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Exploring the Influence of Teachers' Use of Code-Switching as a Teaching Strategy on EFL Students' Speaking Skill

The Case of First Year Master Students at 20 Aout 1955 University- Skikda

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment
of the Requirements for the master's degree in Sciences of the Language

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Declaration

I, Asma BENABDI, do hereby declare that the dissertation entitled "Exploring the Role of Teachers' Use of Code-Switching as a Teaching Strategy in Hindering EFL Students' Speaking Skill" is my own. I declare that the dissertation is my own work and has not been submitted anywhere else for the purposes of awarding a higher degree. I also declare that this work has not been submitted to any other university or institution for obtaining a degree.

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I dedicate this work to

Mydearestparentwhoencouragedmealongmylife.

MymotherSamiaandmyfatherMohamed.

MysistersRahma,Yousra,AmiraandRanda

My beloved brother Anis

MyfriendsAmel,InesandDrifa

Allmyfamilymembers

All my teachers

BenabdiAsma

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Abstract

Code switching is a linguistic phenomenon that attracts many researchers' interests. The present study aimed at investigating the Impact of teacher's code switching in hindering EFL student's speaking skill. A research hypothesis was formulated and states: "if Algerian EFL teachers avoid the overuse of code switching as teaching strategy, then this will lead to learners' improvement in terms of their speaking skill. to make the research, two questionnaires were administered; the first one was administered to master one EFL students at Skikda University and the second one was administered to five EFL teachers fromthesameuniversity.Dataweregathered,analyzedqualitativelyandquantitatively .the analysis and interpretation of the results of the present research revealed that Teacher's code-switching affects negatively on the EFL student's speaking skill improvement.

Key Terms: Code Switching, EFL Students, Speaking Skill.

List of Acronyms and Abbreviations

CM   Code Mixing

CS   Code-Switching

E.g.   Example

EFL   English as Foreign Languages

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الملخص

General Introduction

General Introduction

Introduction

Language is the representation of humans' inner thoughts, feelings and emotions through which they can communicate and deal with others. However, we can see the existence of many languages within the same community (bilingualism, multilingualism…etc.). That is why, many sociolinguists focused on studying the amalgamation of these languages and their impact on the society which lead to the study of code-switching and code-mixing phenomena among Algeria that is a good example of community using CS and CM. Many EFL teachers tend to use code-switching as a teaching strategy thinking that this will help students tounderstand.

1. Statement of the Problem

Code-switching is an interesting topic about which many studies and research have been conducted to examine all its aspects from many perspectives. However, the overuse of CS will not help learners to learn necessary foreign language skills among which speaking skill is the most essential one as suggested in a study done by Bhatti (2018). In the present research, our major purpose is to explore and examine the impact of using code switching as a teaching strategy by EFL teachers on EFL learners learning process i.e., developing speakingskills.

2. Aims of the Study

The main aims of the present work are as follow:

a) To tackle and discuss the phenomena of code-switching that hinders speakingskill.

b) To examine the impact of the overuse of code-switching on Algerian EFL students' speaking skilldevelopment.

3. Research Questions and ResearchHypothesis

3.1 Research Questions

The research at hands attempts to raise the following research questions:

a) What are the main reasons that lead EFL teachers to switchcode?

b) How is the effect of the overuse of code-switching on EFL students' speaking skill improvement?

3.2 ResearchHypothesis

Based on the research aims and questions mentioned above, we hypothesize that:

❖ If Algerian EFL teachers avoid the overuse of code-switching as ateaching strategy, then this will lead to learners' improvement in terms of speaking skills.

4. ResearchMethodology

Attempting to answer the research questions and to test the research hypothesis, we have used a descriptive analytical method for the purpose of collecting and analysing data.

4.1 ResearchSample

The sample of the study involves master one Algerian EFL students at 20 Aout 1955 university of Skikda and 5 Algerian EFL teachers from the same university.

4.2 ResearchTools

As an attempt to answer the research questions and confirm/ reject the research hypothesis, two questionnaires are designed. The first questionnaire is administered to first-year master Algerian EFL students at 20Aout 1955 University-Skikda. The second

questionnaire will be administered to five (05) Algerian EFL teachers from the same university (20 Aout 1955-skikda) in the academic year 2020-2021. The gathered data from EFL students and teachers will be coded and analysed in order to test the hypothesis and draw conclusions.

5. Structure of theStudy

This dissertation consists of a general introduction, two main chapters and a general conclusion. The general introduction is considered as a starting point that introduces the subject. The first chapter which is a theoretical chapter is divided to two main sections. The first section is devoted to the first variable which is code-switching. The second section is devoted to the second variable which is improving EFL learners speaking skill. The second chapter is dedicated to the practical part. It consists of data collection, analysis, discussion and interpretation of the results. At the end of the chapter, we will provide answers to the aforementioned questions and we will confirm/ reject the hypothesis. Finally, this research ends with a general conclusion in which we will state the findings and drawconclusions.

6. LiteratureReview

In fact, code-switching is a very interesting topic in sociolinguistics. Muchresearchhas been done to investigate the impact of teachers' code-switching in EFL classes on learners' speaking skill.

In this vein, a dissertation was done by "LarbesKhawla" in 2017 entitled 'The impact of teacher Code switching on EFL learners' Speaking Skill: The case study of first level private school of foreign languages, Oum El Boughi'. The method used to carry out the research is the quasi-experimental method. The sample was EFL first level of height

management private school in which a diagnostic test was given to both control and experimental groups.

What the pre-test groups were asked to do is to introduce themselves. Teachers of the control group were not allowed to use their mother tongue while teachers of the experimental group were allowed. The pre-test was about re-introducing themselves in English. The analysis of participants' answers revealed that teachers' code-switching has no significant role on the progress of learners' speaking skill. According to the results, the application of teachers CS as a teaching strategy to enhance EFL learners' oral abilities is not successful because as mentioned before, it has no significant role on the progress of learners' speaking skill.

Another research was done by 'The European Conference on Language Learning 2016 Official Conference Proceedings' entitled "The effects of Code-Switching on Students' achievements in Speaking in the EFL Context". To carry out the research work, the researcher has followed a quantitative design in collecting and analysing the final speaking grades of students and it is used also to analyse students' questionnaire. The population selected for the study was female students of the preparatory years (modules 3 and 4) and 20 non-native teachers at Abdul Aziz- city of Jeddah. The sample was randomly selected. The tools used in this research were questionnaires, observation and as a supporting tool the researcher used the students' final speaking grades. The research results revealed that the students' speaking skill achievements is significantly better when there is no use of code-switching in theclass.

All in all, the reviewed literature revealed that using code-switching as a teaching strategy in EFL classes would improve learners' speaking skills.

Review of Literature

Chapter One : Literature Review

Section Two: The Importance of Developing Speaking Skill Among EFL Learners

Section One: Code Switching in the Algerian EFLClasses

Introduction

The present section of the research is a review of literature which aims to provide a theoretical framework about the first research variable. It focuses on an interesting aspect of EFL teaching, which is the negative impact of EFL teachers' code-switching. The section provides a discussion of definitions of the phenomenon (code-switching), a comparison between code switching and code mixing, types of code-switching, functions, reasons of code-switching. We have also discussed the idea of bilingualism, multilingualism and code-switching. Finally, the section ends up by stating the disadvantages of thephenomenon.

1.1.1   Definition of Code-Switching

Code-switching is a universal phenomenon that is common in different situations and contexts (class, work….etc.). In fact, many scholars gave many different definitions for this term. In his work, Brown (2007) pointed out that the usage of a first or third language inside a stream of speech in the second language is known as code switching. When two advanced learners share a common first language, code swapping sometimes occurs subconsciously, although it is rarely used as a technique. Learners in the early phases of language acquisition, on the other hand, may code-switch, or utilise their original language to fill up gaps in their knowledge, whether or not they knowit.

In the same line of thought, Scotton (1993) defined code switching as the inclusion of a variety/ varieties in utterances of the dominant language or what she called a matrix variety within the same discussion. To explain, Benguedda-Kesraoui (2017) mentioned that "CS is a phenomenon which occurs in multilingual communities where two

or more languages or language varieties are used within a single conversation or even within a sentence" (p.51). Similarly, Al Heeti and Al Abdely (2016) stated that "code-switching is a widespread multifunctional characteristic of the speech of bilinguals in formal and informal settings". In other words, CS is used by bilinguals for the purpose of fulfilling certain functions in formal/informalcontexts.

Another definition of CS is one by Poplack (2001) in which she stated thatCode-switching (CS) refers to "the mixing, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic. Such mixing may take place at any level of linguistic structure, but its occurrence within the confines of a single sentence, constituent, or even word, has attracted most linguistic attention" (p.2062).

As seen above, CS is a very debatable linguistic phenomenon which means the use of two or more different languages by the same speaker about the same subject under discussion. The change can take place at the level of words, sentences, or texts… etc. In other words, CS is the shift from one language/dialect or language variety to another for various reasons.

1.1.2   Code Switching vs. CodeMixing

The study of language contact phenomena revealed the disagreement between researchers on giving exact definitions for the terms of: code-switching, code-mixing and borrowing i.e. each scholar has given a different definition from his own perspective that is why we can find totally different definitions. In this vein, Romaine (1995) pointed out that "Problems of terminology continue to plague the study of language contact phenomena with terms such as code-switching, mixing, borrowing not being used by all researchers in the same way or even defined at all" (As quoted in Belarbi, 2013).

According to Belarbi (2013) the main difference between both terms is that code-switching occurs between sentences (inter-sentential); whereas code mixing occurs within sentences (intra-sentential). The common point between the two is that both terms are determined by social and psychological aspects. In other words, the difference between both terms is that in code switching the alternation of linguistic varieties is between sentences whereas, in code mixing it occurs within sentences (Nicolle, 2013). According to Esen (2019)

> The main difference can be summarized like this: code-switching is something speakers do intentionally because they want to express themselves with a personal style or flavor, but CM is something speakers might do unintentionally simply because they don't know the correct word orphrase.

1.1.3 Types of Code Switching

According to Bloom and Gumperz (1972) code switching is classified into two main categories or types: situational and metaphorical codes (as cited in Messiliti, 2017, p.8). In her work, Suryawati (2013) mentioned that situational code means that the speaker consciously switches and changes the language in order to achieve certain purposes or to adapt to the current situation. In a similar vein, Poplack (1995) suggested three types of code-switching: tag switching, inter sentential code switching and intra sentential code-switching.

- ➢ Tag Switching: it means adding a short phrase in a language to a conversation that is said in another language (Al Heeti and Al Abdely,2016).
- ➢ Inter-sentential switching: Al Heeti and Al Abdely (2016) defined the term as: "inter-sentential CS involves switching at sentential boundaries where one clause orsentenceisinonelanguageandthenextclauseorsentenceisintheother".In

other words, the switching occurs at the level of sentences i.e., one clause/sentence in a language and the following one is in another language.

➢ Intra-sentential switching: According to Zirker (2007) "it involves a shift in language in the middle of a sentence, usually performed without pause, interruption or hesitation" (p.10). In fact, this type of switching is the most difficult one since it pàneeds to switch to the rules of the other language for the other mid-sentence (Zirker,2007).

1.1.4 Functions of Code Switching

Code-switching is a multifunctional phenomenon, these functions vary depending on three main reasons: the topic, people engaged in the discussion, and the context (Alenezi, 2010). According to Hoffman (1991) the main purpose behind Code switching (CS) is to attain an effective communication/ interaction (as cited in Al Abdely, 2016, p.13). In their book, Appel and Muysken' (2006) suggested a code-switching model (as cited in Al Abdely 2016) they mentioned certain functions of code switching:

- To talk about a particulartopic
- To quote somebodyelse
- To provide emphasis aboutsomething
- To make aninterjection
- To repeat in order toclarify
- To express groupidentity
- To show intention of clarifying speech content forinterlocutor
- To soften or strengthen a request orcommand
- To meet a real lexical need or to compensate for lack of an equaltranslation
- To exclude others when a comment is intended for an exclusiveaudience

From his perspective, Baker (2006) suggested other functions of code-Switching that are,

➢ To emphasize a certain point in the conversation. An example was provided by him: Get out of the mud, *hogyndrwg*[bad boy]

➢ To substitute an unknown word or phrase with another word (code-switching at work because technical words are associated with work are only known in that language.

➢ Toexpressaconceptthathasnoequivalentinthecultureoftheotherlanguage.

For instance, a French bilingual saying: la fin du *weekend.*

➢ To reinforce a request. For example, a teacher saying to her pupils: Taisez-vous les enfants! Be quietchildren!

➢ To clarify a point. A good example is when a teacher explains the lesson in English then s/he clarifies in another language in order to ensure students' understanding of the lesson.

➢ To express identity, communicate friendship or familybonding.

➢ Relating a conversation held previously (when reporting to anotherperson).

➢ To interject into adiscussion.

➢ To ease tension and inject humour in adiscussion.

➢ To change attitude or relationship (to express the shared values and experiences of the minority group) (pp.111-112).

1.1.5 Reasons forCode-Switching

In fact, shifting from one language/dialect to another can be done intentionally or unintentionally. However, there are several reasons for this shift. These reasons were summarized by Esen (2019):

➢ To fulfil a need: it means the speaker's changing the language to express him/herself. In other words, a speaker who cannot express his/her ideas and thoughts in a given language can alternate to another language to clearly be understood.

➢ To express solidarity: the speakers tend to shift from one language to another in order to express solidarity and belongings to a given socialgroup.

➢ To exclude others: speakers tend to change the language in order to exclude people who do not speak the secondlanguage.

According to shofner (2017) there are various reasons of CS: to be accepted in a group, a force of habit (routine) or to be understood clearly. In the same way, a blog written in Memrise (2017) highlighted some of the reasons that may lead bilinguals to shift from one language to another are a) the topic: when talking about a specific issue, people speaking different languages may code switch because they do not know the comparable word (vocabulary) in the target language or the topic has never been discussed in the target language. b) Quoting someone: when you repeat someone else's words verbatim without translating them. c) Emotions: people often move to a different language because they believe it better communicates their sentiments without restrictions, and d) clarifications: This refers to persons speaking in a different language in order to be understood and to properly clarify what they are saying. e) Identity: the speaker's identity is determined by the language used, and f) requests and commands: Bilinguals may switch from one language to another to appear more authoritative andamicable.

1.1.6 Bilingualism, Multilingualism andCode-switching

Firstly, bilingualism can be defined as the standard term for the use of two languages in the same conversation by one speaker or more. It is a sociolinguistic

phenomenon that attracted the interest of many researchers since it is a complex process of language contact. Moreover, the term can be defined as the ability to use two or more languages in everyday life. According to Bloomfield (1993)"bilingualism is having a native like control of two languages" (p.56).In the same line of thought, Greosyean (1982) stated that: this phenomenon contains "[…] the regular use of two or more languages" (p.1). In other words, bilingualism refers to the ability of the speaker to speak and utilize two or more languages within the same conversation.

Multilingualism is another sociolinguistic phenomenon that means the capacity to speak more than two languages. In addition to that, "Algeria is one of the multilingual countries in the world since three languages are spoken namely, Arabic, Berber and French" (Aziz and Bouzid, 2016). The relation between code-switching and multilingualism is that multilingualism leads to code-switching.

1.1.7   Related Terms toCode-Switching

1.1.7.1 Borrowing

Multilingual speakers use words from another language to realise a linguistic gap to convey a meaning, explain and express a certain idea, and when they do not find an equivalent word in their mother tongue. This phenomenon is known as borrowing. For Holmes (2001), borrowing refers to the use of words from the mother tongue while speaking in a second language. it means that, when speakers cannot find the appropriate word in second language, and they come back to the first one (the mother tongue).

Longman Dictionary of Language defines borrowed word as a word or phrase which has been taken from one language and used in another language. For example, English has taken coup d' état (the sudden seizure of government power) from French, al

fresco (in the open air) from Italian and moccasin (a type of shoe) from an American Indian language. Since borrowing is a single word, it is called a loanword.

