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Exploring the Functions and Reasons of Code Switching among EFL Students

The case study of second year students of English Department at Biskra

University

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Declaration

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DECLARATION OF INTEGRITY

I, “**Lamyia GOUASMI**”, solemnly declare that the dissertation intitled "**Exploring the Functions and Reasons of Code switching among EFL Students**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

I dedicate this work:

TO My beloved father your dedication and strength have laid the foundation for my dreams. I am honored to be your child and I dedicate my accomplishments to you.

TO My lovely mother your love and support have guided me through life's ups and downs. I dedicate my achievements to you, for your unwavering belief in me has propelled me forward.

To my brothers Anwar and Abdo, I dedicate my achievement to each of you without you my heroes I am not here today. Thank you for all your efforts, confidence and support.

To my sisters, thank you for all your efforts, support and guidance. Thank to make my life happy.

To Zaineb, thank you for being with me in all the moments I need you. To my uncles and aunts, thank you for all the support you gave me and all the love and trust. Thank you for everything you did for me.

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Abstract

The present research deals with the functions and reasons of Code Switching (CS) among EFL students. More specifically, it aims at checking how and why EFL students switch codes in classroom. To reach these objectives, we use a questionnaire administrated to 2nd year students at Mohamed Kheider University, and classroom observation with the same sample. The research methodology revolves around a mixed-methods research that merges quantitative and qualitative methods. The collected data were analyzed. The results show that students use code switching to different functions such as referential function and the results show that is the most used in addition to quote, qualify message expressive, and reiteration purposes. Concerning the reasons, the findings have revealed that those the most dominant reasons lack of a specific word discussing activities encountered in one language, and expressing concepts more easily in one language use CS to create communication effects like evoking emotions. However, others switch to the most recently used language when continuing a conversation, and the need to emphasize or clarify points. . Thus, the results of the study confirmed the validity of our hypotheses. The researcher concludes with recommendations for teachers to embrace CS as a strategic tool to address language challenges faced by students.

List of Acronyms

EFL: English as Foreign Language

CS: Code Switching

CM: Code Mixing

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Introduction

Language is a means of communication that help us to share our knowledge, thoughts, believes and ideas. In EFL classroom learners use languages to express their selves during classroom activities but they may face some problems such as luck of vocabulary, the complexity of words or the difficulty of finding a suitable word in the spoken language (English). This lead learners to use or to shift from more one language to another in the same conversation or during classroom participation in order to convey their information clearly, this known as the phenomena of Code Switching(CS). CS refers to the practice of alternate between two languages in the same conversation. Learners use English and Arabic or English mixed with French in order to participate and give enough information that be understandable to all classmates.

The statement of the problem

In the EFL classroom, student participation is important. It helps them practice and learn the target language while expressing their opinions. However, many students are hesitant to join in the discussion unless they are called on or have something important to say. This could be because they do not have enough time to think, they are afraid of speaking in front of others, they find it difficult to express themselves, they feel anxious or lack self-confidence, or they do not have the right vocabulary to form complete sentences. To address this, it is important for teachers to create a supportive and inclusive classroom environment where students feel comfortable asking questions, sharing ideas, and negotiating meanings. One strategy that can help is code switching, where the teacher alternates between English and the students' native language (like Arabic in an Algerian EFL context). This can make the learning process more engaging and accessible for beginners. By using code

switching effectively, teachers can help students participate more actively in classroom activities.

Aims of the study

- General aim

The study aims to explore the functions and reasons of code switching among EFL students.

- Specific aims

To explore the functions of mixing languages by EFL students and how it supports their learning.

To identify the various reasons that lead EFL students to engage in CS during classroom activities.

Research questions

Q1: What functions does CS serve for EFL in learning English?

Q2: What are the reasons that lead EFL students to engage in CS during classroom activities?

Research hypothesis

H1: CS serves to aid comprehension and improve interaction among EFL students.

Research methodology

For this research, the researcher adopted a quantitative and qualitative methods approach since it is more suitable and applicable to our research. Primarily, in order to explore the functions of CS that used by EFL students and identify the various reasons that leads them to engage in CS a structured questionnaire will administrated to second year students at Mohamed kheider University. In addition,structured

classroom observation is designed to collect data that are more credible from the classroom to address the research questions.

Sampling and population

This study aims to investigate the functions and motivations behind the CS practices of second-year EFL students at Mohamed Kheider University. This population were selected for reasons. As university-level EFL learners, these students are likely experiencing the influence of multiple languages in their academic and social lives. Examining the functions and underlying motivations of code switching within this student population can provide valuable insight into their bilingual language use and inform pedagogical approaches that recognize code switching as a natural and meaningful linguistic practice.

Significance of the study

This study sheds the light on the functions and reasons of code switching. Understanding the code switching behaviors and motivations of EFL learners can inform language teaching approaches and curriculum development. By recognizing CS as a natural and strategic communicative practice. The research will offer essential information to students and other scholars working on related projects. Researchers will benefit from the study's further details on functions and reasons of CS.

The structure of the study

This study is divided into two parts. The first one is the theoretical part of that contains two chapter; the second part is divided into the fieldwork and data analysis.

The first chapter in the first part titled overview on code switching it consists the definition of code, definition of code switching, types of code switching, related concepts as code mixing, borrowing and at the end discuss CS approaches. The

second chapter named functions and reasons of code switching and illustrated functions and reasons discussed by different scholars. Whereas, the final chapter covers our study's research methodology. It includes description and analysis of the gathered data from the two used instruments and the discussion of results.

Chapter One: An Overview on Code Switching

Introduction

The present chapter aims to uncover a host of literature closely related to the topic under investigation. Based on that, different definitions of code and CS from different sources will be mentioned to develop readers' understanding of CS's various meanings. In addition, a discussion on the types of latter will take place, and mention variety of types. Next, the current chapter attempts to distinguish CS from other concepts, such as code mixing, and borrowing. To sum up, it concludes with CS's approach.

Definition of code

According to Alvarez (2001,P.29), the term "code" was first used by theorists to describe speech. Later, Roman Jakobson connected this idea to language, suggesting that speech signals match up with meanings in a linguistic "code" similar to grammar. However, today, the idea of "codes" as fixed and separate things is being questioned. Lin (2013) argues that we should think of codes as social practices that are part of our everyday lives. In other words, language is seen as a flexible resource that we use to create meaning, rather than a set of strict rules. Pennycook (2010) agrees with this perspective, saying that language is a fluid resource we use to make meaning. It is not a set of fixed codes, but a tool that we adapt and use to understand and communicate with each other in different social and cultural situations. In summary, our understanding of language has changed. We used to think of it as a system of fixed codes, but now we see it as a dynamic and flexible resource that we use to create meaning in our social interactions.

Definition of code switching

The notion of code switching was first introduced in 1954 in Haugen's review of the language contact. Haugen viewed CS as the language alternation or the mixing of two or more languages or dialects. Hornberger and McKay (2010) define code switching as the intersentential alternating use of two or more languages or varieties of a language in the same speech situation. This includes shifting between languages within single dialogue or written exchange, as well as code switching between languages at the boundaries of sentences (intersentential) or within sentence itself (intrasentential).

Moreover, many scholars see CS as a tool used to communicate and establish social boundaries, (Gal as cited in Wardhaugh, 2006,p.101) describe code switching as "a conversational strategy used to establish, cross or destroy social boundaries in communication"; this means that code switching is tool that speaker use to communicate more than the content of the message but it also convey contextual information, such as the identity of speaker, social relationship, and the hidden meaning of the message.

Recently, Alhazmi (2016) defined CS as worldwide phenomenon in which bilinguals use two languages within a single conversation or utterance, whether it is formal or informal. According to Crystal (cited by Skiba, 1997) it is defined as the process in which an individual who is bilingual alternates between two languages during his speech with another bilingual. It means that the process of CS depends on the alternate or the mix of more two languages.

In short, the phenomena under investigation has been extensively defined and examined by different scholars, and has considerable interest within the research field.

Types of code switching

When we try to mention types of CS, we find many scholars mentions different types of it. Hoffman (1991,p.112) defines some types of CS depending on the scope which language switches: intra-sentential, emblematic, and establishing continuity.

Inter sentential code switching

This type of CS occurs between clauses or sentences where each clause or sentence is in a different language. As an Arabic-English bilingual says” “ tomorrow I have an exam, lazmi nrevizi doroussi ” In this example, the speaker using English first then shift the code using Arabic clause in the end of conversation.

Emblematic code switching

In this type of CS, tags, exclamations, and certain set phrases in one language are inserted into an utterance that would have otherwise been uttered in another as when an Arabic-English bilingual say: “it is nice day,hak” .In this example, the latter word is a tag .

Establishing continuity with the previous speaker

This type of CS occurs in order to carry on the previous speaker’s statement, such as when one Indonesian speaker continues a previous speaker’s utterance.

For example:

Speaker1: what a traffic! We will get the old in the road.

Speaker2: yup, you are absolutely right. Every day is jumped-packed.

It is important to note that when CS occurs in this manner, language changes in the structure of clauses or sentences, in the insertion of tags, in exclamations and in certain phrases, or even in the continuation of the previous speaker's utterance.

Poplack (1995,p.122-123) also suggests three main types of CS which are:

Inter-sentential switching

This type occurs when language changes between clauses or sentences. In this type of switching, each clause or sentence can appear in a different language. To engage in inter-sentential switching, individuals need to have a high level of proficiency in both linguistic systems. For example, let's consider the sentence: "ghoudwa aandi test and I have to revise my lessons." In this sentence, inter-sentential switching is occurring. The phrase "ghoudwa andi test" is in one language, while the phrase "I have to revise my lessons" is in another language. The speaker is alternating between languages at the sentence boundary. This type of language alternation demonstrates the speaker's ability to switch between languages while maintaining grammatical and linguistic accuracy in multilingual communities.

