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The Use of Code-Switching as a Strategy to Facilitate EFL Interaction in Class:

A Case Study of First Year LMD Students of English at Mohamed kheider Biskra

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Declaration

I, **Tirarast Noura**, do hereby solemnly declare that the work I have presented in this dissertation is my own and has not been submitted before to any other institution or university for a degree.

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Dedication

This Work is dedicated:

To my father, Ibrahim, and my mother, Halima, whose efforts support have

given to me to complete this work.

To my brothers: Adel, Mokhter , Charif and Mohammed.

To my lovely sisters: Nasira, Hafida, Souad ,Meriem, Keltoum and sister in law

Hadjer.

To all my friends: Rima, Nadya, Fatima,foza and rania ben hachan .

To all my nieces and nephews: Radwan, Mazyan, Mouzan ,Akram

Lojin , Rania ,Amin, Drin, Zahra and Jinan.

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Abstract

The present study investigates the impact of code-switching on EFL classroom interaction. It sheds the light on code-switching as an effective strategy to promote interaction in class. In fact, first year students, in particular, seem to have difficulties to interact fully in English and tend to shift to their mother tongue to express themselves. the aim of this research is, first, to explore the different reasons that lead students to code-switch in the classroom and to explain the lack of interaction. Hence, we hypothesized that code- switching may facilitate interaction in the EFL classroom. To investigate this issue, we opted for a descriptive method, and we adopted two data gathering tools to confirm the hypothesis. A questionnaire was designed to first year students at of English at Mohamed Kheider University with a sample of (60) students out of 675 chosen randomly. Besides, an interview has been conducted with (7) teachers of oral expression. The aim was to collect attitudes and experience about the use of code- switching and whether it affects positively (or not) students' interaction in class. The research findings revealed that all participants showed positive attitude towards the use of code-switching to foster interaction in class. Moreover, results demonstrated that the majority of students switch to other languages (mainly Arabic or French) for different reasons. They pointed to many difficulties and saw code-switching as a solution to increase their motivation, decrease their anxiety, and develop their communicate proficiency. Teachers, also, reported that they use this strategy in specific cases but affirmed that an overuse can hinder students' speaking performance. It is recommended that more attention should be given to students' difficulties in interacting in class as well as focus should be given to code-switching as a strategy to promote interaction.

Keywords: Code Switching, Classroom interaction, EFL students, teaching/learning strategies

List of Abbreviations and Acronyms

%: Percentage.

AA: Algerian Arabic.

CA: Classical Arabic.

CS: Code Switching.

EFL: English as a Foreign Language.

H: High

L: low

L2: The Second Language.

L1: The first language.

MSA: Modern Standard Arabic.

MWA: Modern Written Arabic

Q: Question.

Vs: Versus.

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1. Study Background

Researchers give to communication a great interest and saw the human language as an essential element for interaction. Code-switching is a phenomenon emerging from language contact in the case of trade, for example, where people with different languages code-switch in order to be in touch with others for the sake of business or emigration. When people emigrated from one country to another, the used their languages in the new communities where other languages, maybe, are used. In Algeria, most EFL learners and teachers code-switch (using French) for a successful reception and clarity of messages. This is due to the historical circumstances which was the French colonization.

Many EFL learners tend also to use their native language (Arabic in the case of Algerian learners) in class. The reason might be to persuade the audience, to exclude someone from a conversation or to include someone in it, to show solidarity, or to express their feelings and attitudes about a specific topic. Moreover, a lack of vocabulary (which is the focus of the study) can be a significant reason for code-switching in class.

Therefore, the following study is an attempt to find out whether the use of code-switching is an effective strategy that helps students to communicate effectively when they are discussing with one another in an EFL classroom, and whether it fosters their interaction in class.

2. Statement of the Problem

Algeria is a very interesting area of sociolinguistic studies because its society is a multilingual, diaglossic, and bilingual. This case of mixing between the existing varieties laid to create a phenomenon of "code-switching" that refers to the alternating used of two or more languages in a conversation. It happens most of the time in second and foreign languages. Moreover, Algeria is s a cosmopolitan country where it consists of several varieties, shared by groups of people who had their own language and culture. They use Standard or Algerian Arabic, Tamazighth (Berber) besides the second and foreign languages French and English, respectively.

According to our background and experience as learners, we had observed that most students of first year English at the University of Mohamed Kheider in Biskra (that had been chosen to be the population of our study) face difficulties in oral communication: They lack vocabulary to communicate effectively and to express themselves fully in English. The reason is that they are fresh comers from secondary schools and could not acquire a sufficient vocabulary background to be able to interact in EFL. In fact, having a poor communicative competence, students tend to make a lot of mistakes, stop speaking, or (in the worst case) keep silent and refuse to participate in class. This situation affects greatly the classroom interaction, and increases anxiety and demotivation, and decreases the self-confidence of some students in class.

Therefore, in this study, code-switching was suggested as a tool or strategy that facilitates students' interaction in the classroom. Thus, students become able to understand one another when they use codes especially Arabic or French due to their familiarity with their first and second languages. In fact, code-switching had been revealed to be a common practice in the EFL classroom among learners. So, this study

is attempted to investigate the use of code-switching as a strategy to facilitate EFL interaction in class as well as the various reasons that push EFL learners to shift to other languages other than the target one.

3. Significance of Study

The present study is expected to be beneficial for both teachers and students because it provide a whole picture about the benefits of using more than one language in addition to English to help them communicate easily, express themselves freely, and particularly, get their messages clearly understood. The main interest of the present study is to investigate the students' use of code switching as strategy to facilitate EFL interaction in class.

4. Aims of the Study

- **General Aim**

This work aims to investigate the use of code-switching as a strategy to facilitate interaction in the EFL classroom.

- **Specific Aims**

- To find out the reasons of poor/low interaction in an EFL class.
- To find out the different reasons that lead students to code-switch in the classroom.
- To examine if code-switching has a positive impact on class interaction.

5. Research Questions

This research seeks to answer the following questions:

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- Why do most first year students at the university of Mohamed kheider Biskra code switch from English into Arabic/French in the EFL classroom?
- Can code-switching help and facilitate EFL interaction in the EFL class?

6. Research Hypothesis

Based on the above research questions, we hypothesize that code-switching may facilitate and enhance interaction in the EFL classroom.

7. Research Methodology

7.1. Research Method

The method that was followed in this study was the descriptive method. This method is mainly used when there is an attempt to describe a problem, a phenomenon or a situation. For the case of our investigation, we went to describe the nature study of code switching as a strategy to facilitate EFL interaction in the classroom among university students.

7.2. Population and Sampling

The subject matter of our study was first year LMD students of English at Mohamed Kheider University of Biskra. The whole population consisted of about 675 students divided into 15 groups. Each group comprised about 46 students. From the whole population, we selected randomly 60 students to be the sample of our study.

We targeted this population as its members tend to have more problems when they come to communicate and interact with the class. The main reason is their lack of vocabulary. Therefore, code-switching is assumed to be more helpful with them.

Moreover, we chose a sample of seven teachers of oral expression as they are believed to be more concerned with the topic; i.e., they are the ones who are supposed to deal more with oral interaction, perceive learners' problems in communication, and tolerate code-switching as an alternative strategy to promote interaction in the EFL classroom.

6.3. Research Tools

The selected tools for gathering data were a questionnaire for students and an interview for teachers. The former was used to gather students' opinion about the importance of interaction in class and the difficulties they have to communicate with their teacher and peers. Moreover, the questionnaire was designed to investigate the reasons that make students code switch in their oral EFL class as well as to see their attitude towards this using such a strategy to promote interaction and facilitate communication.

The teachers' interview, on the other hand, was prepared to gather oral expression teachers' opinion and experience about interaction and the different strategies use to promote it. In addition, it was designed to collect teachers' attitude towards code-switching and its effects on class interaction.

8. Limitations of the Study

This research was limited to first year LMD students of English at Mohamed Kheider University of Biskra. More precisely, it was limited to a representative sample of sixty students as a well as to a sample of seven teachers of oral expression from the division of English. In addition, the research was limited in terms of time and materials. Moreover, it was conducted to investigate one specific strategy "code-

switching" and to see its impact only on facilitating EFL interaction in the classroom and was not extended to the other aspects or skills. We had also limited the number and choice of tools as we had selected the questionnaire and interview that we consider the most appropriate regarding the nature and aims of our study.

CHAPTER ONE : CODE-SWITCHING

Chapter One: Code-Switching

Introduction

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Introduction

Algeria is considered a multilingual country where more than one language is used for communication. Therefore, the use of the mother tongue in learning and teaching is a common and natural action in the classroom, and it makes a positive contribution to the teaching- learning and process and facilitates the interaction between teachers and students. As result, the concept of code-switching appears and it has been the focus of many scholars.

This chapter presents the theoretical background of the phenomenon of code-switching. The main focus of this chapter is to define some general concepts of code switching and to compare it with other related phenomena namely code mixing and borrowing. In addition to this, it lines up in presenting the different types of code switching as well as the pattern of code-switching. Moreover, it sheds the light on the diglossic, bilingual, and multilingual societies. Furthermore, it represents the reasons of using code-switching with sociolinguistic profile of Algeria.

1. Definition of Sociolinguistics

There are many definitions of sociolinguistics that make it a discipline that links between sociology and linguistics. It is concerned with how language is use since every society has its linguistic codes that are used for interaction. Hudson (1996.p, 4) defines sociology as the "study of relationship between languages and social factors such as class, age, gender and ethnicity". This means that sociolinguistics shows how groups in a given society are different and separated by certain social conditions like ethnicity, religion, level of education, gender, age and status. Trudgill (2000.p, 7) defines it as "the study of the effect of any and all aspects of society including cultural norms, expectation and context on the way language is used". In the same vein, Van

Djik (2009) states that it is the study of language in relation to its socio-cultural context. Hence, there is a relation between language and social factors as the usage of language that varies from place to place according to their culture. Moreover, Wardhaugh (2010.p, 12) explains, "sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how languages function in communication". In other words, sociolinguistics studies language and society to know more about language and its function.

Therefore, all the researchers agreed on the definition of sociolinguistics that is the study of the relationship between languages.

2. Bilingualism

Bilingualism refers to the ability of using more than one language in a society effectively. A bilingual person is someone who knows and uses two languages or more specifically, one who speaks, reads, or understands two languages equally or of nearly equal fluency (Richards, Platt, & H. Platt, 1992) .

Weinreich (1963, p.73) suggests, ''ideal bilingual switches from one language to another according to appropriate changes in the speech situation [...], but [...] certainly not within a single sentence''. Hence, the switching from one language to another is due to a set of social factors and circumstances. Sridhar (1996, p.47) states, the term is used in literature "to refer to the knowledge or use of more than one language by an individual or a community". In the same way, Bonvillain (2003, p.406) states, "[…] knowledge and use of two languages the term applies both to individual speakers who know two languages and to communities in which two languages are employed by

many, most, or all members" .For this reason, the term bilingualism is used for both individuals and communities.

As matter of fact, the existence of more than a language within the same society may be seen as an issue; Wardhaugh (2006, pp.96-99) argues:

> Bilingualism is actually sometimes regarded as a problem in that many bilingual individuals tend to occupy rather low positions in society and knowledge of another language becomes associated with 'inferiority.' Bilingualism is sometimes seen as a personal and social problem, not something that has strong positive connotations.

Hence, this phenomenon of bilingualism it seen as the problem of knowledge of another language and sometimes regarded as a personal and social problem because bilinguals switch between languages according to the person they are speaking with, the topic , the context and the formality of the situation .

3. Multilingualism

Algeria is a country that was colonized by the French, who imposed their language on the Algerian people and which influenced mainly their spoken language. The linguistic situation in Algeria it is quite complex because of the existence of many languages such as standard Arabic, the Algerian Arabic, Berber or called" Tamazight" and French. This mixture of languages created a phenomenon of multilingualism.

Multilingualism is a complex phenomenon and it succeeded to grasp the attention of many scholars and sociolinguists who have dedicated their time and efforts to explain and explore its different perspectives. Multilingualism has various dimensions and can be defined in different ways. According to Sridhar (1996, p.50),

> Multilingualism involving balanced, native like command of all the languages in the repertoires is rather uncommon. Typically, multilingual have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles.

Multilingualism is the ability of an individual to speak more than two languages in the same community. In another words, it is the use of many languages for communication, written or spoken in more than two different languages. A person who can speak several different languages is known as polyglot or multilingual person. It comes in contrast with monolingualism which is knowing or being able to use only one language. Herdina & Jessner (2000, p. 93) define it as "the multilingual art of balancing communicative requirement with language resources."