Moreover, some other linguists have diverse definitions about borrowed words. For example, Hudson (1994, p. 18) declares that borrowed word is a general and traditional word used to describe the adoption into a language of a linguistic feature previously used in another. While Haugen (1950, p. 210) states that borrowing is the adoption of a linguistic expression from one language into another language when no term exists for the new object and concept. Additionally, Grosjean (1982) uses the term 'language borrowing' to refer to terms that have passed from one language to another and have come to be used even by monolingual, and he distinguishes them from instances where the bilingual borrows items spontaneously and adapts their morphology, which he calls 'speech borrowing.

According to Sadtono (2004), here are some of the main reasons summarized for borrowing English words as follows:

➢ The pressure of modernization andglobalization.

➢ English is richer than Indonesian in vocabulary, ideas, concepts and wordsfor tangiblethings.

➢ Advance in science and technology producing new things, is communicated by means ofEnglish.

➢ Impatient withtranslation.

➢ Some English words are simply non-existent in Indonesian lexicon, and sometimes the idea itself is non-existenteither.

➢ Some English words may even become more popular than existing Indonesian equivalents.

- English loan words are easier to remember when they are Indonesianized, particularly for those who knowEnglish.

- The application of the principle of economy('economization').

- It is human nature, we need change andvariety.

- On the tip of thetongue.

- Show-off

1.1.7.2 Diaglossia

Diglossia is the use of two varieties of the same language where one form is considered as high and the other as low for several purposes. Ferguson (1959) was the first scholar who defines it as:

> A relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes, but it is not used by any sector of the community for ordinary conversation (p.336).

From the definition above, it can be noticed that Fergusson is limited in his definition. According to him, the high and the low varieties should be within the same language in which one form is used in formal situations and is more prestigious. The former has a grammatical and more complex system and is referred to as a High (H) variety or standard, while other the low variety is used in informal situations and has a less prestige, which is referred to as Low (L)7 or vernacular. According to him, diglossiarefers

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to one particular kind of standardization where two varieties of a language exist side by side throughout the community, with each having a definite role toplay.

Fishman (1972) developed the term diglossia because diglossia was considered only related varieties of a language, headed the use of unrelated language. He states,"Diglossia exists not only in multilingual societies which recognize several languages and not only in societies that utilize vernacular and classical varieties, but also in societies which employ several dialects, register or functionally differentiated varieties of whatever kind." (p.92).

Fezzioui (2013) claims that diglossia is the existence of two language varieties in a speech community in which each variety has its own function. The high variety is the codified one and it is used in formal purposes. The low variety is used in informal settings. Bonivillain (2003, p.407) defines diglossia as "a pattern of languages use in a bilingual community in which two languages (or two dialects of the same language) are systematically employed in different social contexts". In other words, diglossia occurs when two languages or language varieties exist side by side in a community and each one is used for differentpurposes.

1.1.8 Disadvantages ofCode-Switching

Despite the fact that code switching has some positive impact in improving learners' language skills, it has also a negative influence on learners and teachers. According to Al Heeti and Al Abdely (2016) **"**code-switching is usually anticipated to be a sign of language knowledge insufficiency in bilingual speakers" (P.12). It means that the use of code-switching for both teacher and students indicate the lack of the needed knowledge.

In a similar vein, Palmer, (2009) pointed out that:" many multilingual speakers believe that code-switching is a sign of linguistic weakness or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms" (as cited in Al joundi, 2013). "Code switching in bilingual classrooms is embedded with lots of negative issues that could affect child self-attainment in school" (Al Joundi,2013).

Thus, this section provided general background information about the first research variable, which is code-switching which is a very interesting area of investigation in sociolinguistics studies. In this section, we covered some definitions of code-switching by different scholars. Thereafter, we made a comparison between CS and CM. Then, the discussion was directed towards the types of CS and functions of CS.

Section Two: Overview on Speaking Skill

1.2.1 Definition of Speaking

Speaking skill is one of the most important second language learning skills that one should master and focus on mastering. Many scholars have emphasized the role of such skill in acquiring a foreign language (Rao, 2019). It is defined as the capacity of foreign language learners to express themselves orally in any situation being comprehensible, fluent and correct (Torky, 2006). Brown (1983) stated that: "speaking is the skill that the students will be judged upon most in real life situation" (as quoted in Rao, 2019).

In fact, speaking does not only involve the linguistic competence, but it requires that learners focus on developing their sociolinguistic competence. In this vein, Mejilla, Calero&salgado (2014) mentioned: "speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, orvocabulary

(linguistic competence), but also that they understand when, why and in what ways to produce language (sociolinguistic competence)" (p.20).

1.2.2 Components of SpeakingSkill

The speaking skill is composed of mainly four components which were explained by Lado (1977) in his book "language testing". These four components are: Pronunciation, Grammar, Vocabulary, and Fluency (as quoted in Rahayu, 2015).

➢ Pronunciation: According to Nordquist (2020, p20): "pronunciation is the act or manner of speaking a word" In other words, pronunciation refers tothe way in which a particular word or a nameis made to sound when speaking (Meriam-webster,n.d).

➢ Grammar: refers to rules that enable learners to arrange and construct fully meaningful sentences based on the context (Rora, 2015). In other words, it means a number of rules governing the construction of appropriate and correct sentences whenspeaking.

➢ Vocabulary:refers to the use of appropriate diction when speaking. In fact, it is a standard for effective communication i.e., without having a sufficient package of vocabulary speakers may face some difficulties in expressing their ideas and thoughts (Kurniati, Eliwarti&Noivitri, n,d).

➢ Fluency: according to (Kurniati, Eliwarti&Noivitri, n,d): " fluency is the ability to read, speak, or write easily, smoothly and expressively". In other words, fluency refers to the expression of ideas and thoughts freely without anyinterruption.

1.2.3 The Importance of Enhancing EFL SpeakingSkill

In this globalization era where there are several changes taking place in all domains in the world, there is an urgent need to equip all learners with necessary communication

skills in order to cope with these changes. In his article, Rao (2019) explained the importance of providing and equipping learners with the important skills in order to communicate effectively. He pointed out,

[…..] In this modern world, communication skills play a vital role and one must have mastery over these skills to get success in their respective fields. So, speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. (p, 40)

Speaking skills are the most essential skills for all learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations (Rao, 2019). In the same line of thought, it is mentioned that,

[…..] Mastering in speaking is the most important aspect of learning English and success is measured in terms of the ability to carry out a conversation in language (Rahayu, 2015, p.1).

All in all, speaking skill is the most essential skill to improve especially because of the development and rapid change in the world of communication.

1.2.4 EFL Students' SpeakingDifficulties

Learning a second (foreign) language is not an easy process since it takes a lot of time and efforts especially for adults as opposite to children who are able to acquire more than one language in childhood. In this vein, Agher (2019) pointed out that,

[…..] According to scientific research, language aspects such as pronunciation and intonation can be acquired easier during childhood, due to neuromuscular mechanisms which are only active until to the age of 12. Another possible explanation of children's accent-free pronunciation is their increased capability for imitation. This capability disappears significantly after puberty (p.9).

In her research, Morozova (2013) listed four main difficulties facing EFL speaking skill improvement in Russia which are students feel shy speaking English because they are afraid of making mistakes. It is usually seen at the initial level as they are afraid of being criticized by teachers and other students. Working in pairs (or groups), students often begin to use their nativelanguage.

In addition, Students do not have enough information on the topics discussed even in their native language. Furthermore, students feel a lack of linguistic and verbal resources for solving the given task. In that case the teacher should create a friendly atmosphere of collaboration so that students will not be afraid of admitting their mistakes and will acceptcriticism.

Speaking skill which is one of the productive skills is considered as the hardest skills to be mastered. According to Gani, Fajrina and Hanifa (2015) speaking skill is not easy for learners since it requires great courage and well planning. According to Rababa'h (2005) there are some factors that cause difficulties in speaking L2 among EFL learners.

Some of these factors are related to students, teaching strategies used by the teachers, the curriculum and the learning atmosphere (as quoted in Al Hosni, 2014). In a similar vein, a study done by Al Hosni (2014) revealed that there are three types that are encountered by EFL classes in speaking.

- **Linguisticdifficulties**

According to the research findings, students face difficulties when speaking due to their insufficient diction or lack of appropriate vocabulary repertoire.

- **Mother tongueuse**

The interference of the first language or mother tongue is a problem that many EFL learners face. Sometimes, when students do not know how to express their thoughts in the target (foreign) language, they tend to use some words of L1.The reason behind the use of the first language is "weak sentence building skills" and lack of necessary vocabulary items.

- **Inhibition**

The study revealed that shyness is another difficulty that is encountered by EFL learners because of feeling shy of making mistakes in front of the class thinking that their classmates will laugh on them.

1.2.5 Strategies Enhancing Learners' SpeakingSkill

Despite the fact that speaking skill is the most difficult skill for all learners to develop, it is necessary to know that following some strategies may encourage students to speak and to develop their oral/ communicative skill. In her article, Almiqdar (n.d.) mentioned a list of some strategies that enable learners to focus on developing their communicative ability.

a. Well preparation and practice: it means to plan what you want to focus on starting with brainstorming about the topic you want to speak on. Then, organize and write down the points you highlighted. Finally, repeat your speech from 3 to 5times.

b. Knowing the audience: it is important to know the audience to whom the speech is delivered. In that case, it will be easier to deal with them and to be direct to the point you want todiscuss.

c. Using simple language: it means to avoid complex words, long speech and to be direct to the point without trying to impresspeople.

d. Interacting with the audience: making an open discussion and allowing the audience to interact and ask questions is a powerful strategy in teaching speaking. It decreases the level of stress since all people are involved in thediscussion.

e. Being serious and passion: it is so important to be serious when discussing a topic in order to leave a good impression in the audience'mind.

f. Knowing how to close the speech: it is another essential fact that the speaker should emphasize on which is the ending part of the speech. A speaker should restate the main points he/she has spoken before, ending by a quote/ story or a question.

g. Fluency: it is not important to know complex grammatical rules in order to be fluent. Speaker may be fluent even if making some grammaticalmistakes.

In a similar vein, other strategies to enhance speaking skill were listed by language lab (n.d):

• Practicing speaking: you must speak as possible as you can this act will increase your self-confidence and enhance pronunciation and at the same time, it decreases shyness and the number ofmistakes.

- Use technology: using technology like smartphone enables the speaker to enhance speaking through recording him/herself. In addition to that, speakers can listen to music and highlight the new words in order to learnthem.

- Listening:themoreaspeakerlistensthebetterhis/herspeakingwillbeenhanced.

  Listening enables the speakers to learn new words i.e., enrich their vocabulary repertoire and to learn how to pronounce these new words.

- Reading out loud: that is to say reading magazines, books and journals out loud in order to practicepronunciation.

- Learn new words every day: search on new words every day and learn their meanings in dictionary. This will help speakers to enrich their vocabulary which they can use in theirconversations.

- Talking to natives: In fact, talking to native people is of great importance to learn speaking. In this way, speakers will learn how to communicate appropriately in a naturalcontext.

Conclusion

The section discussed the second variable of the research which is the speaking skill. First, we have provided certain definitions for the speaking skill. Then, we have mentioned the components of the speaking skill. Moreover, the discussion moved to focus on the importance of enhancing EFL speaking skill. The section also provided an overview of some difficulties encountered by EFL learners. Finally, discussion was directed to shed light on some factors that would enhance EFL speaking skill.

Chapter Two

Fieldwork and Data Analysis

Chapter Two: Fieldwork and Data Analysis

Chapter Two: Fieldwork and Data Analysis

Introduction

The present chapter emphasizes on investigating and analysing data related to Algerian EFL learners and teachers vis-à-vis the impact of EFL teachers' code-switching on EFL learners' speaking skill improvement. It focuses on examining the negative influence of teachers' code-switching on hindering EFL learners to develop their communicative skills. Information and points of view were collected through two questionnaires to EFL teachers and learners. These data are essential to the study since they help us answer the research questions and confirm/reject the researchhypothesis.

2.1 ResearchMethodology

2.1.1 Research questions and researchhypothesis

2.1.1.1 Researchquestions

The present research's main concern is investigating the effect of EFL teachers' code-switching on learners' communicative skills improvement. The research is guided by the following research questions:

a. What motivates EFL teachers to switch code during their oral presentations or during their teaching practice?

b. What is the effect of the overuse of code-switching on EFL students' speaking skillimprovement?

2.1.1.2 Researchhypothesis

Algerian EFL teachers' use of code-switching during a teaching session affects the learners' speaking skills improvement. On this basis, our research aims at examining and discovering the relation between the use of code-switching and learners' speaking skills in

order to confirm or reject the hypothesis:

- If Algerian EFL teachers avoid the overuse of code-switching as a teaching strategy, then this will lead to learners' improvement of speakingskills.

2.1.2 Researchtools

In this research work, the only research tool used is the questionnaire. This research tool is used for the purpose to collect data and gather information from both EFL students and teachers. The obtained data help us to answer the research questions and to confirm/reject the research hypothesis.

2.1.3 Researchsample

Choosing a research sample is of great importance in the process of collecting data. The main characteristic of a good research sample is that of being representative of the population in terms of sharing the same features with the population in order to enable the researcher to generalize the obtained results.

In the research in hands, the sample selected is made up of 34 Algerian EFL learners at the department of English at the University of 20 Aout 1955 Skikda in the academic year 2020-2021. We have chosen 34 students from total number 81 master one students. In addition to that, we have chosen 5 EFL teachers at the University of 20 Aout 1955 Skikda the sample for the study is randomlyselected.

2.2 Data Analysis andDiscussion

2.2.1. The Students'questionnaire

In this section, we have provided an analysis of students' questionnaire. Each of the questions is analysed quantitatively and qualitatively depending on the question's nature.

2.2.1.1 Description of the students' sample

The students' sample is composed of 34 students of master one at 20 Aout 1955-Skikda university. Participants in the sample were randomly selected from a total number of 81 students at the department of English (Skikda) in the academic year 2020-2021.

2.2.1.2 Description of students'questionnaire

The questionnaire has been administered to 34 master EFL students of English division in order to obtain the participants' valuable opinions about the effect of code-switching on the speaking skill .The questionnaire was distributed online because of the health situation we have been put in , COVID-19 VIRUS .This questionnaire consisted of seventeen (17) questions which are organized in a logical order and managed in form of closed ended and opened ended questions, and it is subdivided into foursections.

The first section is about the background of the participants where the researcher aims at collecting information (general information). This section is designed to identify the students' reasons behind studying English and how many languages students speak.

The second section includes learner's evaluation of their level of English, their self-evaluation in speaking English, the difficulties they face when speaking especially in the oral expression sessions, and the causes of these difficulties.

The third section is designated to report students' attitudes towards switching codes from English to Arabic in EFL classes and why it is very useful, Respondent's opinions about whether they like their teachers to switch from English to Arabic inside the classroom, respondents' point of views about the teachers' frequency of using code switching inside the classroom, and what is good and not good about the instructor's code-switching from English to Arabic in the oral classroom according to learners. Furthermore,

it tackles students' opinions about when it is necessary to use Arabic in oral classroom and to what extent is needed to be used in order to speak English accurately and fluently.

In addition, it tackles Respondents' attitudes towards the use of code switching from English to Arabic during the lesson explanation, respondents' opinions about whether teachers' code-switching has a positive or a negative influence on students 'mastery of speaking skill. Finally, it deals with Respondents' attitudes towards whether they agree that teacher's code switching is not a good idea to enhance EFL students' speaking skill, and respondents' point of view about to what extent teacher's code switching hinder your speaking skillimprovement.