Intra-sentential switching

Intra-sentential switching refers to language shifts that occur within a sentence or clause. In this case, people use words, affixes, or elements from different languages within the same sentence or clause. Individuals who are bilingual, especially those who do not speak both languages fluently, might break the syntax rules of either language during this type of language transition. For example, let's consider the sentence: "haba nsaksik at what time tosli la fac?" In this sentence, intra-sentential switching is happening. The phrase "haba nsaksik" is in one language, while "at what time tosli la fac?" is in another language. The speaker is using words from different

languages within the same sentence. Language alternation can be challenging because it may involve mixing grammar and vocabulary from different languages, which can lead to errors.

Tag switching

Poplack (1995,p.122-123) claims that it involves incorporating a tag phrase or even a single word from one language into an utterance or sentence that is primarily in another language. The inserted tag can take the form of an interjection, a filler, or an idiomatic expression. Because tag switching doesn't require a high level of proficiency in both languages, and it doesn't violate the grammatical rules of the main language, it is relatively easy. For example, let's consider the sentence: "I had a great time at the party, yaar." In this sentence, "yaar" is a tag switch, where a word from another language is inserted into an otherwise English sentence. To convey familiarity or camaraderie, the speaker uses a word from another language. Researchers refer to tag switching as a common phenomenon in CS. In short, it can be clearly seen that there is no adaptation or integration of words or clauses from one language to another. What occurs is simply a language switch.

Related concepts

In sociolinguistics there is a variety of concepts that related to CS and they may seem the same thing.

Code switching vs. code mixing

According to Auer, (1998) "CS refers to those instances in which the juxtaposition of two codes (languages) is perceived and interpreted locally as a meaningful event. However, LM refers to cases of the juxtaposition of two languages where use of both languages has meaning (for participants) not on a local level, but

only on a global level, that is, when viewed as a recurring pattern.” In addition, some scholars mentioned some differences between the two terms.

Scotton, (2006) states that the two terms have different scope, CS involves switching between languages or dialects at discourse level, whereas CM occurs at a smaller linguistic unit level, such as words or phrases.

Milroy & Muysken, (1995) mentions that the two terms have different linguistic unit, whereas CS involves switching between entire phrases or sentences in different languages, maintaining grammatical integrity within each language. The other involves the mixing of individual words or phrases from different languages in a single utterance.

Code switching vs. borrowing

Borrowing is one of the main outcomes of language contact, which is often confused with code switching. According to Hudson (1996,p.55) whereas code switching and code mixing involved mixing languages in speech, borrowing involves mixing the system themselves an item is borrowed from one language to become part of another.

In addition to Hudson, other researchers distinguish between these two phenomena such as Poplack (1981,p.5) mentioned the idea that, where CS can occur, a switch may not occur between a bound morpheme and a lexical item unless the latter has been phonologically integrated into the language of the bound morpheme. As he noticed, any item that is phonologically added to the bound morpheme is not considered CS, but rather a borrowing. In short, CS have variety of concepts related to it but scholars made distinctions to make those concepts clearly.

Code switching approaches

The investigation of CS is conducted from three perspectives: sociolinguistic, psycholinguistic, and structural approach.

The sociolinguistic approach

Shah, Furqan & Zaman, (2019) mentioned that sociolinguistics study involves a large body of theory that operates at both macro and micro level. While the micro approach emphasizes interpersonal relationships between speaker and interlocutor, the macro approach examines code-switching in a social context within a speech community. The investigation of our topic has been divided into three schools of thought according to scholars; the first one is CS as a social practice of communication, second is CS in terms of conversation analysis, and third one CS as social process.

Code switching as a social practice

The first school of thought as mentioned before is represented by a number of scholars, such as Gumperz, (1956; 1982), Bloom and Gumperz, (1972) and others. In a bilingual or multilingual discourse, code switching can be viewed as a social dynamic. Focus is placed on the speaker, interlocutor, physical setting, and conversational style (whether formal or informal)A study by Bhatt and Bolonyai (2008), Chakrani (2016), and Clyne (2003) shows that informal discussions can be used to switch codes to achieve social or linguistic goals.

Blom and Gumprez (1972) divide functions into two categories; situational and metaphorical CS. Gumprez, (1982) state that Situational CS is a linear relationship between a speaker's use of language and the context in which he or she is speaking. It is determined by situations, the interlocutor, and the topic, and the

speaker employs the most appropriate code required for maximum interaction. Whereas metaphorical CS according to Gumperz, (1982) it occurs when there is no change occurring in the situation but rather a deliberate change in the language that has an oblique or symbolic message, or symbolic connotation based on the speaker's choice to utilize a different code in place of a language normally used.

But those functions was criticized, in terms of both situational and metaphorical CS have insufficient clarity as both focus on the choice of code and functions (Panhwar, 2018).

Code switching in terms of conversation analysis

While number of scholars criticize notions of situational and metaphorical CS, Gumperz (1982) reviewed and modified the notions of conversational CS by avoiding the situational and metaphorical CS taxonomy and instead using the general term conversational CS that focuses on specific language choices in a specific setting, topic, and speaker's language strategy. Gumperz (1982) introduced the concept of contextualization cues that are based on Brief, spoken interactions to identify code functions switching. Defining the contextualization cues, Gumperz (1982)" states that a feature of language that signals at a presupposition which may carry meanings and information for a conversational situation is called a contextualization cue." (cited in, Panhwar, and Buriro)

Code switching as a social process

Heller (1988) state that sociolinguistic school of thought analyses code-switching from the perspectives of politics of language, negotiation, power, authority, resistance, anger, hegemony etc. CS is seen as a strategy to define leveling and maintaining boundaries in multilingual societies (Bourdieu, 1977, 1991; Gal, 1979;

Gumperz, 1982; Heller, 1988; Woolard, 1988). Bourdieu (1977, 1991) considers language choice as a strategic tool to exert power through concepts of linguistic resource (language availability), symbolic marketing (status of a language in the society) and capital language (dominated language). Bourdieu (1991) emphasizes that ruling minority chooses one variety of a language to be legitimate which gains a natural legitimacy in the various spheres of life and is further imposed by the dominant group as the standard variety or standard dialect, hence it becomes an official linguistic resource as a symbol of capital.

The psycholinguistic approach

The psycholinguistic approach to CS examines the phenomenon from psychological, neurological, structural, and socio-cultural perspectives. This approach seeks to explain the cognitive mechanisms, knowledge base of language creation, meaning-making, and language adoption involved in code switching.

According to Kootstra (2015), this approach investigates the cognitive processes and neural mechanisms underlying CS. It explores how bilingual speakers discriminate between the two languages and the cognitive factors that influence their CS behavior. Early research on the intersection of code-switching and psychology was conducted by Weinreich (1953), who attributed the bilingual potential to switch codes to early childhood experiences and bilingual upbringing. Similarly, Vogt (1954) characterized CS as a psychological phenomenon rather than a purely linguistic one.

During the code-switching process, the cognitive mechanism establishes a balance by neutralizing networks. It is important to note that no language is completely "turned off" during CS ; instead, all languages coexist, with one language being more active

than the others. Languages cross and re-cross each other, indicating the dynamic nature of code-switching (Grosjean, 1982).

Grosjean (2000) emphasizes that the interlocutors, the location, and the functional aspects of the interaction are essential components for activating a bilingual speaker's "language mode." This language mode enables CS to take place, allowing bilingual individuals to navigate between languages based on contextual and communicative factors.

In summary, the psycholinguistic approach to CS examines the cognitive processes, neurological mechanisms, structural aspects, and socio-cultural factors that contribute to code-switching behavior. It acknowledges the coexistence of languages and the activation of a language mode to facilitate CS in bilingual individuals.

The structural approach

The structural approach to CS measures the degree to which an L2 is integrated into an L1, or vice versa, and explains the syntactic and morphological constraints that restrict this integration. This approach views CS as an internalized grammatical system or subsystem of bilingualism, governed by the semantic and syntactical ties that bind two languages in a single speech act (Weinreich, 1953, 1968). The Grammatically Constrained Theory explains that shifting between languages at the intra-sentential level is only possible at certain morpho-syntactic boundaries, in accordance with the rules of the "lexifier" language - the language providing the grammatical structure (Poplack, 1980, 2000; Di Sciullo et al., 1986; Myers-Scotton, 1993, 2000). The Equivalence Constraint Theory focuses on two specific constraints: equivalence and morpheme, stating that CS occurs when there is agreement between the grammatical constraints of the languages involved, with more

switching at the sentence level than the lexical level, and free morphemes acting as a key constraint (Sankoff & Poplack, 1981). The Closed-Class Constraint and Open-Class Constraint Theory argues that CS is impermissible between closed-class items (like determiners, prepositions) and open-class items (like nouns, adjectives). However, this has been challenged by empirical evidence (Joshi, 1985). To address the limitations of the Equivalence Constraint approach, the Minimalist Approach, based on Chomsky's Theory of Universal Grammar, explains CS as a process of "Pick, Merge and Move" where bilinguals use their linguistic competence to combine lexical items from the two languages (MacSwan, 1999, 2000).

Conclusion

This chapter has clearly stated the key points regarding CS, brought to the readers a comprehensive understanding of it. The chapter highlighted major definitions of code and CS according to different scholars, as well as the different types of CS outlined by different scholars in various studies. In addition, this chapter make us to distinguish between CS and others terms such as, Code Mixing (CM) and borrowing. The current chapter ends with theoretical approaches that scholars have used in studying CS such as sociolinguistic, psycholinguistic, and structural approaches. In the end, readers will discover that CS is a wide-ranging phenomenon.

Chapter Two: the Functions and Reasons of Code Switching

Introduction

Many scholars have studied extensively about the functions of code switching and the reasons for code switching. Obviously, what we mentioned before was interesting for many scholars and linguists, for that many of them search and do many studies about it. Based on that our chapter is about discussing the different functions from variety of sources, also we will mentioned the reasons behind using code switching in EFL setting.

Functions of code switching

In this part we are going to discuss functions of code switching from different sources.

Appel & Musken's functions

Appel and Musken (2006) indeed proposed six main functions of code switching based on Jakobson's (1960) and Holliday's (1964) concepts of functional specialization. Which they are referential, directive, expressive, phatic, metalinguistic, and poetic functions.

