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Title

Student's perception of the role of codes-switching in EFL learner's oral performance.

Case study: First year students of the Department of English at the University of Mohammed Kheider Biskra.

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Dedication:

First I thank Allah to put me here and give me power to finish this work.

I dedicate this work to

- My parents my father Mohammed and my mom Keltoum and thank them for their love and support*
- My big and special thanks to my husband Nouredine for his love and support all the time.*
- To my brother Salaheddine, my sisters Hanane, Nawal, and Rayane.*
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Abstract:

The current research investigates the students' perception of the role of code-switching in EFL oral performance, the important aim of the study is to examine students' awareness of the use of code-switching and whether it has a positive or a negative effect on students' learning. This research is concerned with EFL first year students of the University of Biskra. We hypothesize that students are aware of code-switching and use it when they do not find words to express their ideas and opinions, and also students may have positive attitude towards the use of code-switching. Students use code-switching when they do not have enough vocabulary, so that they use it in order to finish their performance and communication. The researcher prepared two questionnaires, the first one addressed to 32 first year EFL students at the University of Biskra, the questionnaire was addressed to a random sample. Most participants code-switch because of the lack of vocabulary, and self-confidence, the findings confirm that students are aware of code-switching use. However, code-switching have a positive effect on EFL learners, but without neglecting its negative effects when over use it. Code-switching is considered as a helpful learning tool when use it correctly and in a specific occasions. The second questionnaire was addresses to 05 teachers with in the same institution. Teachers agree that they allow students to code-switch to let them say what they mean so that they don't get misunderstood. As a result, code-switching help students in their EFL learning oral performance.

List of Abbreviations and Acronyms:

EFL: English as a Foreign Language.

L1: First Language.

L2: Second Language.

C.S: Code-Switching.

H: High variety.

L: Low variety.

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General
Introduction

General Introduction:

English has always been one of the most significant components in the construction of a nation. English is a foreign language, and it will continue to be so in the future. As an international language, English is taught in practically every school in the globe, including Algeria. English is being taught in middle and high schools in Algeria, and will soon be taught in primary schools as well. However, it is uncommon to come across a school that communicate entirely in English. When students, especially beginners in middle schools, cannot find the words to include their sentences, they often turn to their mother tongue. For many pupils, English continues to be a difficult subject. Perhaps using a full English Foreign Language (EFL) classroom would improve students' speaking or listening abilities, because they would be exposed to the language more frequently in learning and teaching activities, but it would be difficult for students who have difficulties with English. Septeria (2015) agrees that it is possible that using only English in class would increase students' exposure to the language and allow them to become more fluent in it. Even though it appears that many more instructors speak Arabic than English in an EFL nation like Algeria, many teachers still utilize Arabic as a communication medium in teaching English.

In the last decades, code-switching has been an important topic around the world. Code-switching is considered as an effective bilingual communication resource. Liebscher & Dailey-O'cain (2005) argue that when code-switching is permitted, students can apply their bilingual academic skills as they would outside, envisioning the classroom as a bilingual setting where participants reflect patterns of interaction found in situations far from the classroom. A language class is viewed as a community of practice with shared ideas and understandings that aid members in the community of practice, both students and teachers in the class, in achieving a common educational objective via the use of the language available to them.

Many researchers, including Gumperz (1982), regard code-switching as a necessary ability to switch from one language or dialect to another during communication. Some linguists, on the other hand, believe that code-switching is a clear indication of a person's language impairment. As a result, some argue that living in a bilingual environment necessitates the use of two or more languages or dialects in a single communicative activity.

1. **Statement of the problem:**

The English Language is considered a foreign language in the Algerian educational system. In order to overcome specific difficulties and obstacles in the foreign language, university novice English students attempt to rotate through words, phrases, and speech between the target language and the first language by holding and mixing both languages' structure to meet their linguistic needs and communicative functions. As a result, the current study investigates this language phenomenon in order to determine the student's perception of the use of code-switching in their oral performance in the EFL classes.

2. **Significance of the study:**

The main concern of the research is to investigate code switching as a linguistic phenomenon on First year EFL learners of English language at University Mohammed Kheider Biskra. This study will examine whether students have positive or negative attitudes toward code switching, and if they are aware of the use of code switching; after defining the reasons beyond the use of code switching, this study will recommend teachers, learners, and academic institutions to adopt and study this linguistic phenomenon.

Skiba (1997) states that code-switching "provides continuity in speech rather than presenting a language interruption" in a positive light (p.2). He believes that code-switching should be regarded as a language benefit rather than a communication barrier. Furthermore, Mejia (1998) argues that code-switching in the classroom "helps maximize learning possibilities in the

bilingual classroom” (p.9). Furthermore, what the author says regarding instructors’ attitudes on the role of code-switching is crucial to examine since than a problem. Based on the two points of view, it suggests that code-switching should be regarded as positive in the classroom because it allows students to use their L1 for communicative purposes. Furthermore, researchers view this phenomena as a resource rather than a problem, given that the interaction between instructor and students is far broader than using grammar accuracy as a starting point. The function of the instructor’s and second graders’ code-switching with a favorable view of such discourse exchanges with the goal of evaluating the interaction that took place in the classroom when teacher and students code-switch.

3. Aims of the study:

This study aims to:

- To see whether or not students are aware of code-switching and its types.
- Discuss whether learners’ attitudes are positive or negative toward code-switching.

4. The Research Questions:

- Are the students aware of code-switching and its type?
- What are the students’ attitudes towards the use of code-switching in EFL classroom?

5. The Research Hypothesis:

- **RH1.** Students are aware of code switching and use it when they do not find words to express their ideas or opinions.
- **RH2.** Students may have positive perception toward the use of code switching.

6. Methodology of the study:

6.1 Population and Sampling:

To gather data about student's perception of code-switching in their Oral performance in EFL classes, a sample of (32) First year EFL students will be purposely selected at the University Mohammed Kheider Biskra. In addition, a sample of (5) EFL teachers will be chosen for the sake of collecting data about their students' use of code-switching and their response to it.

6.2 Data Gathering Tools:

In order to obtain answers to the research questions and to test the hypothesis, one data collection instrument will be used; namely, a structured questionnaire for both students and teachers. The questionnaire will be administered to (32) First year EFL students from University of Biskra. Another different questionnaire will be administered to (5) teachers within the same institution.

6.3 Data Analysis:

Within the intention of analyzing the quantitative data collected from the students and teachers' questionnaire, the service of the SPSS software will be used to operate both descriptive and inferential statistics.

7. Limitation of the study:

The research focuses on code-switching as a linguistic phenomenon among first-year English students at the University of Biskra. It tends to examine code-switching during a classroom interaction; besides the reasons behind the use of code-switching. The selected group of study are first-year English students at the University of Biskra because they are novice learners. They must have issues concerning the varieties and the use of the second language as a foreign language.



Chapter One :
Literature Review

Introduction:

Communication skills are an important macro-skill in communication that learners must possess in order to effectively transfer information and ideas. Skolverket (2011) found that students employ code-switching as a linguistic technique to encourage learners to actively participate in dialogues. According to Simasiku (2015), code-switching is a strategy that enhances students' classroom involvement, which is a vital precursor for academic accomplishment and cognitive growth. The idea of code-switching, according to Modupeola (2013), is when a bilingual person switches between two languages during a conversation with another bilingual.

According to various research, pupils utilize code-switching as a tool to help them cope with the demand of situations. Lee (2010) agrees that code-switching should be used as part of L2 classroom engagement in his review. Students agree that code-switching helps them acquire new terms from educators, while moving between the target language and their first language, according to Al-Qaysi (2016) findings.

Furthermore, students that code-switch engage in a variety of code-switching activities during the communication process. It's a conversation-sustaining method for L1 workers. Speaking performance is linked to code-switching. According to Bhatia and Ritchie (2013), code-switching is a creative discourse method used by multilingual language users to accomplish successful communication in real-life encounters. Svendsen (2014) claims that code-switching aids spoken language acquisition in the L2 classroom. Learners feel code-switching is a strategy to improve their English-speaking ability. Maleki and Varzandeh (2016) support the idea that EFL learners' code-switching method utilization and speaking fluency have a substantial and direct link.

1. Oral Performance:

1.1 Definition:

Speaking, according to Oradee (2012), is the most important skill to develop when learning a foreign language because it is the most basic form of communication. Speaking has traditionally been seen as an important language ability for language learners since it allows speakers to communicate and engage with others (Widiati&Cahyono, 2006).

1.2 Elements of an effective Oral Performance:

1.2.1 Preparing the opening:

"The introduction is where you catch the audience's attention, build rapport," says Chan (1999, p.54). That is to say, it is preferable to start with a powerful opening when creating an efficient oral presentation. When the presenter captures the audience's attention right away, the presenter has a good probability of succeeding. Riegle (2011), a professional speaker and speaking coach, agrees; she claims that this is a key factor that distinguishes effective, emotional introductions from those that are simply inefficient and helps establish the presenter's believability and trustworthiness. "Capturing your audience's attention from the minute you start talking and retaining it throughout," she says. That is, many students start their presentation with ennui while also being gentle, yet they are unable to keep the audience's attention. Furthermore, Riegel states in the introduction of the presentation that "the presenter must state why he is the best person to give this message to this audience at this time."

There are certain tips, techniques provided by Riegel and Hallson (2011) to aid presenters in order for the listeners to get the message clearly:

- Prompt the listener with questions to make them think.
- Make use of quotes related to the topic presented.

- Start the topic with a fact or statistic.
- Talk about recent news.
- State things in common between the speaker and the audience like the date.
- Use the purpose statement directly when talking about the topic.

1.2.2 Preparing speech transition:

Speech transitions, according to Dlugan (2013, para.2), "are a series of words and phrases that are used to change the tone of a sentence." Phrases that make it easier for the speaker to express his arguments and thoughts". Furthermore, Sen (2009, p.19) claims that "the listener should be able to see clearly how the introduction, middle, and conclusion are nicely woven together to form a chain." In other words, using speech transitions when presenting aids the presenter in moving from one point to the next. It also helps the audience understand the speaker's message.

Speech transitions are used by the speaker in a presentation to help the audience summarize the main points and the progression between them when they are used properly. When the speaker does not use transitions consistently, he loses control of the audience and reduces intelligibility (Rose, 2011). "Speech transitions disclose the relationship between the words just pronounced and those going to be spoken," Dlugan (2013, para.2) adds. As a result, it helps to maintain the audience's attention throughout the presentation. Verbal transition and transitional remark are the two most common types of speech transition.

1.3 The nature of Oral Performance:

Many researchers study the nature of oral performance. Byrne (1986:8) states that:

Oral communication is two-way process between speaker and listener
(or listeners) and involves the productive skill of speaking and

The receptive skill of understanding (or listening with understanding).

Code-switching incorporates paralinguistic elements such as eye contact, facial emotions, body language, pace, pauses, voice quality variations, and pitch fluctuation (Thornbury, 2005, p.9), speaking is also a multi-sensory activity. It appears that culture has an important role in how people communicate, which has consequences for how English is taught and learnt.

According to Brown and Yule (1983:19-20), Speech has two functions: information conveyance and interaction, with the primary objective of speech being the preservation of social ties. Another important distinction to make when discussing the evolution of oral performance is the separation between conversation and monologue. Interacting with one or more other speakers for transactional and interactional objectives is not the same as giving an unbroken oral presentation. While all native speakers can and do utilize language in social situations, not all native speakers can extemporize in front of a group of listeners. Most language training focuses on establishing skills through brief, interactive exchanges in which the learner is only needed to produce one or two utterances at a time.