2.2.1.3 Analysis of students' questionnaire

Section One: BackgroundInformation

Item 1. Did you choose to study English because:

Table 2.1 Respondents' choices in studying English

Option	Respondents	Percentage
a) It was your desire	26	76%
b) You were influenced by a teacher	2	6%
c) It is an international language	3	9%
d) You need it for job	3	9%
Total	**34**	**100%**
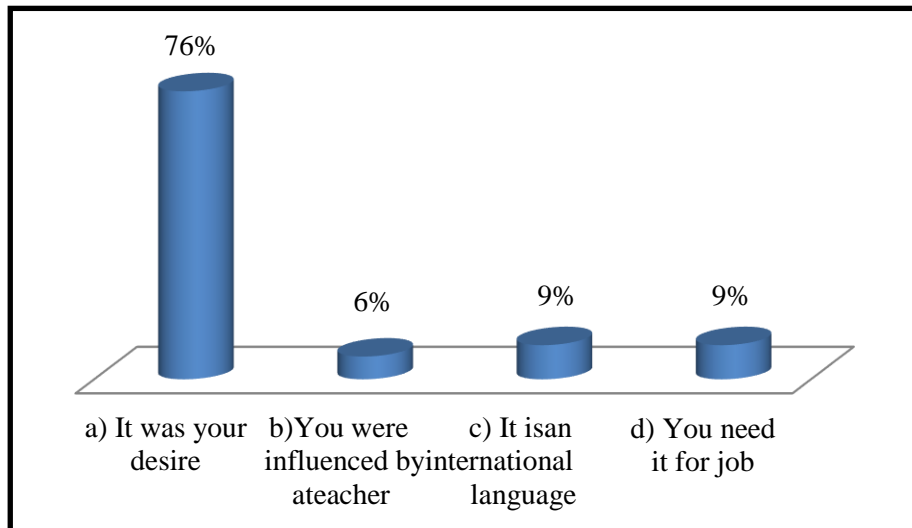
Figure 2.1 Respondents' choices in studying English

The table above demonstrates the number as well as the percentages of respondents' main reasons for studying English. As it is clearly observed, (76%) of respondents studied English as their own desire, while (9%) of respondents have chosen it because it is an international language, the other (9%) of respondents needed it for a job, and (6%) of respondents were influenced by a teacher in their study choices. Hence, the majority of Master's applications in Division of English at the University of Skikda were personal choices of student. This proves the high demands of learningEnglish.

Item 2. How many languages do you speak?

Table 2.2 Respondents' language diversity

Option	Respondents	Percentage
a) Two languages	14	41%
b) Three languages	15	44%
c) More than three languages	5	15%
Total	**34**	**100%**
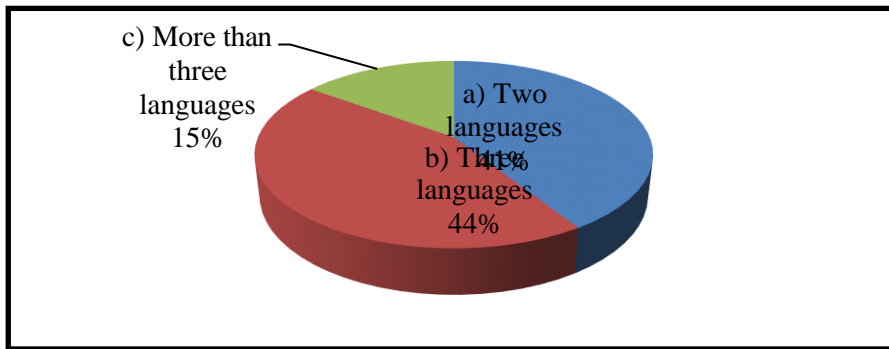
Figure 2.2 Respondents' language diversity

As it is observed from the table above, (44%) of respondents speak three languages, (41%) of them speak two languages, and (15%) of respondents speak more than three languages. This means that most students are eager to learn languages, as well as they are aware of the diversity of languages and theirimportance.

Section Two: Speaking Skill

Item 3. How would you assess your present level at English?

Table 2.3 Respondents' Evaluation of their Level in English

Option	Respondents	Percentage
a) Excellent	5	15%
b) Good	24	70%
c) Average	5	15%
d) Weak	0	0%
Total	**34**	**100%**
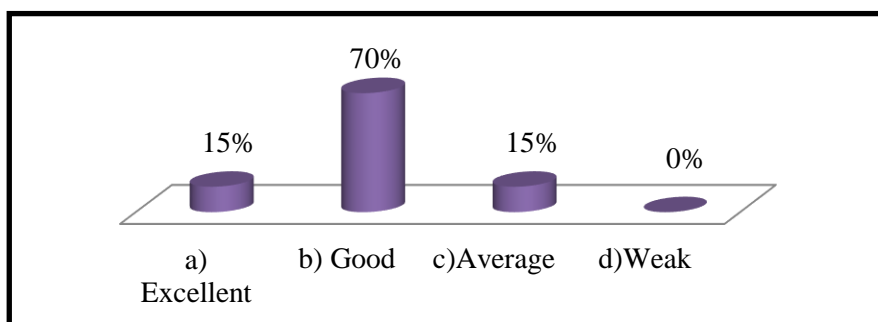
Figure 2.3 Respondents' Evaluation of their Level in English

As it is noticed from the table, the highest percentage of students (70%) claimed that their level in English is good. While (15%) asserted that they are good in English, and (15%) are excellent. But no one (0%) believed his is weak. In fact, asking students to evaluate their level by themselves would help identify their amount of self-esteem and self-confidence. Thus, the majority of students are competent in English language.

Item 4. How do you find speaking English?

<div align="center">

Table 2.4 Respondents' self-evaluation in speaking English

</div>

Option	Respondents	Percentage
a) Easy	20	59%
b) Somehow difficult	14	41%
c) Very difficult	0	0%
Total	**34**	**100%**

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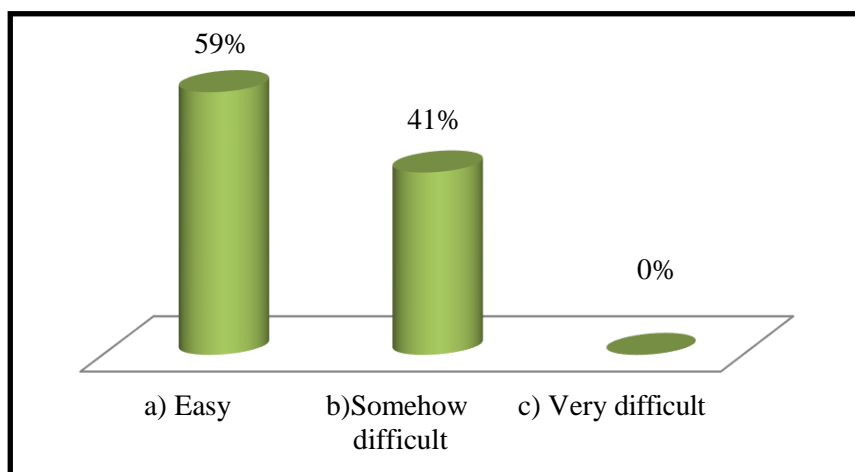
Figure 2.4 Respondents' Self-evaluation in Speaking English

</div>

As the table indicated, the majority of respondents (59%) noted that speaking English is easy, while (41%) of respondents claimed that it is somehow difficult; however, no one thinks it is very difficult. As a result, the level of difficulty of speaking English

language is not an obstacle which shows the self-motivation the majority of students possess and their capability of speaking English.

Justify your answer, please

In this question, the respondents were asked to justify their answers. Their justifications were varied and convincing.

a) **For 'Easy'**

- Well now it's much easier to speak the English language because weare surrounded by authenticity outside classrooms.

- It is just easy

- When you enter in many conversations inEnglish

- I love the Britishaccent

- I really feel comfortable speakingEnglish.

- Since we are specialized in it, we can use iteasily.

- The letter is easy to pronounce, and English grammar is easier thanother languages' grammar

- Because the spoken system of English is notdifficult

- I think this language is easy because easy pronunciation of letters andwords

- When the idea is clear, you can speakfluently

- It is my best language for that i am motivated to learnit

- Easy since I'm practicing the language on dailybasis

- BecauseI'musedtowatchingAmericanmoviesandtv-showsandthathelped greatly with my pronunciation. Since listening to how native English speakers talk is the best way to learn how to speak English in my opinion.

- Practice makeperfect

- I have enoughvocabulary

- Although it has some difficulties in pronunciation, yet it is easy tomaster

- I do not face many difficulties when producingutterances.

- It has limitedvocabulary

- It is easy tolearn

- Because the English language is easy in myview

b) **For 'Somehowdifficult'**

- Because I'm shy and afraid of doingmistakes

- Choosing the appropriate words for the appropriatecontext

- If we refer to daily conversations, speaking English is easy. However, when it comes to debating, classroom discussions, which should be formal, speakingit becomes somehow difficult.

- Lack ofpracticing

- It is quite hard because I do not use this language too much in my everydaylife

- SpeakingEnglishrequiresmasteringdifferentaspectsofthelanguagewhich takes times and efforts.

- Because of public speakinganxiety

- Because of public speakinganxiety

- Sometimes you forget words that express the point you want toreach

- I think it's somehow difficult because it is not our mother tongue; it needsmore practice to be easy to speak.

- To speak like natives, you need native English speaker to talk with. Also, you need a lot of oral practice to master the oral skill and that's difficult in our community.

  Honestly in my case I still working on my pronunciation even if I graduated years ago

- It's not easy to be as fluent as I want tobe

- Because when you speak English cannot express what is existing in yourmind

- Sometimes I forget some vocabularies so that it makes me shy tospeak

On one hand, most of students who answered with "easy" pointed that they feel comfortable when speaking it; it is easy to learn since the letters are easy to pronounce, and English grammar is easier than other languages' grammar, used on the daily basis everywhere such as socialmedia.

On the other hand, those who answered with "somehow difficult" justified their answers by highlighting that Shyness, public speaking anxiety, and Lack of practicing since "it is not our mothertongue".

From respondents' justifications, we extracted speaking English language is easy, but it requires efforts, practice and self-motivation.

Item 5. What are the difficulties that you may face when speaking especially in the oral expression sessions?

Table 2.5 Difficulties students face when speaking especially in the oral expression sessions

Option	Respondents	Percentage
a) You do not know what to say	4	12%
b) You know what to say, but you do not know how.	9	26%

c) You know what to say and how to say it, but you cannot say it.	15	47%
d) You do not know how to use body language.	5	15%
Total	**34**	**100%**
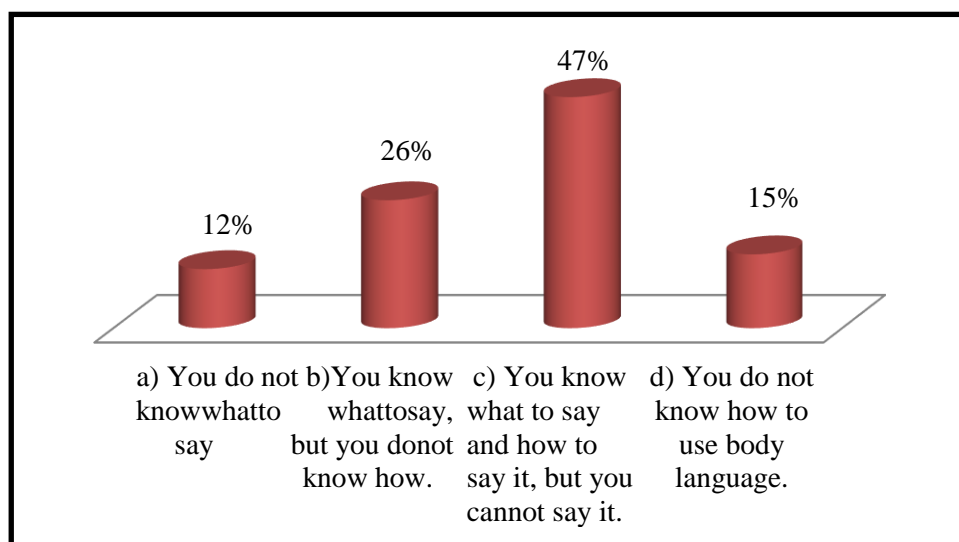
Figure 2.5 Difficulties students face when speaking especially in the oral expression sessions

As it is shown in the table, the majority of respondents which represent (47%) they know what and how to say it but they cannot say it, (26%) of respondents know what to say but they do not know how, (15%) of respondents do not know how to use body language, and (12%) do not know what to say. This means that the majority of students are struggling to speak English properly and fluently due to several reasons such as shyness and lack ofpractice.

Item 6. What can be the cause of your difficulties to speak English in class?

Table 2.6 The cause of respondents' difficulties to speak English in class

Option	Respondents	Percentage
a) Speaking anxiety (self-doubt, shyness)	14	40%
b) Inhibition	1	3%
c) Lack of vocabulary	3	9%

d) Fear of making mistakes	7	21%
e) Unfamiliarity with the topic	5	15%
f) The use of the mother tongue	1	3%
g) All of them	3	9%
Total	**34**	**100%**
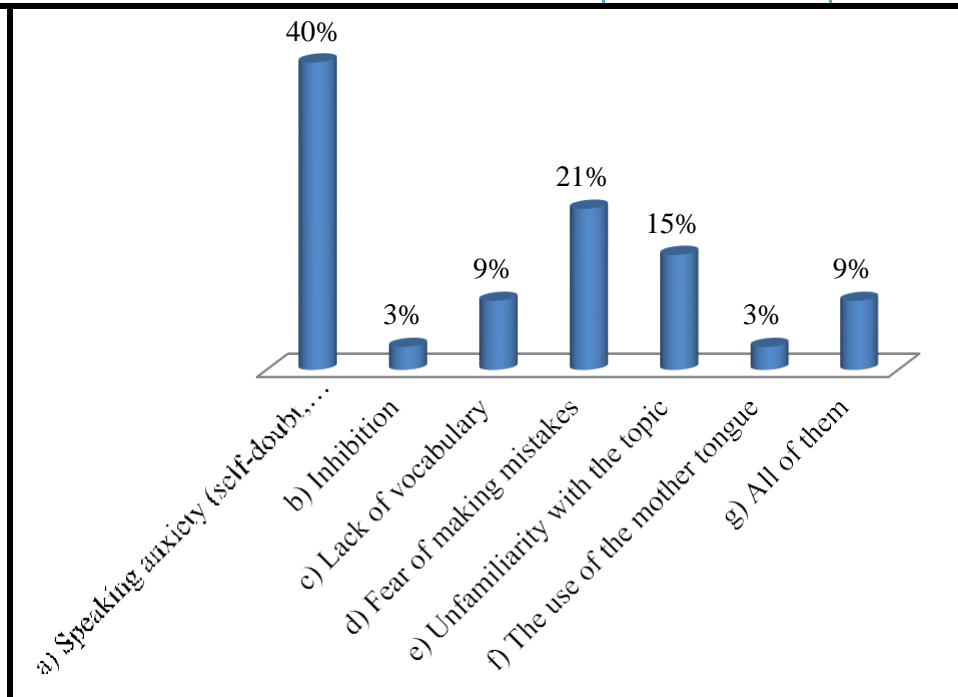
Figure 2.6 The cause of respondents' difficulties to speak English in class

As it is shown in the table above, the majority of respondents which represents (40%) has speaking anxiety, (21%) of respondents are afraid of making mistakes, (15%) of respondents face difficulties when there are unfamiliar with the topic. While (9%) of respondents has lack vocabulary and the other (9%) of respondents face the of the difficulties mentioned in the table. Then, (3%) has problems with inhibitions and the last (3%) of respondents use the mother tongue when uttering or speaking English in class. As it is noticed, one of the reasons is switching to mother tongue.This means that respondents are facing several difficulties in speaking and it is varied from learner-centered problem to teacher-centered problem which influences the way they deliver their presentations and improvement has to be done.

Section Three: Students' Attitudes towards Teachers' Code-Switching in Oral Classes

Item 7. What do you think of switching codes from English to Arabic in the EFL classes?

