to express themselves better because of a lack of vocabulary.

4. When do you think it is necessary for you to use code switching?

For the teachers, the use of code-switching is very rare, and better to use other methods than this one. One of the teachers claimed that teachers usually code switch when they want to avoid ambiguity and misunderstanding, as he said '' we code switch at the beginning of the academic year when we give the instructions just to avoid any kind of misunderstanding''. Another one said that teachers should avoid it as much as possible especially when it comes to language production like oral sessions where students try to develop their speaking skills. In addition, the other teachers mentioned that it is necessary to use this method when the terms or concepts used are not clear and the majority of the students cannot understand what the teacher wants to convey.

In sum, teachers usually do not use this method because they think it will not help in the production of the learners and if they use it students will get used to it and will not improve in the target language. So, they try to limit its use when they want to give

instructions to avoid ambiguity, and when the terms are difficult for the students to understand.

5.   Why do you think students use code-switching (reasons)?

There are different reasons to use code-switching in the classroom. All the teachers agreed on the reason that leads learners to alternate between languages; which is related to the lack of vocabulary in the English language, and this is due to the lack of practice of the student. As mentioned in the following claim ''there are some students who do not make the necessary effort to look for the appropriate words to use, so they ended using their mother tongue''. That is, when the learners do not make much effort to learn new words, they will have gaps in the language they are learning, in other words, they will have a lack of vocabulary. Whereas, the second reason is the influence of the mother tongue, as asserted in the following claim '' I believe it is a matter of habit because usually outside the classroom they use less English and use more Arabic''. In addition, a lot of students are influenced by other cultures for example; French culture, so they tend to use French language as a sign of admiration. Another reason is the inability to find the right terms to help them express themselves or to express personal feelings, as it is here asserted ''sometimes when students feel the topic is so close to their everyday life so they tend to express their own personal feeling, personal experiences by using code switching''. So, students think they will be more understandable when they use their first language to express something personal.

To conclude, there are several reasons that lead EFL learners to use code-switching in the classroom, as mentioned by teachers, learners use it because of weak background or weak vocabulary. In addition, it is used as self-expression; when students want to express their thoughts or feelings they mostly prefer to use their mother tongue because they think

they will be more understandable. This result confirmed the results we found in the students' questionnaire.

6. **As a teacher, when you tolerate the use of other languages in the EFL classroom, do you observe that more students are taking part in classroom talk?**

All the teachers asserted that when they tolerate the use of mother tongue or other languages in the classroom, they observe that more students are taking part in the classroom talk, and interact more. As mentioned by one of the teachers '' …when it comes to the first language they all participate, and once I open the door for such behavior, they all take role'', he believed that they do it unconsciously, and switching back to their first language is a matter of comfort. As claimed by another teacher, using such a method is just to have their attention and make them focus more in the lesson, as he said ''…well sometimes I try to attract their attention through the use of another language, …while explaining in English suddenly you use Arabic or French word, they woke up and try to participate''. In addition, this strategy helps the learners to express their thoughts easily when it is hard for them to transmit their messages, as one of the teachers said '' …during the oral session when I asked about their opinion about the topic that has been presented by their classmate. one of the students asked me if he can use few words in Arabic to express what he thought exactly''. So, allowing the student to switch between languages in the EFL classroom will make them feel at ease to self-expression, and make them participate because they all have ideas to share but the lack of vocabulary or self-confidence will stop them from participating. However, the use of code-switching should be limited to very rare occasions because it will not help them to enhance their English.

In sum, obviously, the teachers' answers show that the use of code-switching in the classroom will change the atmosphere and lead more students to interact. This is only because it makes them express freely and clearly their ideas, and make them more confident.

7. **According to you, what are the advantages and disadvantages of using code-switching by EFL students in classroom interaction?**

According to the teachers' responses, code-switching in EFL classrooms can have negative and positive impacts on the learners. Therefore, some teachers claim that code-switching may be a useful strategy for learners even though they are conscious of its disadvantages. According to them, as advantages, code-switching increases students' participation and comprehension, since it allows them to take part in the classroom talk to express their opinions as one teacher mentioned that '' code switching gives the opportunity to students to express their ideas and make them feel at ease if there is a shorted of vocabulary in the foreign language''. Another teacher said ''using code switching might be an advantage when it is used in specialty courses as a solution for certain comprehension problems'', moving from one language to another in the EFL classroom my serve learners' need to understand better the unclear ideas or unfamiliar terms. Even though, teachers show a positive attitude toward using code-switching in the classroom, but they are also aware of its negative side. So, as they mentioned that the overuse of this phenomenon will decrease their ability to master the language. As claimed by one of the teachers ''…understanding a language through another language is not successful'', so he thinks that if the learner tend to be successful in the target language he has to get over his mother tongue and rarely use it, because if a learner wants to learn a language s/he has to use it alone. In addition, the overuse will lead to grammar errors, for example, when the student is fluent in a language, s/he will