1.4 Oral Performance challenges in EFL classes:

According to Thornbury (2007), An English course should offer the finest opportunities for students to improve both linguistic and sociolinguistic knowledge, and awareness of culturally ingrained norms of behavior. The most common form of communication, spoken language, plays a significant part in student participation in the classroom. To be useful in the classroom and for purposes other than speaking practice, these knowledge ideas must be effectively activated. Contrary to Thornbury's assertion, speaking skill does not immediately transfer from the speaker's native tongue to a second language. The steps of mental processing necessary for speaking are also said to be similar between native and target languages. Aleksandrak (2011) add that even extensive knowledge of the target language's grammar and vocabulary does not

guarantee success in oral communication if this knowledge is not properly integrated or accessed.

1.5 Classroom performance activities:

1.5.1 Pair work:

Pair work is a kind of collaborative learning and an important component of the communicative method. Pair work, according to Moon (2000), is a method for "organizing pupils in ways that will optimize learning possibilities" (p.53). Pair work refers to students working together in pairs to complete activities and achieve a common goal. According to Lightbown and Spada (1999), students may grow to a greater level of knowledge and performance in an interactive setting than they could separately. Working in pairs may assist to develop meaningful contact amongst the students, which will boost their interest. Lightbown and Spada (1999) agree with this viewpoint, stating that "good attitudes and motivation are associated to success in second language learning" (p.56).

1.5.2 Group work:

According to Harmer (2010), group work is a broad word that encompasses a variety of strategies in which two or more students are given a job that requires teamwork and self-expression. In order to allow students more opportunity to communicate, group work frequently entails "small" group work, that is, students in groups of six or less. Students can create a group tale or role-play a situation with five individuals who can make a presentation or discuss an issue and come to a collective decision, according to Harmer.

1.5.3 Role play:

According to Richards (1985:86), role-playing often entails a situation in which players are introduced and a goal or issue is presented, as well as a description of each participant's position

and the task that the students must do. According to Ladousse (1987:5), when students assume a "role," they play a part (either their own or someone else's) in a specific circumstance, and play means that the role is carried on in a secure atmosphere where students may be as innovative and fun as possible.

1.6 Oral Performance strategies: (Tarone's taxonomy):

In his taxonomy, Tarone (1983) divide the communication strategies into five parts:

- Avoidance consists of two kinds, namely topic avoidance and message abandonment.
- Paraphrase consists of three kinds, namely approximation, word coinage, and circumlocution.
- Conscious Transfer consists of two kinds, namely literal translation and language switch
- Appeal for assistance: Asking for the correct term or structure
- Mime: Using non-verbal strategies in place of a meaning structure

Code-Switching:

2.1 Definition:

Wooland, 2004, pp.73-74): "An individual's employment of two or more language varieties in the same speech event or interaction" is what code-switching (hereinafter CS) Bullock and Toribo (2009) define CS as "bilinguals' capacity to switch seamlessly between their two languages" (p.1). According to this definition, CS only happens among persons who are fluent in two or more languages and regularly utilize them in conversation.

Despite the fact that the word "code-switching" was coined in the 1950s by linguists using the notion of "codes" from communication engineering research (Benson, 2001), no single, agreed-

upon definition exists today (Alvarez-Caccamo, 2002). The notion of "codes" as tangible objects of speech was created in the 1940s by communication engineers working in the acoustic sciences. Fano (1950) focused on the "understanding of speech sounds by the hearer" (Benson; 2001, p. 26), stating that they "switched codes" to identify and cognitively adjust to accents (Alvarez-Cáccamo; 2002, Benson; 2001). Linguists in the 1960s, often regarded as the start of the study of code-switching, linked the notion to speech patterns utilized in bilingual and, subsequently, multilingual settings. According to Benson (2001), sociolinguists have been using code-switching since 1947, not just for linguistic objectives but also to investigate how societies utilize language. Code-switching research was used by sociolinguists to "try to link observed language use with social function, that is, group membership, social standing, and social networks" (Benson, 2001, p. 29).

2.2 Positive and negative code-switching:

According to Gumperz and Hernandez-Chavez (1972, p.586), some academics believe that code-switching can help with L2 (second language) acquisition, while others believe that it solely has negatives. People believe that persons who code-switch create a mess of the discourse and can't speak the language properly. According to Thomas (2001, p.137), code-switching is even considered undesirable in some societies. However, other studies believe that code-switching is beneficial. According to Sert (2005), code-switching can be beneficial. The goal of code switching is to create a link between our native language and the unknown target language. According to him, this might have a significant and favorable impact on foreign language acquisition. Sert (2005) believes that code-switching is beneficial in foreign language schools. "It is a technique for fostering linguistic connection, particularly among those who share the same ethno-cultural identity," he says. Furthermore, Liebscher and Dailey-O'Cain 2005 (p. 235) believe that rather than prohibiting code-switching in foreign language courses, teachers should promote it. They also recommend that instructors view code-switching as a

benefit and that using L1 (first language) is beneficial and relevant in order to foster L2 learning. This type of classroom, according to Liebscher and Dailey-O'Cain (p. 236), is "a community of practice."

Although it is still uncommon to find L2 classrooms that enable their students to use L1, according to Liebscher and Dailey-O'Cain (2005), there is still a lot of code-switching in foreign language schools today. Furthermore, they contend that there is some sort of rule that says we should avoid using the native language in the L2 classroom. According to Simon 2001 (p. 318), code-switching is prohibit in foreign language classrooms for a long time. The use of native language in foreign language courses is considered forbidden at the end of the nineteenth century. The idea is for students to be surrounded by solely the target language so that they can get as immersed in it as possible.

2.3 Varieties of speakers:

2.3.1 Bilingualism:

Researchers have proposed alternative definitions of bilingualism, such as the ability to produce meaningful utterances in two (or more) languages, the command of at least one language skill (reading, writing, speaking, listening) in another language, the alternate use of several languages, and so on (Beatens-Beardsmore, 1986; Hakuta, 1986; Haugen, 1969; Romaine, 1995).

2.3.2 Multilingualism:

Multilingualism is a complicated phenomenon that may be investigated from several angles in linguistics, psycholinguistics, and education. Li (2008) defines a multilingual person as "someone who can communicate in more than one language, whether actively (through speaking and writing) or passively (through listening and reading)". The European Commission

(2007) defines multilingualism as "the ability of society, organizations, and people to engage on a regular basis with more than one language in their day-to-day life".

Multilingualism, according to Richard (1999), is defined as the use of two or more languages by an individual speaker or a group of speakers. According to Edwards (1994), multilingualism arose from the desire to communicate across speech communities. Multilingualism is a sociological phenomenon that deals with the utilized languages in a given culture. It exists on both a societal and individual level.

2.3.3 Diglossia:

Ferguson (as stated in Holmes, 2007) defines diglossia as a stable linguistic situation in which two or more variations of the same language perform distinct functions within a society, with one recognized as a High variety (H), and the other as a Low variety (L). Each type serves a distinct purpose, although the H and L variants work well together. The H type is utilized for official situations, communication, and religion, whereas the L variant is used for casual talks and local usage (Ferguson, 1959). Diglossia is a common occurrence, according to Wardhaugh (1998). It has been expanded to encompass bilingual scenarios for sociolinguists. In addition, Trudgill (1983) defined diglossia as any linguistic circumstance in which language switching occurs. According to Wallwork (1978), diglossia is identical to bilingualism.

2.4 Code Mixing in relation to code-switching:

Diverse subfields of linguistics have different definitions for the term code-mixing. Many morphology and syntactic studies use the word as a synonym for code-switching, which is the alternating use of two or more languages by bilingual speakers within a single speech (e.g. Kachru 1978, Muysken 2000). Code-mixing is defined as "the shift from employing linguistic units (words, phrases, clauses, etc.) of one language to using those of another within a single sentence" (Sridhar and Sridhar 1980). Unlike Muysken, who treats code-switching and code-

mixing as interchangeable, Sridhar and Sridhar (1980) distinguish the two, claiming that code-switching has pragmatic or discourse-oriented purposes that code-mixing may lack.

2.5 Reasons of Code-Switching:

There are six reasons for people to code switch, according to Hoffman, Holmes, and Wardhaugh (1991). Topic, address, emphasis, persuasion, solidarity, and affection are the reasons why students code switch. Those elements are inextricably linked, and they might occasionally occur at the same moment. This section will go through the reasons why individuals change their code.

2.5.1 Topic:

People switch-code during a speech event to address a certain topic, according to Holmes (2011). People find it simpler to talk about specific themes in one code than in another, according to Holmes. Furthermore, talking about a certain topic creates a transition, either due to a lack of proficiency in the appropriate register or because some objects elicit diverse connotations associated with previous linguistic experiences (Hoffman, 1991, p.115). Kim (2006) uses the example of a Korean-English bilingual speaker who is questioned about her Korean recollections and then talks about her Korean memories because her interactions with Korean society prompt her to speak Korean. Rihane (2007) claims that as a bilingual speaker who is fluent in both Korean and English, she finds it more 'curious' to talk about recollections from her childhood in Korea in Korean rather than English.

A switch also happens because of a lack of register when talking about a particular topic. Holmes (1992) finds that Chinese students who study abroad tend to use Cantonese to talk to each other, however, they switch to English when they discuss their studies. Because of they learn the vocabulary of the subjects in English so they do not know the words for 'capital formation' or 'morpheme' in Mandarin.

2.5.2 Addressee:

A code switch is associated with a specific recipient (Holmes, 1992). It means that people switch their coding depending on the addressees with which they are communicating. The background of the addressees, their relationship to the speaker, and their language mastery all play a role in code switching. Nishimura (1997) uses the example of Japanese Niseis as second generation Japanese immigrants living in Toronto. When they don't know corresponding words in Japanese, they code-switch to English. They speak English to native Japanese and English to non-native English speakers. Even among the same Japanese, they speak a variety of dialects.

2.5.3 Emphasis:

When a person is paraphrasing someone else to highlight something, Hoffman (1991) claims that being empathetic about it might induce code-switching. This changeover is also in the form of a clarifying interjection or repeat. The changeover also emphasizes the speaker's personal participation and desire to be properly understood. For speakers who wish to transfer languages, being enthusiastic about something will be a factor. Speakers change their vocabulary to help listeners grasp what they are saying and to emphasize the speaker's participation. Quotation, repetition, or interjection are all used as switches.

2.5.4 Persuasion:

People in bilingual communities use code-switching to try to persuade their audience. People in bilingual cultures, according to Rihane (2007), change their language in order to gain attention and persuade an audience. According to Nerghes (2001), code switching captures the interest of the participants and increases their desire to investigate the message. Switches, according to Rihane (2007), alert listeners to the fact that the speaker is requesting their attention. As a result, the changes improve the chances of accomplishing the audience's

persuasion goal. Nerghes also claims that code switching is an excellent method for systematic information processing, especially when used in conjunction with powerful arguments.

2.5.5 Solidarity:

Distinct types of interactions are commonly communicated using different codes, according to Holmes (1992). "Code-switching is used to convey unity amongst persons of various ethnic groups (p.5)," writes Rihane (2007). Gal (1988, p. 247, as cited in Wardhaugh 2006) adds that code-switching is a conversational method used to construct, evoke, or modify interpersonal relationships with their rights and duties; to form, cross, or demolish group borders.

In addition, according to a research by Roger Hewitt (1986), code switching is a way for dominant and minority ethnics to express unity.