Table 2.7 Respondents attitudes towards switching codes from English to Arabic in EFL classes

Option	Respondents	Percentage
a) Very useful	13	38%
b) Somehow useful	17	50%
c) Not useful at all	4	12%
Total	**34**	**100%**
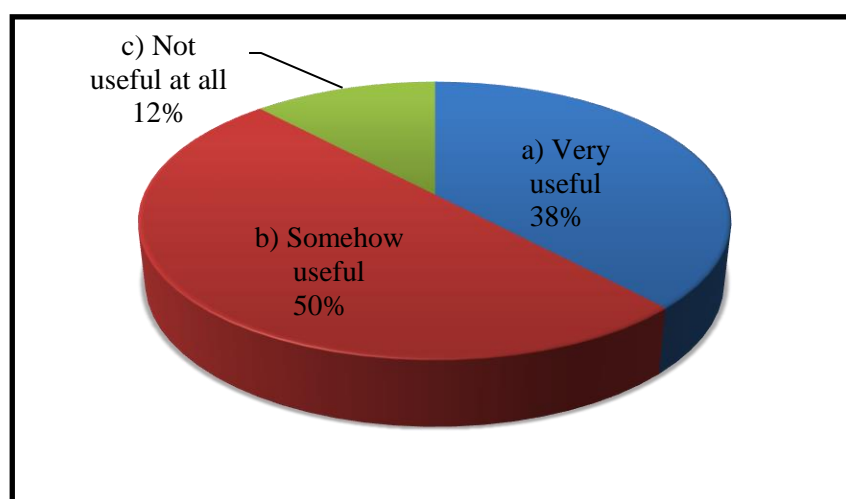
Figure 2.7 Respondents attitudes towards switching codes from English to Arabic in EFL classes

As it is observed from the table below, the majority of respondents which represent (50%) they believe switching codes is somehow useful, and (38%) of respondents claimed it is very useful, whereas (12%) of respondents stated that it is not useful. This indicates

that code switching from English to Arabic is beneficial for the facilitation of EFL oral sessions.

If it is very useful, is that because:

Table 2.7.1 Reasons of usefulness, according to respondents, of code switching from

English toArabic

Option	Respondents	Percentage
a) It helps me to understand difficultconcepts better	8	33%
b) It helps me to understand the new vocabulary items better	3	13%
c) It helps me to feel at ease, comfortable, and less stressed	2	8%
d) It helps me to participate	3	13%
e) All of them	8	33%
Total	**24**	**100%**
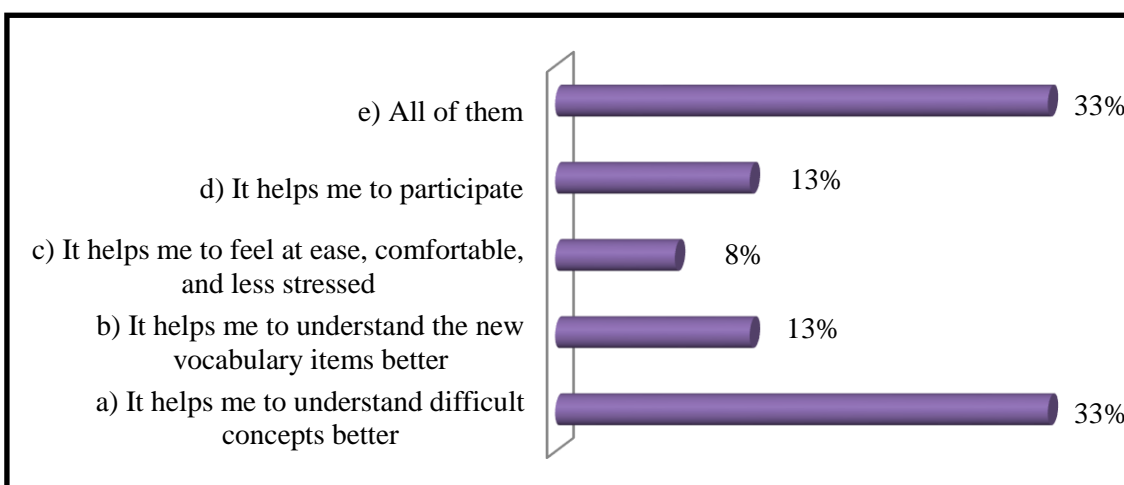
Figure 2.7.1 Reasons of usefulness, according to respondents, of code switching from

English toArabic

According to respondents who answered with "very useful", their reasons where varied. First, (33%) of respondents helps them to understand difficult concepts and the other (33%) of respondents stated that all options mentioned in the table. While (13%) of

respondents helps them understand new vocabulary items better and the other (13%) of respondents helps them to participate. While few that represents (8%) makes them feel at ease, comfortable, and less stressed. This means that code switching has a significant role in facilitation of oral session.

Item 8. Do you like your teacher to switch from English to Arabic inside the classroom?

Table 2.8 Respondents opinions about whether they like their teachers to switch from English to Arabic inside theclassroom

Option	Respondents	Percentage
a) Yes	6	18%
b) No	7	21%
c) Sometimes	21	61%
Total	**34**	**100%**
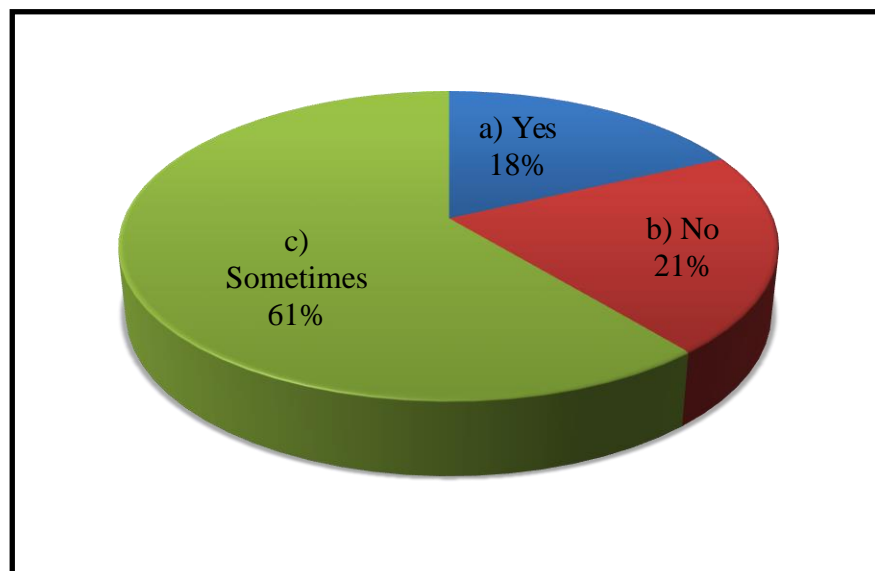
Figure 2.8 Respondents opinions about whether they like their teachers to switch from English to Arabic inside theclassroom

37

As it is observed from the table below, the majority of respondents that represent (61%) sometimes they like their teachers to switch from English to Arabic inside the classroom. While (21%) they do not like it and few that represent (18%) like it.

Justify your answer, please

a) **For 'Yes'**

- Sometimesweareunfamiliarwiththewordssoitisbettertheteacherswitchto Arabic so that we understand what she is saying.

- It helps me to understand better and feel lessstressed

- To help me understand his speechbetter

- In order to understandbetter

- Easier tounderstand

- Because it helps you to understand thelesson

b) **For 'No'**

- It does not encourage students to master the target language...they would alwaysbe waiting for Arabic in this case to save the situation

- Because sometimes the important point is to understand the whole meaningnot every word... So, you can make progress

- In order to master the language, the student must hear English all the time fromhis teachers.

- Better for the teacher not to switch because I want to learn English the rightway

- UsingtheMTinclassroommayreducestudentsdesiretoovercometheir

weaknesses.

- If the teacher keeps using Arabic words, it will be confusing for studentsto recognize English words well

- No , I didn't like it because when he didn't speak Arabic in the class make us touse English and thinking in English without back to our mother language

c) **For 'Sometimes'**

- Sometimesitisbettertoexplainthingsusingthemothertongue,becauseitmakes it easier for the students to understand some difficult concepts.

- Idon'tlikewhenhetalkssomuchinArabichoweversometimessomemodulesor ideas are difficult to understand the use of Arabic would be very helpful

- It isbetter

- Sometimes just muchbetter

- When facing a situation that needs thistransition

- Using too much Arabic can become a habit for both the students and teachers, and that is why it should be used only where necessary. For example, when the whole discussion is about something new, the teacher should explain it first andcan include Arabic; in order to make the discussion fruitful and smooth.

- BecausesometimestheteachersaysnewconceptsthatIcannotunderstandsoitis beneficial for me to use Arabic

- Sometimes, it is necessary for the teacher to switch from English to Arabic inorder to help his/her students get better understanding.

- Sometimes we face new concepts and new words so it's better to use Arabicor

French language.

- Whenever it isneeded

- This is because not all the students have the same level ofcomprehension

- So that we do not getbored

- To helps students for understandingbetter

- Sometimes as it makes things moreunderstandable

- In advanced language learning classes, I don't see the need for teachers to switch between Arabic and English since students should be at a level where they can understand English by now. In beginner/intermediate classes, however, I think code switchingisnecessarytohelpstudentsunderstandconceptsandwordsofthenew unfamiliar language better.

- It can be confused sometimes

- Because helps students to understand the new and difficultitems.

- For understandmore

- Some topics are new to us, and we need to know them according to our origin languagetounderstandthemwellthatmakesusspeakaboutthosetopics comfortable

Those who answered with "yes" stated that they understand better because of the unfamiliarity of certain utterances since it is not their mother tongue. Then the ones answered with "no" justified their answers by saying that itdoes not encourage students to master the target language and using the mother tongue in classroom may reduce students desire to overcome their weaknesses. While those who answered with "sometimes" believe that it helps to understand difficult concepts but only when it is necessary and needed.This

means that despite its benefits, it still has bad influence on the learning process of new language.

Item 9. How often does your teacher to switch from English to Arabic inside the classroom?

Table 2.9 Respondents' point of views about the teachers' frequency of using code switching inside theclassroom

Option	Respondents	Percentage
a) Always	1	3%
b) Sometimes	8	24%
c) Rarely	25	73%
d) Never	0	0%
Total	**34**	**100%**
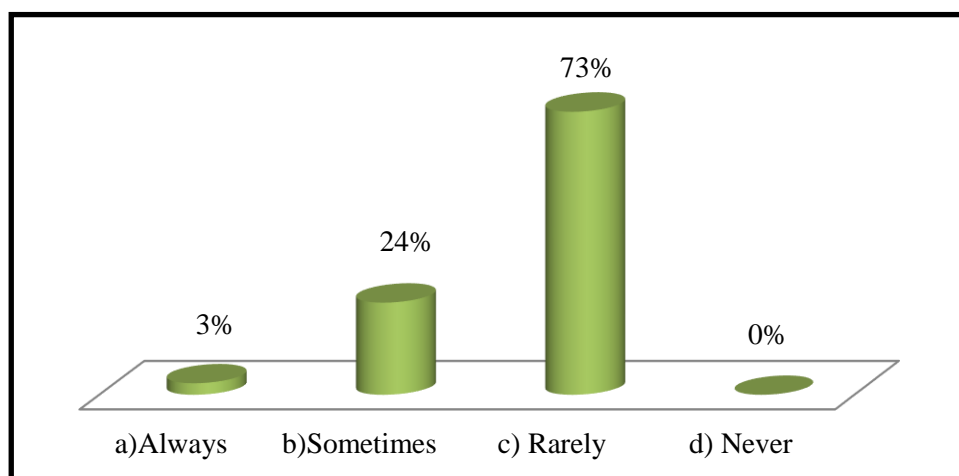
Figure 2.9 Respondents' point of views about the teachers' frequency of using code switching inside theclassroom

The above table illustrated that the majority of respondents that represents (73%) stated that their teacher rarely switches from English to Arabic inside the classroom and (24%) of respondents answered sometimes whereas only (3%) of respondents said it always happens but none answered with "never". This means that teachers are aware ofthe

bad influence of the mother tongue that may cause but yet they do help sometimes their students to understand better when it is necessary.

Item 10. According to you, what is good about the instructor's code-switching from English to Arabic in the oral classroom?

- Changing the classroom atmosphere andhelping in understanding some difficult points.

- Expressing theideabetter

- Helpyouunderstand

- Toseehislevel

- Sometimes some ideas can't be expressed in English, so here teachers need to codeswitchonlytomakeitclearerlikereligiousorculturalconceptse.g.Quran.

- Just to make us comfortable and feel involved with the discussion because when you do not understand the topic you feel so out ofplace.

- Sometimes is good and sometimes it'snot.

- To help students understand more what has been explained by theteacher

- Not good atall

- The good about the instructor's code-switching from English to Arabic is to help students understand what is not understood in the targetlanguage.

- For oral expression it's not good to use Arabic because the aim of the class is to express and use English speaking skill in order to enhanceit.

- Its good when we encounter new words it would be easier for us to remember it when it is said to us both in Arabic andEnglish

- In helping studentsfor betterunderstanding

- Betterunderstanding

- Probably the fact that it makes the learning process easier, using familiarwords

- It helps students to understand ideasconcepts

- Explaining ambiguous concepts andideas

- Theunderstanding

- To comprehend all thegaps

- Better understanding for people whose level isaverage

- It can help students who are not confident when speaking English feel less pressured because if they slip and use Arabic at some point, it won't be a grave mistake since the teacher himself switches sometimes. It can also help students understand some difficult vocabulary when they know it is equivalent inArabic.

- TranslationImprovement

- Help you tounderstand

- For me, I think it is useful for students to understand the new vocabulary items, to learn scientific items...etcetera.

- It helps students tounderstand

- When he/she explains somethingvague

- Comfortability

- Sometimes it helps new students to understand or get familiar with the topic that beingdiscussed

- To clarify the meaningmore

- It helps you during thesession

- JustwhenwefaceacomplexsituationthatneedstobesadinArabic

- It makes us to understand quickly , if we don't get the exactlymeaning

- It builds ourvocabulary

According to respondents' opinions why it is considered good to code-switch is because it Changes the classroom atmosphere, improve translation level, and help in understanding some difficult points better sometimes such as the religious or cultural concepts e.g. Quran.

Item 11. According to you, what is not good about the instructor's code-switching from English to Arabic in the oral classroom?

- Well, for its good. I can't think of anything not good, but code switching in the classroom must be only on some occasions, mustn't be usedregularly.

- Students' oraldevelopment

- Nothing

- Because we cannot learn fluently the targetlanguage

- When he over does it, students would feel that they are out of the English language learningenvironment

- It is simply becoming used to it. When you rely on Arabic in understanding the context, it becomes a hindrance to the development of your languagelearning.

- It makes students somehow far from the target language (English) and focus only on mother language which is not the aim of studyingEnglish

- When learning or speaking English, there are no short cuts; we should not use codeswitching

- Switching English to Arabic is not good in oral classroom because it prevents students use the target languageeffectively.

- Students become looking for justification in Arabic only tounderstand

- If the teacher uses too much Arabic thanEnglish

- You will be dependent on that inlearning

- Using it somehow reduces usingEnglish

- Students would rely more on their motherlanguage

- When he explains something is not clear even inArabic

- When he explains something even in Arabic notclear

- Maybeifheorshecodeswitchalot,wewillnotlearnEnglishbetter

- To comprehend all thegaps

- Some might doubt the teacher'sproficiency

- It could make students grow careless and hinders their improvement in English speaking because they keep going back to use Arabic whenever they have difficulty in expressing themselves in English instead of thinking deeper on how to articulate their thoughts inEnglish.

- The luck of EnglishVocabulary

- In my opinion, I think using code switching every single time in the classroom make students relay on it to understand everything without doing anyeffort.

- It makes students lazy. Instead of looking for word synonyms to learn more they will use translation to their mothertongue

- It is notuseful

- Confusion

- Code switching when learning might push students to develop a negative transfer from their L1 to the TL causing hindrance oflearning and makes the teacher's job evenharder.

- A student gets used to it, so they won'tbe able to learn a language

- It makes you count onit

- The overuse of Arabic won't be good solution for enhancing English speaking level.