Referential function

Cs can be used to discuss a topic more easily in one language than in another. This may be because the necessary vocabulary is more readily available in one of the languages, or because certain concepts are more easily expressed in a particular language. For example, a bilingual speaker may switch to their native language when discussing a technical topic that has more specialized terminology in that language. In such cases, code-switching allows the speaker to convey their message more effectively

by drawing on the language that provides the most appropriate and accessible vocabulary for the subject matter at hand.

Directive function

Appel and Musken illustrate that CS can be used to indicate a change in the situation, such as from formal to informal, or to address different participants in the conversation. By switching languages, the speaker can signal a shift in social context or intended audience. For instance, a bilingual speaker may use their second language when addressing a formal audience, but switch to their native language when speaking to close friends, as the language shift allows them to effectively communicate the appropriate tone and register for the given social context.

Expressive function

They mentioned that CS can be used to express a personal attitude or emotion, such as to show identity with a particular group. By using a specific language, the speaker can convey their belonging to a particular linguistic or cultural community. For example, a bilingual speaker may switch to their heritage language when expressing strong feelings or affiliations.

Phatic function

Researchers inform that CS can be used by bilingual speakers to signal a change in the mood of a conversation, such as shifting from a serious tone to a more joking atmosphere. By strategically switching between languages, the speaker is able to create a notable shift in the overall tone and atmosphere of the interaction. For example, a bilingual individual may employ humorous CS to help lighten the mood during a tense discussion, using the language switch to inject a playful element and diffuse the tension in the conversation.

Metalinguistic function

Appel and Musken (2006) asserts that Bilingual speakers can use CS to talk about the languages themselves. By switching between the languages, the speaker can explain or highlight certain words, phrases, or features of the languages. For example, a bilingual person may switch to another language to define an unfamiliar term or to compare the way certain expressions are used in the different languages. The switch to the other language allows them to provide more information or clarification about the linguistic aspects they want to comment on it.

Poetic function

In the other hand researchers identify that Bilinguals can use code CS in a fun, playful way. They might switch between languages to include clever word plays, jokes, or quotes from other people. This kind of CS helps entertain the audience. When the speaker switches languages, it adds an element of surprise and creativity that makes the conversation more engaging and dynamic. Bilingual people can use CS to show off their language skills while also keeping things lighthearted and amusing. In this way, CS is a flexible communication tool that can serve both practical and entertaining purposes.

Gumperz's functions

According to Gumperz (1982), there are six common functions of code switching in any act of communication. These functions are summarized as follows: Quotations, Addressee Specification, Interjections, Reiteration, Message Qualification, and Personalization versus Objectivization.

- a) Quotations are instances of switching where someone's speech is reported directly or as spoken speech.

- b) Addressee specification is a switch that directs the message to one specific person among several addresses in the environment.
- c) Interjections just mark sentence fillers like the insertion of the English filler in an otherwise Spanish utterance.
- d) Reiteration is when you repeat a message in the second code to clarify what you are saying or even to make it more perlocutionary. For instance, a Spanish/English bilingual mother might call her children playing on the street first in Spanish and then in English if they don't listen.
- e) Message Qualification is an elaboration of the previous utterance in the second code.
- f) Personalization vs. Objectivization is a signal that indicates the speaker's level of involvement in the message. For example, in a dispute, giving your statement more authority through.

Eldridge's functions

Eldridge as other scholars were interested in CS, he conducted a study on its functions and equivalence, floor-holding, emphasis, and struggle control (1996, p.305-307).

The primary capability of understudy code switch is equivalence. For this situation, the understudy makes use of what could be compared to a specific lexical thing in target language and thusly code changes to his/her local tongue. This cycle might be connected with the lack in phonetic skill of target language, which makes the understudy utilize the local lexical thing when he/she has not the skill for involving the objective language clarification for a specific lexical thing.

The next function to be introduced is floor-holding. During a conversation in the target language, the students fill the stopgap with native language use. There is a

possibility that students use this technique to prevent communication gaps caused by lack of fluency in the target language. It is generally the case that learners who perform CS for floor holding are unable to recall the appropriate target language structure or lexicon. There is a possibility that this type of language alternation will adversely affect the learning of a foreign language, as it may result in the loss of fluency in the long run.

The third consideration in students' CS is reiteration, which is pointed by Eldridge as: "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood" (1996, p.306). This is the case when the student repeats the message in the target language in his or her native tongue in order to convey the meaning by using the repetition technique. The reason for this specific language alternation case could be twofold: first, he/she may not have translated the meaning accurately into the target language. Secondly, the student may believe that it is more appropriate to code switch in order to indicate to the teacher that he/she has understood the content clearly.

The last function of students' code switching to be introduced by Eldridge (1996, p.305-307) here is conflict control. Conflict control CS refers to the practice of using different communication styles or languages in order to manage or mitigate conflicts in interpersonal or intergroup interactions. It involves intentionally switching between different codes or registers of language to adapt to the social and cultural context, as well as to navigate and control potential conflicts.

CS as a phenomena sparks debate in sociolinguistic field about why people code switch; the reasons behind using code switching. In order to know the reasons, there is multiple studies that answer the question of the majority of people.

Reasons of code switching

CS as a phenomena sparks debate in sociolinguistic field about why people code switch; the reasons behind using code switching. In order to know the reasons, there is multiple studies that answer the question of the majority of people.

Malik's reasons

Malik (1994) states variety of reasons that leads speakers to engage in CS. Those reasons as follow:

Lack of facility

Malik (1994) state that bilinguals or multi-linguals often explain that code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. Code switching may occur when speakers lack fluency or proficiency in one language and switch to another language in which they are more comfortable.

Lack of Register

The researcher states that CS can be used to match the appropriate linguistic register or style for a particular context or situation. Speakers may switch between languages or dialects to convey the appropriate formality or informality.

Mood of the Speaker

CS may reflect the emotional or psychological state of the speaker. As Malik (1994) asserts, code switching occurs with a new dimension when bilinguals are tired or angry. As a result, when a speaker is in the right frame of mind, he or she may be able to find the appropriate word or expression in the target language.

To emphasize a point

CS can be employed to place emphasis on a particular word, phrase, or idea. Speakers may switch languages to make a point more salient or impactful. Gal (1979) describes numerous occasions in which a changeover at the end of an argument not only helps to stop the engagement but may also serve to emphasize a point.

Habitual Experience

CS may reflect a speaker's habitual experience of using multiple languages or dialects. It becomes a natural part of their linguistic repertoire. According to Lik (1994), code switching is common in greeting and farewell words, demands and requests, invitations, expressions of thanks, and discourse markers as Oyes (listen), you know, or pero (but).

Semantic Significance

The researcher claims that CS can be used to convey particular semantic nuances or specific meanings that may not be easily expressed in one language alone. Switching to another language or dialect can add depth or precision to the message.

To show identity with a group

The author mentions that CS can be used to express and affirm social or group identity. Speakers may switch languages or dialects to align themselves with a particular community or to assert their membership in a specific group, such as in the classroom with classmates.

To address a different audience

Malik (1994) asserts CS can be employed to adapt to the linguistic preferences or expectations of a specific audience. Speakers may switch languages or dialects to connect with and cater to the language background of their listeners.

Pragmatic reasons

The researcher emphasize that CS can be guided by pragmatic considerations, such as maintaining politeness, avoiding taboo words, or navigating specific social or cultural norms.

To attract attention

Malik (1994) affirmed that CS can be used as a stylistic device to capture attention or create an impact. Switching languages or dialects can be attention-grabbing and can serve a rhetorical or persuasive purpose.

Karen's reasons

Karen (2003) offer insights into specific contexts and motivations that can lead to code switching in communication. Some of those are;

Lack of one word in either language

Karen (2003) states that CS may occur when there is a specific word or term that is not available or easily expressed in one language. Speakers may switch to another language to fill the lexical gap.

Some activities have only been experienced in one of the languages

He affirmed that CS can be influenced by the language in which certain activities or experiences have been predominantly encountered. Speakers may switch languages to discuss or describe those activities more effectively.

Some concepts are easier to express in one of the languages

The researcher states that CS may be driven by the ease of expressing certain concepts or ideas in one language over another. Speakers may switch languages to convey those concepts more accurately or precisely.

A misunderstanding has to be clarified

The author maintains CS can be used to clarify or resolve a misunderstanding in communication. Speakers may switch to another language to provide additional context or explanations to ensure mutual understanding.

One wishes to create a certain communication effect

Also he confirms CS can serve a communicative purpose by creating a specific effect or impact. Speakers may switch languages to evoke certain emotions, emphasize a point, or engage the audience in a particular way.

One continues to speak the language latest used because of the trigger effect

The researcher asserts that CS can be influenced by the trigger effect, where speakers continue to use the language that was most recently used in the conversation. This can be a subconscious response that affects the language choice.

One wants to make a point

Karen 2003 maintains that CS can be employed to make a specific point or highlight a particular aspect of the message. Speakers may switch languages to draw attention or emphasize a key idea.

One wishes to express group solidarity

The researcher asserted that CS can be used to express solidarity with a particular group or community. Speakers may switch languages to align themselves with the group's language practices or to signal their membership or affiliation.

One wishes to exclude another person from the dialogue

CS may be used as a means to exclude or create a barrier for someone who does not understand the switched language. This can be a deliberate choice to limit the participation of a specific individual in the conversation.

Reasons of code switching in Malaysian context

As cited in (Param's thesis, 2018,pp.254-264), the reasons for CS can be categorized into the following nine broad categories to prevent duplication in light of the overlapping reasons for switching that have been listed by several researchers when we examine the Malaysian code switching context involving languages like English, Tamil, and Malay; authority, communication, conceptual, emphasis, ethnicity, interlocution, lexicon, psychological, and trigger.

The nine categories listed above can easily fit all of the reasons, and five of the reasons listed below are the most common sources of switching. According table 1, p.26, they are Communication, Conceptual, Emphasis, Interlocution, and Lexicon. The remaining four categories, which are still significant explanations, may, however, only partially explain code switching behavior (see table 2, p.27).