2.5.6 Affection:

Personal feelings are also expressed through code switching. Speakers use codes to communicate their emotions (Rihane, 2007).

Not only does code-switching transmit referential information, but it also conveys sentimental information (Holmes, 1992). It's also possible that code switching occurs because the speakers wish to show their love. Happiness, sorrow, rage, enthusiasm, love, and other emotions, all are expressed via affection. People move to languages that allow them to communicate their feelings or affections.

2.6 Types of code-switching:

2.6.1 Inter sentential code-switching:

Switching at sentential borders where one clause or phrase is in one language and the following clause or sentence is in the other is known as inter-sentential CS. Because inter-sentential CS occurs inside the same phrase or between speaker turns, according to Eldin (2014)

and MacSwan (1999), it necessitates fluency in both languages so that a speaker can obey the rules of both languages.

2.6.2 Tag switching:

Inserting a tag or brief phrase in one language into an utterance that is otherwise wholly in another language is known as tag-switching. Because tags often have limited syntactic limits, they do not break syntactic rules when added into a phrase supplied in the L1 language (Hamers & Blanc, 2000). Interjections, fillers, and idiomatic idioms are only a few of the tags available. "You know," "I mean," and "right" are examples of popular English tags.

2.6.3 Intra sentential code-switching:

Within the same phrase or a sentence that has parts of both languages, intra-sentential code-switching happens. There is no interruption, hesitation, or halt to indicate the transition. The speaker, on the other hand, is completely unaware of the transition. Within a single utterance, intra-sentential code-switching shifts from one language variety to another, according to Koban (2013) and Yletyinen (2004). According to Poplack (1980), intra-sentential code-switching necessitates a great deal of integration. According to Hamers and Blanc (2003), intra-sentential code-switching takes place within the clause boundary, which includes the word boundary (p.260). A speaker incorporates single words or phrases from another language into a sentence. Both speakers do not need to be multilingual to use intra-sentential code-switching; it simply substitutes a single common word or phrase in multiple languages that most people are familiar with.

Previous studies:

Although some people believe that code switching is counterproductive, its benefits to learners cannot be contested. In his survey, Schweers (1999) discovered that a large number of students, 88.7%, believe that they should utilize their native tongue in English lectures. According to Kavaliauskienė and Janulevičienė (2000), 86% out of 110 students in English for Specific Purposes classes believe that their native language should be used in the classroom to clarify difficult concepts, introduce new material, define new terminology, and discuss the relationship between English and Lithuanian.

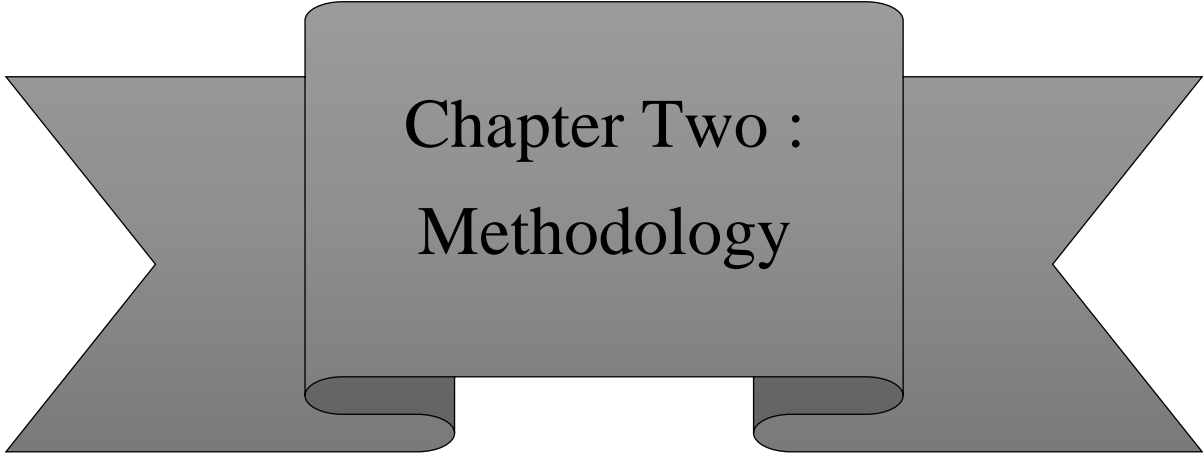
According to Ahmad and Jusoff (2009), code-switching will enable learners to better explain the educational material and collaborate productively with others. Furthermore, because worried students have previously experienced a pleasant learning environment produced by their teachers, the precise implementations of code-switching will enable them to build more confidence in their learning experiences.

Tang (2002) conducted a comparable study in a Chinese EFL context. Data was gathered through a questionnaire, classroom observations, and interviews. According to the findings, both teachers and students argued for the prudent and appropriate use of L1 in their classes. Code swapping, according to both teachers and pupils, does not just block learning but also facilitates it. Teachers code switch for a variety of goals, according to the study, including teaching the meaning of difficult phrases, complex grammar rules, complex thoughts, and giving instructions.

In Iran, Rahimi and Jafari (2011) look at the attitudes of students and teachers toward code-switching. The majority of learners and teachers in their study believed that the usage of L1 (Persian) should be avoided even in situations where it could scaffold learning because code-switching reduces the target language's practice in the classroom.

Conclusion:

To conclude, first we deal in with chapter with some important elements starting with defining oral performance as a presentations of a specific topic to the audience; whereas, code-switching is to switch from one language to another while talking, then we talk also about the varieties of speakers: bilingualism, multilingualism. Also types of code-switching, its positivity and negativity, after that types and elements of an effective oral performance, the challenges of oral performance in EFL classes, then its nature, classroom activities and strategies such as: achievement, paraphrase, guessing, co-operative, reduction, and avoidance strategies. End up with previous studies concerning student's perception of the role of code-switching in EFL classes.



Chapter Two :
Methodology

Introduction:

This research is about interpreting and extracting data from students' and teachers' questionnaires about the student's perception of the role of code-switching in EFL learners' oral performance. The data collected are essential to confirm or disconfirm the research hypothesis. Therefore, the researcher will analyze and interpret the data collected from students' and teachers' questionnaires about whether or not students are aware about the use of code-switching and if it is beneficial for them.

In this chapter, the researcher will mention the research methodology in which it is essential for conducting any research; then, she will mention the population and sampling of this research work. The second part will handle the data collection tools (students' and teachers' questionnaires). Each one of these instruments is going to be described and investigated.

Research Methodology:

This investigation has relied on a mixed methodology because studying such sociolinguistic phenomena requires both descriptive and statistical facts. In this research study, the researcher follows the descriptive statistical method because this research aims to describe code-switching as a linguistic phenomenon among EFL learners' oral performance. This research study is only concerned with EFL teachers and EFL learners at the University of Mohamed Kheider Biskra to gain valid and adequate results.

Sample:

The current study is undertaking code-switching as a linguistic phenomenon on First year EFL students at the University of Biskra since they are exposed to the English Language for the previous years. Besides, they still have obstacles and difficulties using this foreign language because of a lack of speaking skill, which enables them to fall into the trap of code-switching. Therefore, the current study sample includes 32 first year EFL students of the English

Language. They are chosen randomly to fill in the questionnaire in addition to 5 EFL teachers at the University of Biskra.

• **Students:**

Selecting the research population is randomly done when 32 EFL students were picked up. This type of selection occurs when first-year LMD students are motivated to use code-switching to enhance their oral performance and boost their communication because they are inspired and exposed to the English language for years.

• **Teachers:**

The whole population of the teachers of the English department is about 42 teachers. Therefore, the selection has focused on only teachers. The researcher has chosen this sample to investigate the phenomenon of code-switching. Furthermore, EFL teachers know whether or not code-switching is beneficial for students. The researcher has found the needed feedback for the data collection analysis from the teachers' questionnaire information.

Aims of the Questionnaire:

This questionnaire was designed in google form. The purpose of this questionnaire is to see if the phenomenon of code-switching is beneficial for EFL students of the University of Biskra, if teachers allow their students to code-switch and if they are aware of its use. The questions are in the form of multiple choice. The researchers chose this method of questions to see the awareness of EFL students to code-switching.

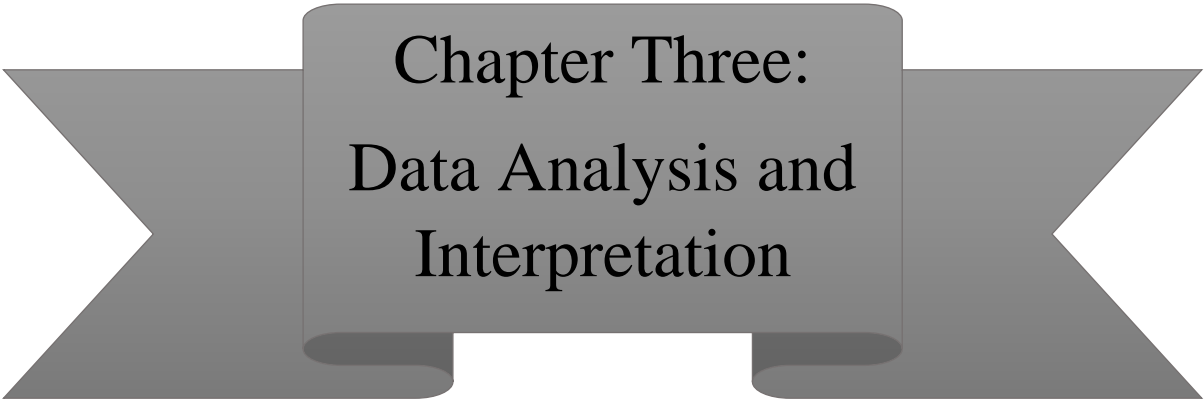
Administration of the Questionnaire:

The questionnaire was done in google docs, a strategy to gain time while gathering the needed data of the research study. The researcher has gathered the needed information in a few days to complete his research work and the data analysis. Also, he has reached the number of the needed

sample, which contains 32 participants, and that was administered to the first year students and shared via online platforms (Facebook groups, and E-mail).

Conclusion:

The practical side from this research is described in this second chapter, by talking about the research methodology, number of students and teachers, the selecting sample, the data gathering tools, and the data analysis, also the aims behind this research.



**Chapter Three:
Data Analysis and
Interpretation**

Analysing the questionnaires:

Part One: Student's Questionnaire:

Section One:

Item One: In your English class, what language do you usually use?

Table 1.1: Students use Languages in the English class.