- If the instructor's use code switching always, he makesus to never try to use English or thinking inEnglish

- The bad thing is the student doesn't engage withthe new language

According to respondents, it is not good when the instructor code-switching from English to Arabic in the oral classroom for several reasons. It cannot make them learn fluently the target language because relying on Arabic in understanding the context they get used to it, which is not the aim of studying English, so it becomes a hindrance to the development of the language learning. And also, Code switching when learning might push students to develop a negative transfer from their L1 to the TL causing hindrance in learning and makes the teacher's job evenharder.

Item 12. When do you think is necessary to use Arabic in the oral classroom?

Table 2.10 Respondents' opinions about when it is necessary to use Arabic in the oral classroom

Statement	Agree	Disagree
a) To define new vocabulary items	71%	29%
b) To practice the use of some phrases and expressions	26%	74%
c) To explain complex grammar points	68%	32%
d) To explain different concepts and ideas	59%	41%
e) To give instructions	24%	76%
f) To give suggestionshowtolearnmore effectively	35%	65%
g) To summarize the content of the lesson	18%	82%
h) Explain the requirements of activity, project, homework, etc.	47%	53%
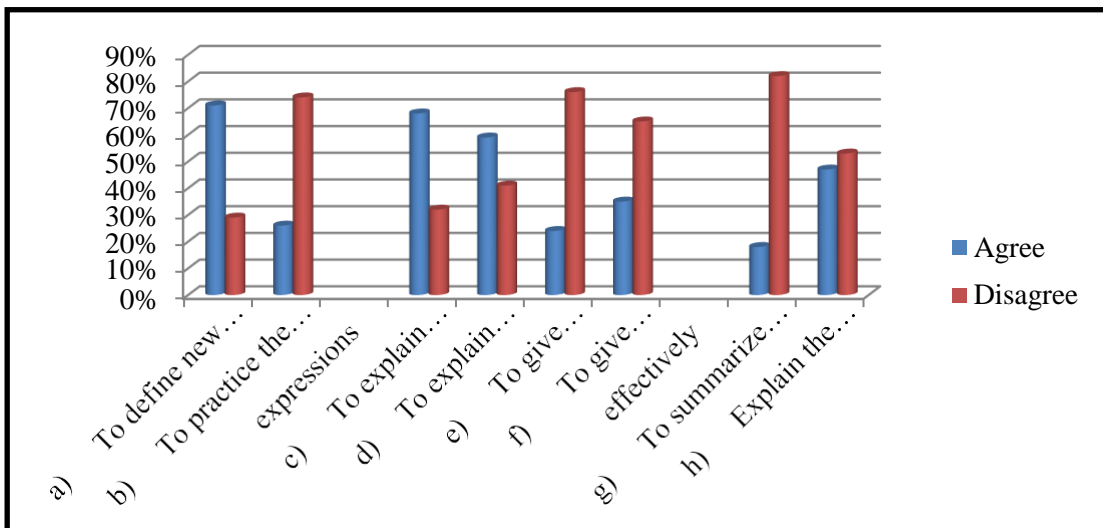
Figure 2.10 Respondents' opinions about when it is necessary to use Arabic in the oral classroom

A total number of 8 questions about the necessity to use the Arabic language in the oral classroom were handed out to different types of people. All copies were returned, covering a percentage of their agreement and disagreement of each statement question.

From the table, it can be inferred that the percentage of the disagreement section is more than the agreement section. Therefore, this study can be separated into two parts according to the percentage of the table below.

The statements which belong to the agreement section (a.71%/ c.68%/ d.59%) are concerned with new vocabulary, hard grammar activities, and new concepts that already contain new words and expressions that need to be explained using the Arabic language while the rest of the statements which belong to the disagreement section (b. 74%/ e.76%/ f. 65%/ g. 82%/ h. 53%) are dedicated to giving instructions, summarize what is already presented in the session besides some bridging gap of few activities, projects and homework handed by the teacher.

The qualification of this analysis shows the significance of the Arabic language when the teacher is about to introduce new terms, expressions, ideas, or well-detailed subjects, which is fairly clear in the agreement section percentage. However, the obnoxious use of the Arabic language in the disagreement section shows that according to a certain level in the oral classrooms; simple activities like explaining, guidance, instructions, preferably should be managed using the English language concerning its quite simple choice ofwords.

Item 13. How much do you think your teacher's use of Arabic in the oral classroom helps you to speak English accurately and fluently? Justify

Table 2.11 Respondents' opinion about to what extent teacher's use of Arabic in the oral classroom helps you to speak English accurately and fluently

Option	Respondents	Percentage
a) A lot	3	9%
b) Quite a lot	9	27%
c) Very little	16	46%
d) Not at all	6	18%
Total	**34**	**100%**
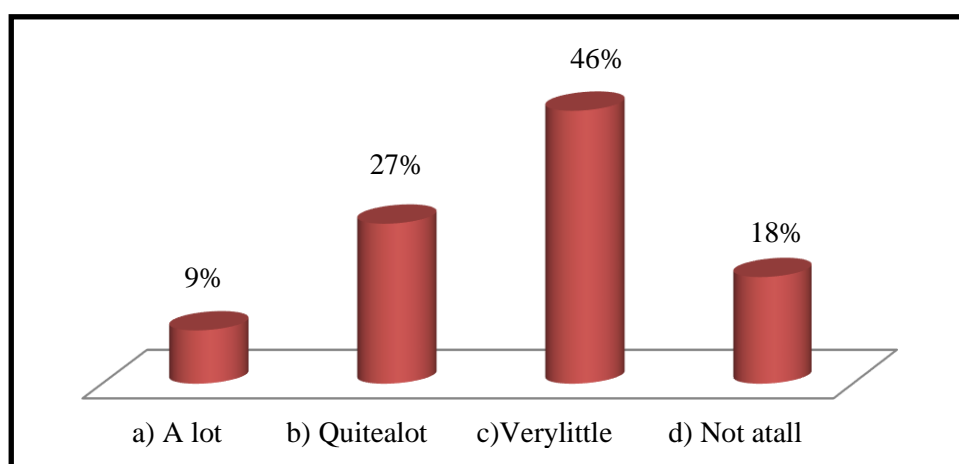
Figure 2.11 Respondents' opinion about to what certain extent teacher's use of Arabic in the oral classroom helps you to speak English accurately and fluently

Justify your answer, please

a) **For 'Alot'**

- It does help me a lot only when teachers use it to explain new or difficult concepts

b) **For 'Quitealot'**

- Because the way that teacher speaks in makes me learn new vocabularyand new words pronunciation

- It is not really helpful since we are EFLstudents

- BecauseithelpsmeknowwhatshouldI,howandwheninadditionit helps me to use the new vocabulary, I already switched

- Because it helps me to acquire manyvocabulary

- He helps us to understand and get a new vocabulary anditem

c) **For 'Verylittle'**

- AsEnglishlearnersweneedtostickonourtargetlanguageevenitwas full of mistakes

- It can be a hindrance more thanhelpfulness.

- I do not think that the teacher's use of the Arabic language in the classroom helps me to speak the language accurately and fluently since it encourages studentstousethemothertongueanddecreasetheuseofthetarget language so that mastering the language will be a difficult process.

- It won't be enjoyable if language teacher overuseArabic

- In order to acquire better speakingskills

- It is helpful in some cases, but notalways

- Only in explaining ambiguous concepts orideas

- Only when he explains something difficult to make it clear inArabic

- I don't think that using Arabic helps in speakingfluently

- Speaking Arabic in the classroom will naturally not help one improve their English speaking. The best way to learn how to speak a language is by listeningtoitandusingityourselftoexpressyourthoughtsasmuchas possible.

- In order to learn a specific language, we need to Think in theTarget language and use it in every aspect.

- Students might develop a bad habit. They might start using simple rulesand stop learning complex structure regardless of transferring from their L1 structure to English, leading to producing wrong utterances.

- We need to listen English conversations rather than Arabiconce

- WeneedtoimproveourlevelinEnglish,soweneedtospeakEnglishall the time

d) For 'Not at all'

- His code switching is going to affect menegatively

- Speaking in English much better forstudents

- I don't think using Arabic in oral classhelps

- I need English sources instead ofArabic

- Speaking another language does not help in masteringEnglish

According to the figure above, the majority of respondents 16 out of 34 population agree on the very little effect of the teachers''' use of Arabic language in oral classroom in helping students speak accurately and fluently. For them, it is considered as a hindrance rather than a help because it is needed only in explaining ambiguous words. However, 27% of the whole population see that using Arabic in classroom has quite a lot of influence on the students' speaking since they consider themselves as EFL beginners and it helps them acquire new vocabulary. A percentage of (9%) have chosen "a lot" option because it helps them understand new concepts and vocabulary. Few participants (6%) have chosen "not at all" option concerning the teachers' use of Arabic and its influences on the students" speaking skill. For them, a code-switching effect in a negative way since it speaking another language hinders mastering the Englishlanguage. This means that, code switching from English to Arabic has a negative influence according to respondents. It is only needed to explain somethingnew.

Item 14. Do you feel at ease when the teacher switches codes from English to Arabic when explaining thelesson?

Table 2.12 Respondents' attitudes towards the use of code switching from English to

Arabic during the lesson explanation

Option	Respondents	Percentage
a) Yes	26	76%
b) No	8	24%
Total	**34**	**100%**
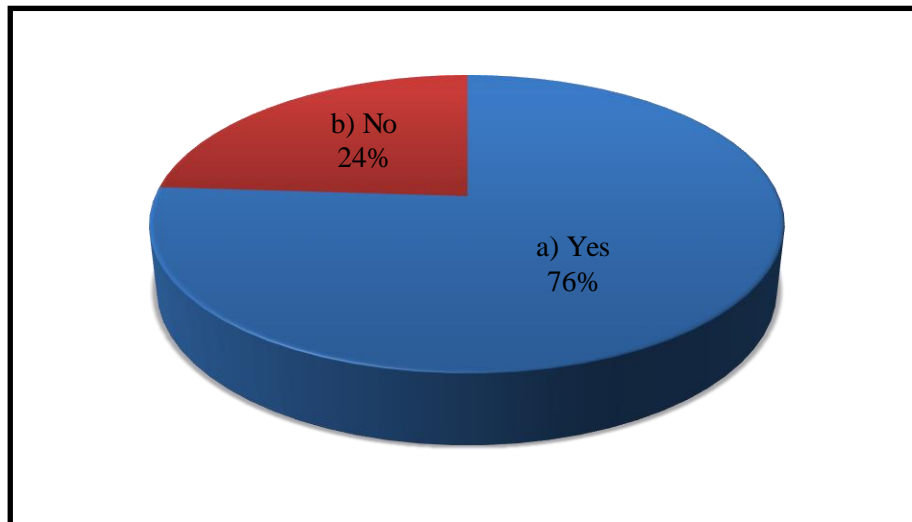
Figure 2.12 Respondents' attitudes towards the use of code switching from English to Arabic during the lesson explanation

As it is shown in the table above, the majority of respondents that represent (76%) feel at ease when the teacher switches codes from English to Arabic when explaining the lesson, whereas (24%) of respondents do not feel at ease when it happens. This means that it does not bother them, and it helps them learn new concepts to certain extent.

Justify your answer, please

a) **For 'Yes'**

- Yes, itdoes

- Yes, because sometimes is reallyhelpful

- To facilitate theunderstanding

- As I said it's only a good way in explaining difficultconcepts

- Because I understand more what he is speaking aboutexactly

- Help in broken down the difficulty of thelesson.

- To make itclear

- It is needed when it isnecessary

- Betterunderstanding

- As I explained, sometimes it's helpful and facilitates the process oflearning

- It helps me to follow the teacher'sexplanations

- Because I will follow the teacher'sexplanations

- Because it helps me to understand and participatemore

- To know if what i understand iscorrect

- Sometimes

- Because it helps me to understandbetter.

- It makes u feelcomfortable

- Itremovesallthemisunderstandingsbarrierssoasthe motivation to overcome those barriers too.

- I can understandmore

- Because it helps me to understand the main point of thelesson

- We as Arab students it is quite clear that we feel comfortable withhearing Arabic items

- When he switches codes from English to Arabic helps to get the idea isquickly and useful way

b) **For 'No'**

- I feel like my language is poor when I need to use Arabic or when the teacher usesittoexplain.Iwouldrathernotuseitnordependonitinmylearning

process.

- It doesn't need ajustification

- I prefer the teacher to explain the lesson using only the Englishlanguage.

- When it is not necessary to switch into Arabic (like to explain a vague word or concept)Ifindcode-switchingtobeconfusingsinceI'dratherlearnthe material in English because the answer in the exam must be in English.

- I don't understand while using another language to explain something ina specific language.

- It's not beneficial forstudents

- I prefer to hear one language all thetime

- Becausewearehereforthislanguagesotheexplainingofteachersshouldbe with this language

Respondents were asked to justify their answers. On one hand, those who answered "yes" believe that it is helpful because it facilitates the understanding and eases the explanation as well as the learning process. On the other hand, the ones who answered with "no" claimed that learning a language needs to be done by using the language itself with no other language interference. Thus, code switching from a language to another has bad influence more thangood.

Item 15. Do you think that teachers' code-switching has a positive or a negative influence on students 'mastery of speaking skill? Please explain.

- Negative

- Positive

- ItdependsonhowmuchheusesitbecauseIdon'tthinkitharmthestudents

- Has apositivity

- Negative, they cannot master the language afterthat....

- No, students should use a language that is near to the native speaker's language and natives do not codeswitch

- Negative. Understanding from the context can help students to master language and be completely independent. If the students rely on Arabic, it will backfirehim in thefuture.

- Yeah, kindof

- Sometimes is positive and sometimes isnegative

- Itispositiveformebecauseithelpsmetounderstandandthatwhatiwant

- I think in a large extent it has a negative influence and affects the language achievements aswell.

- Use lots of code switching is harm in the operation of getting and learning foreignlanguage

- It depends on the student some prefer the lesson to be only in English others prefer to be both in English andArabic

- It has a positive influence on students because understanding is the aim of the course

- It has positive and negative impact depending on how much the teacher useit

- The excessive use of code switching confuses the learner's ability to avoid Arabic while speakingpublicly

- It is positive because it helps students to feel free in making discussion with teacher withoutpressure

- Positive because it makes them feel free to speak andmake discussion

- Positive in order to learn more, negative because it let the student rely on the teacher even more and not try to search from himself

- If it is overly used it will affect pupil trying to master the language, it's better for them to hear English words quiteoften.

- I think it has a negative influence. The mastery of speaking skill requires constant hearing and use of the target language, if we keep switching back to Arabic in the classroom, it will slow down ourimprovement.

- I think it is a negative influence because students relay on it to speak rather than looking for the specific words to make othersunderstand.

- Personally, I think that it has a negative influence because if you want to speak in English you should think in English too,soyou avoid translation

- It has negative influence, but not all thetime

- Negative because they feel more leaning toward switching ittoo

- Negativeinfluence.

- Positive switching code helps all students for understand the lessons and acquire many newthings

- Negative.

- It is positive and sometimes negative , is positive when he used it in specific time and to explain difficult ideas and negative when he used it every time and it make the students lazy to think , to speak or to use Englishlanguage

- It has a negative influence on speaking skill of students. Because the students their desire is to speak English fluently and that needs to know about this language and its vocabulary not to Arabicvocabulary

According to respondents' answers, the majority believes it has a serious negative influence. Even though it depends on how much the teacher uses it, they will not be able master the language appropriately. Understanding from the context can help students to master language and be completely independent. If the students rely on Arabic, it will backfire him in the future.

Item 16. Do you agree that teacher's code switching is not a good idea to enhance EFL students' speaking skill?