4. Diglossia

Algeria is a very interesting area for sociolinguistic studies because of the deglossic. The phenomenon emerged at the beginning of the twentieth century. Recorders show that the term diglossia was first used by Krumbecher (1902) to describe the Greek situations. In 1930, it was introduced by William under the name "diglossie", and Ferguson was the first one who introduced the term ''diglossia'' into English by the late of 1950's. For the description of sociolinguistic situation of Arabic speaking countries as well as in the German and Hatian communities where two varieties of the same language are used. Ferguson (1959), defined diglossia as:

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

According to him, diglossia refers to one particular kind of standardization where two varieties of a language exist side by side throughout the community, with each having a definite role to play (Ferguson. 1959, p.232). In other words diglossia exists when two languages or language varieties exist side by side in a community and each one is used for different purposes.

As a matter of fact, most linguists and sociolinguists agree on the definition of the term diglossia. Fezzioui (2013) claims that diglossia is the existence of two language varieties in a speech community in which each variety has its own function. The high variety is the codified one and it used in formal purposes. The low variety is used in informal settings. On the other hand, Bonivillain (2003, p.407) defines diglossia as "a pattern of languages use in a bilingual community in which two languages (or two dialects of the same language) are systematically employed in different social contexts"

In Algeria, different varieties in languages are used for communication: Arabic or Berber is the native language. French is the first foreign language, in addition they use it in education because of the colonization and most of Algerian people they speak

French. and English is a second foreign language. Classical Arabic is the language of the Quran and it is the official language. It is used in education and administrations besides tamazight. Algerian Arabic or known as "lhdja or darija" which is used as a colloquial language. Miliani (2001, p. 17) claims that French "is a tool (linguistic, cultural, social, economic and technical)".

Fergson (1959) based his studies on Arabic diglossia claims that there are two forms of using the high and the low varieties. In Algeria, the classical Arabic represents the high (H) variey and the vernacular represents the low (L) variety which used for different purposes, function and in a specific domain. Furthermore, the H variety is used in formal situations such as in university lectures, personal letters, in administration like (political speeches and sermons in mosque). It is never used in ordinary situation since it is more prestigious. In addition, it is learned at schools and it is standardized by the government and it is stable. However, L variety is the first language that is acquired at home and used in the street with friends and family members.

5. The Algerian Sociolinguistic Profile

Algeria is considered as a multilingual country as it has various languages such as Arabic (Classical Arabic, Modern Standard Arabic, and Algerian Arabic), Berber which is the languages of some native inhabitants.

5.1 Berber

Brahimi (2000.p, 71) claims, Berber or called "amazighs" self name amazigh, plural imazighen means "free and noblemen" they are a member of indigenous people of North Africa. In which Spoken in Morocco and Algeria, and other countries like Niger and Mali. The term "Berber" may originate from the Latin word "Barbarus", a history by a Roman consul in Africa made the first reference of the term 'barbarian' to

describe 'Numidia'. Greenberg (1963.p, 17) Tamazight is one of the five Afro-Asiatic languages. In the past this group was known as Semito-Hamitic languages consisting semitic, berber ,Chadic, Cushitic and Egyptian. The Berber-speaking population of Algeria constitutes a little over one quarter of the population and is concentrated in the mountainous areas of Kabylia, Aures, the Mezab and the Sahara.

In Kabyle: About five million speakers mostly in Kabylie and surrounded regions which is spoken in Kabylia especially in Algiers, Béjaia , Tizi Ouazou , Bouira , Sétif and Boumerdes In Kabylie. Furthermor, Chawia: the Chawiya dilect is also called "tchawi"t or "chawi" in the Aures especially in Batna , Khenchla , Souk Ahras , Oum El Bouagui and Tebessa .In Aures,   about two million speakers speak Chaouia(Brahimi 2000.p, 71).Moreover, Tamashekt: in the Sahara Desert language of Touggourt and Temacine; Tamahaq among the Tuareg of the Hoggar. Righia: a variety spoken in Toughort and Temacine. In addition Tachelhit is spoken in Ourgla (Anatar& Aterkina, 2007). Also, there are several Berber languages and dialects; Mozabite in the M'zabin Ghardaia language of Touat and Gourara that called Taznatit. Ancient Berbers used Tafinagh (ⵜⵉⴼⵉ **ou** ⵜⵉⴼⵉⵏⴰⵖⵜ**)** as a writing systemfor language.

On May 08th, 2002, Berber has been recognized as 'national language' by a constitutional amendment. In February 2016, a constitutional resolution was passed making Berber an official language alongside Arabic. Algerian Arabic and Berber are the native languages of over 99% of Algerians.

5.2 Arabic

It is the first and native language of the Arab countries. It is spoken in 22 Arab countries, among which. Arabic descended from a proto – semitic family .It is the language of daily communication and language of worship. In addition, it is the language of the Holy book-Quran and it is considered to be the high variety that is

used in schools. In the past, Arabic was classified into two categories: Classical Arabic and to Colloquial Arabic that is the language of daily life conversations. Nowadays, Arabic is classified into three categories; Classical Arabic, Modern Standard Arabic and Dialectal Arabic. The present classification of Arabic in Algeria is as follow :

5.2.1. Classical Arabic (CA)

It is known as the language of the previous era as well as the language of the Muslim Holy Book "Qur'an". Linguists agree that CA differs from modern standard Arabic (MSA) in terms of style, lexical meaning and some grammatical constructions since each variety represents a different era. According to Mcloughlin (1999, p. 1),

> There is a direct line of descent from classical Arabic, the language of the Quran to modern Arabic, so that across 1400 years (in the Islamic calendar) the script recognizably the same, the grammar has changed remarkably little (by comparison with, for example, German and English) and even the vocabulary has shown an astonishing integrity and Consistency.

5.2.2. Modern Standard Arabic (MSA)

It is also called Modern Written Arabic (MWA). It is the official language in Algeria as specified in its constitution since 1963. It is used at schools, in occasions calling for more formality and in international conferences. It is the language of all formal situations and official settings. Furthermore, it is regarded as the language of high prestige. Ennaji (1991.p, 9) defines MSA as being: "Standardized and codified to the extent that it can be understood by different Arabic speakers in the Maghrib and in the Arab World at large. It has the characteristics of a modern language serving as the vehicle of a universal culture".

MSA is noticed with educated speakers who use it in their work like religious men and teachers. In addition to that, it is used in media such as television and radio channels, conferences, socio-economic or political meetings .Cowan (1986.p, 20) claims, "Modern Standard Arabic is traditionally defined as that form of Arabic used in practically all writing (forms) of Arabic and the form used in formal spoken discourse such as broadcasts, speeches, sermons and the like".

5.2.3. Algerian Arabic (AA)

It represents the vernacular Arabic and the mother tongue of Algerian people. AA is the language of daily conversations it is a colloquial language verity that is said derived from standard Arabic. It does not seem to enjoy prestige. It is used in informal situations and settings. Known as "Darja", it is used in everyday life interactions and discussions since it is the native language of the majority of Algerian. It is the real instrument of communication among Algerian speakers. This variety has only an oral form and it has been influenced by many languages and varieties in which the vocabulary includes many words from Berber, French, Spanish and Turkish. In fact, Algerian people regard these foreign words as part of their mother tongue.

The following figure represents a summery various languages that exist in Algeria.

The afro-Asiatic family of language   the indo-European family of

language

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┌─────────────┐        ┌─────────────┐              Latin      Germanic
│ The Semitic │        │ The Hermitic│
│   branch    │        │   branch    │
└─────────────┘        └─────────────┘            Romance    English   Germanic
       │                      │
       ▼                      ▼
   ┌────────┐            ┌────────┐
   │ Arabic │            │ Berber │                French      Spanish
   └────────┘            └────────┘
       │
   ┌───┴───┐
   ▼       ▼
 ┌────┐ ┌─────┐
 │ AC │ │ MSA │
 └────┘ └─────┘
   ┌──────┐    ┌────────┐ ┌─────────┐ ┌──────────┐ ┌─────────┐ ┌──────────┐
   │  AA  │    │ Kapyle │ │ Mozabet │ │ Techelhit│ │ Chaouia │ │ tamahag  │
   └──────┘    └────────┘ └─────────┘ └──────────┘ └─────────┘ │    e     │
                                                                └──────────┘
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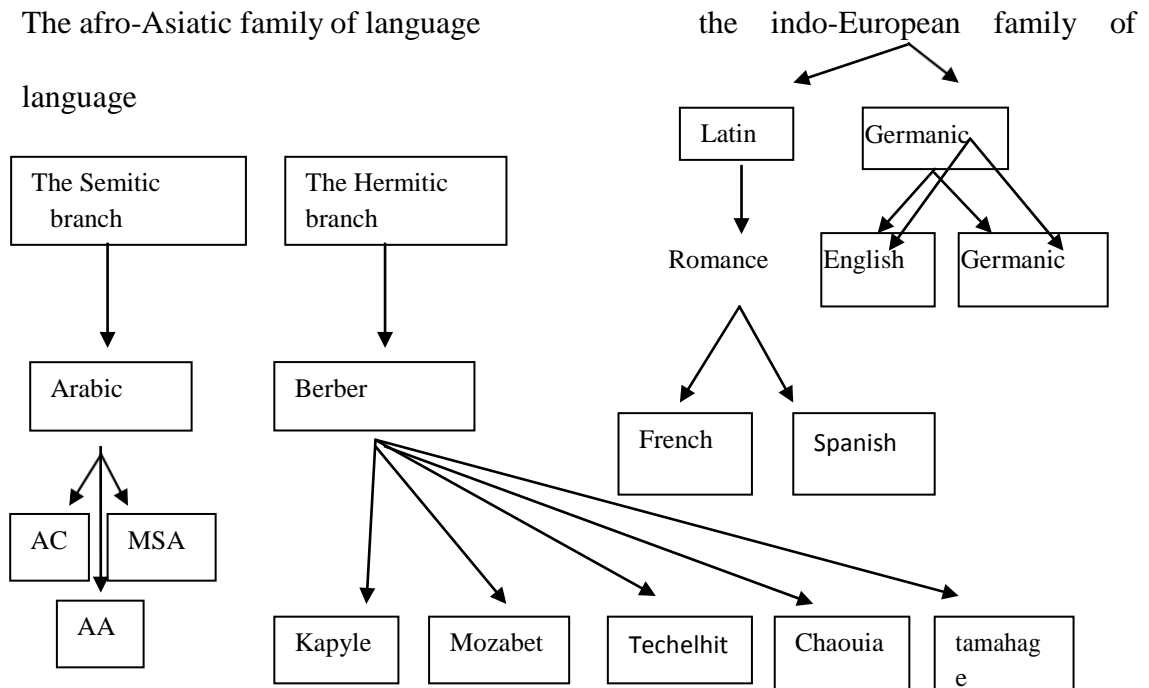
Figure1.Various languages that exist in Algeria (Berrabeh, 2014.p, 10)

5.3 French

The French language is the first foreign language in Algeria, it is used in daily life conversations and it is not surprising to hear speakers using French in their communication. The use of the French language is strongly seen in big cities where the educational level is higher. Moreover, the French language is viewed by most Algerians as the language of development, economical, technological and educational levels. French language exists in Algeria as a result of the colonization which lasted more than 130 years. Although Algeria gained its independence, the French language is still used in administrations, media, and education.

5.4 English

English is the language of new media (TV and Internet) and the language of international communication in business, sport and travel. The Algerian government considers English as the secondary mandatory foreign language Since the English became the language of the world. Nowadays, learning foreign languages and

especially English becomes more and more a requirement in many domains of the individual's life. English in Algeria is introduced at the level of first year middle school. It is mostly used in the formal classroom environment. The Minister of National Education said that English is to be promoted because it is the language of scientific knowledge. So, the English language it is very crucial to be teach in the future since it is the language of development.

6. Code Switching Vs. Code Mixing

These two terms are motivated by social and psychological factors and are used interchangeably by some scholars. Very often, the term "code mixing" is used synonymously to mean metaphorical code switching. In the domain of language contact, Code-switching has always been confused with code-mixing; some linguists or scholars argue that there are two different paradigms in the "inter-sentential and intra-sentential level" whereas others consider those two sides are used for the same coin. In one hand, Some scholars like Sridhar and Sridhar (1980), Poplack (1980), Kachru (1983), Bokamba (1988), Bhatia (1992), Muysken (2000), they take this phenomenon as there is distinction and different between the two CS and CM. However, in other hand some scholars Scotton (1992), Eastman (1992) consider this phenomenon as there is no distinction between the two.

Kachru (1984, p.65) differentiates between code-switching and code-mixing by the degree of code sharing between the participants:

> Code-switching refers to the alternation in which the speech event does not necessarily require that the speaker and hearer share identical code repertoires. The user may be bilingual and the receiver a monolingual. On the other hand, in code-mixing, the codes used and the attitudinal reactions to the codes are shared both by the speaker and hearer.