Options	Number of Students	Percentage
English Only	21	65,6%
Both English and Arabic	11	34,4%
Total	32	100%

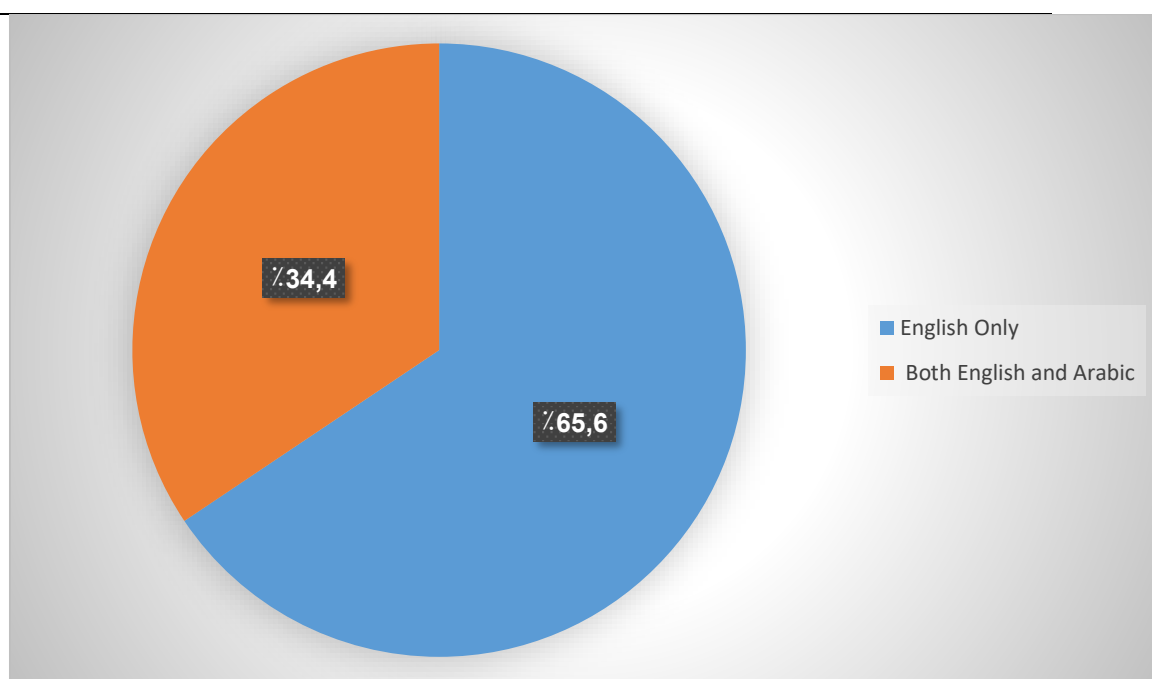


Figure: 1.1: Students use languages in the classroom.

From the First table and graph, it is observed that the majority of the students' answers with the percentage 65, 6 % claim that they use only English in their English class, whereas; 34,

4% declare that they use both English and Arabic in the English class, and the results came from that the students are English students in an English class.

Item two: Does your teacher allow you to code-switch during classroom conversations and presentations?

Table 1.2: Teacher's allowance of their students to code-switch.

Options	Number of Students	Percentage
Yes	21	65,6 %
No	11	34,4 %
Total	32	100 %

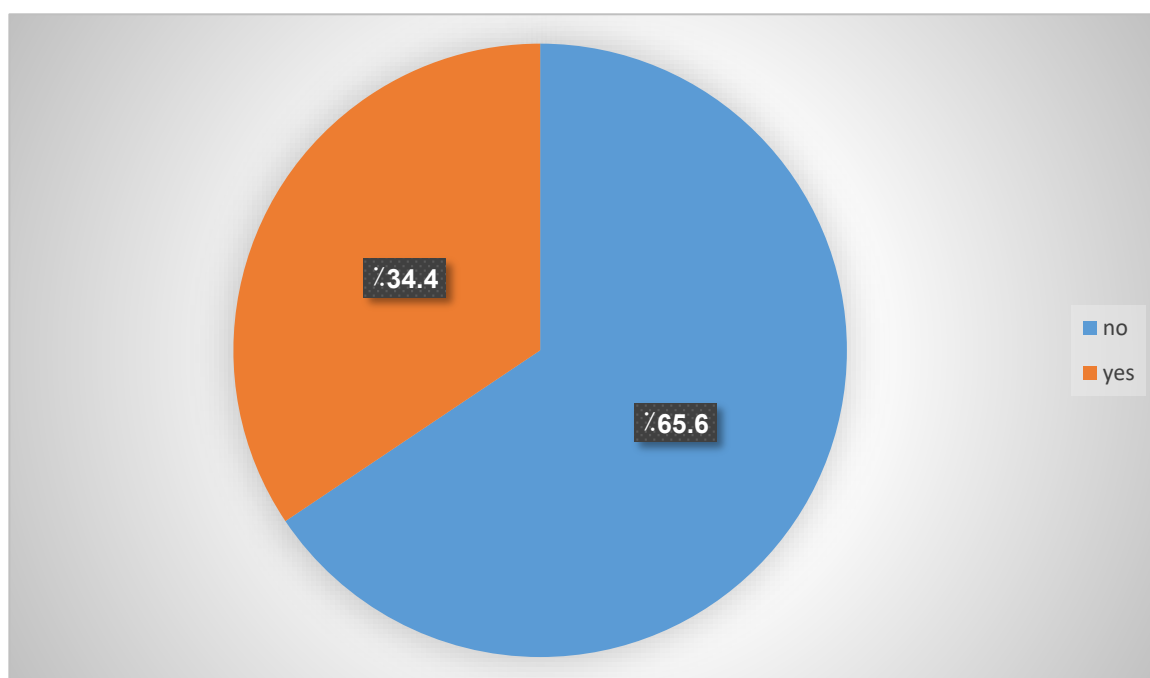


Figure: 1.2: Are students allowed to code-switch in the classroom.

We observe from the second graph that the percentages are repeated as the first one, 65.6 % of students say that their teachers do not allow them to code-switch, but the other 34.4 % vote for a yes allowance to use code-switching, because in an English class to learn a language students must use it that's why their teachers do not allow them to use it.

Item three: Does the use of code-switching by students affect their learning positively or negatively?

Table: Positive and Negative effect of code-switching on student's learning.

Options	Number of students	Percentage
Positive effect	17	53,1 %
Negative effect	16	46,9 %
Total	32	100 %

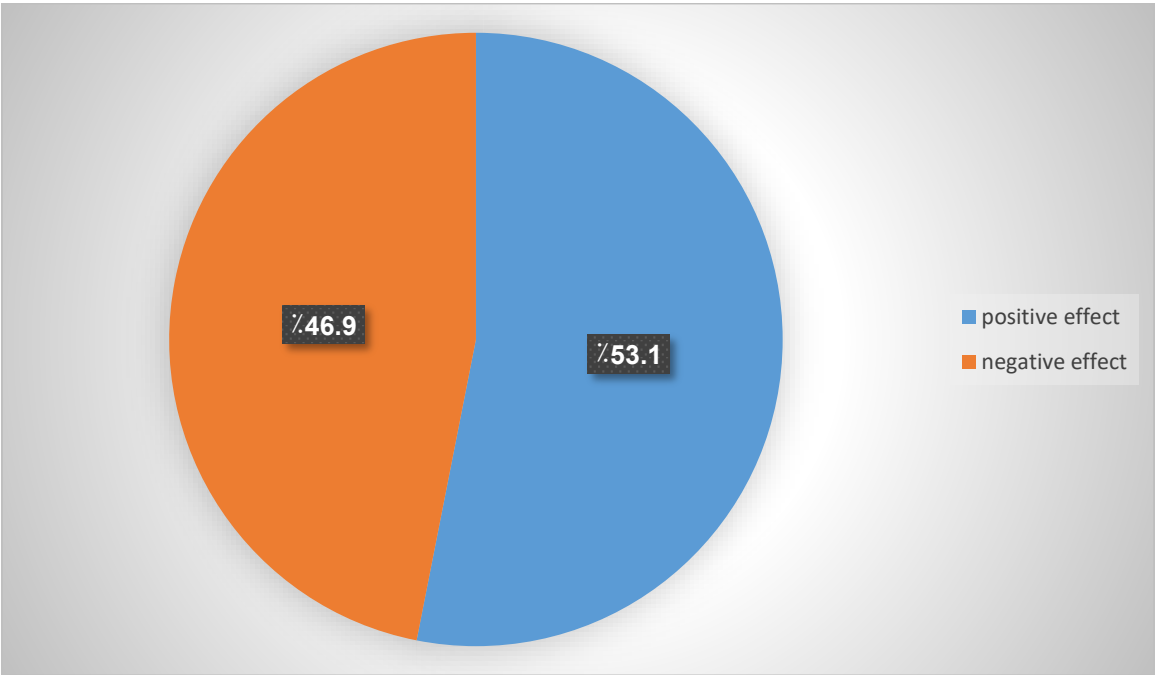


Figure 1.3: Positive and Negative effect of code-switching.

This item was asked whether code-switching effect the students' learning positively, or negatively, 53.1% say it affect them positively, since it help them to finish their thoughts and ideas, whereas; 46.9 % say that code-switching have a negative effect on their learning.

Item Four: This question is related to the previous question about if learning effect students positively or negatively, that students were asked to justify their answers.

- As an English student you are in class to learn and to develop your language by practicing it so using your mother tongue the Arabic, affects your learning for the English language negatively.
- It depends, if the teacher uses it strategically it might not harm the learners learning EFL however the over use of code-switching might hinder their learning.
- The use of Arabic makes students think in Arabic and translate it o English, so the correct structure of the target language will be lost.
- Can't practice the English language as good.
- Because it gave me silly confidence.
- They can't learn the language as they are supposed to.

Item Five: When using code-switching in your English presentations, do you use it by purpose, or it comes randomly?

Table: The student’s use of code-switching.

Options	Number of students	Percentage
By purpose	21	65.6 %
Randomly	11	34.4 %
Total	32	100 %

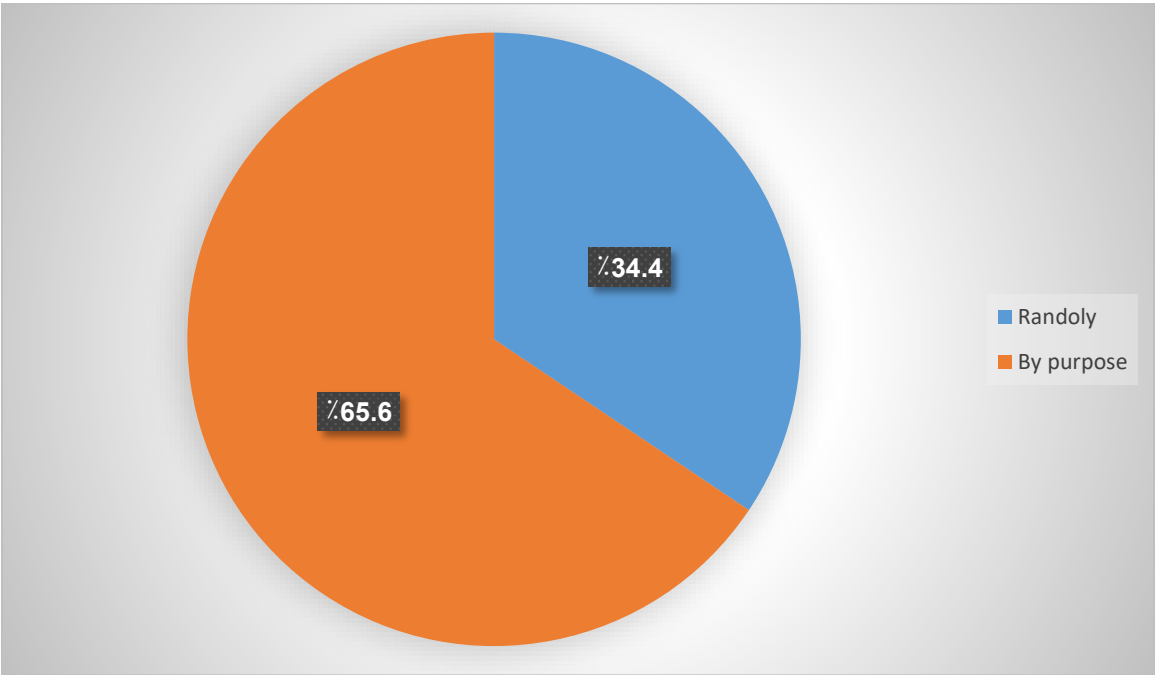


Figure: 1.4: Students use of code-switching.