be aware of its rules and grammar and this will lead him/her to apply them unconsciously in the language that s/he wants to learn. As mentioned by one of the teachers ''… there will be a kind of confusion between the rules of the mother tongue and the rules of the foreign language''. Another teacher claims that for the University level it has no advantage because at this level learners are expected to be advanced, so when they use such a strategy when they want to express their ideas, we consider it as a weakness.

In conclusion, teachers have different opinions about the learners' use of code-switching in the classroom. This strategy may have positive and negative effects on the learners. Although they asserted that such a strategy will decrease their learning ability, it helps them to better express themselves.

8.   Do you think code-switching enhances the interaction of the classroom? Why?

All the teachers agreed that if they allow students to alternate between languages, it would definitely enhance the interaction of the classroom. One of the teachers claimed that ''… if we allowed students to code-switch, of course, they are going to interact, especially when they do not have enough information about the topic being discussed when they have not enough vocabulary''. In addition, the use of such a strategy should be limited to some cases and it will be better to avoid it in order to serve the purpose of the class, which is learning a foreign language. Another teacher asserted that they can use other strategies better than this, to enhance the interaction between students. In addition, another one said ''… sometimes it could be beneficial in order to change the mood, or to clarify something that was not understood and that will create a kind of relief''.

In sum, allowing the use of other languages in the EFL classroom will enhance the interaction among students and create relief after facing unclear words or complicated topics.

Nevertheless, as teachers claim, they should avoid this strategy and use other strategies because it will not help the learners to improve their language.

9. **What is your opinion about the code-switching behavior if we consider it as an unavoidable occurrence in students' speech in EFL classroom?**

Almost all the teachers expressed their views regarding the occurrence of code-switching as an unavoidable outcome in EFL classroom talk. As it is identified from the above findings, learners use language alternation in the classroom because they find it the best way to express themselves. This was proved also by one of the teachers who said ''I do not prevent students from code switching because sometimes when they want to express something in their way it is ok'', the teacher was quite positive about the student use of this strategy when they need to. However, some teachers believe that code-switching is a helpful strategy, but at the same time it is a problem, and learners should avoid the over use of it or limit it to specific cases. As asserted by one of the teachers '' ... I believe we should limit it at the level of maybe newly uncultured concepts associated to a specific topic, newly created terms,… we should not let it that open'', the use of it should serve specific purposes. While, another teacher was against the use of code-switching in the classroom. He said '' I do not think it is necessary. Teachers should not allow students to use their mother tongue or other languages, they have to use only English'', and added '' I always advise my students to use only English even after classes'', he thinks that if the students want to improve their language, they have to use it only; during and after classes. they have to practice the language every day.

As a conclusion, almost all teachers show a positive attitude about the use of code-switching by learners in the classroom talk because they know that learners use this strategy

to help themselves in learning the language. But, they try to make the students avoid it or even limit its use to specific purposes because it will decrease their level.

Conclusion

In this chapter, we dealt with the analysis and discussion of the results obtained through the different used instruments including the classroom observation, the students' questionnaire, and the teachers' interview. The findings were analyzed and interpreted in an attempt to achieve the objectives of the study. In addition, the present investigation discovered that the use of code-switching among third year students of English at the University of Biskra affects the students' interaction classroom. Also, it showed the reasons that lead students to code switch, and how it will affect their target language.

Pedagogical Recommendations

There are some recommendation suggested for future studies based on the findings and data obtained from this study:

- Learners should be aware of using this strategy and use it less and this will be with teacher' help, teacher can organize students to work in groups; this will help them to practice their language and exchange knowledge.

- Future researchers can replicate this study and investigate the impact of code-switching on learners' classroom interaction using other research methods and with other samples, like middle or high school learners.

- In this study, the findings showed that learners use code-switching to help them express their thoughts and encourage them to talk without hesitation, the future researchers can elicit from these results and study how code-switching help to reduce anxiety and fear of talk.

- As a final suggestion, future researchers can study the use of this phenomenon as a helpful strategy to teach and learn a language.