It is essential to make a distinction between code-switching and code mixing because code mixing discusses issues that are related to grammar, but code switching does not Sridhar (1996).

Furthermore, Clyne (2003, p. 75) distinguishes between the processes and states: "We should reserve should adopt different terms like transversion for cases where the speaker crosses over completely into the other language". However, other scholars like Hill & Hill (1980, p.122) rejected the distinction between code-switching and code mixing and used the terms interchangeably without seeing any difference between them.

Peccei (2006, p. 38) demonstrates the terms of code-switching and code-mixing that are sometimes used interchangeably, he stated,

> […]other authors use code-mixing to refer to the unsystematic use of two languages in one utterance and view its appearance in the early stages bilingual development, as evidence that the child has not yet separated their two languages into two distinct systems.

Bokamba (1988) also claims there are different functions between code switching and code mixing in linguistics and psycholinguistics. He (1988.p,24) says,

> Code-switching is the embedding or mixing of words, phrases, and sentences from two codes within the same speech event across sentence boundaries; while code-mixing is the embedding or mixing of various linguistic units, i.e., affixes, words, and clauses from two distinct grammatical systems or subsystems within the same sentence and the same speech situation.

7. Code Switching Vs. Code Borrowing

Code switching and code borrowing are ordinary phenomena in language contact situation and bilingual context, many scholars consider and discuss this phenomenon since it is always confused with code switching in literature but these scholars tried to make a distinction between them. Gumperz (1982, p.66) states,

> Borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety (i.e., language), into the other. The borrowed items are fully integrated into the grammatical system of the borrowing language and they are treated as if they are part of the lexicon of that language and share the morphological and phonological systems of that language. Codes switching by contrast relies on the meaningful juxtaposition of what speakers must process as strings formed according to the internal syntactic rules of two distinct systems.

Hence, borrowing is filling the lexical gap in the borrowed language while code switching does not.

According to Schmidt (2014, p. 20) claimes,

> Consequently although they are similar there is a significant difference between code switching and borrowing. Code switching is complete switch to the other language for word a phrase or sentence. In contrast, borrowing is taking a word or short expression from one language and adopting it usually phonologically and morphologically to the matrix or the base of language.

In addition, Hornby (2005, p.169) defined borrowing as "a word, a phrase or an idea that SB [somebody] has taken from another person's work or from another language and is used in their own". Moreover, A traditional definition says that

borrowing refers to the phenomenon when a word or phrase is taken from one language to be as a part of the monolinguals speech of another language (Mahootian, 2006).

8. Types of Code-Switching

There are different types of code switching and scholars use different names to refer to them. According to Poplack (1980) and Romaine (1995), these types are: tag-switching, inter-sentential and intra-sentential switching.

8.1. Tag-switching:

It is also known as label switching .It is switching of phrase word or both from one language to another. This type involves not only tags but also discourse markers like "well", "right", "so" or interjections such as "ah", "oops", "oh".

According to Poplack (1980, p. 605)

> Tag switching involves the interjections, fillers, tags, and idiomatic expressions, all of which can be produced in L2 with only minimal knowledge of the grammar of that language. This means that this type, when produced, does not break the rule of grammar of the language L2.

This type is very simple and the speaker could switch and perform freely.

8.2. Inter-sentential Switching

It is when the speaker switches from one language to another in which the switching is done at the beginning or at the end of sentences, phrases or clauses. Sometimes it is known as "mechanical switching" and it occurs unconsciously. According to Poplack (1980), inter-sentential code switching requires a high degree of proficiency in both languages than tag switching. In addition, Jendra (2010.p, 76)

argues "inter -sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language".

8.3. Intra-sentential Switching

Myers (1997, p. 04) explains, "Intra- sentential switches occurs within the same sentence or sentence fragment." It is also known as code-changing. In intra-sentential code-switching, the shift is done in the middle of a sentence with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift, in intra -sentential code switching, syntactic risk is much greater as compared to the rest of two types. In other words, it is regarded as the most syntactically risky because only bilinguals with high fluency in both languages can use this type without violating either language' s rules.

9. Reasons for Using Code-Switching

There are many different reasons that lead the bilingual speaker switch from one language to another either to convey exact meaning, to show solidarity with a social group from different or the same ethnic groups.

Holmes (2000) discusses, "a speaker may [. . .] switch to another language as a signal of group membership and shared ethnicity within an addressee." Also, a speaker can code-switch to discuss a certain topic as Holmes (2000) argues, "people may switch code within a speech event to discuss a particular topic". Another important reason is when we want to impress and persuade the audience since code-switching often used in speech and rhetoric to attract attention and convince people. Another reason is to participate in social encounters and to express feelings and affections. Speakers may also switch codes to express happiness, anger, love, sadness, and many other feelings. In some situations, code switching is seen as facilitator in communication and bilinguals usually code switching because they think that some

concepts are simply easier to express in one language than in another. Code-switching can also be used to continue in speech situations when the speakers are unable to express their thoughts or ideas. Some authors think that code switching replace a lack of vocabulary in the first language. By contrast, others said that when we code-switching there are no exact words in one of second language.

Gumperz (1982.p, 144) lists examples of situations created to convey meaning as:

- ➢ To appeal to the literate.
- ➢ To appeal to the illiterate.
- ➢ To convey precise meaning.
- ➢ To ease communication, i.e., utilizing the shortest and the easiest route.
- ➢ To capture attention, i.e., stylistic, emphatic, emotional.
- ➢ To emphasize a point.
- ➢ To communicate more effectively.
- ➢ To identify with a particular group.
- ➢ To close the status gap.
- ➢ To establish goodwill and support.

In some cases, the speaker code-switches when he/ she wants to convey a specific meaning in a specific situation and for a specific purpose as Trudgill (2000, p. 81) claims, "The same speaker uses different linguistic varieties in different situations and for different purposes". Professor Peter Auer (2002), says in his book Code-Switching in Conversation: Language, Interaction and Identity, that "Code-switching carries a hidden prestige which is made explicit by attitudes." Hence, when the bilinguals tend to distinguish themselves from other social classes. Lipski (1985.p, 23) states that code

switching may be used in a variety of degrees, whether it is used at home with family and friends or with superiors at the workplace.

Spolsky (1998.p, 49) states some reasons that lead bilinguals to code switch:

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

Meanwhile, Hoffman & Kisno (2012, p.131) divides the reasons of using code-switching into:

➢ Talking about a particular topic.

➢ Quoting somebody else.

➢ Being emphatic about something.

➢ Interjection (inserting sentence fillers or sentence connectors).

➢ Repetition used for clarification.

➢ Intention of clarifying the speech content for the interlocutor.

➢ Ex pressing group identity.

All in all the ultimate reason for code-switching is to achieve effective communication between the speaker and receiver. It is good to refer to code-switching in learning a foreign language in the classroom.

Conclusion

In this chapter, we have illustrated different theoretical concepts related to code-switching such as diglossia, bilingualism, and multilingualism. Also , we tried to show the linguistic situation of Algeria taking onto the consideration the whole verities of dialect that are spoken in Algeria in addition to comparing code-switching with others phenomenon borrowing and code mixing . Furthermore we have explained some types of code- witching with some reasons that lead the student to code-switch in class. To sum up, we can say that the sociolinguistic situation in Algeria is very complex and diverse due to the coexistence of different languages. The next chapter will focus on the EFL classroom interaction because it seems necessarily to say that the use of code-switching is a strategy to facilitate the interaction in the classroom between students and teacher.

CHAPTER TWO : CLASSROOM INTERACTION

Chapter Two: Classroom Interaction

Introduction

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      2.1. Teacher-Learner Interaction

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5. Importance of Classroom Interaction

Conclusion

Introduction

   In recent years, classroom interaction has been considered as an important strategy in the field of second and foreign language learning. It is a useful tool for engaging students and making them active learners. Moreover, it involves the spoken exchanges between students as well as with their teachers. However, the teacher must give more time to students to speak more and develop their language capacities.

   Therefore, in this chapter, we deal with the concept of interaction, starting with the definitions and perspectives of classroom interaction then moving to its importance of in the classroom. Also, we discuss the most important classroom interaction types in addition to the teacher's role and responsibilities in class. After that, we tackle some techniques to enhance interaction in the EFL class. Finally, we end with some strategies that help learners interact in the classroom.

1. Definitions and Perspectives of Classroom Interaction

   Interaction has been considered an important process in learning and teaching a foreign language since it maintains the communication in the classroom. Classroom interaction can occur either between the teacher and students or among students themselves. Many scholars and researchers attempted to define the concept of classroom interaction from different angles and perspectives.

   For Allwright (1984.p, 156) interaction is "the fundamental fact of classroom pedagogy […] everything that happens in the classroom happens through the process of live person to person interaction". He tried to explain the nature of. He also means that interaction is something that people do together in a collaborative way .Another definition was given by Robinson (1994) who claimed, "To reciprocal face-to-face action. This can be verbal, channeled through written or spoken words, or nonverbal,

channeled through touch, proximity, eye-contact, facial expression, gesture, posture, appearance, environmental factors, etc" (p.7). Furthermore, classroom is a place where more than two people gather for the purpose of learning, it points to how the teacher and students interact together and how the patter interact amongst themselves. Another definition was given by Hornbaek & Oulasvirta (2017, p. 3) as follows:

> An interaction, grossly speaking is a transaction between two entities, typically an exchange of information, but it can also be an exchange of goods or services. It is this sort of exchange that interaction designers try to engender in their work. Interaction designers design for the possibility of interaction. The interaction itself takes place between people, machines, and systems, in a variety of combination.

Hence, interaction is a kind of collaborative action that occurs as two or more objects have an effect upon one another. It is also the heart of communication where there is an exchange of information, feelings, or ideas between two or more people resulting in reciprocal effect on each other.

In addition to the concept of Thurmond (2003, p. 67) who defines interaction in the following quote:

> The learner engagement with the course content, other learners, the instructor and the technological medium used in the course. True interactions with other learners, the instructor and technology results in a reciprocal exchange of information. The exchange of information intended to enhance know ledge development in the learning environment.

Interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among the learners.

To conclude, we can say that the majority of linguists agreed in defining of the concept of interaction, and they confirm that interaction is behaviors that comprise a set of message exchanges among a set of objects within context to accomplish a purpose.

2. Types of Classroom Interaction

Interaction in the classroom considers different main participants: The teacher and the learner. Hence, there is teacher-learner interaction and learner-learner interaction.

2.1. Learner-Learner Interaction

Some researchers and scholars like Moore (1989), Beaudoin (2001), or Swan (2002) argue that the more taking place in learning is the students.

Cognitivism is based on the learner processing in which he/she learns through the two processes assimilation and accommodation. These are complementary. The student here actively engages the learning by initiating conversation, asking and answering the questions, participating in the discussion, so the interaction flows freely between the teacher, the student and the language taught.

The focus in learner-learner interaction is on learning not on lectures, but rather the task itself. Furthermore, students working collaboratively in small groups do the tasks. In addition, the students' talking time is high and it can increase their opportunities to use language since there is interaction and discussion about the tasks in which there are many answers and many others ideas in addition to the promotion of critical thinking. Johnson (1995, p. 189), in her book "Understanding communication in second language classrooms", has claimed,

Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self- select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others.

Thus, this kind of interaction addresses how well students communicate with one another in class. Classes where students have opportunities to communicate with one another help them effectively construct their knowledge.

2.2. Teacher – Learner Interaction

Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. Furthermore, interaction is important for communication, especially in a foreign language classes. The teacher should give students as many opportunities as he/she can. When students are given an opportunity to speak, they will become familiar with the target language more easily.

Harmer (1998) points out that there is a lot of debate going on about the amount of time teachers should spend talking in the class "[...] getting students to speak – to use the language they are learning – is a vital part of a teacher's job" (p.4).

In fact, effective teachers can assess changes in the students' behaviour and know their needs in the classroom. Whitaer (2004 as cited in Janet & Barbara, 2009) suggests, "The main variable in the classroom is not the students, but the teacher. Great teachers have high expectations for their students, but even higher expectation for themselves". Hence, the teacher is the center of the classroom. Positive teacher expectations were associated with high interaction since the teachers who have

positive interaction with their students create a better classroom environment that is more helpful to learning and developing students' skills. Nevertheless, negative teacher expectations result in a decrease of interaction.

Arther et al (2006) defined positive teacher interaction as follows: "by shared acceptance, understanding, affections, intimacy, trust, respect, care and cooperation." For that reason, the most common interaction in the classroom is the teacher-student interaction because the teacher works as a motivator and prompter and gives explanation and instructions. In addition, the teacher creates an engaging atmosphere where the whole class feels secure.