In this part, we find that 65.6 % of students use code-switching by purpose so that they mean to use it. In the other side, 34.4% say that code-switching comes randomly so that they did not use it by purpose.

Item Six: Why do you usually use code-switching?

Table 1.5: The reason why students usually code-switch.

Options	Number of Students	Percentage
Lack of self-confidence	02	6.2 %
Lack of vocabulary	20	62.5 %
To talk to foreign people	10	31.3%
Total	32	100 %

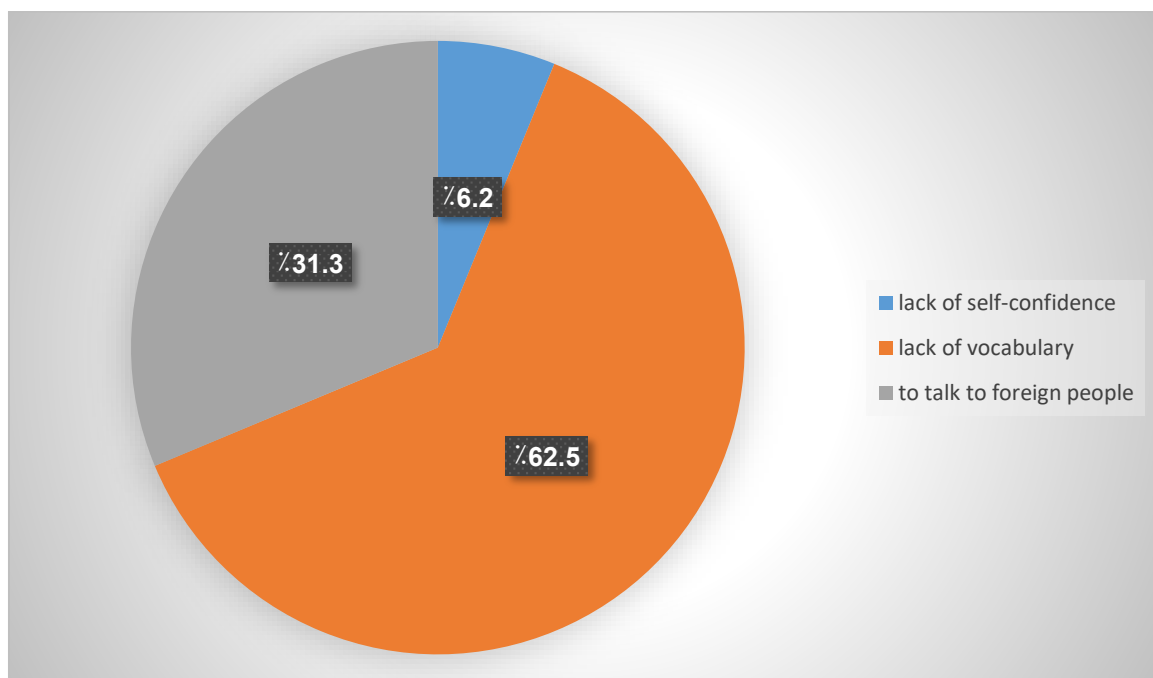


Figure 1.5: The reason why students code-switch.

Section 2:

Item One: As an EFL learner how do you classify yourself as a speaker?

Table 2.1: Classification of students themselves as speakers.

Options	Number of students	Percentage
An extrovert speaker(Active)	06	19.4%
An introvert speaker(Passive)	06	19.4 %
Both of them (depends on the mood)	20	61.3 %
Total	32	100 %

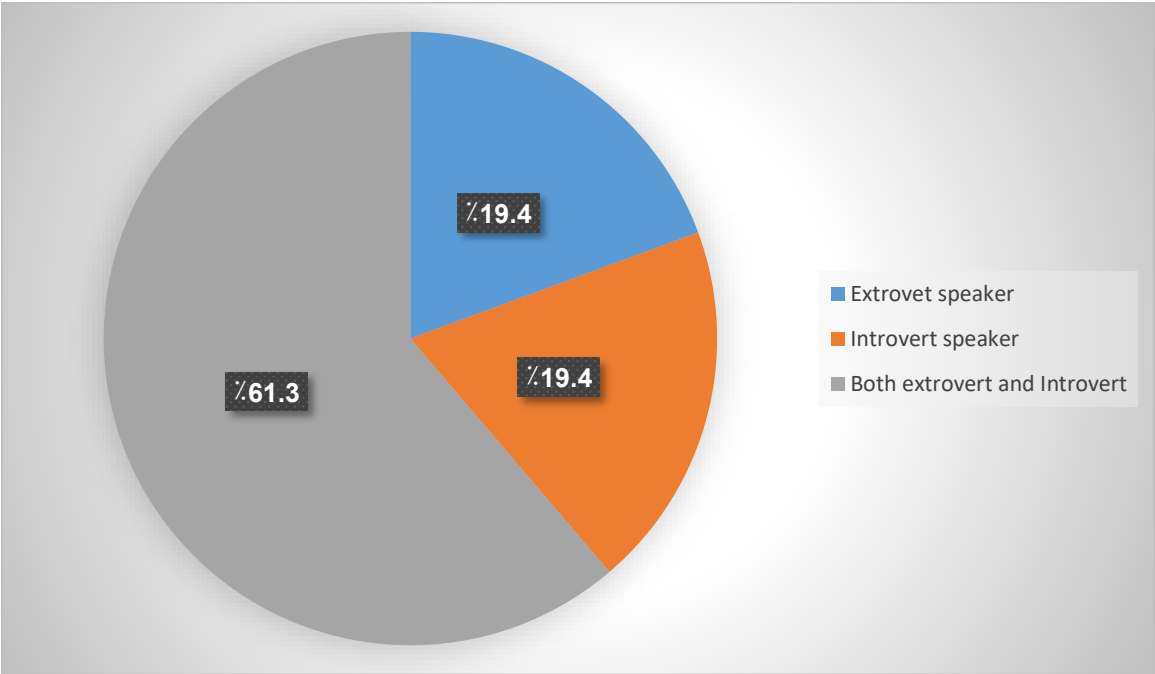


Figure: 2.1: Classification of students themselves.

In this table, we find that there is an equal percentage 19.4% between students who said that they are an introvert speakers (passive), and who said that they extrovert speakers (active),

whereas; the other 61.3 % said that they are both introvert and extrovert speakers and that depends on their mood, because the student control himself whether to participate or no.

Item Two: In your opinion, why do you think students want to code-switch?

Table 2.2: The reason why students want to code-switch.

Options	Number of students	Percentage
Lack of vocabulary	11	34.4%
Lack of self-confidence	01	03%
Fear of making mistakes	06	18.8%
To show themselves	04	12.5 %
To explain a message	08	25 %
To Quote other people	00	00 %
To show identity	02	6.3 %
Total	32	100 %

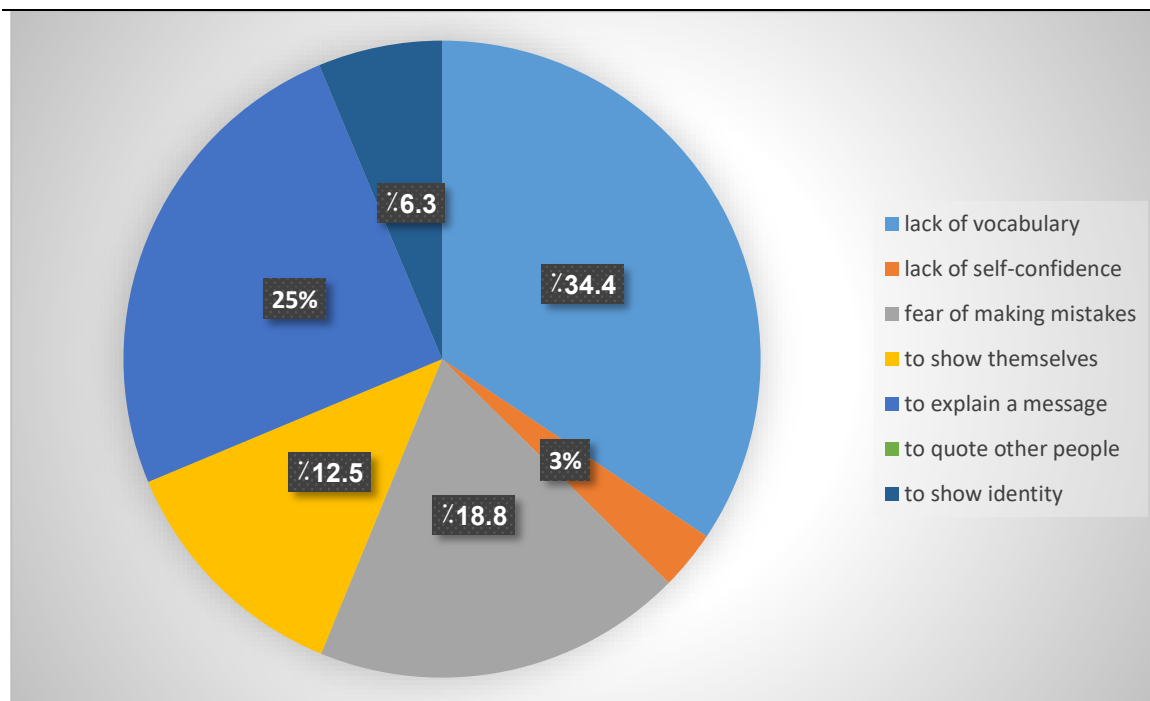


Figure: 2.2: Reasons why students want to code-switch.

From the graph, the highest percentage 34.4 % vote for lack of vocabulary, due to the lack of practice, as a reason why they want to code-switch, followed by 25% to explain a message, 18.8% fear of making mistake, 12.5 % to show themselves, 6.3 % to show identity, lastly and the lowest percentage 03 %for the lack of confidence, whereas; no one voted for the choice to quote other people.

Item Three: Do you think that code-switching is a natural phenomenon when speaking?

Table2.3: Whether or not code-switching is a natural phenomenon.

Options	Number of Students	Percentage
Yes	28	87.5%
No	04	12.5 %
Total	32	100 %

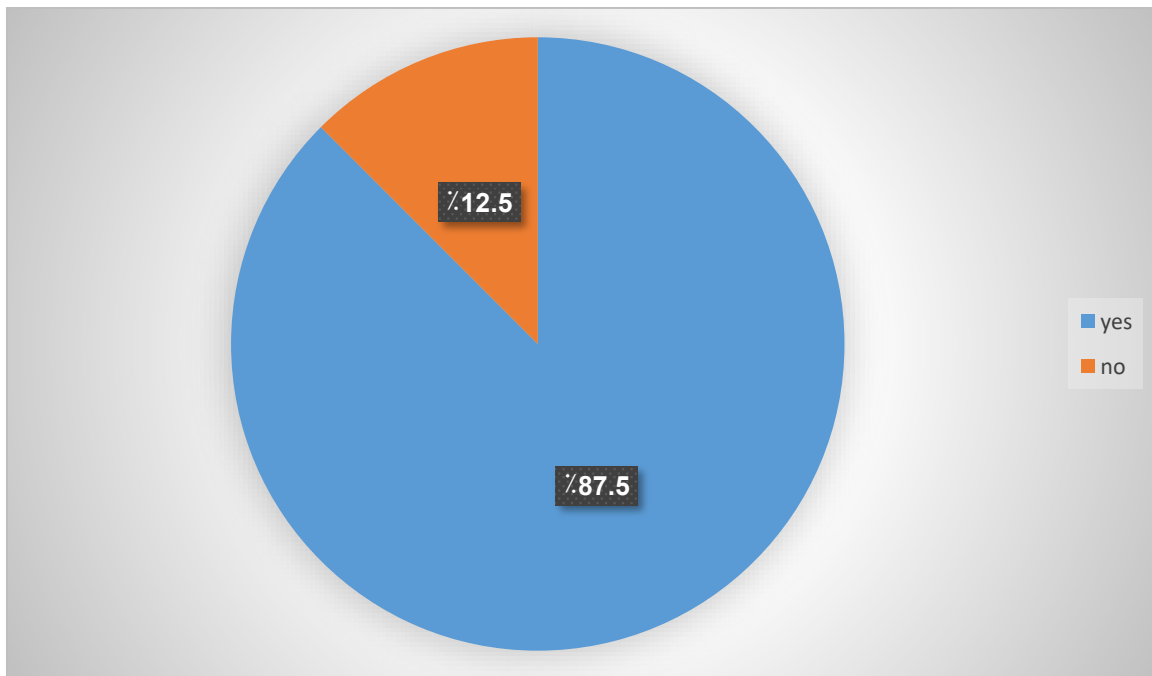


Figure 2.3: Code-switching as a natural phenomenon.