General conclusion

The present study has investigated the impact of code-switching on EFL learners classroom interaction among third-year students of English at the University of Mohamed KHIDER Biskra. Accordingly, this study focused on three hypotheses; first, whether code-switching affects the classroom interaction. Second, the reasons that would lead EFL learners to use code-switching in the classroom. Finally, if the use of this strategy will affect learners' language acquisition.

This research paper includes three chapters; the first two chapters are theoretical, each chapter represents a diffrent variable; these variables are classroom interaction and code-switching. The last chapter is practical; it aims to describe the methods, the population, the sampling, and the data collection instruments and techniques used to reach the final results in addition to the analysis and interpretation of the reached findings.

This investigation has relied upon a descriptive methodology based on a mixed-methods approach; i.e. based on both qualitative and quantitative approaches. Therefore, for the sake of collecting valid data, the researchers used three data tools; the classroom observation, the students' questionnaire, and the teachers' interview. The classroom observation and the questionnaire provide both descriptive and statistical facts about learners' use of code-switching in the classroom and their opinions about its impacts. However, the interview was conducted with four teachers of oral expression and one teacher of civilization in order to collect from them information and their points of view about using code-switching in the classroom and its effects on the learners and interaction.

Therefore, the gathered data analysis shows that the majority of the participants do alternate between languages in the EFL classroom, and learners use this strategy in different

situations and different topics because it helps them to interact freely with others without being afraid of misunderstanding and to keep the flow of the conversation. Also, it gives learners the confidence to interact and practice their language, even though they are aware of the vocabulary gaps they have, they prefer to share their thoughts using different languages rather than not talking.

Moreover, the analysis of the obtained data confirmed the hypotheses of this investigation. That is, using other languages besides English will help learners to participate in the classroom, which leads to enhance the classroom interaction. But, most of them agreed that the overuse of it will affect their acquiring of the language and will not help them develop it. In addition, the teachers believe that the use of this strategy should be limited to very specific purposes and learners should avoid it.

To sum up, code-switching is a useful strategy when it comes to increase the interaction of the classroom but it will not help the EFL learners to improve their language.

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Appendices

Appendix N° 01: Observation checklist

Date: ....   **Time:** ....

Number of learners: ....   **Lesson's title:** ....

1. I noticed…. (E.g. who is speaking to whom, are they using the code switching?)
    ……………………………………………………………………………………
    ……………………………………………………………………………………
    ……………………………………………………………………………………
    ……………………………………………………………………………………

2. The function of code-switching: (E.g., explanation, requesting help, self-correction, code switching in clearing misunderstanding, checking for understanding, student helping each other's….)
    ……………………………………………………………………………………
    ……………………………………………………………………………………
    ……………………………………………………………………………………
    ……………………………………………………………………………………

	Item	**Frequency**	**Additional comment**
Categories of code-switching in the EFL classroom	**Learner/ learner code-switching**		……………………… ……………………… ……………………… ……………………… ………………………
	Learner/ teacher code-switching		
Types of code-switching occurring in the EFL classroom	**Tag-switching**		……………………… ……………………… ……………………… ……………………… ……………………… ………………………
	Inter-sentential code switching		
	Intra- sentential code switching		

Appendix N° 02: students' questionnaire

The following questionnaire is part of a study that would be conducted at the English Department at the University of Biskra. It is about the impact of Code-Switching on EFL learners' Classroom interaction. Please, answer all the questions below carefully. Mark (X) in the appropriate box and give full answer(s) on the broken lines. All the information you provide will be kept strictly confidential and will be used only for academic purposes.

I thank you in advance for your cooperation and the time devoted to answer the questionnaire.

Code-switching is to switch between languages (to move from one language to another) within single sentences or conversation

I. Part one: personal information

1. Your gender is: Male ☐

Female ☐

2. Your age is: ………… years old.

3. How many language(s) do you speak: 1 language ☐

2 languages ☐

3 or more languages ☐

Mention them:

…………………………………………………………………………………………..