3. Teacher Roles and Responsibilities in Class

The teacher is like a model to the students because he/she serves many roles in the classroom, so his/ her behaviour must be the correct one in front of them. In the recent development of education, teachers take on a variety of roles within EFL classes in which they play a crucial role to facilitate the process of learning. Hedge (2000, p. 26) identifies the most significant roles of a teacher:

> As controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words[…]; as organizer in giving instructions for the pair work, initiating it, and organizing feedback; as prompter while students are working together; and as resource if students need help with words and structures during the pair work.

3.1. Controller of Information

A teacher is a person who teaches and he/she is the center of focus in class. Harmer (2001) suggests that the teacher is the main responsible to transmit

knowledge to learners'. This role is regarded as the most comfortable in many educational contexts, because the teachers in charge of the class and activities take rolls, tell students things, organize drills, read aloud, etc

3.2. Assessor of Accuracy

This role is so important; the teacher should act as an assessor for the students by providing them with feedback, correcting their mistakes, and evaluating them with grades in various ways. The most expected act from the teacher is to show learners that their accuracy is being developed. The teacher's role is not complete just by teaching lectures, assessing is the effective tool for making learners learn in a better way

3.3. Promoter of Students' Work

Being a promoter includes that the teacher motivates students and helps them when they are lost in the activities. Here he /she can give them clues, tips or some hints to clarify the difficulties they face in their activities .With this role, the class will be more interactive.

3.4. Organizer of Classroom Instruction

The teacher needs to be very specific on his/her instructions of the activity, working in groups or individually, the time to finish the task, etc. Indeed, a well organized class is very important for student to know exactly what they have to do.

3.5. Observer

The teacher plays this role while students are doing their activities in the classroom. He/ she leaves them work by themselves and do not interact with them. Here, the teacher observes what students do, especially in oral activities. Also, he/she observes his/her materiel. One area of teacher development involves these aspects: Asking questions about what they do in the classroom and using observation to answer them.

3.6. Facilitator

It is very important for the student to feel that their teacher is concerned and that he/she cares about them. Thus, the teacher should become a facilitator to the students in the classroom. He / she can focus on what most directly improve students' learning and support them to learn as self-explorers. Teachers have to facilitate learning by encouraging students to speak, interact and communicate.

Spartt et al (2005) attributed others roles to the teacher. These are summarized in the following table.

Roles	The teachers
Planner	Prepare and think through the lesson in detail before teaching it so that it has varietyand there are appropriate activities for the different learners in the class.
Informer	Gives the learners detailed information about the language or about an activity.
Manager	Organizes the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines (i.e. things which are done regularly) for behavior.
Monitor	Goes around the class during individual, pairs and group work activities, checking learning.
Involver	Makes sure all the learners are taking part in the activities.
Parent/ Friend	Comforts learners when they are upset or unhappy.
Diagnosticians	Is able to recognize the cause of learners' Difficulties
Resource	Can be used by learners for help and advice.

Table 01: Teachers' Roles (Adopted from Spartt et al, 2005.p, 145).

Thus, the most common role the teacher plays in the classroom is to teach and to transmit knowledge. In fact, he/she plays a vital role in the lives of students inside the classroom. Beyond that, teachers serve many others role like planner, informer, manger, monitor, involver, resource, etc.

4. Teaching Techniques and strategies to promote EFL Class interaction

Classroom interaction is a practice that allows enhancing students' skills, and it is generally accepted that the classroom can facilitate students' language development and communicative competence. So, the teacher should give opportunities to their students to interact by using different techniques and strategies.

4.1. Group Work

Group work involves students working collaboratively on a set task, in or out of the classroom. Group work size can vary from pairs to a large group of students. According to Exley & Dennick (2004), the aim of this group working is the development of personal growth (increasing self-esteem and self-confidence) in addition to the devolvement of intellectual understanding, abilities, and skills. Another development is the communication in cooperative and teamwork skills such as planning, management, and leadership.

Group work interaction is seen as an activity that increases the amount of learners' talk and makes them perform well in the classroom. It is also the activity where there is an exchange of information between learners. Accordingly, Taylor (2011) declare, "students engaged in group work or cooperative learning show increased individual achievement compared to the student working alone." Therefore, students are encouraged to become active by developing their collaborative and co-operative skills.

Group work includes many other benefits such as the enhancement of students' learning as well as achievement in addition to the opportunity of learning from and to

teach each other. Learning outcomes are improved and students have the chance to work in large group projects with different students' backgrounds in which they share experiences and skills. It can save time and make the unit of study challenging, interesting, motivating, engaging and fun for everyone.

4.2. Pair Work

Pair work is about learners working together in pairs. One of the motives to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in class. It is a type of group work using a group of two students' .The idea is to improve listening and speaking skills through the exchange of information with each other. pair work should be always accompanied by some sort of "test". Moreover, pair work is the only way of getting everyone in classroom speaking and listening at the same time. In other words, pair work offers intensive, realistic practice in speaking and listening and it promotes friendly classroom ambiance that is conductive to learning.

Moon (2000) defines pair work as a strategy "to recognize them (students) in ways that will maximize opportunities for learning" (p. 53). This means that students work in a collaborative way to finish their task and reach their goals. Therefore, pair work is a method that is widely implemented in the EFL classroom as Nunan (2003) states, "pair work […] activities can be used to increase the amount of time that learners get to speak in the target language during lessons" (p.55). In the same vain, Moon (2000. p, 54) claims that it is "valuable in providing more opportunities for children to get more language exposure". Thus, we can say that pair work can give learners more opportunities to interact with their classmates.

There are many different activities that the teacher can provide in the form of pair work. He/she can give them a kind of interview activity: Students interview each other after choosing choose a topic (either specific or general) and let them share their ideas with the rest of the class at the end of the discussion. Furthermore, two person games are always a fun addition to the class. This kind of activities is designed just for two players who are provided with more formal game to encourage them interact in the classroom and to spend long of time talking as they play.

4. 3. Role Play

Role play is an educational technique in which students spontaneously take role and act out an imagined or real scenario. For example, students take role of characters in a novel they are reading. The time spent on acting is usually short (5-6 minutes only). Role-play helps to develop all aspects of learning: Cognitive, psychomotor skills and emotions. It is also useful for developing the interpersonal skills of learners. In addition, it involves applying knowledge to solving problems, develops sympathetic understanding, provides opportunities to speculate on uncertainties, facilitates learning across, and helps making abstract problems more concrete. Moreover, role plays involve comparing and contrasting position taken on an issue and facilitate expression of attitude and feeling. According to Jaibonisha (2016), role play is effective when the topic involves person to person communication or interaction, and it can allow everyone to participate. Finally, role play has great attribute on the teaching- learning process and it makes it more effective.

4.4. Discussion a topic

This method is more effective since everybody participates in the discussions, and therefore expresses themselves. Everybody works in a collaborative way and

shares ideas and opinions. Moreover, it provides opportunities to the students for training in self-expression because they are required to express opinion and thoughts in a clear and concise manner. Littlewood (1981) states, "It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language" (p.47). In addition, students respect others' viewpoints since they are different with other members of the group even if they are contradictory to each others' views. Furthermore, it gives the chance to the students to think about how they will respond. They will spotlight their ideas and increase their knowledge. Therefore, we can say a discussion is a very useful and effective method for teaching a foreign language.

The teacher always tries to help their students to develop their interaction skill by using several techniques and adapting certain strategies. These are some of the ways to facilitate and enhance interaction in classroom.

The Teacher can motivate students' interaction through choosing appropriate topics since they can say more and take time on talking about their interest topics. Johnstone (1989, p. 9) described some other strategies taken by teachers that might help students understand the teacher's utterance and interact appropriately:

> Regular checking of understanding, using familiar words, applying lower cognitive level, immediate repetition, recycling of information, paraphrase, other aspects of redundancy, slower, clearer talk, exaggerated intonation, emphasis, structurally simplified language, larity of discourse markers, key vocabulary and structures, notified in advance, simple tasks, notified in advance, routinisation, translation in to L1.

Discussing a topic it is strategy where students grow their interests and engagement. Moreover, when they discuss, they get different answers and perspectives on the topic. Discussing a topic can prepare, engage, and motivate students more. In addition, it develops their speaking skills in class and increase the understanding of a subject or lesson. Also, it lets the students know about their mistakes and weaknesses and supports building confidence.

4.5. Asking Questions

When students initiate their conversation in class, it is easier for them to answer the questions because the teacher when he/she gives theme questions, he/she always indicates some words (in the questions) that appear in the answer itself. Also he/she can add additional questions when the student cannot find the right answer .This strategy is mainly useful in description. However, it guides students and does not give them the freedom to interact in a smooth way.

4.6. Using Body Language

Body language is a mixture of gestures and expressions which are used to improve students' understanding and to interact more with one another. In the classroom, there is a constant interaction between teachers and students, teacher can help their students interact in an easy way by using some gestures, facial or corporal expressions. Miller (2005, cited in Bramki, 2014) argues, "non verbal message include facial expression, eye contact or lack of eye contact, proximity and closeness, hand gestures and body language" . By body language, teachers can help their students to understand and catch the message easier and faster.

4.7. Enhancing the Relationship between the Teacher and Students

A good relationship is needed between teachers and their students to create the best atmosphere in the classroom and motivate the learners to learn with self -

confidence without pressure. When the environment is safe and supportive, students feel motivated and active to learn. It is important to have a teacher who cares for his/her students' needs, strengths and difficulties and who holds an encouraging relationship with his/her students, giving then all the same chances and opportunities to participate and share their ideas. These opportunities make students feel enjoyed and free to interact in the classroom and improve their academic skills. A teacher should care about his/her students' transformation of knowledge affectively and has a good interaction with them .Also, he/she gives the students the opportunity to build an emotional link. This emotional link makes students feel comfortable in front of the teacher and the class which is essential to their success. Allen et al (2013) suggest, "Improving the quality of teacher-student interactions within the classroom depends upon a solid understanding of the nature of effective teaching for adolescents" (p. 77). Moreover, Baker (2006) states, "Strong teacher-student relationship may be one of the most important environmental factors in changing a child's educational path".

5. Importance of Interaction

Many studies show that classroom interaction is very crucial since it helps the teaching and learning processes which lead the communication to run smoothly. It also increases learners' communicative proficiency.

Ellis (2003, p. 103) states, "the general goal of learning is the fluent, accurate, and pragmatically effective use of the target language". It means that the way of being able to speak or to write a particular foreign language easily and accurately is the most important thing in learning. Moreover, Woolfolk & Galloway (1985, pp.77-78) said, "This enjoyable environment that leads to reciprocal mutual understanding is supposed to be shaped by the learner himself by being active participant inside the

classroom". Classroom interaction, therefore, permits the students to raise their amount of participation during a course. In addition, Eisenberg (2004) declares, " I try to implement activation techniques that focus on the students in the classroom, on keeping them involved, on having them doing and producing rather than passively receiving information"(p. 27). Hence, he focuses on techniques that make the student active in the classroom and not passive.

Allwright & Breen (1989 as quoted by Chaudron, 1993, p.10) further state that interaction is considered important for the following reasons:

❖ Only through interaction can the learner decompose TL structure.

❖ Interaction gives learners opportunities to incorporate TL structure into their own speech.

❖ The meaningfulness for learners of classroom event of any kind, whether thought as an interactive or not, will depend on the extent to which communication has been jointly constructed between the teacher and the learner.

Moreover, interaction helps students to develop language learning and social skills. It supports the teaching learning process to run smoothly, and it can increase learners' communicative proficiency. Furthermore, it aids the teacher create a culture of learning and to foster the interest in culture besides the language and encourage learners to accept responsibility for their own learning. According to Brown (2001), "In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about."(p.35). Hence, the interactions in the classroom makes students practice their language in the classroom.

In addition, interaction in the classroom gives the students opportunities to get feedback from the teacher or other students.

When we talk about the importance of interaction, we can also refer to motivation, communication and cooperative work because these factors my help interaction increase inside the classroom.

Classroom interaction contributes at motivating students. The term motivation is generally seen as the needs in the classroom. The teacher has to pay attention to motivate his/her students to participate and interact with him or with the classmates because the teacher is the external source of motivation in the classroom. Kuh'l (1985) defines motivation as "the behavioural process whereby initial wishes, hope and desires first transformed into goals, then into intention" (p.47). Motivation has other several effects on students' learning and behavior: It increases students' time on task and it is an important factor that affects their process of learning and achievement as it develops cognitive processing. In addition, motivation helps students feel that they are valued members of the learning community. Also, it creates an atmosphere that is open and positive, which aid students do well. It also ensures opportunities for students' success by assessing tasks neither too easy nor too difficult.