Table 2.13 Respondents' attitudes towards whether they agree that teacher's code switching is not a good idea to enhance EFL students' speakingskill

Option	Respondents	Percentage
a) Yes	22	65%
b) No	12	35%
Total	**34**	**100%**
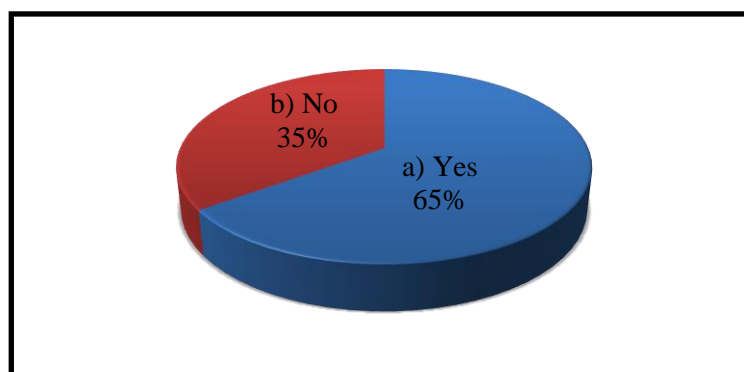
Figure 2.13 Respondents' attitudes towards whether they agree that teacher's code switching is not a good idea to enhance EFL students' speakingskill

As it is observed in the table above, the majority of respondents which represents (65%) agree that it is not a good idea that teachers code switch to enhance EFL students' speaking skill, whereas (35%) disagree on that. This means that the majority of students are aware of the code-switchingdisadvantages.

Justify your answer, please

a) **For 'Yes'**

- To developEL

- It can help; however, it can be ahindrance.

- Code switching is not a good way to enhance students' speaking skill because itencouragestheuseofotherlanguagesintheprocessoflearningthetarget language.

- Asaforeignlanguageyes,itisabouthavingnewvocabularyandusethem were its necessary.

- To master speaking skills the student must use it alot

- It confusesthem

- They Cannot proceed in learning the newvocabulary

- To help the student tolearn

- As mentionedabove

- Code-switching can't really help with the students' speaking skills because it keepsthemdependentontheirnativetonguewhenevertheyfacedifficulty expressing themselves.

- It's better to use only the targetlanguage.

- Because it is not enough to be like a nativespeaker.

- Because students shouldhave as much English resources as they can to absorb the language

- It is negative to EFL students' progress in mastering thelanguage

- It hinders students from using properEnglish

- NegativeLanguageTransferisacommonphenomenoninappliedlinguistics. It is likely to happen when we give the opportunity to the L1 to interfere whether consciously or unconsciously.

- A student gets used to it, so they won't be able to learn alanguage

- Because the student cannot take the English language as anEFL

- I think this question isrepeated

- The teacher , his role is to develop the level of English language not theArabic language

b) **For 'No'**

- However,ithelpsinlearningnewconcepts,codeswitchingdoesnothelpuin speaking but helps u to improve ur critical thinking.

- Sometimes oral classes help you to gather new vocabularies and to communicate with students if you don't know what they are talking abouthow you are going to talk sometimes it's good to clarify things for the students

- Because it isgood

- Students won't learn to speakfluently

- Becausewhenusingcode-switchinglearnersfocusmoreonthenewconcepts if they understand them in Arabic

- Actually, it's good because it helps the student to remember the meaning ofthe word

- YoucangivesimilarandeasyexampleinEnglishandliethisstudentcan have another example of the same idea

- It helps students to feel less stressed and follows him in explaining thelessons

- Because it helps in reducing speakinganxiety

- No,itisgoodideatoenhancespeakingskills,ithelpsstudentstogetnew

  vocabularies

Respondents were asked to justify their answers. Those who answered with "yes" stated that code switching confuses students, and they become dependent on their native tongue whenever they face difficulty expressing themselves. So, it's better to use only the target language to absorb the language properly. On the other hand, those who answered "no" believed that it helps in reducing speaking anxiety, as well as it is good idea to enhance speaking skills because it helps students to get new vocabularies and remember the meaning of theword.

Item 17. How much do you think that teacher's code switching hinder your speaking skill improvement? And how?

Table 2.14 Respondents' point of view about to what extent teacher's code switching

hinders their speaking skill improvement

Option	Respondents	Percentage
a) Very much	6	18%
b) Somehow	19	55%
c) Little	9	27%
Total	**34**	**100%**
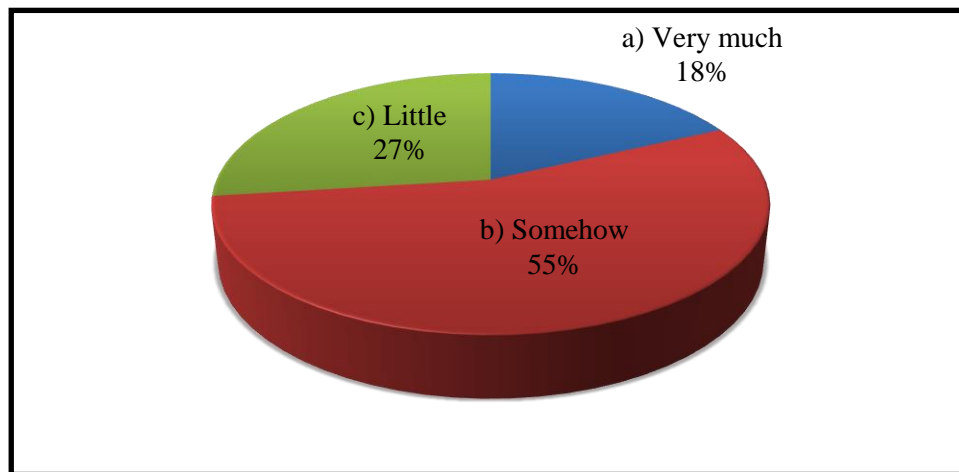
Figure 2.14 Respondents' point of view about to what extent teacher's code switching hinders their speaking skill improvement

As the data reveals in the table above, the majority of students (55%) think that teachers' code switching somehow hinders the students' speaking skills because for them moving from English to Arabic is beneficial to understand the lesson, not to speak the language fluently. On the other hand, (18%) of respondents think that the teachers' code switching hinders the students' speaking skill very much. For them, switching between languages affects the student's fluency negatively. Few respondents (27%) agree on the little hindrance of the teachers' code switching on the leaners' speaking skill improvement since they don't think that there is a relationship between code switching and oral development. They justify their answers as follows:

Please, say how?

a) **For 'Verymuch'**

- Inthisway,metooIwillusemynativelanguagetoexplainmyideaswhenI find difficulties. To say them in English

- Because it helps you how do you when you want to translate anything andhow use exactly words during the utterance

- The use of code switching makes an obstacle to improve the level of the new language

b) For 'Somehow'

- That means youunderstand

- BecauseIthinkcode-switchingfromEnglishtoArabicisbeneficialmorefor understanding not speaking

- Theteacher'scode-switchinghidersmyspeakingskillimprovementbecauseit supports me to use other languages with the target language.

- When we interact with conversation with the teacher, we be moreconfident

- It interrupts myconcentration

- Codeswitchingisonlyusedwhenstudentsareunabletounderstandapointin English after an amount of explaining attempts the teacher has done

- I prefer to use English exclusively in the classroom to improve my speaking skills since we don't really have other places where we can use English to expressourselvesorally.UsingArabicinEnglishclassesiscounterproductive and makes students' speaking skills stagnate.

- It helps me to learn the newvocabulary.

- It keeps the student away from full immersion of thelanguage

- If the teacher used code switchingalways

c) For 'Little'

- I don't think its effect oraldevelopment

- Whenwecodeswitch,wearefillingalinguisticgapsothisgapneedstobe filled with the target language (English alternative vocabulary) not with other

words

- We are in advancedlevel

- Reducing the vocabulary inEnglish

- IthindersmypronunciationortheaccentthatIuseImixbetweenEnglishand
  Arabic accent which is not accepted by the teachers

- It hinders my accent to improve because I mix between Arabic andEnglish
  pronunciation

- Because it makes a luck of English-speakingpractice

- Personally, speaking using only English in classroom creates challenges and
  motivationformetouseEnglishmore.Idon'twantittobethateasy,just
  challenging and motivating.

2.2.1.4 Discussion of results

From the results obtained from students' questionnaire, which had insight into their points of view about if code-switching effect the oral expression sessions, the majority of respondents have chosen to study English by their own free will but they are struggling to speak English properly and fluently due to several reasons such as shyness. So, it still requires efforts, practice and self-motivation. According to them, one of the ways to smoothen and facilitate the oral sessions is code switching has a significant role in facilitation of oral session.

Despite its benefits where it helps in understanding some difficult points better sometimes such as the religious or cultural concepts, it still has bad influence on the process of learning a new language. Teachers are aware of the negative influence of the mother tongue that may cause yet they do help sometimes their students to understand

better when it is necessary. It cannot make them learn fluently the target language because relying on Arabic in understanding the context they get used to it, which is not the aim of studying English, so it becomes a hindrance to the development of the language learning.

Also, Code switching when learning might push students to develop a negative transfer from their L1 to the TL causing hindrance in learning and makes the teacher's job even harder. Learning a language needs to be done by using the language itself with no other language interference. Thus, the majority believes it has a serious negative influence. Even though it depends on how much the teacher uses it, they will not be able master the language appropriately. Understanding from the context can help students master language and be completely independent. If the students rely on Arabic, it will affect his/her communicative competence in the future. Moving from English to Arabic is beneficial to understand the lesson, not to speak the language fluently.

2.2.2 Teachers'questionnaire

2.2.2.1. Aims of the teachers'questionnaire

The aim of the teachers' questionnaire is to gather valuable information about the Impact of teacher's code switching on the possibility of it hindering EFL student's speaking skill improvement. It seeks to know teachers' opinion related to the topic. Additionally, the questionnaire was made on the aim to compare its answers to those provided by students in the questionnaire.

2.2.2.2 Description of the teachers'questionnaire

This semi-structured questionnaire consists of eleven (11) open- ended questions that request the teachers' explanation and justification. Moreover, it was divided into three sections: Teachers were asked some personal information like their gender, educational degree and years of experience in teaching English language; the second part included a

range of questions related to the first variable code-switching such as how many languages they speak, if they code switch and how often and why, whereas the third part included some questions about the Effects of Teachers' Code-switching on Learners' Speaking Skills.

2.2.2.3 Administration of the teachers'questionnaire

The questionnaire has been made with seven teachers of oral expression in the division of English at Skikda University in the academic year 2020-2021.

2.2.2.4. Analysis of Teachers' questionnaire

Section One: BackgroundInformation

Item 1. Would you specify your gender,please?

Table 2.15: Gender distribution

Option	Respondents	Percentage
a.Female	3	60%
b. Male	2	40%
Total	**5**	**100%**
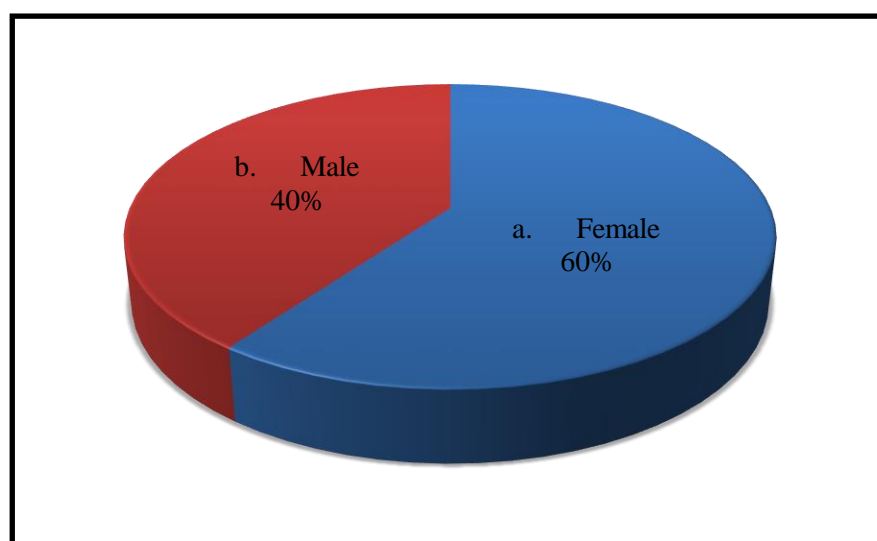
Figure 3.15: Gender distribution

A clear observation might be taken from the table below that the target population consists of three females presented with percentage of (60%), and two males with percentage of (40%).

Item 2. Would you specify your teaching qualification, please?

<center>**Table 3.16:** Teachers' qualification</center>

Option	Respondents	Percentage
a. Master degree	3	60%
b. Magister degree	1	20%
c. PhD degree	1	20%
Total	**5**	**100%**
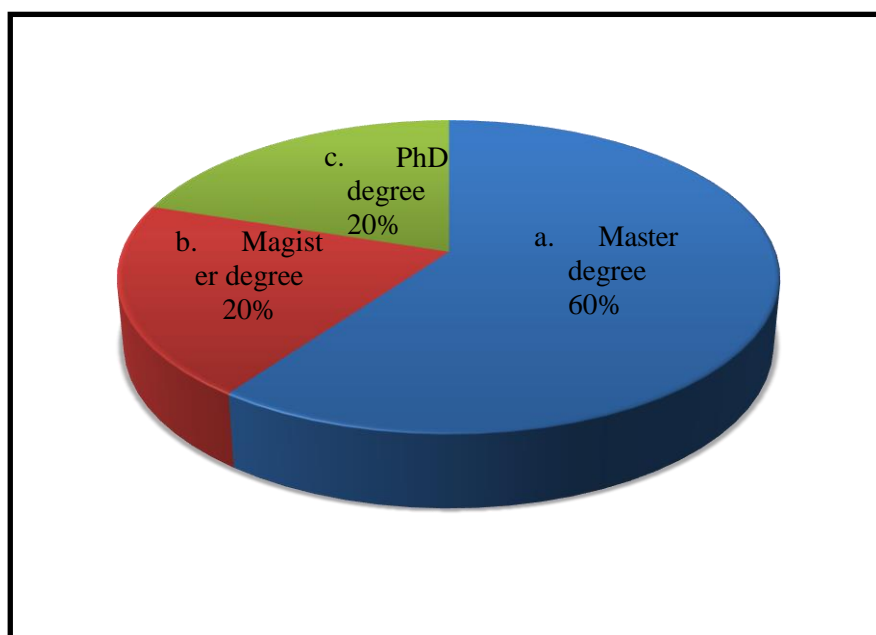
<center>**Figure 2.16:** Teachers' qualification</center>

As can be seen in table (3.16) from 5 teachers who participated in the interview, one teacher (20%) held PhD (doctorate) degree, another one teacher (20%) held magister degree, while the rest three teachers (60%) held a master' degree. Remarkably, the majority of teachers areexperienced.

Item 3. How many years of teaching experience do you have?

Table 2.17: Teachers' years of experience

Option	Respondents	Percentage
a. 1-5 years	2	40%
b. 5-10 years	1	20%
c. More than 10 years	2	40%
Total	**5**	**100%**
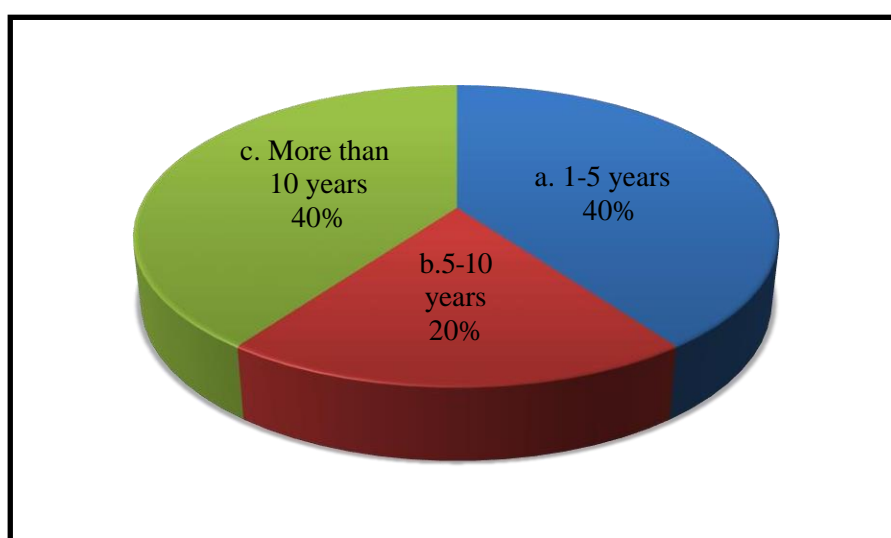
Figure 2.17: Teachers' years of experience

The aim of this question is to know the teachers' experience in teaching English at university. As the table below presents, (40%) from the total sample declared that they have been teaching English for one to five years. And only (20%) of the teachers stated that they have been teaching English for less than five to ten years and (60%) of teachers declared more than 10 years. This means there is a mixture in the experience level of teachers

Section Two: Teachers' Use of Code-switching

Item 4. How many languages do you speak?