From the graph above, we notice that the majority of students 87.5 % declared that code-switching is a natural phenomenon, but the other 12.5 % said that code-switching is not a natural phenomenon, so students mean to code-switch

Item Four: This question is related to the previous one about whether or not code-switching is a natural phenomenon, so why or why not code-switching is a natural phenomenon?

- Some people, while speaking, they are unconscious about the mistakes they're made or even the vocabulary they are using or even the grammatical or lexical mistakes, so they are just talking randomly and so we can consider the code-switching as a natural phenomenon while speaking.
- Code-switching is considered as natural phenomenon because it happens in a conscious way.
- I guess no because it's result of vocabulary words and self-confidence don't have the basics of English.

- We do that unconsciously, neither the combination of the two languages' structure nor the used words are prepared.
- Because we are not good enough at speaking or delivering our ideas so we code-switch.
- Since we tend to code-switch even in our daily communication acts.
- It's part of human relationships above the languages.

Item Five: Do you think code-switching facilitates your oral performance?

Table 2.4: If code-switching facilitates student's oral performance.

Options	Number of students	Percentage
Yes	17	53.1%
No	15	46.9%
Total	32	100%

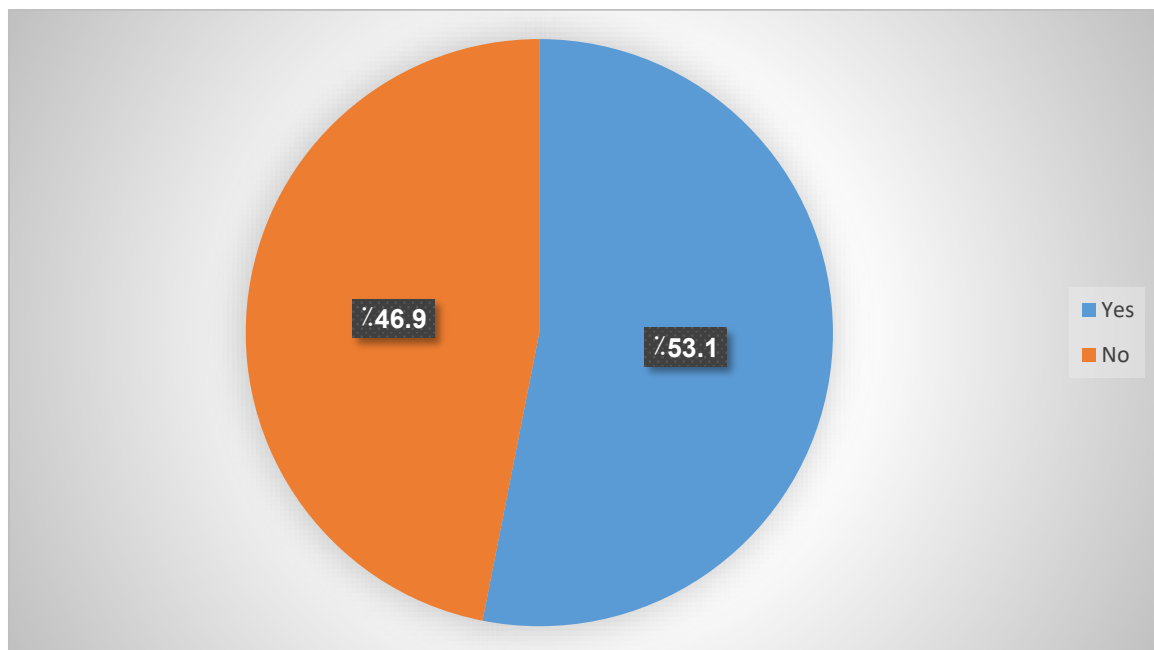


Figure2.4: If code-switching facilitates student's oral performance.

53.1 % of students said that code-switching do facilitate their oral performance, the other 46.9% said the opposite that it did not facilitate their oral performance.

Item Six: the sixth question related to the previous one, why or why not code-switching facilitate your oral performance?

- Using other languages, such as French and Arabic, makes me convey more and deeper ideas and meanings.
- Because it helps me reduce mistakes.
- In order to give an understanding to your teacher.
- I don't speak a lot because I'm afraid of making mistakes and don't have enough vocabulary, so code-switching can make me relaxed.
- Make me give ideas clearly and help in understanding the idea.
- When you get blocked you switch from the target language to your language.

Part Two: Teacher's Questionnaire:

Item One: Do you allow your students to code-switch during the class?

Table 3.1: If teachers allow their students to code-switch during the class.

Options	Number of Teachers	Percentage
Yes	04	80%
No	01	20%
Total	05	100 %

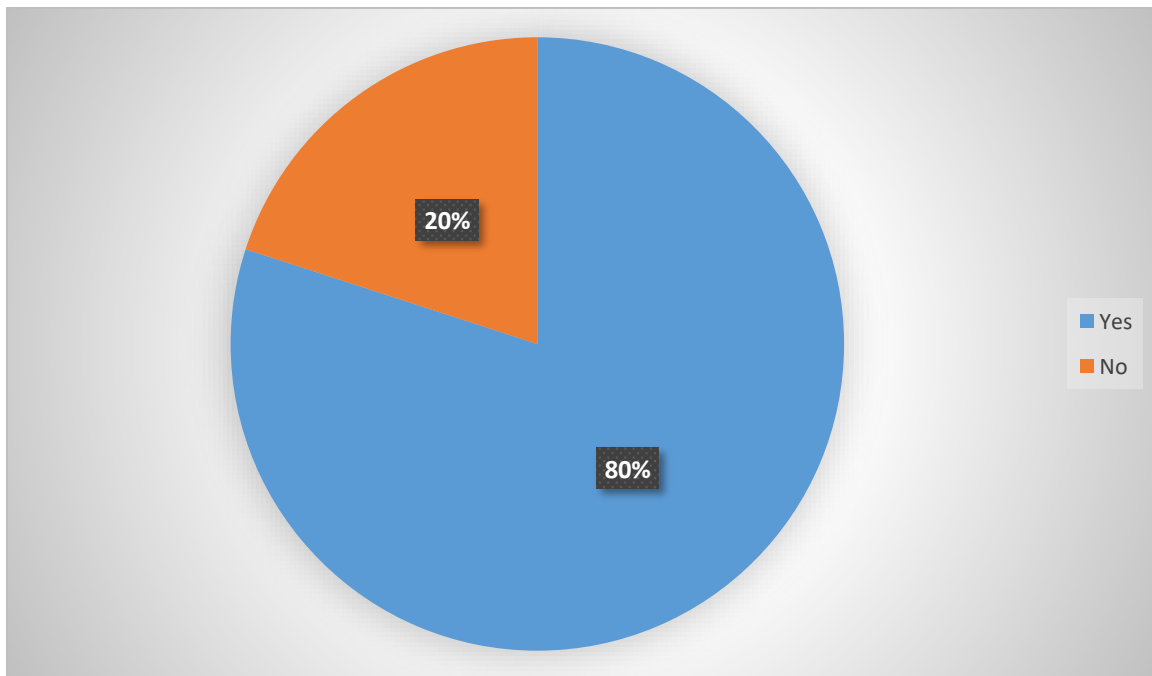


Figure 3.1: Teachers allowance of their students to code-switch.

From this graph 80 % of teachers voted for a yes allowance to code-switch for their students in class, the other 20% said that they do not allow their students to code-switch in the class, because it decrease their learning to language , since they have to do mistakes in order to get new vocabulary.

Item Two: This question is related to the first one, we asked the teacher to justify the reason why or why not they allow the students to code-switch.

- To help them to continue their communication.
- Because it creates negotiation of meaning instances and allows students to learn from each other.
- To boost their learning.
- Sometimes they face difficulties in expressing their ideas and thoughts.
- To let them say what they mean so that they don't get misunderstood.

Item Three: During your lecture do you code-switch, and what makes you do that?

- I do not code-switch, but sometimes explain in other languages.
- Yes, I do use code-switching. I use it mostly to clarify some concepts, particularly if I feel that the classroom needs further explanation.
- Only if I'm teaching theme and version and dealing with words in Arabic.
- Sometimes yes in order to facilitate the explanation for some students.
- When talking about something related to our native culture to make them imagine such situation.

Item Four: In your opinion what makes your students code-switch?

- They have gaps in their oral/ speaking skills.
- I think it usually comes back to students not having the appropriate vocabulary to express particular ideas.
- Lack of vocabulary.
- Not being able to speak in English fluently.
- When they are in need of delivering a certain message and they lose vocabulary.

Item Five: How do you find your student's level of speaking?

Table 3.2: how teachers think their student's level of speaking

Options	Number of Teachers	Percentage
Advanced	00	00%
Average	05	100%
Under the average	00	00%
Low	00	00%
Total	05	100 %

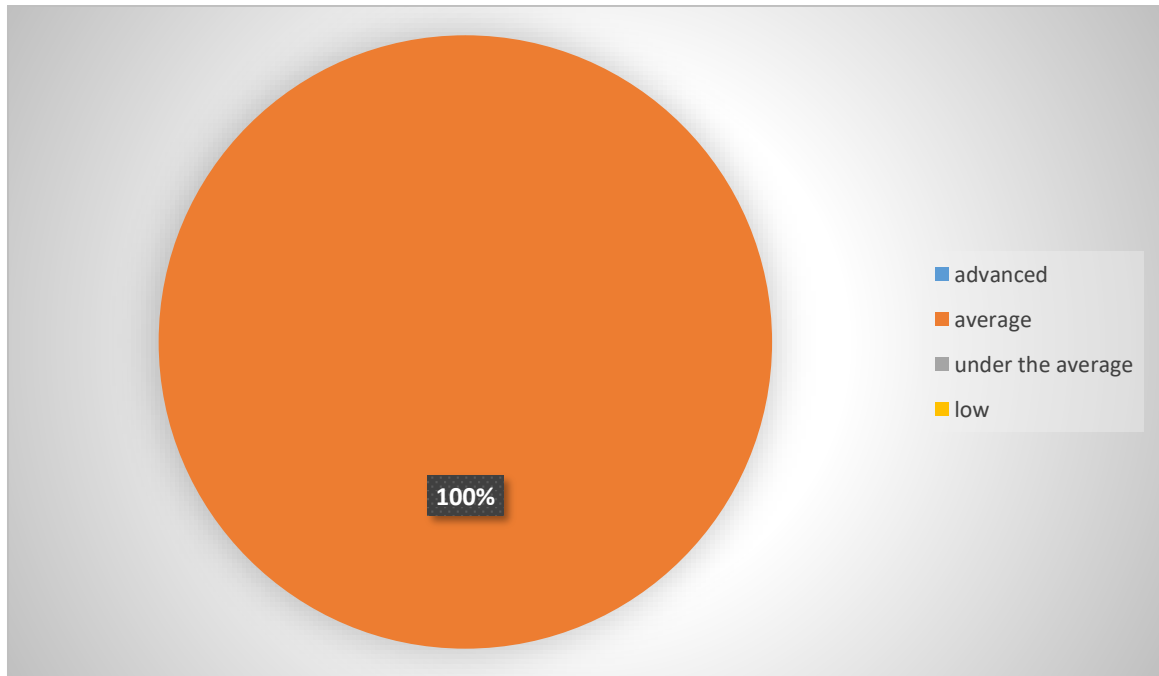


Figure 3.2: Teacher's opinion of their students' level of speaking.