Communication it is also a part of the classroom interaction importance where students attempt to solve communication problem to reach particular goals. Tarone (1977, as cited in Dornyei, 1997, p. 177) defines communication as a "strategy used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individuals' thoughts". Thus, it is helpful for acquisition because it enables students to keep the conversation going and clearly provide more opportunities for further learning. Communication in English as a foreign language

has a great importance for students thanks to which they develop their ability to use English to communicate and take part in discussion. It also makes them express their thoughts in English, decide, understand the views and experience of others.

Students learn more when they are learning together (cooperative); even the language of the teacher will be more familiar with collaborative learning (group work of pair work). Cooperative work enhances a range of skills: thinking skills, self-management and group-management, effective planning and decision-making as well as leadership skills. Besides, it gives more time for students' oral production. Moreover, less confident students can practice language without felling the teacher's pressure. Porter (1986) states, "the more proficient learner gets practice in producing comprehensible output; the weaker partner gains experience in negotiating meaning" (As quoted in Lynch, 1996, p. 115). This means that students become accustomed to help and learn from one another.

Therefore, the classroom interaction is needed. By interacting with other learners and teachers, students will grow and expand their language skill and social skills. Hence, it is an important part in the teaching and learning processes.

Conclusion

To sum up, classroom interaction is seen as a feature that leads to successful communication since face-to face communication creates more motivation and building a good relationship with students and teacher through discussions. Also, we have seen that classroom interaction helps learning to develop their language learning and social skills. Besides, we dealt with the roles of teachers focusing on the fact that more time should be given to students for more practice of the language. In addition, to we have seen that group work, pair work, role-play and class discussion

are enjoyable effective techniques. We also referred to strategies that help students

interact in the classroom and gain opportunities to develop their speaking skill.

CHAPTER THREE : FIELD WORK

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

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Résumé

Introduction

In order to accomplish the process of collecting data for our research "the use of code-switching to enhance EFL classroom interaction", the present study dealt with two instruments: a questionnaire for learners and an interview for teachers since their views and opinions are very crucial to confirm or disconfirm our hypothesis.

We have distributed the questionnaire online and some of them hand to hand to a sample of sixteen (60) EFL first year students at Mohamed Khider University of Biskra to collect their opinions and attitude about the topics; a sample was chosen randomly from the whole population. According to Walliman (2011.p, 97), "Asking questions is an obvious method of collecting both quantitative and qualitative information from people". Hence, we used this questionnaire to gain both quantitative and qualitative data.

Concerning teachers' interview, a sample of seven teachers (7) that are teaching first year oral expression at the division of English at Biskra University are selected to provide us with valuable data about the topic. Griffee (2012.p ,159) describes it "as a research tool, an interview has structure, purpose and form and can be defined as a person to person structured conversation for the purpose of finding and /or creating meaningful data which has to be collected, analyzed and validated".

The present chapter is mainly descriptive and provides both descriptive and statistical information to show how code-switching facilitates EFL classroom interaction. The analysis and the interpretation of the results that have been gathered by the questionnaire and the interview used to provides more complete understanding of research problem.

1. Review of Research Methodology

1.1.   Research Method

In the present study, a descriptive research design was adopted to collect the necessary information about the phenomenon and to demonstrate the relationship between the two variables (the independent variable is code-switching and the dependent variable is EFL classroom interaction). Besides, it can determine the facts about the actual situation (why students use code-switching in classroom).

1. 2. Population and Sampling

The sample of this study was first year LMD students of English at the University of Biskra. The reason behind choosing to work with this level is that students are not familiar with the university atmosphere as well as they come with refresh minds. In addition, they cannot communicate accurately and fluently in English.

From a population of about 675 students, we have dealt with sixty 60 students selected randomly assigned for the investigation of the study.

Concerning the teachers' sample, we have selected randomly seven (7) teachers of oral expression from a total of 15 teachers of oral expression at the English section in Biskra University.

1.3. Research Tools

The objective of the data gathering tools depends on the overall objective of our research which aims first at discovering and understanding how the use of code-switching as a strategy to facilitate interaction in EFL classrooms.

In this study we used two types of tools: A questionnaire distributed online to 60 students and an interview conducted with 7 teachers of oral expression. The students'

questionnaire aimed at finding out whether students use code-switching inside classroom to facilitate interaction. The teachers' interview, however, was intended to investigate the teachers' opinions about encouraging interaction by tolerating using code-witching as a strategy to enhance the learners' interaction in the EFL classroom.

2. Students' Questionnaire

2.1. Aims of the Questionnaire

A questionnaire it is an essential element to get specific information from the participants anonymously and to give them time to concentrate and answer carefully the questions. According to Dornyei (2003, p. 09), "By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour". Furthermore, the results can be analyzed more scientifically and objectively.

The aim of this questionnaire is to investigate the use of code-switching as a strategy to facilitate interaction in the EFL classroom through collecting students' opinions, attitudes and experience about the topic. In addition, it is used to find out the reasons of low interaction in an EFL class and the different reasons that lead students to code-switch in the classroom.

2.2. Description of the Questionnaire

The questionnaire is one of the most effective research instruments; it is used to investigate the use of code-switching to enhance EFL interaction in class. This questionnaire consists of nineteen (19) questions which are arranged in a logical way and divided into three sections. The first section which contains five questions (01-05) is about the personal background of the participants. It seeks to know their age, gender, level in English, and their choice of the study English. The second section is

focuses on the concept of code-switching. It contains six questions (6-11) in which the students' are required to give reasons of using another language than the target one in class as well as to explain their teachers' purpose behind code-switching. Section three contains six questions (12-19) and seeks to obtain students' views about EFL classroom interaction besides its relationship to code-switching.

2.3.   Administration of the Questionnaire

The questionnaire was distributed online to first year LMD students of English at Mohamed Kheider University of Biskra. It took a google form and was posted in facebook. We received (53) replies. In addition, some respondents sent messages to the researcher's count to ask for clarification and illustration. Therefore, some explanation and extra information were provided to clarify the topic and explain some terms. On the other hand, seven (07) questionnaires were given to students hand to hand in their free time outside classes. We got the answers back immediately. Thus, the total of copies was 60.

2.4.   Analysis of the Questionnaire

Section One: Background Information (Q1 $\longrightarrow$ Q5)

Item One: Students' Gender Distribution

Options	Frequency	Percentages
Feminine	38	63,3%
Masculine	22	36,7%
Total	60	100%

Table 2. Students' Gender Distribution.
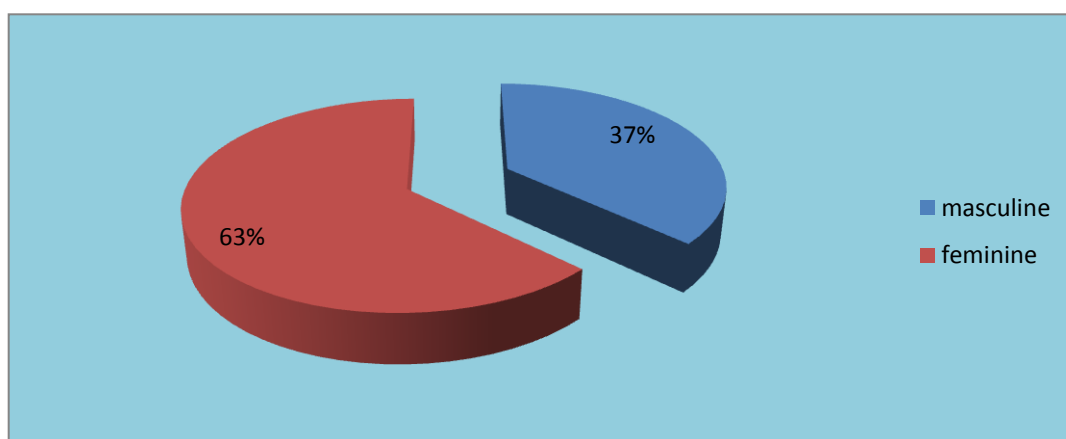
Figure 2. Students' Gender Distribution.

The figure shows that the majority of participants are feminine (63, 3%) while (36.7 %) are masculine. this mainly can be interpreted by the fact that females are tending to learn the English language more than males, we can notice that form the percentage that the women code-switch more than men in their conversation because they like to show that they master more than one language to prove that they are well educated ,on the other hands, men most of time they do not use code-switching when communicate, they are spontaneous in their talking.

Item Two: Students' Age Distribution

Options	Frequency	Percentages
17-21	**48**	**80%**
22-25	**9**	**15%**
26-31	**3**	**5%**
total	**60**	**100%**

Table3. Students' Age Distribution.
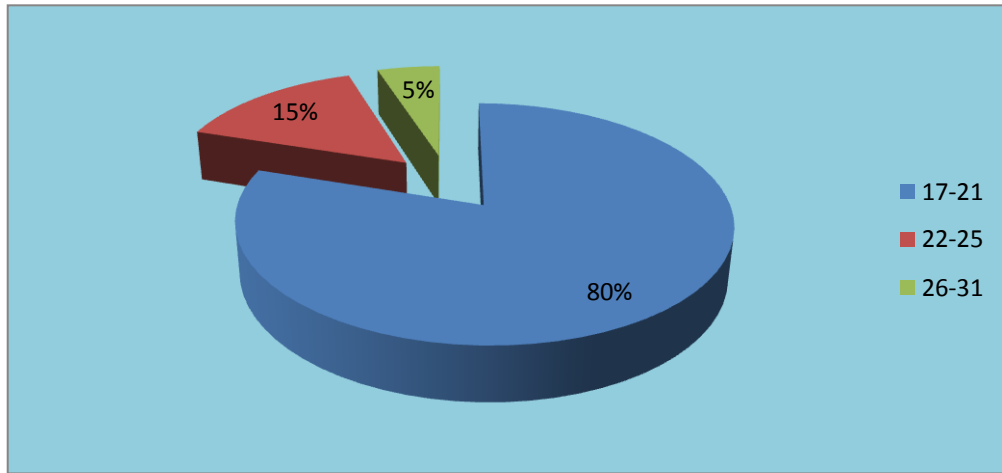
Figure 3. Students' Age Distribution.

According to the figure presentation of results, the students' age ranges between 17 to 31. Nearly all of them are aged between 17 and 21 years old making up 80% of the total. However, (15%) are aged between 22 and 25 years old while only 5% are between 26 and 31 years old. This variation in age may affect students' attitude, motivation and interaction in class. Indeed, older learners tend to have more experience, wider knowledge, be less anxious, get more involved and can interact easier with others comparing to younger learners.

Moreover, students of varied age may have different perspectives about the use of code-switching it class. Indeed, younger students may use more their mother tongue as they freshly come from secondary school and may not have a sufficient vocabulary background to communicate and interact fully in English.

Item three: Identification of Students' Mother Tongue

Options	Frequency	Percentages%
Arabic	**50**	**83.3%**
French	**00**	**00%**
Berber	**10**	**16.7%**
Total	**60**	**100%**

Table 04. Identification of Students' Mother Tongue.
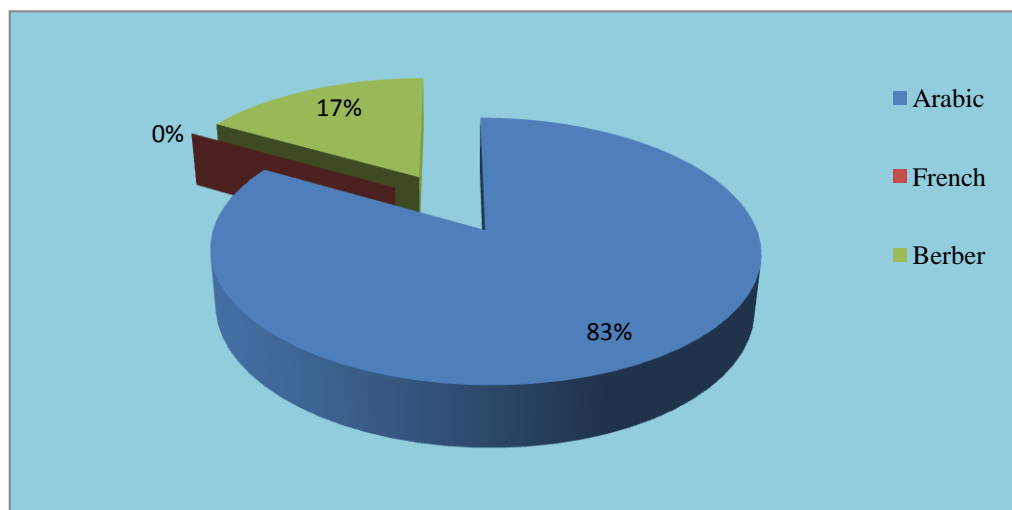
Figure 04. Identification of Students' Mother Tongue.

The aim behind this asking question was to know the participants' mother tongue. Results presented in the figure above show that overwhelming majority (83, 3%) of participants' mother tongue is Arabic. This is what explains that they shift to Arabic when they find difficulties to express themselves in English. (10%) of the sample, however, claimed that their mother tongue is Berber though it is not used in the EFL class.