Table 1 Most Frequent Motivations for Code

<p>Communication</p> <p>To ease communication, i.e., utilizing the shortest and the easiest route.</p> <p>To communicate more effectively.</p> <p>To establish goodwill and support one wishes to create a certain communication effect.</p> <p>One wishes to exclude another person from the dialogue.</p>	<p>Conceptual</p> <p>Some experiences have only been Experienced in one of the languages.</p> <p>A misunderstanding has to be clarified</p> <p>Habitual experience.</p> <p>Semantic significance.</p>
<p>Emphasis</p> <p>To capture attention, i.e., stylistic emphatic, emotional.</p> <p>To emphasize a point one wants to make a point.</p> <p>To emphasize a point.</p> <p>To attract attention.</p>	<p>Interlocution</p> <p>To appeal</p> <p>To the literate</p> <p>To close the status gap one wishes</p> <p>To express group solidarity</p> <p>To show identity with a group</p> <p>To address a different audience</p>

Lexicon

To convey precise meaning

To communicate more effectively

To negotiate with greater authority some concepts are easier

To express in one of the languages lack of facility lack of appropriate register.

Table 2 *Less Frequent Motivations for Code Switching*

<p>Authority</p> <p>To negotiate with greater authority.</p>	<p>Ethnicity</p> <p>To identify with particular group.</p>
<p>Psychological</p> <p>Mood of the speaker.</p>	<p>Trigger</p> <p>One continues to speak the language latest used because of the trigger effect.</p>

Conclusion

In short, code switching serves a variety of functions and is driven by various reasons, highlighting its significance in communication and sociocultural contexts. Throughout this chapter, we explored several key functions of code switching, including its role in expressing identity, establishing group solidarity, facilitating social integration, and adapting to linguistic constraints. These functions illustrate the dynamic nature of code switching and its ability to enhance interpersonal interactions.

Chapter Three: Data Analysis and Interpretation

Introduction

In the previous chapters, we explored the theory behind code switching, including its functions and reasons. Now, we move on to the practical framework of this study. In this chapter, we discuss the research methodology we employed to address the questions we raised earlier. We outline the research design, the instruments we used, and the sample of participants we studied, which includes the students' questionnaire and classroom observations. We then analyze these data to present our findings and engage in a discussion about the results we have collected through our research work.

Research design

The design of this research work follows a mixed methods approach. To understand the functions and reasons behind code switching among EFL students, we utilized two main methods for data collection: students' questionnaires and classroom observations. The questionnaire allowed us to gather information directly from the students, while the classroom observations provided us with real-time insights into their code switching behavior. This combination of methods allowed us to obtain a comprehensive understanding of code switching in the EFL context.

Research instruments

As tools for gathering data, questionnaire and classroom observation are used. Those tools aim to highlight the functions and reasons for Code Switching (CS) among EFL students in the case of 2nd year at Mohamed Khaider University in Biskra. Concurrently, the student's questionnaire aims to identify the functions and reasons of

CS. Structured classroom observation tends to shed light on how students use CS, for what purpose, and for what reason they use it. The classroom observation technique was used for our investigation to give it more credibility.

Population and Sampling

For our research, we selected second-year students of the English department at Mohamed Khaider University as our target population. We chose this population because they tend to use code switching when they encounter vocabulary limitations or face difficulties while communicating in English as beginners in learning the language. To gather information and answer our research questions, we decided to work with a sample size of 32 students from this population. This sample will provide us with valuable insights into the use of code switching among these students.

Questionnaire's description

Questionnaires are indeed a commonly used tool for gathering data, and in our research, we utilized a structured questionnaire. This type of questionnaire is designed in a format that enables us to measure and analyze the collected data effectively. The questionnaire was administered to a sample of 32 second-year EFL students at Mohamed Khaider University. The participants were provided with printed copies of the questionnaire, which they completed during designated class time. This approach ensured a high response rate and allowed the researchers to clarify any questions or provide assistance if needed. The use of a structured questionnaire as the primary data collection instrument enabled the researchers to gather comprehensive data on the CS functions and motivations of the second year EFL students. The combination of yes or no questions and multiple choices questions prompts provided a rich dataset for the subsequent analysis and interpretation of the findings.

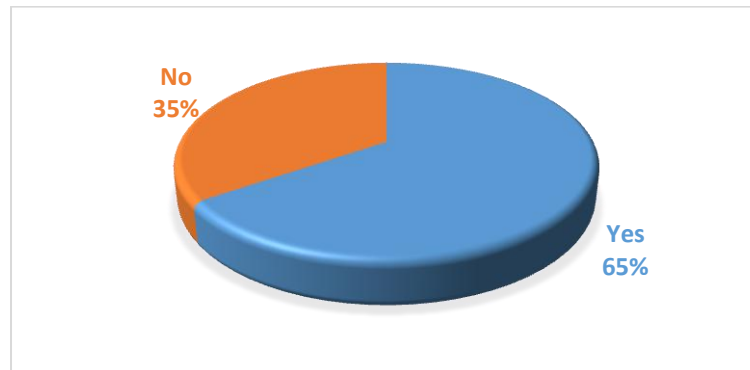
Analyzing students' questionnaire

Section one: code switching

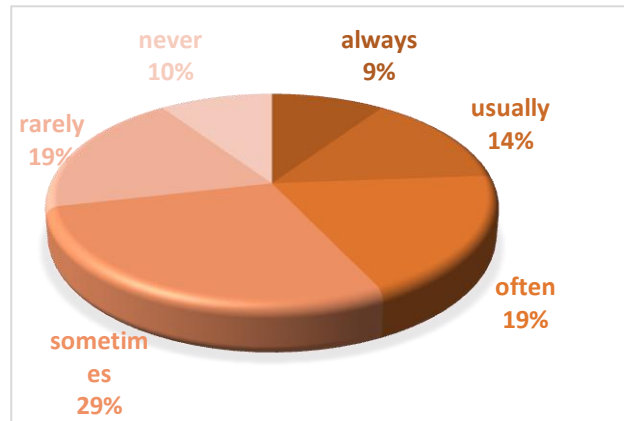
Q1: Do use code switching?

Figure 1

The Use of Code Switching



According to the findings presented in Figure 3, it is evident that a majority of students, comprising 65% of the respondents, reported using code switching in the classroom. On the other hand, 35% of the students stated that they did not use code switching. This could be attributed to various factors, such as a proficiency level in English that does not require code switching or classroom policies that discourage or restrict its use.

Q02: If yes, do you use it?**Figure 2***Students' Response Frequency Regarding Use of Code Switching*

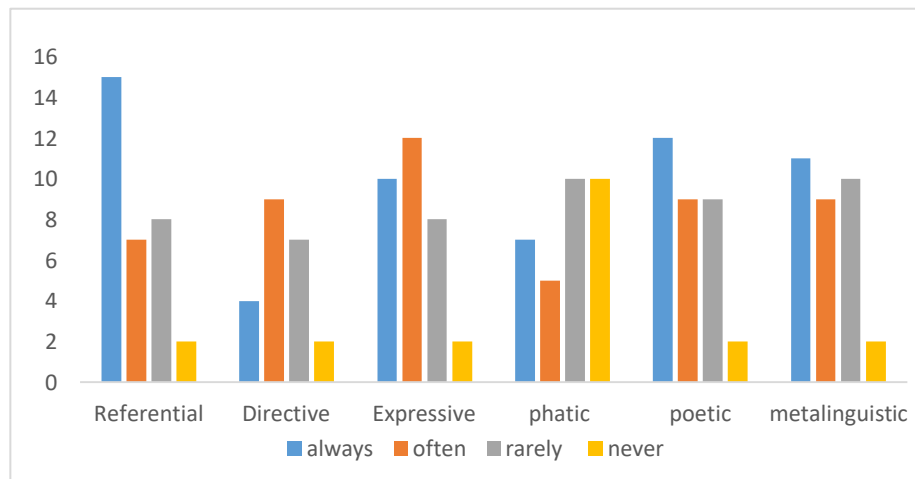
In Figure 2, it is depicted that 29% of the participants sometimes used code switching, while 19% claimed to often use it. Additionally, 19% of the participants reported rare usage of code switching. On the contrary, 14% of the participants indicated that they usually code switch, whereas 10% stated that they never engage in code switching. A small percentage, comprising 9% of the participants, reported using code switching consistently throughout classroom interactions.

Section two: function of code switching

Q3. How frequently those functions appear in your speech when you code

Figure 3 *Frequency of Using Appel and Muyskens' Functions of Code Switching*

switch?



The data

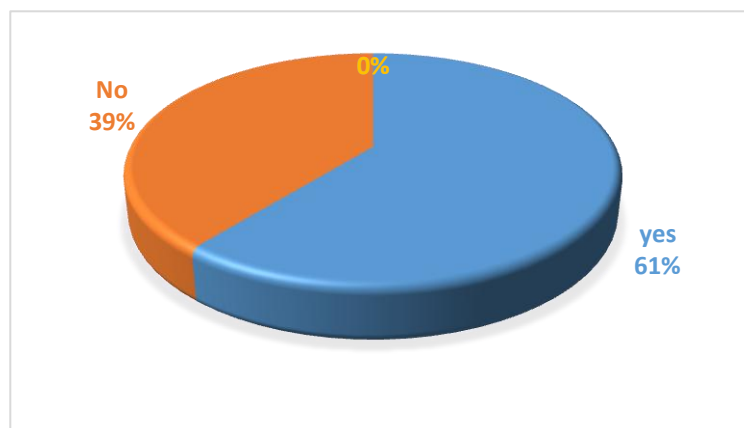
show that the referential function of code switching was the most widely used by the participants. 46.9% of the respondents reported using CS for referential purposes always, 21.9% used it often, and 25% used it rarely. Only 6.3% of participants never used CS for referential purposes, we also observed among the participants. 12.5% of students reported using CS for directive purposes always, 28.1% used it often, 21.9% used it rarely, and 6.3% never used it for this function. Over 30% (31.3%) of students said they always used code-switching for expressive purposes, 37.5% used it often, and 25% used it rarely. Only 6.3% of participants never used CS for expressive functions. The participants reported phatic function less frequently. 21.9% of students said they always used CS for phatic purposes, 15.6% used it often, 31.3% used it

rarely, and 31.3% never used it for this purpose. Over a third (37.5%) of students reported always using CS for poetic purposes, 28.1% used it often, and 28.1% used it rarely. Only 6.3% of participants never used CS for this function. Finally, was reported by 34.4% of students as always being used, 28.1% as using it often, 28.1% as using it rarely, and 6.3% as never using it for this purpose.