4. How would you evaluate your English: Basic? ☐

Intermediate? ☐

Advanced? ☐

II. Part two:

1. Would you like to answer the following questions appropriately?

1. In English as a foreign language classroom, I speak :

Only English ☐   English and my mother tongue ☐

English and French ☐

2. Which language do you speak to your teachers during break times in the classroom:

Only English ☐   English and my mother tongue ☐

English and French ☐

3. I use code-switching when I'm unable to express myself in English:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

4. I use code-switching to maintain the flow of conversation:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

5. I use code-switching in the EFL classroom when I communicate with my peers:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

6. I use code-switching only when explaining difficult words:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

7. Does it help better communicate if you can use your mother tongue or French in English Classroom? Yes or No, Explain your choice:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

8. Do you think that code-switching enhances your learning of the English language? Yes or No, Explain your choice:

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

9. According to you, is it important (appropriate) to code-switch in order for the message to be clearly understood? Yes/No. and Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

10. How do you think you learn best?

- When I use only English in the classroom.
- When I can use other languages I know in the English classroom.

Explain:………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank you for your contribution

Appendix N° 03: Teachers' interview

This interview is part of a study in the master degree, that would be conducted at the English department at the University of Biskra. It investigates the impact of code-switching on EFL learners' classroom interaction. The case of study Third year students. All the information you provide will be kept strictly confidential and will be used only for academic purposes.

We would be very thankful if you could answer to the following questions.

1. How many years of experience do you have in teaching English?
   …………………………………………………………………………………………
   …………………………………………………………………………………………

2. In your view, do learners' code-switch in your classes?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………..

3. Are there any specific situations or subject areas in which students switch between languages?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

4. When do you think it is necessary for you to use code-switching?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

5. Why do you think your students use code-switching (reasons)?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

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6. As a teacher, when you tolerate the use of other languages in EFL classroom, do you observe that more students taking part in classroom talk?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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………………………

7. According to you, what are the advantages and disadvantages of using code-switching by EFL students in classroom interaction?

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……………………………

8. Do you think code-switching enhances the interaction of the classroom? Why?

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…………………………..

9. What is your opinion about code-switching behavior if we consider it as an unavoidable occurrence in students' speech in EFL classroom?

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……………………………………………………………………………………………………

………………………………

Thank you for your cooperation

ملخص

تهدف هذه الدراسة الى التحقق من تأثير تبديل الشفرة على تفاعل متعلمي اللغة الإنجليزية كلغة اجنبية في الفصل الدراسي. تم تسليط الضوء على كيفية استخدام ظاهرة تبديل الشفرة على زيادة التفاعل في القسم وكيف ستؤثر على المتعلمين. المشاركون من قسم اللغة الإنجليزية سنة ثالثة بجامعة بسكرة. بالرغم من أنه يمكن اعتبار طلاب السنة الثالثة على انهم متعلمين متقدمين للغة، إلا أنهم لا يزالون بحاجة إلى استخدام لغتهم الأم أو اللغات أخرى من التي يعرفونها لمساعدتهم على التعبير عن أنفسهم. الهدف الرئيسي من هذه الدراسة هو فحص آثار تبديل الشفرة على متعلمي اللغة الإنجليزية كلغة أجنبية وكيف يساعدهم في الحديث في القسم لتحقيق تفاعل أفضل عندما يكون لديهم فجوات في لغاتهم. بالإضافة إلى ذلك، تهدف الدراسة إلى معرفة الأسباب المختلفة التي تدفع المتعلمين إلى استخدام هذه الظاهرة. للوصول إلى هذه الأهداف، اختار الباحثون دراسة وصفية واستخدموا منهجًا مختلطًا يشمل كلا من الأساليب الكمية والنوعية وهي الملاحظة، الاستبيان والمقابلة. تم استخدام الملاحظة واستبيان الطلاب للحصول على وصف ملموس ونتائج إحصائية حول استخدام الطلاب للتبديل اللغوي. إلى جانب ذلك، تم إجراء المقابلة مع المعلمين لاستنباط رأيهم حول استخدام هذه الظاهرة في الفصل وتأثيرها على المتعلمين. كشفت النتائج أن غالبية المشاركين يتنقلون بين اللغات في الفصل لأسباب مختلفة في مواقف مختلفة، فقط لتغطية الفجوات التي لديهم أثناء التواصل. يعتقدون أنها تمكنهم من التواصل مع الآخرين، وتجعلهم يشعرون بالأمان لأنها تساعدهم على الفهم وفهمهم من قبل الآخرين. علاوة على ذلك، فهم يدركون آثارها على التعلم واكتساب اللغة، وقد اتفق كل من الطلاب والمعلمين على أنها تساعد في تفاعل الفصل الدراسي.

الكلمات الرئيسية: متعلمي اللغة الإنجليزية كلغة أجنبية، التفاعل في الفصل، تبديل الشفرة.