Item four: Students' Evaluation of their Level in English.

Options	Frequency	Percentages %
Good	24	40%
Average	8	46%
Less than average	3	5.7%
I do not know	5	8.3%
Total	60	100%

Table 5. Students' Evaluation of their Level in English.
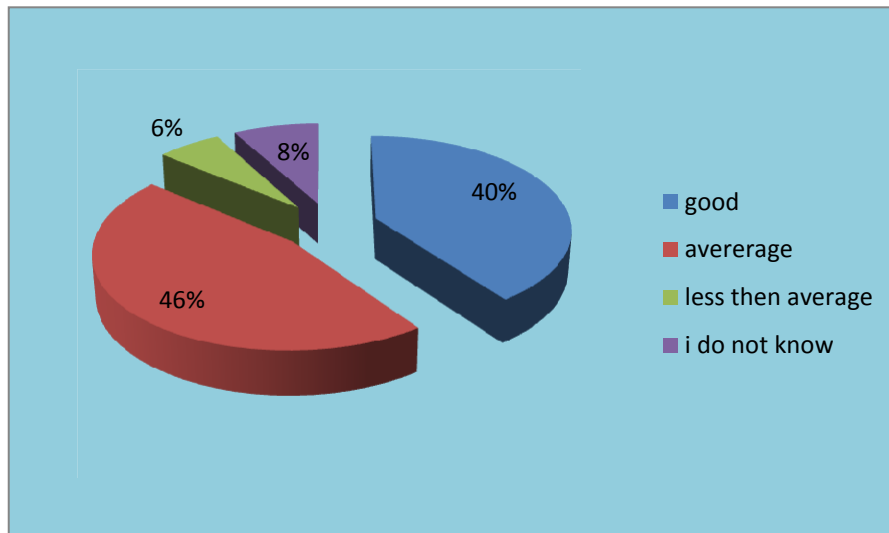
Figure 5. Students' Evaluation of their Level in English.

We can notice that the highest percentage of students (46%) claimed that their level in English is average. Others (40%) asserted that they are good in English. Some others (8,3%) say that they do not know their level at all whereas the least percentage (5, 7%) of students confessed that their level is less than average.

In fact, asking students to evaluate their level by themselves would help identify their amount of self-esteem and self-confidence. These factors have great effect on students' awareness, attitude, motivation and skills development which affect, in turn, their interaction and participation in class. Indeed, the more the learner positively evaluates his/her learning achievements, the more he/she gets more self-confident and would take risks to speak in public and interact with others. Consequently, his/her skill will get promoted and would less use the mother tongue in class.

Item five: Students' Choice to Study English at University

option	Frequency	Percentage
Personal	**45**	**75%**
Imposed	**6**	**10%**
Advised	**9**	**15%**
Total	**60%**	**100%**

Table 6. Students' Choice to Study English at University.
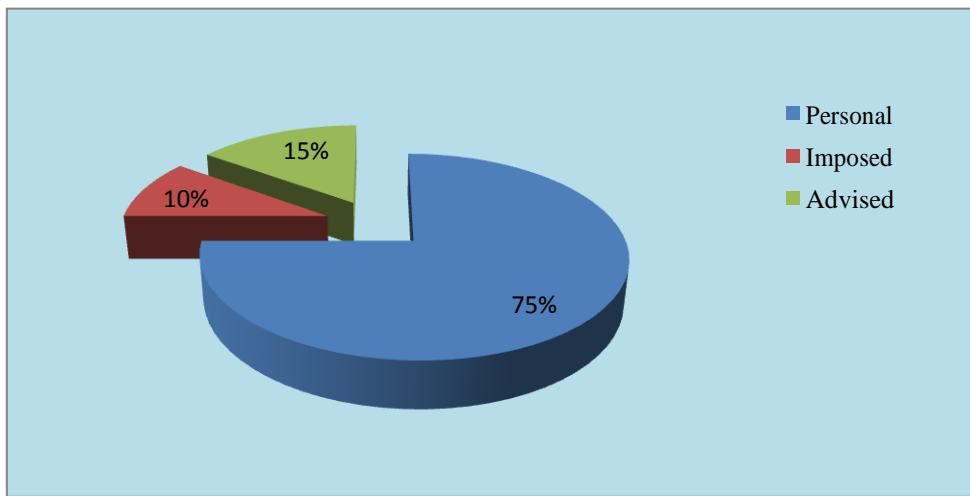
Figure 6. Students' Choice to Study English at University.

The data obtained in the figure show that the choice to study English was personal for (75%) of the sample while (15%) was advised. However, 10% of participants reported that they were imposed to study English at university.

These results clearly determine students' attitude and motivation to learn English. Indeed, those who had freely chosen would be more motivated to study and would be more involved in class tasks and interaction. On the contrary, it is presumed that those who were imposed this choice would probably have a negative attitude towards learning English. They would be reluctant to participate and interact in the classroom.

Section Two: Code Switching (Q6 → Q11)

Item six: Students' Used Languages in the EFL Classroom.

Option	Frequency	Percentage
English only	7	11.7%
English and Arabic	47	78.3%
English and French	6	10%
English and Berber	00	00%
Total	60	100%

Table7. Students' Used Languages in the EFL Classroom.
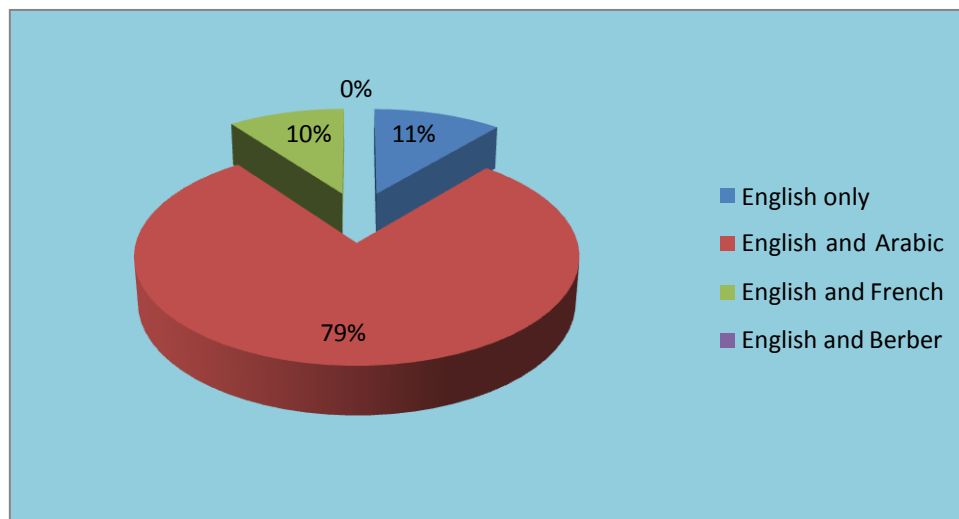
Figure 7. Students' Used Languages in the EFL Classroom.

This question sought to determine whether students use other languages (code-switching) than English in their EFL oral Classes as well as to identify them.

(78%) of the participants prefer using English besides Arabic when they interact inside the classroom whereas (10%) choose to speak English and French at the same time to express clearly their ideas and to facilitate the communication with their teacher and their classmates. Lastly, (11, 7 %) manage to speak only English in class.

These results indicate that most students cannot get rid of their mother tongue even if they are in an EFL class. For them, using their mother tongue is inevitable and usually unconscious as it is a part of their identity. Moreover, the reason can be their lack of vocabulary or a weak mastery of their oral performance. However, those who use French may have been influenced by their home education or parents' educational and social position. Finally, the small percentage of students who claimed to use English only in class may have a greater self-confidence on their capacities and may better master speaking compared to the rest of the sample.

Item seven: Students' Reasons of Code-switching in English class.

Option	Frequency	Percentage %
To clarify and illustrate your point of view with examples.	11	17.7%
To express a word that does not have a direct equivalent in English.	9	15%
To communicate/ interact (with you teacher or classmates) more effectively.	13	21.7%
To convey precise meaning and avoid misunderstanding.	19	31.7%
You have a lack in vocabulary.	7	11.7%
Another reason	1	2.2%
Total	60	100%

Table 8. Students' Reasons of Code-switching in English class.
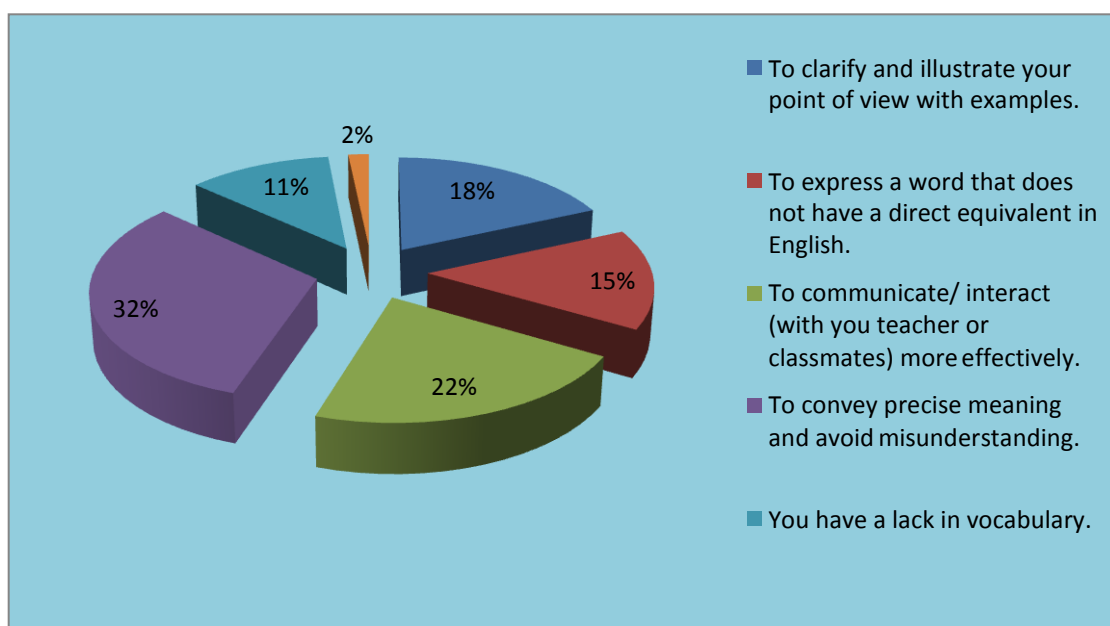
Figure8. Students' Reasons of code-switching in English class.

The figure above indicates the students' most common reasons of using code-switching in class. Findings indicate that (31, 7%) of students use this strategy to convey precise meaning and avoid misunderstanding while (15%) to express a word that does not have direct equivalent in English. Also, in the third option, with (21, 7%) to communicate / interact with teacher or classmates more effectively. In addition to, (11.5%) they have a lack of vocabulary.

The main reasons of students' code-switching in English classes at Biskra University

are filling in their vocabulary gaps, and in some cases, when students want to convey a specific meaning in a specific situation and for a specific purpose. Also, they codeswith to ease communication; i.e., utilizing the shortest and the easiest route. In addtition ,code-switching can be used to continue in speech situations when the speakers are unable to express their thoughts or ideas.

All in all, the ultimate reason for code-switching is to achieve effective communication between the speaker and the receiver.

Item eight: Students' Way of Mixing Languages while Speaking.

Option	Frequency	Percentage %
Consciously	**33**	**55%**
Unconsciously	**17**	**28.3%**
I do not know	**10**	**16.7%**
Total	**60**	**100%**

Table 9. Students' Way of Mixing Languages while speaking.
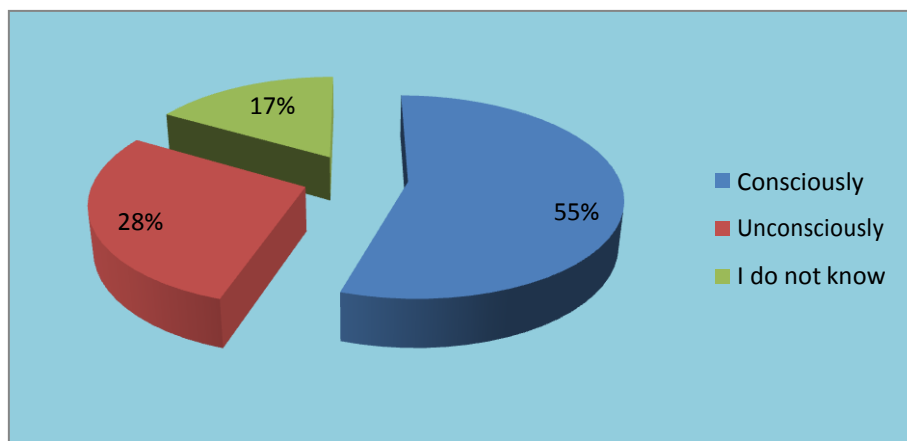
Figure9. Students' way of Mixing Languages while Speaking.