Q4. Do you use code switching to distinguish your own words from other?

Figure 4

Students' Response about Whether They Use Code Switching to Distinguish Their Own Words from those of another Speakers another

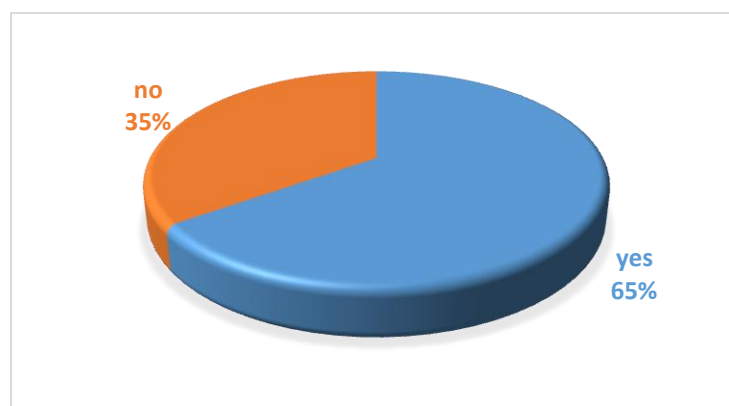


According to figure 4, 61% of the participants said yes for using CS to distinguish their own words from those of another speaker, while 39% they respond with no.

Q5. Do you use code switching to insert exclamations, sentence fillers, or other interpersonal expressions?

Figure 5

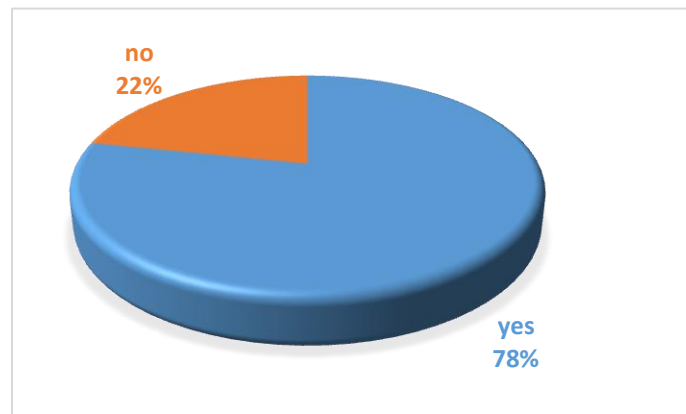
Students' Response about Whether They Use Code switching to Insert Exclamations, Sentence Fillers, or other Interpersonal Expressions



Results show that 65% of respondents use CS to insert exclamations, sentence fillers, or other interpersonal expressions when conversing in a multilingual setting. In contrast, 35% of respondents indicated they do not use CS for these interpersonal functions.

Q6. Do you switch languages to modify or qualify the force of your**Figure 6**

Students' Response about Whether They Use Code Switching to Modify or Qualify the Force of Their Statement statements?

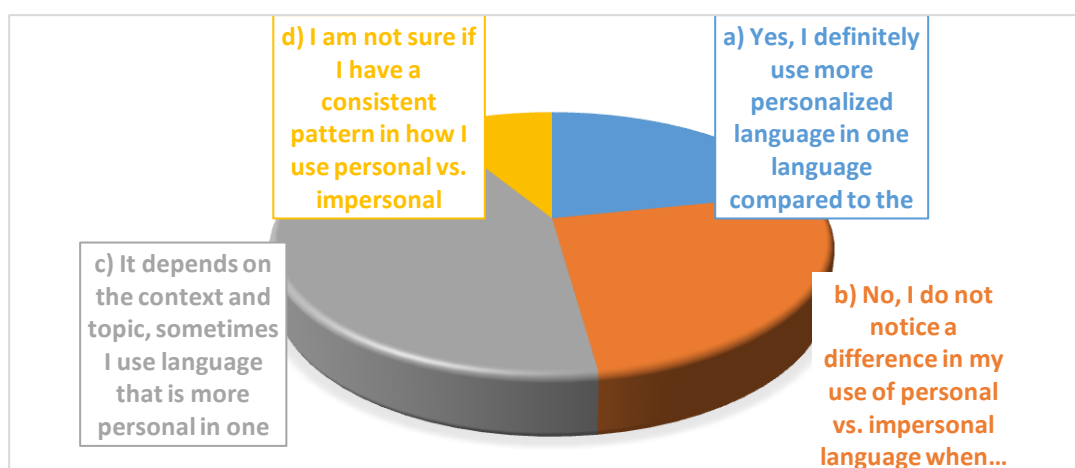


The data shows that 78% of respondents switch languages to modify or qualify the force of their statements in a multilingual conversation. On the other hand, 22% of respondents indicated they do not switch languages for this purpose.

Q7. Do you switch to more impersonal, formal expressions to create distance and objectivity ?

Figure 7

Students' Response about Whether They Use Code Switching to More Impersonal, Formal Expressions to Create Distance and Objectivity

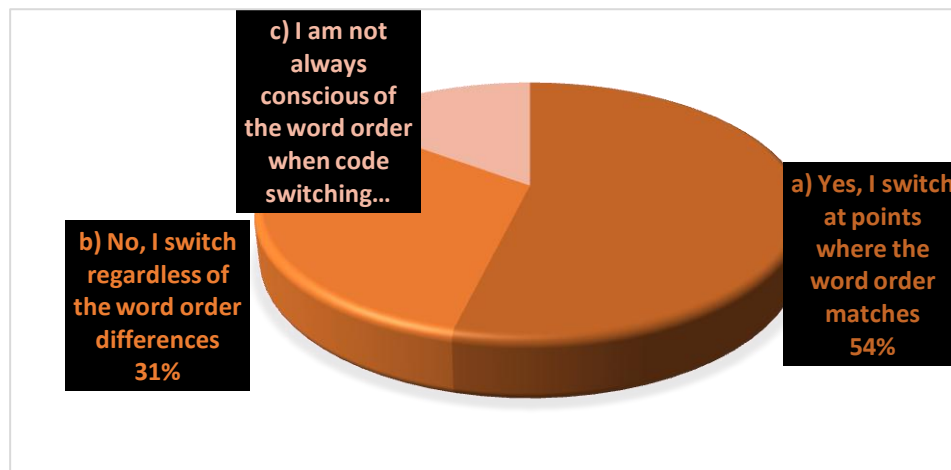


The survey results reveal some intriguing insights into how people modulate their use of personal versus impersonal language when CS between different languages. 22% of respondents reported that they definitely use more personalized language in one language compared to the other whens. However, a notable 26% said they do not actually notice any difference in their personal versus impersonal language use across the two languages they switch between them . The largest group, at 43%, indicated that it really depends on the specific context and topic sometimes they use language that is more personal in one language. While at other times they switch to a more formal, objective style .Finally, 9% expressed uncertainty, noting that they are not sure if they have a consistent pattern in how they navigate personal versus impersonal language when CS

Q8. In your code switching, do you generally switch at points where the word order in the two languages is compatible?

Figure 8

Students' Response about Whether They Code Switch at Points where the Word Order in the Two languages Is Compatible

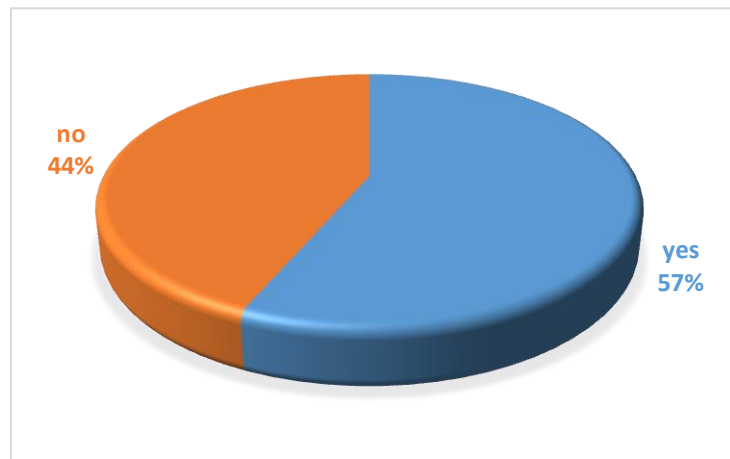


According to the survey results, 54% of respondents indicated that "Yes, I switch at points where the word order matches" between the two languages they code-switch between, on the other hand, 31% responded "No, I switch regardless of the word order differences" between the languages. The final option, "I am not always conscious of the word order when code switching", was selected by 15% of respondents.

Q9. Do you think that code switching help you to order your ideas and think without interruption?

Figure 9

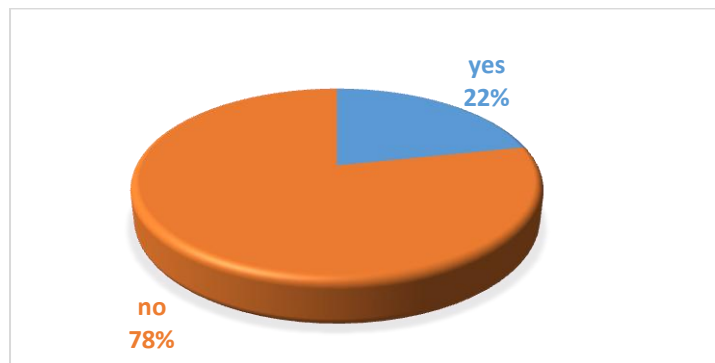
Students' Response about Whether Code Switching Help Them to Order Your Ideas and Without Interruption



According to the survey results, 57% of respondents answered "Yes" to the question "Do you think that code switching help you to order your ideas and think without interruption?". On the other hand, 44% answered "No" to the same question.