In this fifth item we see that 100% (All teachers 05), said that their student's level of speaking is average.

Item Six: Do you think that your students are aware of code-switching and its use?

Table: Teachers opinion of student's awareness of code-switching and its use.

Options	Number of Teachers	Percentage
Yes	03	60%
No	02	40 %
Total	05	100 %

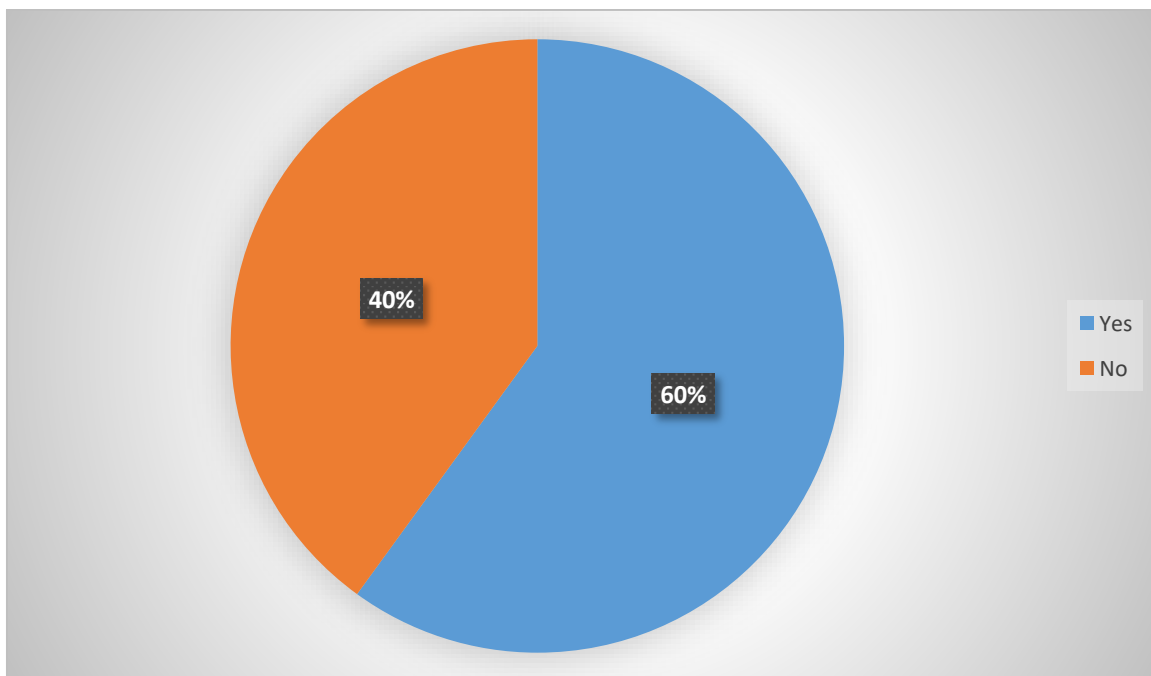


Figure: teacher's opinion on their students awareness of code-switching

03 teachers (60%) said that their students are aware to use code-switching, the 2 others (40%) think that their students are not aware of it and its use.

Item Seven: Does code-switching have a positive or a negative effect on student's learning?

Table 3.4: Positive and Negative effect of code-switching on student's learning.

Options	Number of Teachers	Percentage
Positive effect	03	60%
Negative effect	02	40%
Total	05	100%

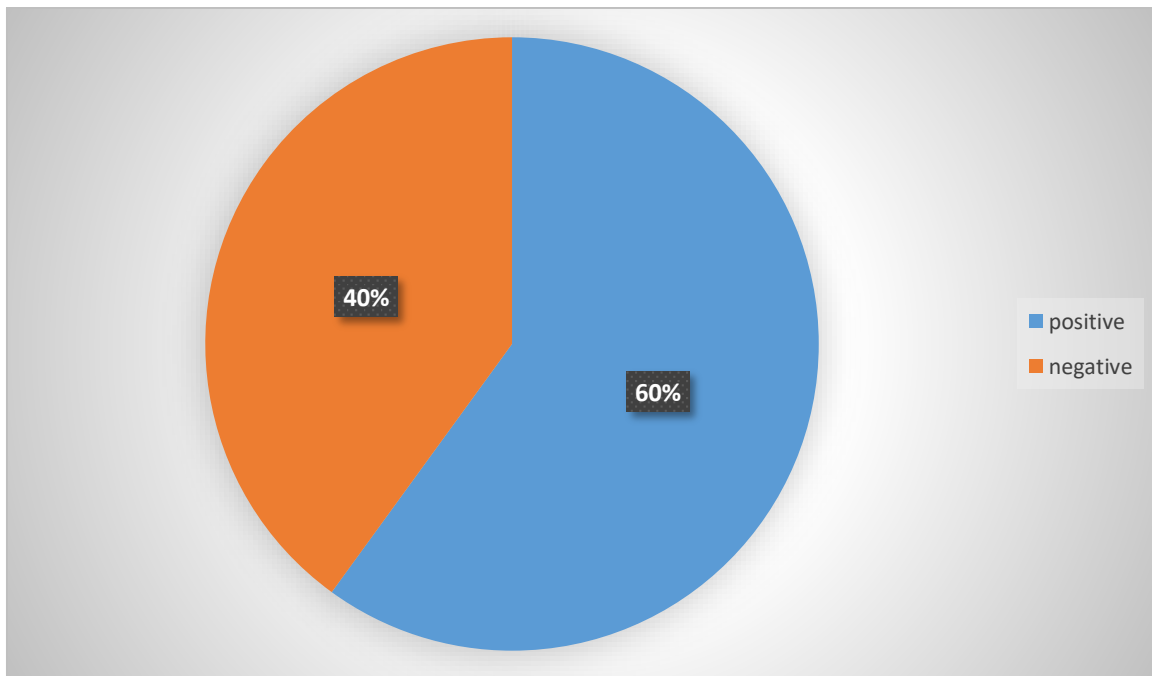


Figure: positive and negative effects of code-switching on student's learning

We remark from the table seven that 60% of teachers said that code-switching have positive effect on the students learning, whereas; 40 % claimed that it has a negative effect.

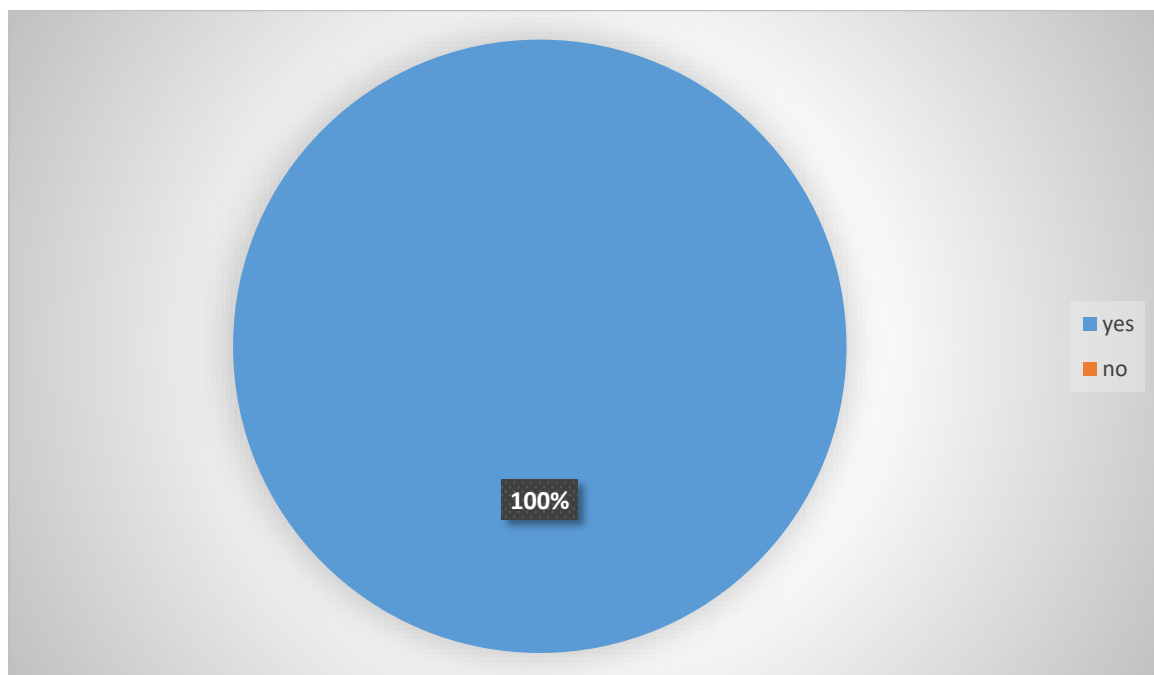
Item Eight: The eighth question from the questionnaire is related to the seventh one, where teachers were asked to justify why they think code-switching has a positive or negative effect on student's learning?

- It depends on how people (students and teachers) perceive the idea of switching to another language in order not to stop the conversation (conveying the message).
- It allows students to develop their use of L2 by relying on their L1 knowledge.
- Thinking in the second language is a skill that needs to be developed and code-switching doesn't really help in this regard.
- Because they will think that there is always a solution which is speaking in another language.
- It remains an identity.

Item Nine: Does the use of code-switching influence the EFL learners' speaking skill?

Table 3.5: If code-switching influences EFL learner's speaking skill.

Options	Number of Teachers	Percentage
Yes	05	100%
No	00	00%
Total	05	100%



According to the result above, it is observed that all teachers with the percentage of 100% claim that code-switching influence the EFL learners' speaking skill.

Item Ten: How can code-switching be used to improve a student's oral performance?

- Only in case where it is used as a last solution to make people understand.

- Why I'm usually against the over reliance on code-switching in my oral expression activities, it can be very helpful in encouraging communication between students.
- Mostly when explaining terminology, concepts, etc. which are in Arabic. Otherwise I personally think advocate not using/doing it.
- Through scenes of a non-native English speaker in an English native situation.