Based on the information presented in table 9 and figure 9, most participants (55%) are quite conscious when mixing languages in a conversation. However, (28, 3%) reported that that they unconsciously shift from English into their mother tongue and are not aware when they start that mixing languages while they speak with their teachers or their peers. On the other hand, (17%) claimed that they do not really know whether using many languages at once is done consciously or unconsciously because they did not pay attention to the matter.

These findings reveal that the majority of students are aware of code-switching as they do it intentionally. The purpose may vary from one student to another. Some may fill a lack of vocabulary, a shortage of ideas, or a lack of knowledge in grammar or pronunciation. Thus, the main aim is to continue speaking and interacting and avoid interruption and long pauses. Others may become less anxious when they are allowed to use their mother tongue and feel more secure, relaxed and comfortable as they master it.

Nevertheless, code-switching seems to be an unconscious, unintentional, and unplanned for some students. These are not aware when they shift from English into another language (Arabic/French) as the latter interferes naturally in their oral performance. Indeed, researchers have proved that the mother tongue cannot be ignored and rejected in the process of learning a second/foreign language. Moreover, the former contributes to the development of the latter.

Thus, code mixing is the use of more than one language and a shift from one code into another. Kachru (1978) states, "the use of one or more languages for consistent transfer of linguistic units from one language into another and by such language mixture developing a new restricted and not restricted code of language interaction."(p, 28)

Item nine: Students' Opinion about the Teacher Code-switching Frequency.

Option	Frequency	Percentage %
Often	**6**	**10%**
Sometimes	**40**	**66.7%**
Rarely	**13**	**21.7%**
Never	**1**	**1.6%**
Total	**60**	**100%**

Table 10. Students' Opinion about the Teacher Code-switching Frequency.
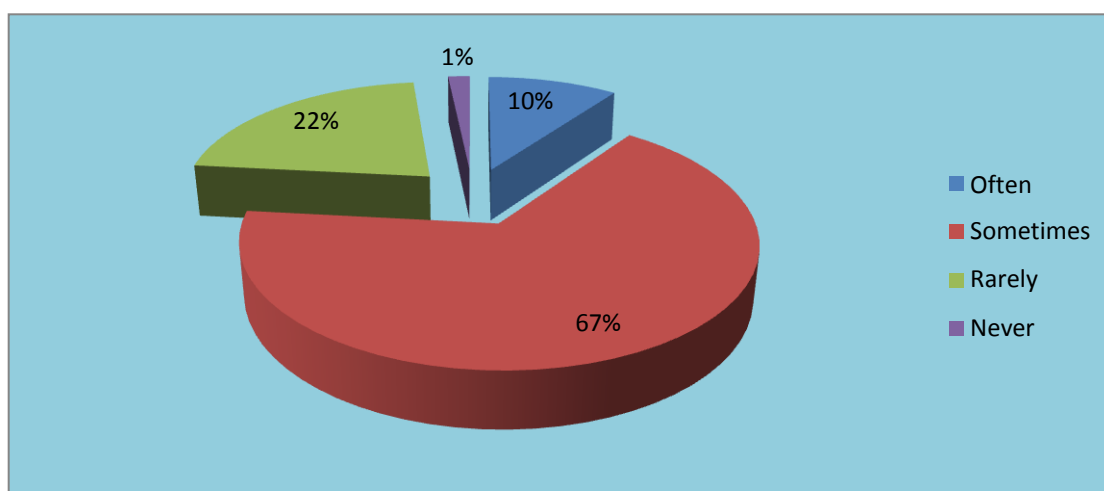
figure 10. Students' Opinion about the Teacher Code-switching Frequency.

We can notice from the obtained results that the highest percentage of students (67%) claimed that their teacher sometimes code-switch in the classroom. (22%) of the sample, however, stated that the teacher rarely code-switch to explain meaning and to convey massages clearly. Then (10%) often use code-switching and do not like to alternate between two or more languages. Finally, one student (1%) reported that his/her teacher does not use another language in class.

Item ten: Reasons for Teachers' Code- Switching in the EFL Class.

Option	Frequency	Percentage
To give instructions	4	6.7%
To install discipline	4	7.3
To explain a word	28	46.7%
To give feedback (correction/remarks)	6	10%
To interact/ communicate with students (to be understood from all	17	28.3%
Other reason	1	1
Total	60	100%

Table 11. Reasons for Teachers' Code- Switching in the EFL Class.
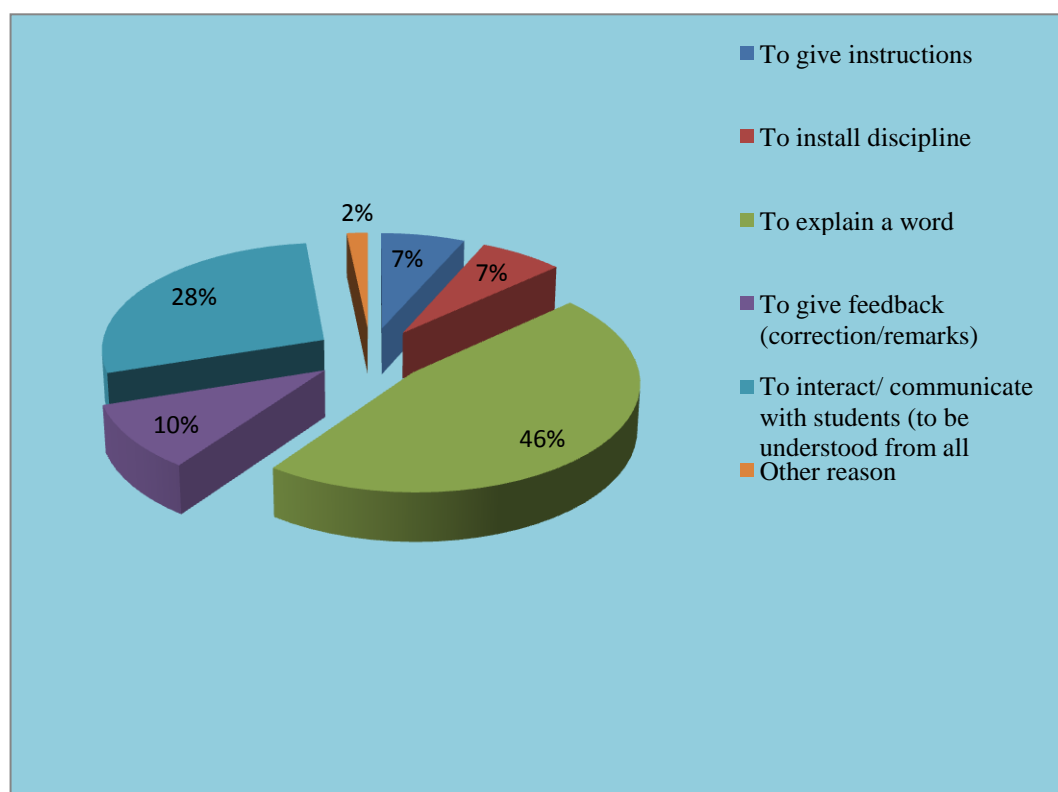
Figure 11. Reasons for Teachers' Code- Switching in the EFL Class.

In this figure where the learners indicate the reasons why their teachers code switch in class. (46, 7%) of the respondents reported that their teacher code-switches to explain a word. (28%) stated that teachers use another language to interact or to communicate with their students (to be understood from all). Besides, (7, 3) claimed the reason behind code-switching is to install discipline or to give instruction (6, 7%). In addition, (10%) said that their teacher shifts to another language to give more comprehensible feedback (corrections, remarks).

Therefore, the sample gave different answers about the reasons that make teachers code-switch in class. These varied between clarifying meaning, giving instructions, installing discipline, promoting interaction, or providing feedback. Clearly, these reasons promote students' learning process and help them understand better and develop mainly their oral communicative skill. It is, however, important to mention that code-switching should not be over used.

Item twelve: Students' Attitude towards Teachers' Code-switching in Class

Option	Frequency	Percentage
Yes	**36**	**60%**
No	**24**	**40%**
Total	**60**	**100%**

Table12. Students' Attitude towards Teachers' Code-switching in Class.
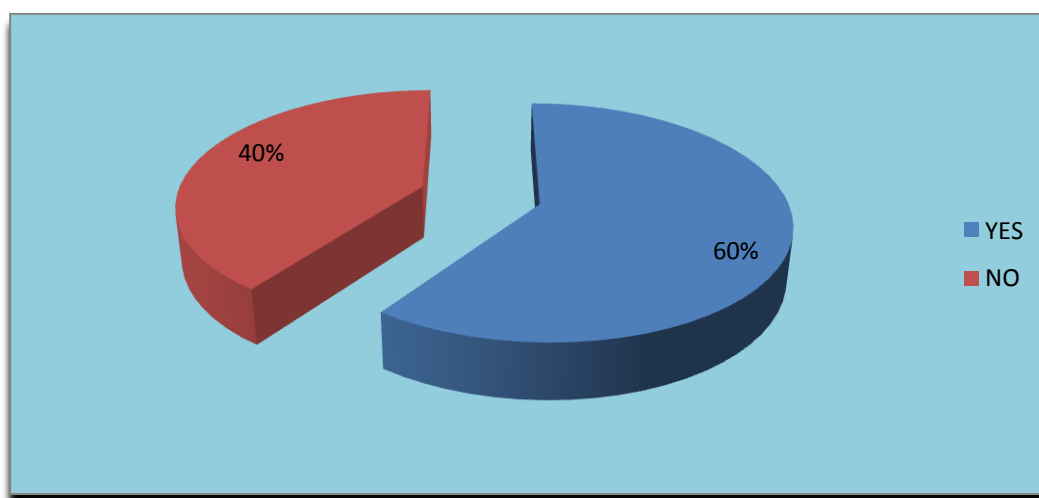
Figure 12. Students' Attitude towards Teachers' Code-switching in Class.

This question was asked to know the opinion of students whether they like their teacher to use Arabic or French in class or not. The figure shows that the majority of participants (60%) like when their teachers use Arabic or French in their lectures. Indeed, according to the justifications they provided, using an extra language is a useful strategy that help them better understand ,get the idea faster and easier, simplify to them the hard/new words, add more explanation, get more feedback; in sum, to facilitate the learning process. Moreover, respondents added that using Arabic/ French during the session is a positive thing and a part of the teaching and learning process as it helps adding add more clarity, encourage and maintain interaction in the classroom, make an easy and comfortable atmosphere for

teaching/learning because students feel more secure and less anxious when they deal (even a little) with a language they master.

However, (40%) of participants do not like the use Arabic or French inside the classroom because they think they are students of English, so they need to use only English to master it and to learn how to communicate effectively with it. They added to their explanation that using another language (than English) cannot help them learn vocabulary appropriately. Moreover, they confessed that they would not feel they are in an English environment and that they are interested just in learning English. Clearly, this portion of the sample rejected the idea that the teacher uses Arabic or French to teach them English. They find this method helpless and inappropriate. Nevertheless, they did not reject the idea that code-switching could be done only when the topic to be discussed in class demands the use of some words in Arabic or in another language (only to fulfill the lesson/task objectives).

Section Three: Interaction in the EFL Classroom (Q 13 Q19)
Item eleven: Students' Opportunity to Interact in Class.

Options	Frequency	Percentages
Yes	**49**	**81.7%**
No	**11**	**18.3%**
Total	**60**	**100%**

Table 13. Students' Opportunity to Interact in Class.
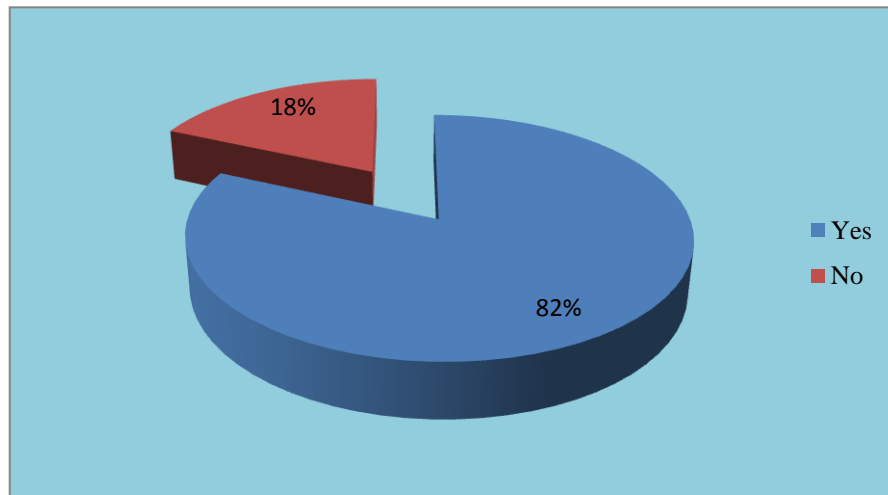
figure13. Students' Opportunity to Interact in Class.