Q10. Is code switching used to reinforce a message you have already conveyed?**Figure 10**

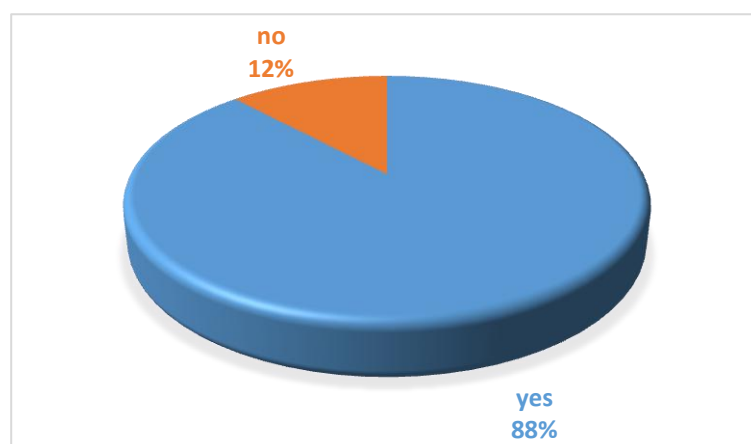
Students' Response about Whether Code Switching Used to Reinforce a Message You Have already Conveyed



According to the survey results, 22% of respondents answered "Yes" to the question "Is code switching used to reinforce a message you have already conveyed?" .However, the majority of respondents, 78%, answered "No" to the same question.

Q11. Do you switch languages to avoid potential conflicts or misunderstanding?**Figure 11**

Students' Response about Whether They Switch Language to Avoid Potential Conflicts



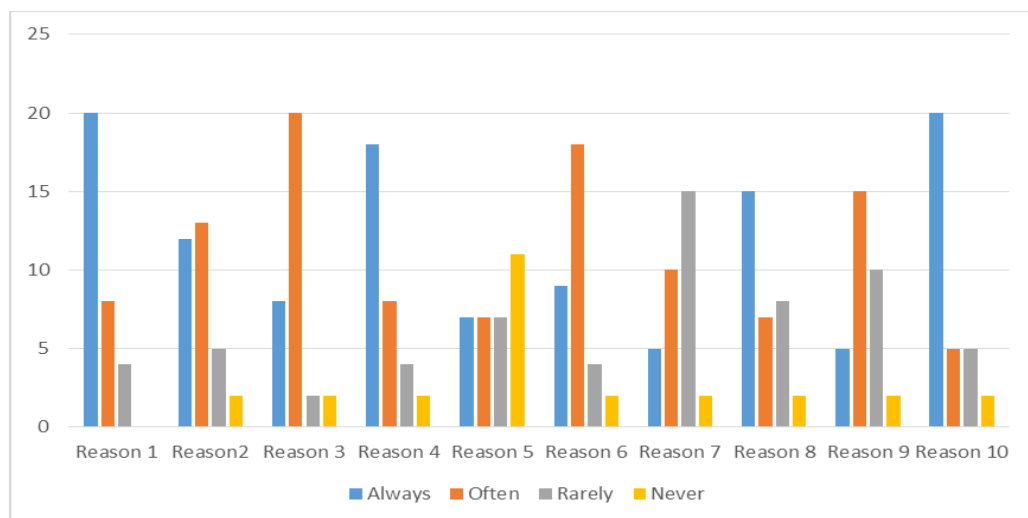
The survey results show that the vast majority of respondents, 88%, answered Yes when asked if they switch languages to avoid potential conflicts or misunderstandings. In contrast, only a small minority of 12% answered "No" to the same question.

Section three: reasons of code switching

Q12. How frequently those reasons appear in your speech when you code switch?

Figure 12

Students' Response Frequency about Reasons of Code Switching



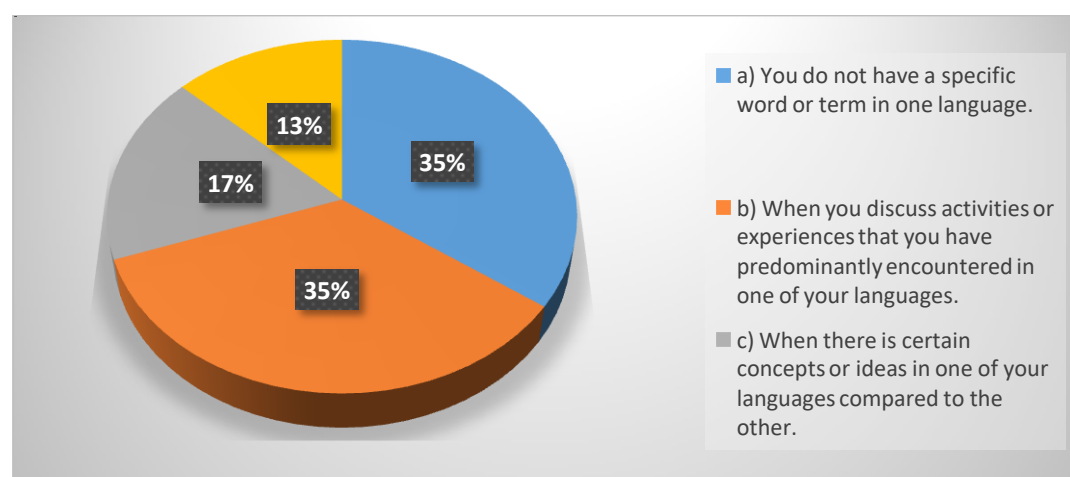
From figure 12, we can state that 20 students always use code switching for the reason of lack the appropriate vocabulary or expressions in one language, 8 of them often use it while 4 of the participants state that rarely use it for the reason. The reason of they not fluent in the language that they speak, 12 of the participant state that always code switch because of that reasons, 13 often use it for the reason mentioned before, while 5 students rarely shift between languages because lack of appropriate words in the used language. The reason of feel anxious, exhausted, or

confused, 8 participants always shift, 20 shift often, and only a few 2 rarely or never shift. Similarly, 18 students always shift to add emphasis or force to a statement, 8 do so often, and fewer rarely 4 and 2 respond that never use it. However, the frequency is more evenly split for greetings and requests, with 7 students shifting always, often, and rarely, while 11 never shift. Conveying important linguistic and social information prompts 9 students to always shift, 18 to often shift, and fewer to rarely 4 or never 2 shift. Sharing cultural values and experiences sees fewer students 5 always shifting, 10 often shifting, 15 rarely shifting, and 2 never shifting for the mentioned reason. When speaking to those with different language backgrounds, 15 students always shift, 7 often shift, 8 rarely shift, and 2 never shift for that reason. Concerning engagement and involvement in the conversation lead 5 students to always shift, 15 to often shift, 10 to rarely shift, and 2 to never shift, while to attract attention reasons prompt 20 to always shift, 5 to often shift, 5 to rarely shift, and 3 to never shift.

Q13. Why do you use code switching?

Figure 13

Students' Response about Why They Use Code Switching

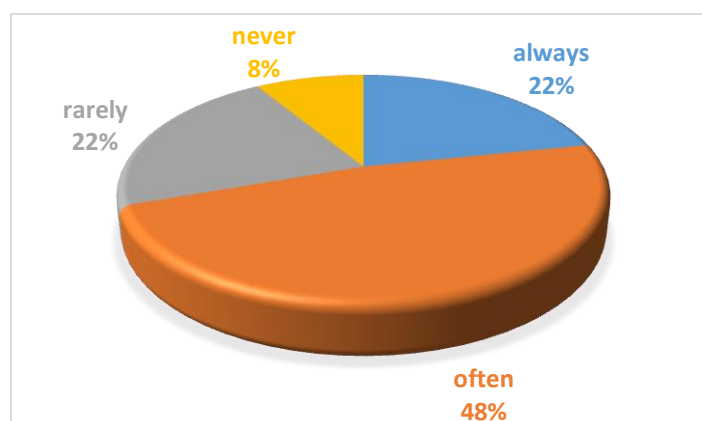


The most common reason, cited by 35% of respondents, is a lack of a specific word or term in one of their languages. This aligns with the earlier finding that difficulties with lexical access are a major factor prompting switching between languages. When multilingual speakers cannot find the right word in the language they are using, they will often draw from their other linguistic repertoire to convey the desired meaning. Another key, also reported by 35% of participants, is when discussing activities or experiences that the individual has predominantly encountered in one of their languages, but still reported by a significant portion (17%) of respondents, is switching languages when there are certain concepts or ideas that are more easily expressed in one language compared to the other. Finally, 13% of participants indicated they code-switch when trying to clarify or resolve a misunderstanding in communication.

Q14. How often do you use code switching to create a specific communication effect, such as evoking emotions or emphasizing a point?

Figure 14

Students' Response Frequency about Use Code Switching to Create a Specific Communication Effect

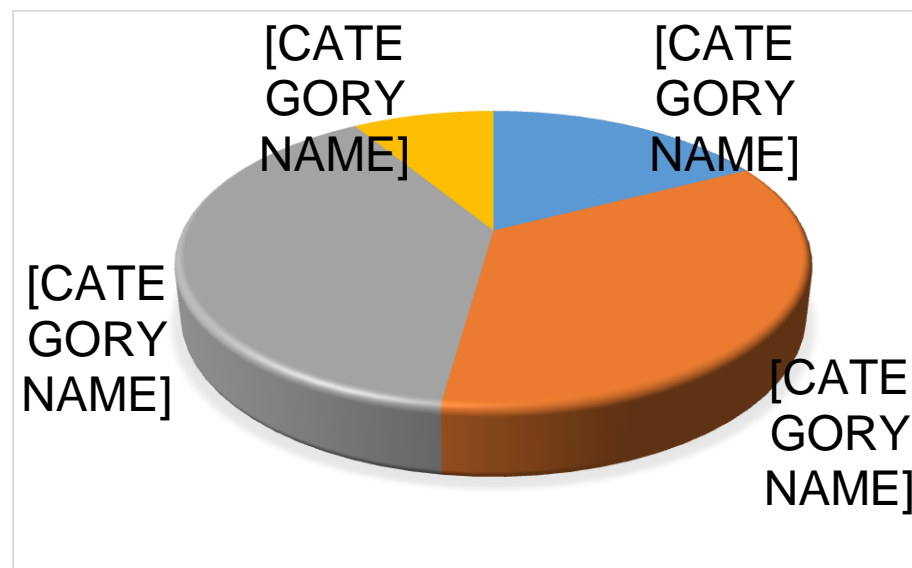


Results show (48%) of respondents reported that they "often" switch between languages in order to create a desired communication effect, such as evoking emotions or emphasizing a point. Additionally, 22% of participants indicated they always use code switching in this way, further underscoring how prevalent this practice is among multilingual individuals. On the other hand, a minority (22%) of respondents said they rarely. Finally, 17% said never switch languages to create specific communication effects.