Discussion of the results:

The statistics have revealed from the analysis and interpretations of the student's and teacher's questionnaires, most students use English language only in the English class since their teachers do not allow them to code-switch. Students also agree that code-switching has a negative effect on their learning and they give several reasons, one said that code-switching made a silly confidence, the other said that by using code-switching they can't learn the language as they are supposed to. Also the majority of the selected students said that they do not use code-switching by purpose but it comes randomly, because of many reasons like the lack of vocabulary which takes the highest percentage, lack of self-confidence, and to talk to foreign people. More than half of the selected EFL learners see themselves as both introverted and extroverted speakers and that depends on their mood. They see that the most important reason why students want to code-switch is lack of vocabulary, besides lack of self-confidence, fear of making mistakes, to show themselves, to explain a message, and to show identity. Thinking that code-switching is a natural phenomenon because in their opinions: that it comes randomly, it happen in unconscious way, people are unconscious about the mistakes they're done or even the vocabulary they are using or even the grammatical or lexical mistakes, so they are just talking randomly, so that in their opinion we can consider the code-switching as a natural phenomenon. Students even think that code-switching facilitates their oral performance, because first it helps to reduce mistakes, then to give an understanding to the teacher, also using other languages such as Arabic and

French makes them convey more and deeper ideas and meaning. Move to Teacher's questionnaire, teachers mostly allow their students to code-switch in their opinion because it helps them to continue their communication, and to boost their learning, and for not getting misunderstood. Teachers code-switch to clarify some concepts, and in order to facilitate the explanation, and when talking about something related to our native culture to make students imagine such a situation. Students code-switch in teachers' opinion if they have gaps in their oral/ speaking skills, lack of vocabulary, not being able to speak in English fluently, and when they are in need of delivering a certain message and they lose vocabulary. Teachers find that their students' level is average, they also find their students are aware about code-switching, and that code-switching have a positive effect on students learning because, it allows students to develop their use of L2 by relying on their L1 knowledge, thinking in the second language is a skill that needs to be developed and code-switching doesn't really help, and it remains identity. All the selected teachers voted for a yes influence of code-switching on EFL learners' speaking skill, code-switching can be used to improve student oral performance, in cases where it is used as a last solution to make people understand.

Conclusion:

The last chapter of the dissertation confirms that the researcher scrutinized and confirmed the discussed study and the result's analysis; the researcher has concluded that EFL student's code-switching serves as a strategy to better communication in enhancing speaking skills by keeping on the flow of conversation in EFL classes. However, code-switching has negative impacts when EFL students overuse it, but this does not neglect that code-switching is the first linguistic strategy that enhances the students speaking skills in which it allows students to become fluent in the target language. Finally, the research hypothesis is confirmed, and all the questions are answered.



Chapter Four :
General Conclusion

The present study investigates the student's perception of the role of code-switching in EFL learner's oral performance among first-year EFL students at the department of English of Biskra University. Accordingly, the researcher bases his study on two hypotheses, which are: Students are aware of code switching and use it when they do not find words to express their ideas or opinions, students may have positive attitudes toward the use of code switching. Likewise, when teachers use code-switching to facilitate communication during EFL classes, students will increase their speaking skill.

Moreover, the researcher analyzes and interprets the data collected from student's and teacher's questionnaires about student's perception of the role of code-switching in EFL learner's oral performance. The main aim behind conducting this study is to shed light on if students are aware of the use of code-switching in their English class. Furthermore, this investigation also aims to show the reasons behind students code-switching in EFL classes as a communicative and learning strategy to precisely develop EFL students' oral performance. Moreover, it helps them overcome their language barriers and inability to convey meaning in the target language, impacting and maintaining a natural conversation inside the classroom.

This research encompasses four chapters. The first chapter is devoted to the theoretical background explaining the different variables of the study dealing with its definition, elements, types, and characteristics. The second chapter 'research design and procedures which talk about the research methodology, sampling and population of the research, aims of the questionnaire, and administration of the questionnaire. The third chapter is devoted for the practical part of the dissertation and it is concerned with interpreting and discussing the different findings. Whereas, the fourth and last chapter talk about final conclusion, some suggestions and recommendations for further studies.

This investigation has relied on a mixed method because studying such sociolinguistic phenomena requires both descriptive and statistical facts. Thus, one research tool was used for

collecting valid data which is the questionnaire provides qualitative and quantitative data about the students' code-switching behavior and their awareness about its use. The teacher's questionnaire was conducted with five teachers to obtain information about their perception and attitude towards students' code-switching practice and its use as a strategy to enhance EFL students' oral performance for better communication in EFL classroom.

Accordingly, the analysis of the obtained data revealed that the participants code-switch to other languages in the EFL classroom. Thus, code-switching is an avoidable outcome in English classes used by learners in different situations and subjects to finish their oral performance to clarify ideas and make the audience understood. Besides, code-switching boosts classroom interaction as it helps to gain confidence and motivation to take part in meaningful speech without being afraid of language barriers and vocabulary gaps. These latter are the main reasons behind the majority of code-switching situations occurring in EFL classes. In addition, the multilingualism or bilingualism status of the students mainly pushes them to resort to the languages they master better to ensure ease of expression when they cannot do so in the target language. Therefore, the findings obtained from the research instrument answer the study questions and confirm the hypothesis upon which the investigation is based. Therefore, allowing code-switching as a strategy in EFL classes to positively generate more students to participate in classroom talk. However, it is stated that its overuse may affect language acquisition to some extent.

In other words, code-switching should be viewed as a helpful tool in EFL educational settings that should be exploited efficiently and appropriately rather than a problem. The researcher has provided both students and teachers with some implications to take advantage of the research findings. First, exploit the phenomenon of code-switching to achieve better pedagogical outcomes and develop students' oral performance. Second, teachers and educators should examine and evaluate the role of code-switching in EFL classrooms and take its merits into

account to extend learners' target language proficiency. Third, to benefit from this linguistic feature and adopt it as a strategy to discover the students' linguistic and vocabulary lacks, either by the learners themselves or teachers. Additionally, it should be an effective way to generate students' ideas and raise their motivation to speak. Finally, as its overuse impacts language acquisition, a control should be implied over its practice to make it a facilitative tool rather than a problem.

Suggestions and Recommendations

After presenting the results of this research study and based on previous literature, the researcher highlighted crucial elements in the EFL classroom, but of course, there are many areas, and questions still need to be answered and investigated by further research work. Consequently, the following suggestions are addressed to those interested in conducting future studies on the same topic.

- First, as it is found that students' code-switching allows them to participate in the classroom and take part in classroom interaction in enhancing their oral performance without fear of failure, future research can show how to use code-switching as a tool to expel student's fear and shyness in the classroom.
- Second, suggestion for future research is to replicate this study by investigating code-switching to better communicate in EFL classrooms using other research methods like the control group. Additionally, this investigation can be done with a large number of students in high schools.
- Finally, learners feel confident and motivated to take part in the classroom interaction. Hence future research can be done on the role of code-switching in raising EFL students' self-confidence and motivation in EFL classes.

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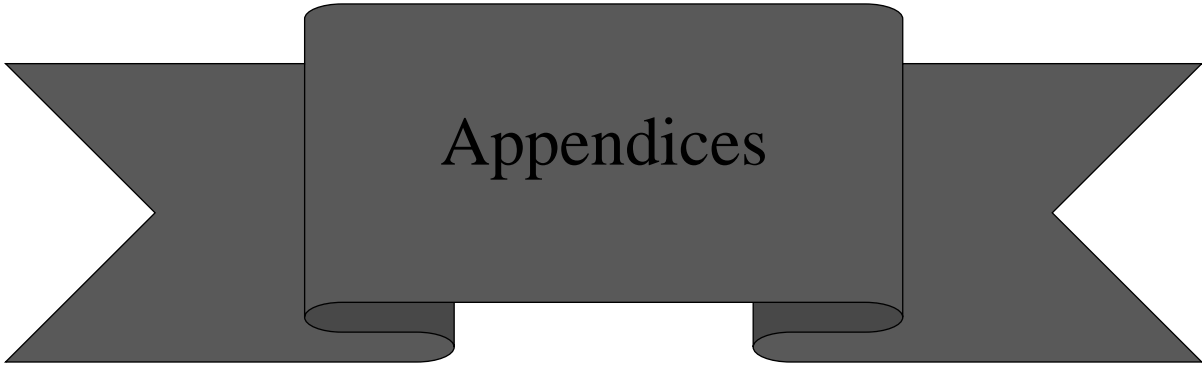
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Appendices

Appendix N°1: Student's Questionnaire:

- Part One:

• In your English class, what language do you usually use?

a. English Only

b. Both English and Arabic

• Does your teacher allow you to use code-switching (mix between two languages, e.g. use both English and Arabic in speaking) during classroom conversations and presentations.

a. Yes

b. No

• Does the use of code-switching by students affect their learning positively or negatively?

a. Positive effect

b. Negative effect

Why?.....
.....

• When using code-switching in your presentations, do you use it on purpose or does it comes randomly?

a. By purpose

b. Randomly

• Why do you usually use code-switching?

a. Lack of self-confidence

b. Lack of vocabulary

c. To talk to foreign people

- Part Two:

• As an EFL student, how do you classify yourself as a speaker?

a. An introvert speaker (passive)

b. An extrovert speaker (active)

c. Both of them (depends on the mood)

• In your opinion, why do students want to code-switch?

a. Lack of vocabulary

b. Lack of self-confidence

c. Fear of making mistakes

d. To show themselves

• Which one is most important for you while speaking?

a. Vocabulary

b. Grammar

c. Fluency

d. Pronunciation

Appendix N°2: Teacher's Questionnaire:

- Part One:

• Do you allow your students to code-switch during the class?

a. Yes

b. No

Why?

.....
.....

• During your lecture do you code-switch, and what makes you do that?

.....
.....

• In your opinion what makes students code-switch?

.....
.....

- Part two:

• How do you find your student's level of speaking?

a. Advanced

b. Average

c. Under the average

d. Low

• Do code-switching give a positive or a negative effect on student's learning?

a. Yes

b. No

Why?

.....
.....

• What do you think is the difference between code-switching and code-mixing?

.....
.....

• Which speaking activities do you prefer to use the most with your students?

a. Role play

b. Classroom discussion

c. Group work

d. Pair work

• Does the use of code-switching influence the EFL learners' speaking skill?

a. Yes

b. No

Why?

.....
.....

تلخيص :

تضمنت هذه الدراسة موضوع إدراك الطلاب لدور تبديل الشفرة في حصص اللغة الإنجليزية كلغة اجنبية في التقديم الشفوي لطلاب السنة الأولى. وبناء على ذلك استندت الباحثة في دراستها على فرضيتين: الأولى ان الطلاب مدركون لظاهرة تبديل الشفرة عندما لا يجدون كلمات للتعبير، والثانية انه لديهم سلوك إيجابي نحو استعمال تبديل الشفرة. يستخدم الطلاب ظاهرة تبديل الشفرة في حالة الخوف من الوقوع في الخطأ. او عندما لا يجدون الكلمات المناسبة لإكمال تعبيرهم. وكذلك يستخدمها الأساتذة عندما يرون ان الطلاب لم يفهموا نقاطا معينة. علاوة على ذلك هدف هذا التحقيق هو معرفة ما اذا كانت ظاهرة تبديل الشفرة ايجابية ام سلبية حسب الحالة. تضمنت هذه الورقة البحثية أربعة فصول الفصل الأول تناول عدة تعاريف وشروحات منها تعريف تبديل الشفرة أسبابه وانواعه. اما الفصل الثاني تناول طريقة جمع معطيات الاستبيان والعدد المحدد له. الفصل الثالث مخصص لأجوبة الاستبيان وتحليله. و آخر فصل تضمن خاتمة لورقة البحث وبعض الاقتراحات لدراسات

مستقبلية.