Based on teachers' answers the majority of teachers speak more than 3 languages. The majority speaks Arabic, French, English, while two others speak Russian as a fourth language. This means that the majority of teachers are trilingual.

Item 5. Do you code-switch?

<p style="text-align:center">Table 2.18: The existence of teachers' code-switching</p>

Option	Respondents	Percentage
a.Yes	5	100%
b. No	0	0%
Total	**5**	**100%**
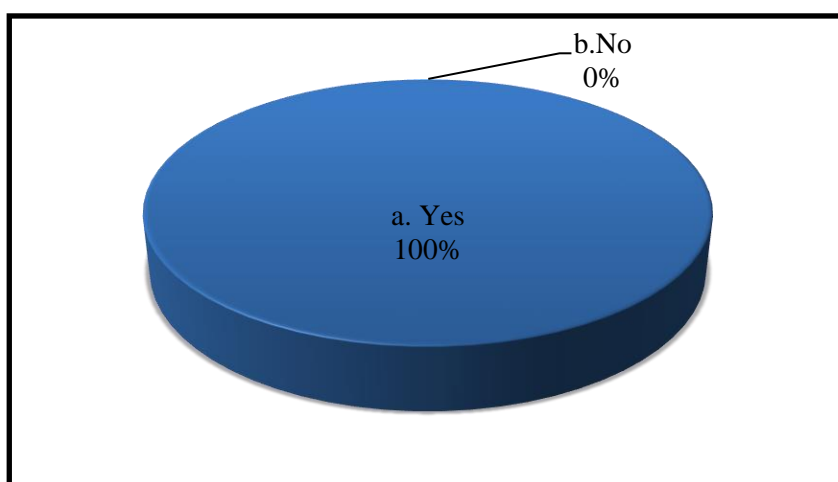
<p style="text-align:center">Figure 2.18: The existence of teachers' code-switching</p>

As it is observed from the table below, all teachers (100%) stated that they codes-witch. It means that code switching exist in the EFL classes.

If yes, how often do you code-switch?

<p style="text-align:center">Table 2.18.1: Frequency of teachers' code-switching</p>

Option	Respondents	Percentage
a.Always	0	0%
b. Sometimes	4	80%
c. Rarely	1	20%
d. Never	0	0%
Total	**5**	**100%**
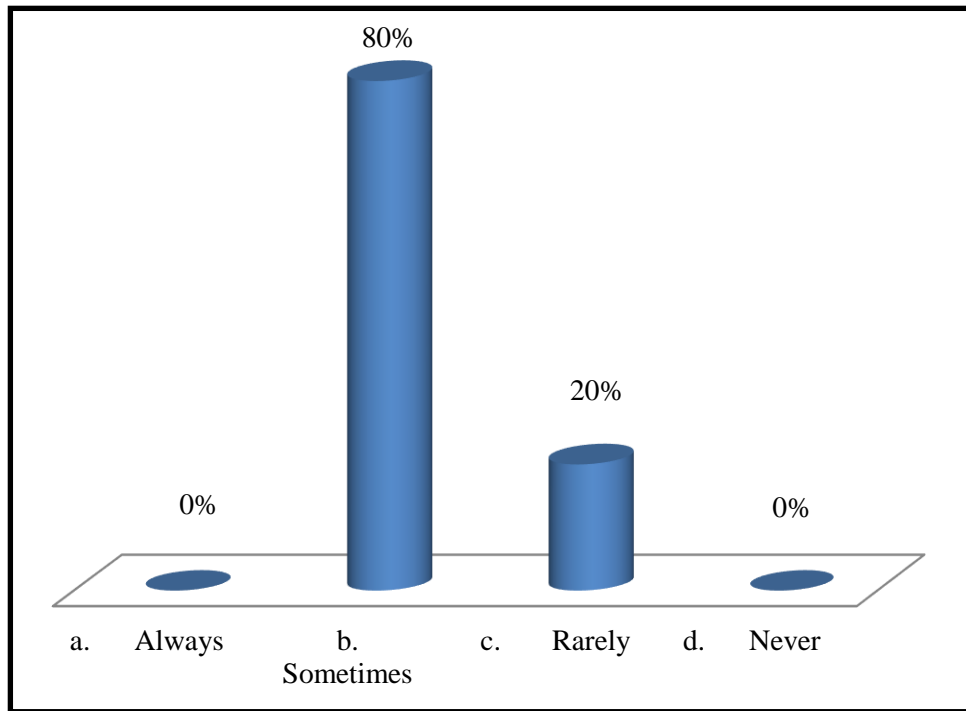
Figure 2.18.1: Frequency of teachers' code-switching

As it is observed from the table above, the number of teachers that answered "yes", (80%) of them sometimes they code switch, and (20%) of them rarely code switch. We can conclude that teachers do not rely on code switching during their session presentation and explanation.

Item 6. According to you, what pushes teachers to code-switch?

Table 2.19: Reasons behind teachers' code-switching

Option	Respondents	Percentage
a. To clarify more	2	40%
b. To emphasize a particular point	1	20%
c. To help weak students to understand	2	40%
d. The inability to transfer the exact meaning in English	0	0%
Total	**5**	**100%**
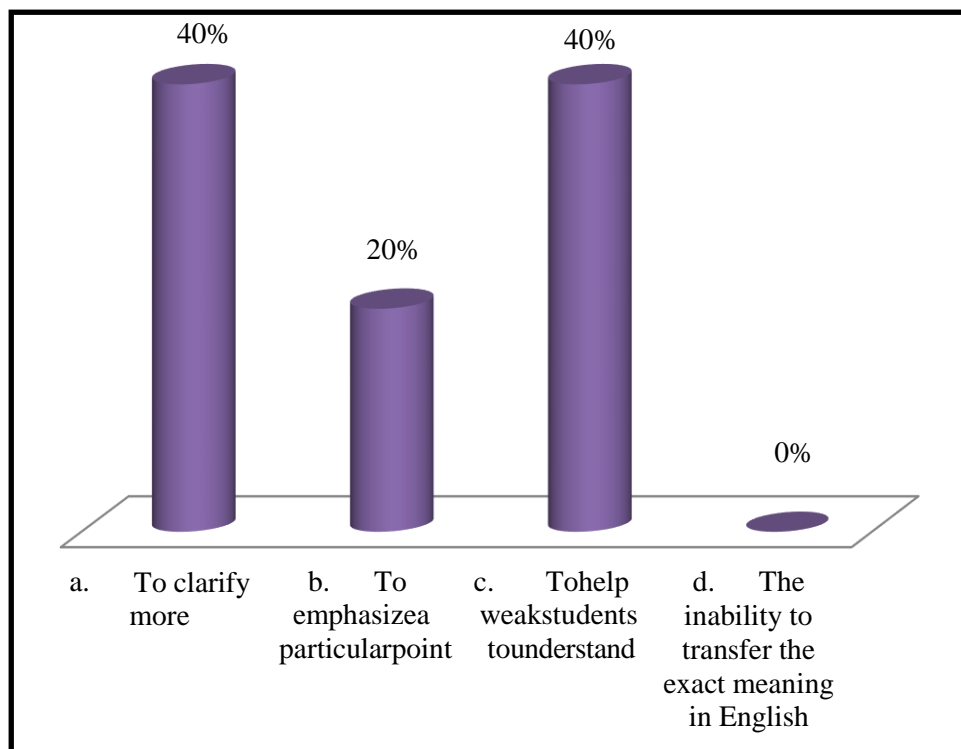
Figure 2.19: Reasons behind teachers' code-switching

As it is shown in the table above, (40%) of teachers code switch to clarify, (40%) use code switching to help weak students to understand, (20%) of teachers code switch to emphasize a particular point, while no one use it because they are not able to transfer the exact meaning in English. This means that the population (teachers) are well experienced enough and they use code switch often to explain and clarify.

Item 7. Do you think that the use of code-switching depends on the type of the course?

Table 2.20: Teachers' responses about whether the use of code-switching depends on the type of the course ornot

Option	Respondents	Percentage
a.Yes	4	80%
b. No	1	20%
Total	**5**	**100%**
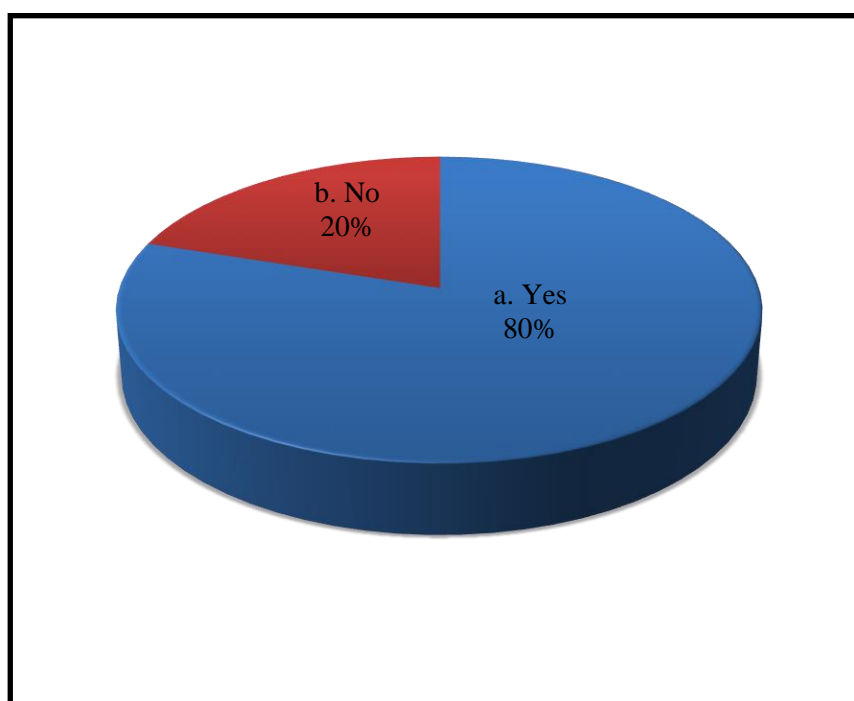
Figure 2.20: Teachers' responses about whether the use of code-switching depends on the type of the course ornot

From the figure (3.20), (80%) of teachers believe that the use of code switching depends on the type of the course, while (20%) of teachers does not agree on that. This means that the majority of teachers use code switching in purpose and not unconsciously.

Item 8. In your opinion, which of the following is the best way to explain complex English words?

Table 2.21: The best way to explain complex English words from teachers' point of view

Option	Respondents	Percentage
a. The use of mother tongue	1	20%
b. Simple English words	4	80%
c. Body language	0	0%
Total	**5**	**100%**
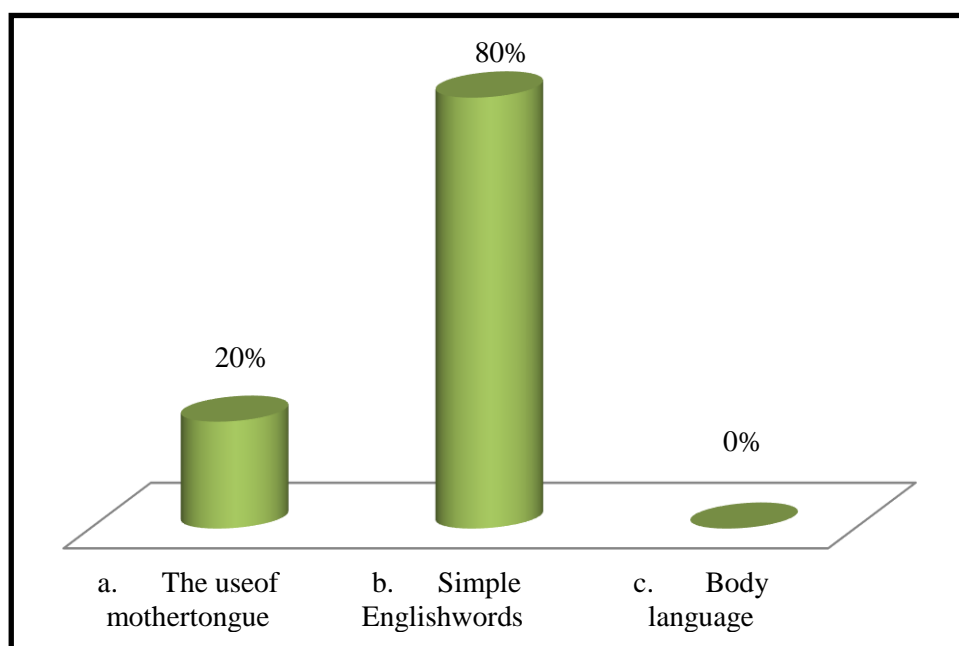
Figure 2.21: The best way to explain complex English words from teachers' point of view

According to teachers' opinions which are presented in the table below, the majority of teachers (80%) explain complex English words by simplifying them, and only (20%) of teachers code-switch and use the mother tongue, while no teacher use the body language. This means that in explaining complex words, the majority of teachers tend to use the same targeted language. This explains that they are aware of the disadvantages of codeswitching.

Section Three: The Effects of Teachers' Code-switching on Learners' Speaking Skills

Item 9. According to you, which skill should learners focus on most?

Table 2.22: Teachers' responses about the skill that learners should learners focus on most

Option	Respondents	Percentage
a.Listening	3	60%
b. Speaking	1	20%
c. Reading	0	0%
d. Writing	1	20%
Total	**5**	**100%**
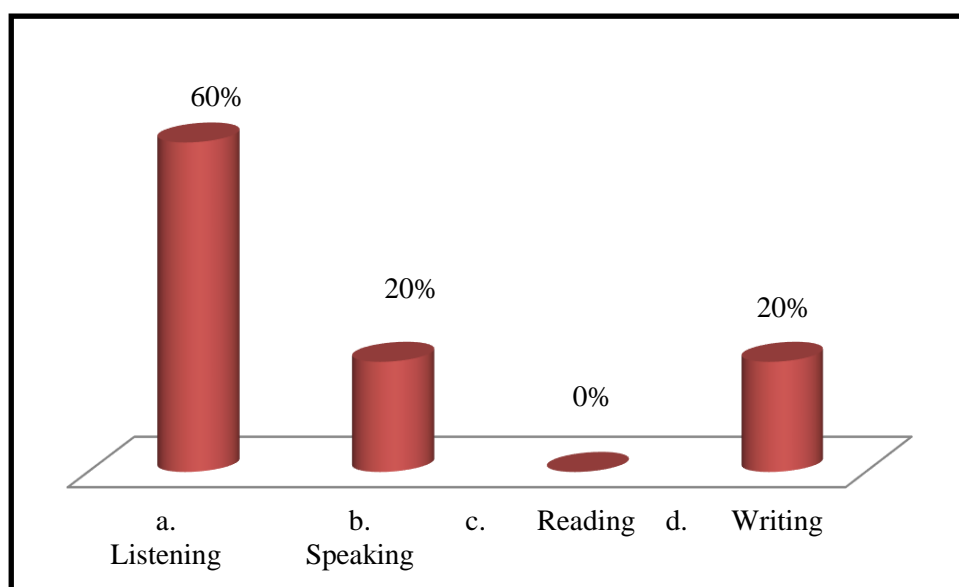
Figure 2.22: Teachers' responses about the skill that learners should learners focuson most

Teachers were asked which skill learners should focus on the most**.** the majority of teachers (60%) have chosen "listening", while (20%) chose "speaking and the other (20%) stated that they ned to focus on "writing", but none have chosen reading. This means that the listening skill has much importance than the other skills according to teachers because they believe that when the learners learn how to listen effectively, they will be able to master all of the other skills.