Q15. When continuing a conversation, how often do you find yourself switching to the language that was most recently used?

Figure 15

Students' Response Frequency about Switching to the Language that was most Recently Used



The data reveals that a notable proportion (17%) of respondents indicated that they always switch to the language that was most recently used when continuing a conversation. An even larger group (35%) reported that they often switch to the most

recent language when continuing a discussion. However, the data also shows that a significant number of participants (39%) said they only rarely switch languages in this way when continuing a conversation. Furthermore, a small but noteworthy minority (9%) stated that they never switch to the most recently used language when continuing a discussion.

Classroom observation

Description of Classroom Observation

In addition to the students' questionnaire, we also utilized structured classroom observation as a valuable tool to gather data for our research. This approach seemed suitable for our investigation into the functions and reasons behind code switching among EFL students in the classroom, ultimately adding credibility to our work. Specifically, we focused on second-year students at Mohamed Kheider University to explore their motivations and reasons for engaging in code switching. During the study, the researcher actively attended oral expression sessions in the second-year classes, positioning themselves at the back of the classroom to make the necessary observations. A total of six sessions were observed, each lasting for approximately one and a half hours. It is important to note that the second-year classes had two sessions per week. Before attending the sessions, the researcher created a checklist to guide the classroom observation process.

Classroom Observation Checklist

The classroom checklist contains the main elements that we aim to observe. It includes the date, the course, the time, the class, the number of classroom observations, and number of students (male/female) to cover detailed information. The checklist includes three (3) elements divided into three boxes, the teacher view of

code switching, functions, and the reasons. The checklist was divided into five (5) boxes. The first one for items to be observed, the second, the third, the fourth were devoted for putting tick in the observed elements, and the final box for remarks. These classroom observations took place from April 29, 2024 to May 07, 2024. We have started observing classroom, if the teacher allows the students to use code switching or not, if they use it in what purpose and why they tend to use it.

The analysis of classroom Observation

General observation of the classroom

During the classroom observation, we noticed that the physical environment was well-organized and conducive to learning. In one of the classes, some students remained silent even during classroom activities, while others actively participated and displayed high levels of energy. The class size was relatively small, with a maximum of 20 students.

The overall environment was suitable for learning, as the teacher made efforts to create a positive atmosphere. The teacher had a good relationship with the students, starting the class with greetings and checking the groups' presentation. It was interesting to observe that the students negotiated with the teacher, expressing that they were not ready or the absence of their classmates. Additionally, we noticed the use of code switching during these interactions before the start of the lesson.

Classroom Observation Schedule

To achieve reliable results from the classroom observation, we conducted with second year in two (2) different classes along with their teacher six sessions using classroom observation checklists.

Table 3 *Classroom Observation Schedule*

<i>Number of sessions</i>						
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>Time</i>	11:20- 12:50	14:50- 16:20	11:20- 12:50	11:20- 12:50	09:40- 11:10	11:20- 12:50
<i>Class</i>	L2 B	L2A	L2A	L2B	L2B	L2A
<i>Date</i>	29/04/20 24	29/04/20 24	30/04/2024	06/05/202 4	07/05/202 4	07/05/20 24

Results of classroom observation

The following includes the data collection results that is obtained from the classroom observation method that were utilized in this research study.

Classroom observation N°1

Based on the analysis of classroom observations, it was found that:

Item 1: In three (3) sessions, the teacher actively used code switching and allowed the students to use it if they need to use it.

Item 2: During the first session. Students did not use code switching during their presentation and the researcher observed that they were fluent and could talk and discuss without using or shifting between languages. However, during the second session, we well observed CS use, students used it for referring to specific terms because they found it easy to understand from their classmates in another language. So, they shifted code and referred to it as referential function, also the expressive function appears when they present or even when they talk together. Students in order

to amuse their classmates they use jokes as poetic function, also we observed that when they tried to report speech of someone else they quote. The researcher observe the shifting of language from students when they try to emphasize the meaning they introduce the sentence then qualifying it in other language.

Additionally, in third session we fairly observed code switching being used it to reiteration they tell statement in one language then repeat it in other code to emphasize the points.

Item 3: The data indicated that in the first (1) session, we did not observe any specific reasons for code switching. However, in the second (2) session, we observed that code switching occurred due to a lack of vocabulary in the spoken language, the speaker's mood, emphasizing a point, attracting attention, and facing difficulties in expressing ideas in the language being spoken. We also noticed the use of code switching to clarify misunderstandings and how it influenced classmates to continue speaking in the most recently used language. In the third (3) session, we fairly observed code switching being used to emphasize points and attract attention. Students used code switching to create specific communication effects in classroom and to highlight important information.

Classroom observation N° 2

During the classroom observation N°2, we have also attended three (03) sessions with different class in order to gather much information needed in our study

Item 1: During our in-depth classroom observation in Class B, we consistently witnessed the teacher actively engaging in code switching and allowing students to do the same across three (3) sessions. This demonstrated a supportive and inclusive

environment where code switching was recognized and accepted as a valuable means of communication.

Item 2: In two out of the three observed sessions, we fairly observed that code switching served various functions for the students. Firstly, it was used as a tool for self-expression, allowing students to articulate their thoughts, feelings, and beliefs effectively. Secondly, code switching was employed in specific moments when students wanted to directly address someone, providing a more personalized and direct form of communication. Additionally, in the third session, we noticed a more extensive and diverse use of code switching. Students effectively used it to quote sources, provide qualifications to their messages, assign real names to certain objects or concepts, and assert their floor holding during discussions or debates.

Item 3: Referring to the insightful data gathered, we observed that the first two sessions provided us with a fair understanding of the reasons behind code switching among the students in Class B. It became evident that some students resorted to code switching due to a lack of proficiency in the spoken language. This struggle with fluency prompted them to switch to a language in which they felt more comfortable and confident. Additionally, we noticed that code switching was also influenced by the students' moods, as they used it as a means to express their emotions and convey their current state of mind. However, in the third session, we observed a broader range of reasons for code switching, suggesting that students utilized this linguistic tool for a variety of purposes beyond fluency and emotional expression. These reasons included quoting sources, providing qualifications to their messages, emphasizing important points, and creating a certain communication effect in the classroom.

Findings and discussion

In order to interpret the data gathered from students' questionnaire, classroom observation and do summary to it, the following is a conclusion that summarize the obtained results and their relevance to answer the research questions.

The previously displayed data was gathering in the aim of answering the main research question that led to the objectives of our study related to the functions and reasons of code switching. In this section, the result will be further discussed and summarized according to the mentioned research questions.

First, we find from the gathered data from questionnaire that the majority of people use code switching sometimes inside classroom and the majority of them use it sometimes.

The insights from the student questionnaire shed light on the multifaceted nature of code-switching. The prevalence of the referential function underscores the participants' need to distinguish their words within conversations. This aspect not only aids in clarity but also adds layers of meaning to their communication. Moreover, the use of code-switching to insert exclamations and interpersonal expressions showcases the social and emotional dimensions of language use.

The data indicating that many participants modify the force of their statements through language switching highlights the flexibility and adaptability of code-switching in conveying nuances and emphasis. It's intriguing to observe the diverse reasons behind code-switching, such as the search for specific words, discussing activities across languages, and the ease of expressing concepts in a particular language. These reasons reflect the dynamic interplay between language and thought processes.

Furthermore, the findings suggesting that code-switching aids in organizing thoughts and maintaining conversational flow emphasize its cognitive benefits. The ability to seamlessly switch between languages based on word order or recent language use demonstrates the intricate ways in which individuals navigate multilingual environments.

The classroom observation data collected across multiple sessions reveals the prevalent and multifaceted use of CS by both teachers and students in these multilingual educational settings. In the first observation, students initially demonstrated fluency without CS, but gradually began employing it for a range of functions, including referential, expressive, and reiteration purposes, often driven by factors like limited vocabulary, emotional state, and the need to emphasize or clarify points. The second observation highlighted a supportive environment where the teacher actively encouraged CS, with students utilizing it not just for self-expression and directly addressing others, but also for more diverse communicative aims such as, quoting sources and providing qualifications. Reasons spanned language proficiency challenges, emotional needs, and the desire to create particular communicative effects.

Conclusion

In conclusion, our research provides valuable insights into the functions and reasons for code switching among EFL students. Understanding the various uses and motivations behind CS can help educators and researchers create a more inclusive and effective learning environment. By embracing code switching as a legitimate form of communication, we can empower students to express themselves fully and engage more meaningfully in the classroom setting.

Limitations of the study

The obstacle that the researcher faced in this work is lack of participants, since the majority of 2nd year students do not attend in the last semester so it was difficult to find the appropriate number classes and participants for classroom observation.

Recommendations

In the light of the result founded from our research on exploring the functions and reasons of code switching among EFL students, we suggest some recommendations of the topic studied:

Incorporating Code Switching as a Communicative Strategy: the findings show that code switching can be an effective strategy to communicate between students and teacher helps them in convey the meaning. Educators can recognize code switching as a natural communicative strategy for EFL students rather than viewing it as a problem of language deficiency.

Provide Advices on Code Switching Functions and Use: Educators can incorporate discussions on the functions of code switching and the appropriate use of code switching in EFL classroom.