Item 10. In your opinion, does code-switching hinder EFL learners' speaking skill development?

Table 2.23: Teachers' responses about whether code-switching hinder EFL learners' speaking skill development ornot

Option	Respondents	Percentage
a.Yes	1	20%
b. No	4	80%
Total	**5**	**100%**
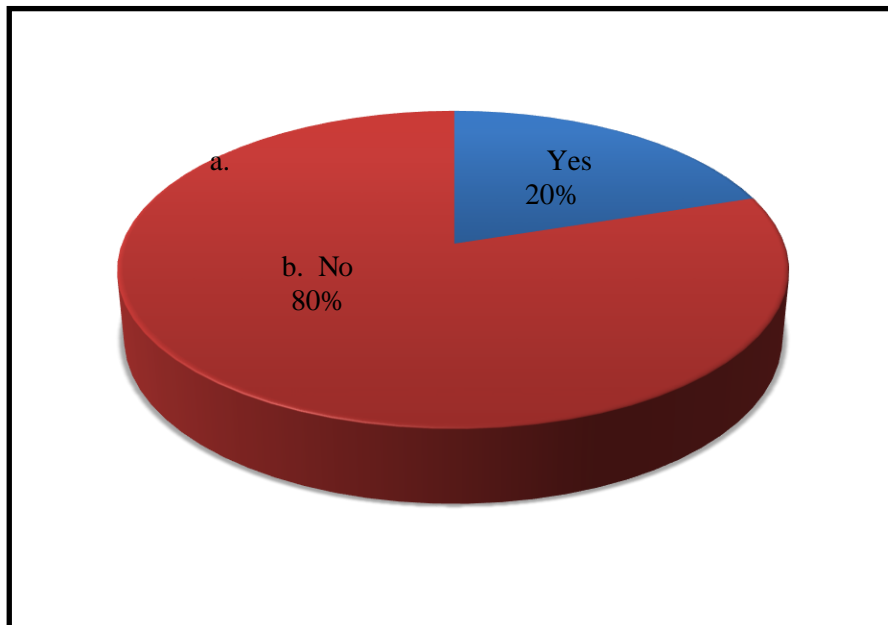
Figure 2.23: Teachers' responses about whether code-switching hinder EFL learners' speaking skill development ornot

As it is observed from teachers' answers, (80%) of the teachers believe that code-switching does not hinder EFL learners' speaking skill development, while (20%) of teachers stated that code switching does hinder the speaking skill development as well as they believe that Students will not be able to speak English correctly if too much reliance on native language exists. This means that code switching, according to the majority of teachers, has no impact on the speaking skill.

Item 11. Could you list some effective teaching strategies alternative to code-switching in EFL classes?

Teachers were asked to suggest some effective teaching strategies alternative to code-switching in EFL classes such as Audio-visual aids and open discussions, Comprehensible input, Body language, and the use of slangs and street language with the academic language.

2.2.2.5 Discussion of the results

Based on the results obtained after analysing the questionnaire, the majority of the teachers speak more than three languages, and they are experienced enough to deliver a well-planned lesson. Based on their answers, the majority of them code switch only when it is necessary but that does not mean, according to them, that code switching hinders the speaking skills development, even though they insisted on avoiding it and replacing it with other different strategies such as Audio-visual aids and open discussions, comprehensible input, body language, and the use of slangs and street language with the academic language. As a result, code switching does not have an impact on learners speaking skills' development only if it is used extensively (Simasiku,2015).

General Conclusion

The present research work was divided into two chapters: a theoretical chapter and a practical chapter. The former was in turn divided into two main sections. The first section discussed the first variable which is EFL teachers' code-switching while, the second section tackled the second research variable which is learners' speaking skill. On the other hand, in the second chapter, data about the effect of EFL teachers' code switching on learners' speaking skill was presented. Two questionnaires were administered; the first to thirty- four (34) EFL students at the University of 20 Aout 1955-Skikda and the second questionnaire was administered to five (5) EFL teachers in the same institution in the academic year2020-2021.

This research work examined the influence of EFL teachers' code-switching on EFL learners' speaking skills. To carry out the research, we asked two main questions, which are as follows:

➢ What are the main reasons behind EFL teachers' code-switching?

➢ What is the effect of the overuse of code-switching on EFL students' speaking skill improvement?

We also formulated a research hypothesis that stated: If Algerian EFL teachers avoid the overuse of code-switching as a teaching strategy, then this will lead to learners' improvement in terms of their speakingskills.

The students' questionnaire enabled us to answer the second research question. The research question which states that "What is the effect of the overuse of code-switching on EFL students' speaking skill improvement?" was answered in questions 13, 16 and 17.We noticed that the majority of EFL students stated that the teachers' use of code-switching is not an effective teaching strategy that would enable them to acquire and master English language correctly arguing that the use of CS keep students dependent on their native language. In addition to that, the question was answered also in the teachers' questionnaire in question 8 in which teachers argued that using simple English words is so effective instead of using mother tongue to clarify things.

The other research question which is "What are the main reasons that push EFL teachers to switch code?" was answered in the teachers' questionnaire and specifically in question 6 in which teachers pointed out that the reasons that push them to code switch are to clarify ambiguous concepts and to help weak students to understand. So, they use it as an extra strategy they do not rely on it somuch.

Moreover, the research hypothesis which states that "If Algerian EFL teachers avoid the overuse of code-switching as a teaching strategy, then this will lead to learners' improvement in terms of their speaking skills" is confirmed mainly in question 8 in which students argued that using code-switching in EFL classes will not help them to learn English appropriately (e.g., pronunciation and vocabulary…etc.). In question 13, the majority of students mentioned that the use of CS will decrease students' chance to acquire and enhance their speaking skill (e.g., fluency).Besides, in questions16 and 17 in students' questionnaire the majority of students claimed that CS is not helpful, but it hinders EFL learners from improving their communicative/ oral skills. All in all, both questionnaires contributed a lot in answering all stated research questions and in confirming the research hypothesis.

From all already mentioned results and discussion, we came up with these importantpoints:

- ✓ EFL teachers tend to use code-switching for the purpose of clarifying ambiguous concepts and to help weak students tounderstand.
- ✓ The extensive use of code switching will hinder students' ability to develop their oral skills. Whereas the restricted use would help students to understand newterms.
- ✓ Students' face many difficulties when speaking anxiety, shyness, inhibition, lack of vocabulary, fear of making mistakes, unfamiliarity with thetopic.

Recommendations

From all what has been said, we recommend the following:

- ✓ EFL Teachers should not overuse code-switching when delivering lessons in order to enable learners to improve their speakingskills.

- ✓ Teachers can use code-switching in case of introducing new terms andconcepts.

- ✓ Teachers' can avoid the use of code-switching by using bodylanguage,

Research limitations

As any type of research, there might happen some obstacles and researchers might encounter many difficulties. The main obstacle that we have faced when conducting this research is the unavailability of enough references concerning the negative impact of code switching. In addition to that, because of the current situation the world saw (covid-19), we could not reach the sample in order to submit the questionnaires in this case the questionnaires were submitted online, and students/ teachers took a lot of time to respond to our questionnaires. Another obstacle we have faced is that the students/teachers' questionnaires were submitted to a large sample whereas, only thirty-four students and five teachers responded. Otherwise, the research will be concerned by the obtainedresults.

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Appendices

Appendix 1: Students' Questionnaire

Dear student,

This questionnaire is a part of a Master research project. The research seeks to explore the effects of teachers' use of code-switching as a teaching strategy in hindering EFL students' speaking skill improvement. You are kindly asked to fill in the present questionnaire. Your answers will be anonymous and the data will be used for research purposes only. Would you please put a tick (√) where applicable or provide full statements wherenecessary.

Thank you in advance for your cooperation

Section One: Background Information

Q1. Did you choose to study English because:

☐ It was yourdesire

☐ You were influenced by ateacher

☐ It is an internationallanguage

☐ You need it for thejob

Q2. How many languages do you speak?

☐ Twolanguages

☐ Threelanguages

☐ More than threelanguages

Section Two: Speaking Skill

Q3. How would you assess your present level in English?

☐ Excellent

☐ Good

☐ Average

☐ Weak

Q4. How do you find speaking English?

☐ Easy

☐ Somehowdifficult

☐ Verydifficult

Justify your answer, please?

………

………

Q5. What are the difficulties that you may face when speaking especially in the oral expression sessions?

☐ You do not know what tosay.

☐ You know what to say, but you do not know how.

☐ You know what to say and how to say it, but you cannot sayit.

☐ You do not know how to use bodylanguage.

Q6.What can be the cause of your difficulties to speak English in class?

☐ Speaking anxiety (self-doubt,shyness)

☐ Inhibition

☐ Lack ofvocabulary

☐ Fear of makingmistakes

☐ Unfamiliarity with thetopic

☐ The use of the mothertongue

☐ All ofthem

If others, please specify?

………

………

SectionThree:Students'AttitudestowardsTeachers'Code-SwitchinginOralClasses

Q7.WhatdoyouthinkofswitchingcodesfromEnglishtoArabicintheEFLclasses?

☐ Veryuseful

☐ Somehowuseful

☐ Not useful atall

Q8. Do you like your teacher to switch from English to Arabic inside the classroom?

☐ Yes

☐ No

☐ Sometimes

Justify your answer, please?

……

……

Q9. How often does your teacher switch from English to Arabic inside the classroom?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

Q10. According to you, what is good about the instructor's codeswitching from English to Arabic in the oral classroom?

……

……

Q11. According to you, what is not good about the instructor's code-switching from English to Arabic in the oral classroom?

……

……

Q12. When do you think is necessary to use Arabic in the oral classroom?

Option	Agree	Disagree
a) To define new vocabulary items		
b) To practice the use of some phrases and expressions		
c) To explain complex grammar points		
d) To explain different concepts and ideas		
e) To give instructions		
f) To give suggestions on how to learn more effectively		
g) To summarize the content of the lesson		
h) Explain the requirements of activity, project, homework, etc		

Q13. How much do you think your teachers use of Arabic in the oral classroom helps you to speak English accurately and fluently?

☐ A lot

☐ Quite alot

- ☐ Verylittle
- ☐ Not atall

Justify your answer, please?

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

Q14.DoyoufeelateasewhentheteacherswitchescodesfromEnglishtoArabicwhen explaining the lesson?

- ☐ Yes
- ☐ No

Justify your answer, please?

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

Q15.Doyouthinkthatteachers'code-switchinghasapositiveoranegativeinfluenceon students' mastery of speaking skill? Please,explain?

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

Q16.Doyouagreethatteacher'scode-switchingisnotagoodideatoenhanceEFLstudent' speakingskill?

- ☐ Yes
- ☐ No

Justify your answer, please?

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

Q17.Howmuchdoyouthinkthatteacher'scode-switchinghindersyourspeakingskill improvement?

- ☐ Verymuch
- ☐ Somehow
- ☐ Little

Please, say how?

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

Thank you for your time, efforts andcooperation.

Appendix 2: Teachers' Questionnaire

Dear teachers,

This questionnaire is part of a Master research project. The research seeks to explore the effect of teachers' overuse of code switching as a teaching strategy in the class and its impact on EFL learners' speaking skill improvement. It is addressed to Master one EFL teachers in the academic year 2020-2021. You are kindly asked to fill in the present questionnaire by putting a tick (√) where applicable or providing full statements where necessary. Be sure that your answers will be anonymous and data will be used for research purposesonly.

Thank you in advance for your cooperation.

Section One: Background Information

Q1. Would you specify your gender, please?

☐ Female

☐ Male

Q2. Would you specify your teaching qualification, please?

☐ Masterdegree

☐ Magister degree

☐ PhDdegree

Q3. How many years of teaching experience do you have?
………………………………………………………………………………………………

Section Two: Teachers' Use of Code-switching

Q4. How many languages do you speak?
………………………………………………………………………………………………

Q5. Do you code-switch?

☐ Yes

☐ No

If yes, how often do you code-switch?

☐ Always

☐ Sometimes

☐ Rarely

☐ Never

Q6. According to you, what pushes teachers to code-switch?

☐ To clarifymore

☐ To emphasize on a particularpoint

☐ To help weak students tounderstand

☐ The inability to transfer the exact meaning inEnglish

Others, please, specify

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

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

Q7. Do you think that the use of code-switching depends on type of the course?

☐ Yes

☐ No

Q8.Inyouropinion,whichofthefollowingisthebestwaytoexplaincomplexEnglish words?

☐ The use of mothertongue

☐ Simple Englishwords

☐ Bodylanguage

Others, please, specify

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

…………………………………………………………………………………………………

Section Three: The Effects of Teachers' Code-switching on Learners' Speaking Skills

Q9. According to you, which skill should learners focus on most?*

☐ Listening

☐ Speaking

☐ Reading

☐ Writing

Please, justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q10.Inyouropinion,doescode-switchinghinderEFLlearners'speakingskilldevelopment?

☐ Yes

☐ No

If yes, how would the overuse of teachers' code-switching delay learners' speaking skills?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q11.Couldyoulistsomeeffectiveteachingstrategiesalternativetocode-switchinginEFL classes?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Q12.Ifyouhaveanyothersuggestion(s)toadvancevis-à-visdevelopingEFLlearners' speaking skill feel free tosuggest

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Thank you for your time, efforts andcollaboration.

الملخص

التبذير اللغوي هو ظاهرة لسانية تجذب اهتمامات العديد من الباحثين يهدف البحث الحالي إلى دراسة تأثيرات التبديل اللغوي لدى الأستاذة في عرقلة تطوير مهارات التحدث لدى طلبة اللغة الإنجليزية كلغة أجنبية على إثر هذا السياق تمت صياغة فرضية البحث التي تنص على أنه : إذا تخلى أساتذة اللغة الإنجليزية كلغة أجنبية على استخدام المفرط للتبديل اللغوي كاستراتيجية تعليم ، فسيأدي هذا إلى تطوير مهارات التحدث لدى طلبة اللغة الانجليزية . لإجراء البحث، تم استخدام استبيانين ، استبيان الأول تم تقديمه لدى طلبة اللغة الانجليزية أولى ماستر بجامعة سكيكدة، والاستبيان الثاني تم تقديمه لأساتذة اللغة الانجليزية من نفس الجامعة . تم جمع المعلومات وتحليلها كميا ونوعيا . من خلال تحليل وشرح نتائج البحث كشفت بأن التبديل اللغوي للأساتذة يأثر سلبا على طلبة اللغة الانجليزية من ناحية تطوير مهارات التحدث ومن خلال هذا تمت الاجابة عن جميع أسئلة البحث المطروحة وتم تأكيد الفرضية

Résumé

La commutation de code est un phénomène linguistique qui attire l'intérêt de nombreux chercheurs. La présente étude visait à étudier l'impact de la commutation de code de l'enseignant sur l'amélioration des compétences orales des étudiants EFL. Une hypothèse de recherche a été formulée et indique : « si les enseignants algériens EFL évitent l'abus de code changer comme stratégie d'enseignement, cela conduira alors à l'amélioration des apprenants en termes de compétences orales ». Pour effectuer la recherche, deux questionnaires ont été administrés. Le premier a été administré pour maîtriser un étudiant EFL à l'université de Skikda. Le second a été administré à cinq enseignants EFL de la même université. Les données ont été recueillies, analysées qualitativement et quantitativement. L'analyse et l'interprétation des résultats de la présente recherche ont révélé que le changement de code de l'enseignant affecte négativement l'amélioration des compétences orales de l'étudiant EFL. Études ont tous été répondus et l'hypothèse a été confirmée.