Help students to develop a metalinguistic awareness of when and how to switch between languages for maximum benefits.

Foster a Supportive and Inclusive Classroom Environment: it is important to create a classroom culture that respect the linguistic diversity of EFL students. Educators should avoid punishing those who use another language, as this can negatively affect students' development of language skill.

Encourage students to strategically use code switching to highlight important concepts, reiterate key ideas, and provide emphasis when communicating in the classroom. This can help reinforce learning and ensure full comprehension.

The use of code switching as a means for students to draw upon their full linguistic repertoire and communicate more effectively. Framing it as a skill rather than a deficiency can empower students.

General conclusion

The present study has investigated how code switching occurs in students Second year at Biskra university conversation and why they use it. To answer questions under investigation there is two suggested hypothesis; students use code switching to provide information about topic, to deliver a message to a specific person, and EFL students' code switch to improve their selves during classroom activities and minimize difficulties in language. The present research has relied on framework that consists two parts; functions and reasons of code switching.

To answer the research questions and to confirm or refute the hypotheses suggested in the general introduction, this investigation relies on mixed method research, which combines quantitative and qualitative methods for data collection and analysis. The sample encompasses 32 second-year students of the department of English at Biskra University. The data is collected through two instruments; a questionnaire destined for the same sample of participants. The second instrument is classroom observation.

From the data, it is evident that the most dominant function of CS among the participants is the referential function. This function was reported to be used always or often by a significant proportion of the respondents. Other functions such as expressive, directive, poetic, and other functions were also utilized frequently, but to a lesser extent compared to the referential function. The use of CS to distinguish one's own words from another speaker and to insert exclamations, fillers, or other interpersonal expressions, reiteration and expressive function was also relatively common among the participants.

Taking all findings into account, it can be concluded that the most dominant reasons for code-switching among the participants are the lack of appropriate vocabulary or expressions in one language and discussing activities or experiences predominantly encountered in a specific language. These reasons were reported to be used frequently by the participants. Additionally, the use of CS to create a specific communication effect, such as evoking emotions or emphasizing a point, was also quite prevalent among the respondents.

Based on the results of this study and previous investigations on the functions and reasons of CS , it can be concluded that code switching in language classes is purposefully used by many students and is beneficial for their comprehension. It is clear that it is not a barrier that should be forbidden or disallowed in classes. Rather, it is a useful strategy and tool for students to better understand and express certain concepts and ideas that may be more easily conveyed in one language over another. As Zentella (1981) suggests, it is important to approach CS in moderation and provide clear guidelines to students about when it is appropriate to use it. Incorporating this strategy in the classroom should be done thoughtfully and with the understanding that it enhances students' language learning experience.

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Appendices

Appendix A

Questionnaire

Dear Participant, thank you for your interest in participating in this research study focused on exploring the functions and reasons behind code switching. Code switching refers to the practice of alternating between two or more languages or language varieties within a conversation or discourse. This questionnaire aims to gather valuable insights into the motivations and purposes behind code switching in various contexts. You are kindly requested to answer the questions and to putting a tick when necessary.

All responses collected in this questionnaire will be anonymized and strictly used for research purposes only.

Section one: code switching.

Q1. Do you use code switching in classroom?

Yes

No

Q2. If yes, do you use it:

Always

Usually

Often

Sometimes

Rarely

Never

Section Two: functions of code switching

Q3. How frequently those functions appear in your speech when you code switch?

A. Discuss topics that are expressed better in one language over another.

a) Always

c) Rarely

b) Often

d) Never

B. Influence the behavior or attitude of the listener.

a) Always

c) Rarely

b) Often d) Never

C. achieve certain creative or artistic effects in their language.

a) Always c) Rarely b) Often d) Never

D. Reveal feelings and emotions.

a) Always c) Rarely b) Often d) Never

E. Establish or maintain social relationships.

a) Always c) Rarely b) Often d) Never

F. Clarify or rephrase something you just said.

a) Always c) Rarely b) Often d) Never **Q4. Do you use code switching to distinguish your own words from those of another speaker?**a) Yes b) No **Q5. Do you use code switching to insert exclamations, sentence fillers, or other interpersonal expressions?**a) Yes b) No **Q6. Do you switch languages to modify or qualify the force of your statements?**a) Yes b) No **Q7. Do you switch to more impersonal, formal expressions to create distance and objectivity?**a) Yes, I definitely use more personalized language in one language compared to the other when I code switching b) No, I do not notice a difference in my use of personal vs. impersonal language when I code switch c) It depends on the context and topic, sometimes I use language that is more personal in one language, other times I switch to more formal/objective phrasing

d) I am not sure if I have a consistent pattern in how I use personal vs. impersonal language when code switching between the two languages.

Q8. In your code switching, do you generally switch at points where the word order in the two languages is compatible?

a) Yes, I switch at points where the word order matches

b) No, I switch regardless of the word order differences

c) I am not always conscious of the word order when code switching

Q9. Do you think that code switching help you to order your ideas and think without interruption?

a) Yes

b) No

Q10. Is code switching used to reinforce a message you have already conveyed?

a) Yes

b) No

Q11. Do you switch languages to avoid potential conflicts?

a) Yes

b) No

Section Three: Reasons for code switching.

Q12. How frequently those reasons appear in your speech when you code switch?

A. When you lacks the appropriate vocabulary or expressions in one language.

a) Always

c) Rarely

b) Often

d) Never

B. When are you not fluent in the languages that you speak?

a) Always

c) Rarely

b) Often

d) Never

C. When :

a) Always

c) Rarely

b) Often

d) Never

D. When you try to add emphasis or force to a statement.

a) Always

c) Rarely

b) Often

d) Never

E. When you are greeting or requesting.

a) Always

c) Rarely

b) Often

d) Never

F. When you try to convey important linguistic and social information.

- a) Always
- b) Often
- G. When you share values and experiences within a cultural group
- a) Always
- b) Often
- H. When you speak to people with different language backgrounds.
- a) Always
- b) Often
- I. When you engage or involved in the conversation.
- a) Always
- b) Often
- J. When you try to attract attention.
- a) Always
- b) Often
- c) Rarely
- d) Never
- c) Rarely
- d) Never
- c) Rarely
- d) Never
- c) Rarely
- d) Never

Q13. Why do you use code switching?

- a) You do not have a specific word or term in one language.
- b) When you discuss activities or experiences that you have predominantly encountered in one of your languages.
- c) When there is certain concepts or ideas in one of your languages compared to the other.
- d) When you try to clarify or resolve a misunderstanding in communication.

Q14. How often do you use code switching to create a specific communication effect, such as evoking emotions or emphasizing a point?

- a) Always
- b) Often
- c) Rarely
- d) Never

Q15. When continuing a conversation, how often do you find yourself switching to the language that was most recently used?

- a) Always
- b) Often
- c) Rarely
- d) Never

Appendix B

Date:/2024

Time:

Course:.....

Class:.....

Observer:.....

Classroom observation N:.....

N° of students:

N° of: male / female

Classroom Observation Checklist

Item to be observed		Not observed	Fairly observed	Well observed	remarks
The teacher allows students to use code switching					
Functions of code switching	Refrential function				
	Directive function				
	Expressive function				
	Metalinguistic function				
	Phatic function				
	Poetic function				
	Quotation				
	Addressee specification				
	Interjections				
	Reiteration				
	Message qualification				
	Personalization vs.objectivization				
	Equivalence				
Floor holding					

	Conflict control				
Reasons of code switching	<p>Lack of facility</p> <p>Lack of register</p> <p>Mood of the speaker</p> <p>To emphasize a point</p> <p>Habitual experience</p> <p>Semantic significance</p> <p>To show identity with a group</p> <p>To address a different audience</p> <p>Pragmatic reasons</p> <p>To attract attention</p> <p>Lack of one word in either language</p> <p>Some activities have only been experienced in one of the languages</p> <p>Some concepts are easier to express in one if the languages</p> <p>A misunderstanding has to be clarified</p> <p>One wishes to create a certain communication effect</p> <p>One continues to speak the language latest used because of the trigger effect</p> <p>One wants to make a point</p> <p>One wishes to express group solidarity</p> <p>One wishes to exclude another person from the dialogue</p>				

ملخص

يتناول البحث الحالي وظائف وأسباب تبديل اللغة بين متعلمي اللغة الإنجليزية كلغة اجنبية. بهدف الى التحقق من كيفية وسبب قيام متعلمي اللغة الإنجليزية كلغة اجنبية لتبديل الرموز في الفصل الدراسي. للوصول الى هذه الأهداف استخدمنا استبياناً تم توزيعه على طلاب السنة الثانية في جامعة مجد خيضر وقمنا بمراقبة الفصول الدراسية لنفس العينة. تدور منهجية البحث حول استخدام أساليب مختلطة تدمج الأسلوب الكمي والنوعي. تم تحليل البيانات التي تم جمعها. تظهر النتائج ان الطلاب يستخدمون تبديل الرموز لعدة وظائف منها الوظيفة المرجعية ولقد أظهرت النتائج انها الأكثر استخداماً بالإضافة الى الاقتباس وتأهيل الرسائل التعبيرية واغراض إعادة التأكد. فيما يتعلق بالأسباب كشفت النتائج ان الأسباب الأكثر شيوعاً هي الافتقار الى كلمة محددة، مناقشة أنشطة التي تم مواجهتها بلغة واحدة، والتعبير عن المفاهيم بسهولة أكبر بلغة واحدة ويستخدمها متعلمي اللغة الإنجليزية كلغة اجنبية لإنشاء تأثيرات الاتصال مثل اثاره المشاعر. ومع ذلك ينتقل الآخرون الى اخر لغة مستخدمة لإكمال المحادثة والحاجة الى تأكيد النقاط وتوضيحها. وهكذا اكدت نتائج الدراسة صحة فرضيتنا. يختم الباحث بتوصيات للمعلمين لتبني تبديل الرموز كأداة استراتيجية لمواجهة تحديات اللغة التي يواجهها الطلاب.