From the graph above, we notice that (81.7%) of the participants answered that they are given the chance to interact in the classroom with their teacher and classmates. These were asked later (in the next question) to say how often they have the chance to participate/interact in class. Their answers are recorded in table 14 below.

On the other hand, (18%) of respondents revealed that they are not given opportunities to interact in the classroom. This can be due to time constraints, large number of students in the class, or for some other reasons that teachers may have the reasons will be more identified in table 15). In fact, this may affect negatively students' motivation and interaction as well as it may hinder the development of their oral communicative skills. Students may even lose interest and self-confidence and may feel isolated or ignored by the teacher

.

Options	Frequency	Percentages
Always	**9**	**18.4%**
Sometimes	**36**	**73.4%**
Rarely	**4**	**8.2%**
Total	**49**	**100%**

Table 14. Frequency of Students' Given Opportunities to Interact in Class.
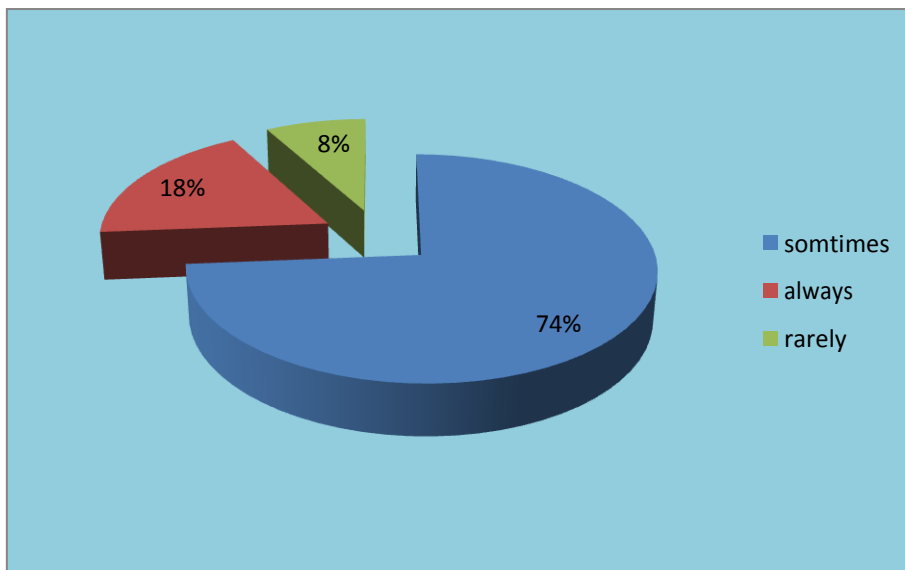
Figure 14. Frequency of Students' Given Opportunities to Interact in Class.

The figure shows that the majority of students (73.4%) are sometimes given opportunities to interact in the classrooms whereas (8.3%) of respondents claimed to have rare occasion to participate and interact with others. On the other hand, 18.3%) asserted that their teacher manages to make the atmosphere comfortable and always give them the chance to take part in discussions and give their point of view to the class.

Options	Frequency	Percentages
No enough time	2	18.%
You have nothing to say	1	9%
The topic is not interesting	3	28.%
You are afraid to make mistakes	3	28.%
Your teacher does not allow students' comments/discussion	1	9%
All of them	1	9
Total	11	100%

Table 15. Reasons of the Lack of Opportunities for Students' Interaction in Class.
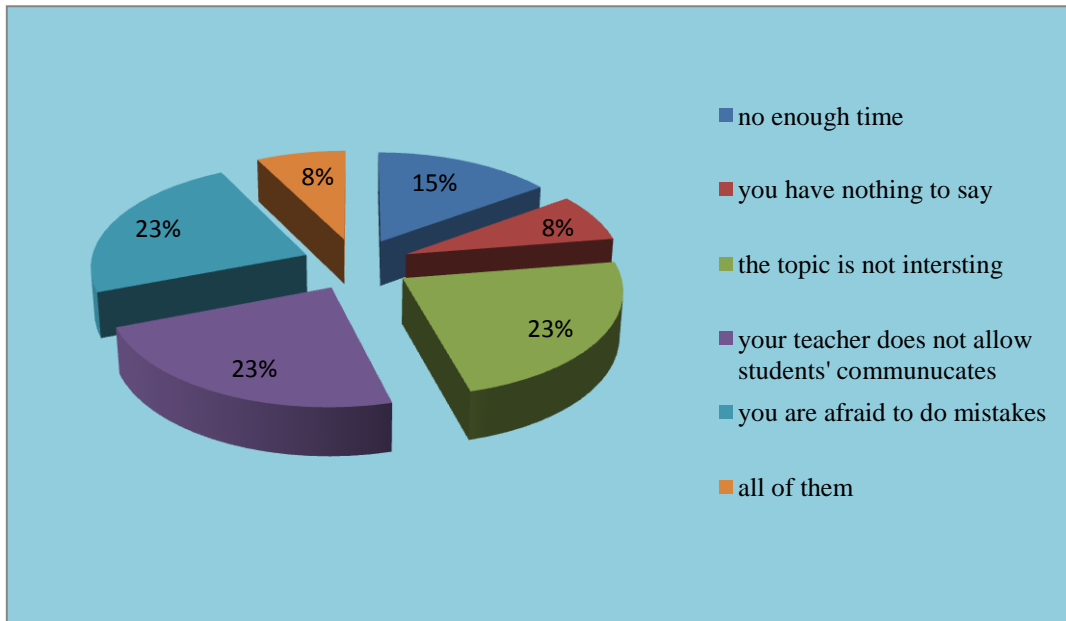
Figure 15. Reasons of the Lack of Opportunities for Students' Interaction in Class.

The aim behind asking this question was to identify the reasons why not all students have the same opportunity to interact in class. According to the findings, most respondents 28%) do not interact because they find the topic not interesting

while 18%) have nothing to say about the discussed topic. (28%) of participants revealed to be afraid to make mistake, so they prefer keeping silent and do not participate in discussions. Another reason of the reluctance to interaction is that the teacher does not allow students' comments and opinions. This option was chosen by (9%) of the sample. Finally (18%) said that it is probably because of a lack of time; i.e., time is not enough for all students to share their ideas.

Other participants (9%) chose more than one option to answer and mixed beween all what was suggested above. Also, the translation of what they want to say from the mother tongue to English takes much time and make their contribution less.

Item thirteen: Students' Preferred Type of Classroom Interaction.

Options	Frequency	Percentages
Teacher –learner interaction	**39**	**65%**
Learner –learner Interaction	**21**	**35%**
Total	**60**	**100%**

Table16. Students' Preferred Type of Classroom Interaction.
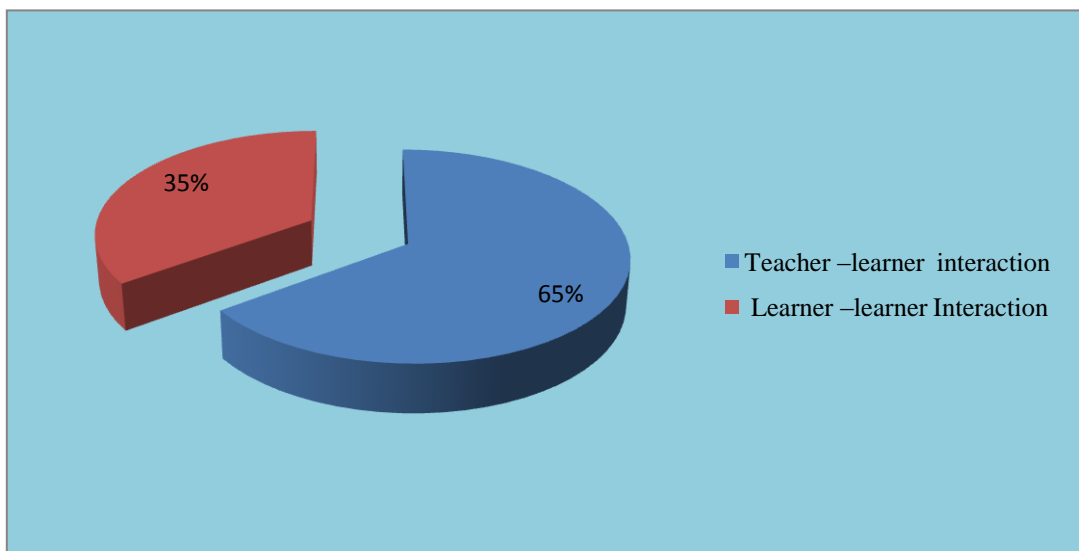
Figure16. Students' Preferred Type of Classroom Interaction.

From the results above, (65%) of the participants stated that the type of classroom interaction they prefer is teacher-teacher interaction because they want to avoid any kind of misunderstanding or conflict with their peers as not all of them are open minded and well mannered. Therefore, they prefer to interact with the teacher since he/she is more carrying, tolerant with mistakes, has the correct information, and makes them feel supported. Moreover, according to the sample's answers, the teacher guides students throughout all stages of the lesson and benefit them with his/her knowledge comparing the the interaction with other learners which is less beneficial and helpful.

The rest of participants (35%), on the other hand, claimed that they prefer Learner –learner interactions because they like group work. Also, they said that learners have the same level, so interaction will be more interesting and they feel that they are more comfortable and free when they express themselves without hesitating. In addition, they stated that learner-learner interaction is more enjoyable, funny and learners have different points of view and this is can make discussion more interesting.

Item fourteen: Students' Opinion about who Talks the most in Class

Options	Frequency	Percentages
The teacher	**51**	**85%**
The student	**9**	**15%**
Total	**60**	**100%**

Table17. Students' Opinion about who Talks the most in Class.
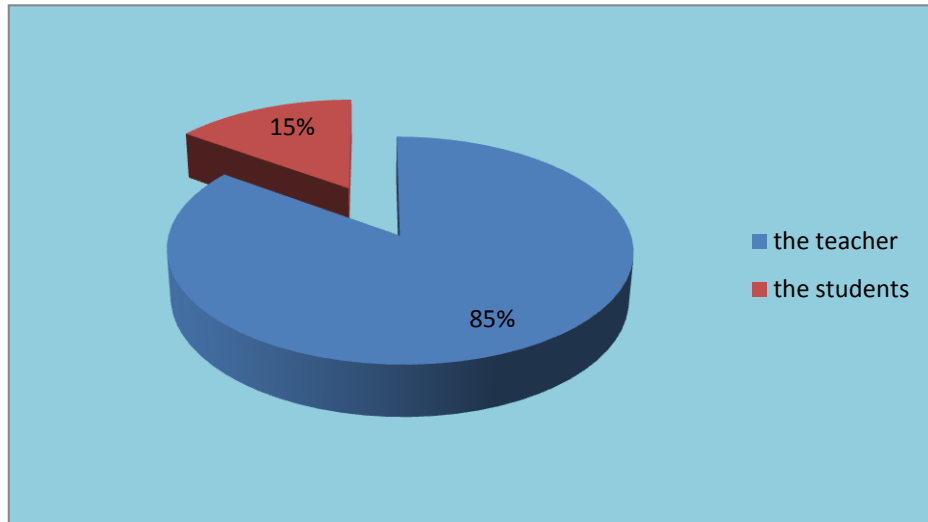
Figure17. Students' Opinion about who Talks the most in Class.

Approximately, more than half of the questioned students, representing (85%) of the total number, agreed on the idea that the most talk in class is done by the teacher. They justified their answers stating that the role of teacher is to explain the topic. Moreover, he/she is the controller of the session and the source of knowledge in class. So, he/she is the one who have to talk all the time and give them all what they need. He/she takes this time in explaining and providing examples to complete the lesson, giving clear ideas about the presentation, promoting interaction. In fact, students consider this a purely traditional teaching in which the teacher only gives instructions than interact with his/her learners. Furthermore many teachers think that the learners do not work hard or they know a little about the topic they are involved in. so, they do not give them the flour to discover what they students really have in mind.

However, 15% of respondents answered that they are the ones who talks more in class comparing to the teacher because they keep asking questions in order to know more. Hence, according to them, the learning process becomes learner - centered where the learner is the main character while the teacher works as a guide.

Item fifteen: Students' Opinion about the Effect of a Good Teacher-learner Relationship on Class Interaction.

Options	Frequency	Percentages
Yes	**56**	**93.3%**
No	**4**	**6.7%**
Total	**60**	**100%**

Table18.Students' Opinion about the Effect of a Good Teacher-learner Relationship on Class Interaction.
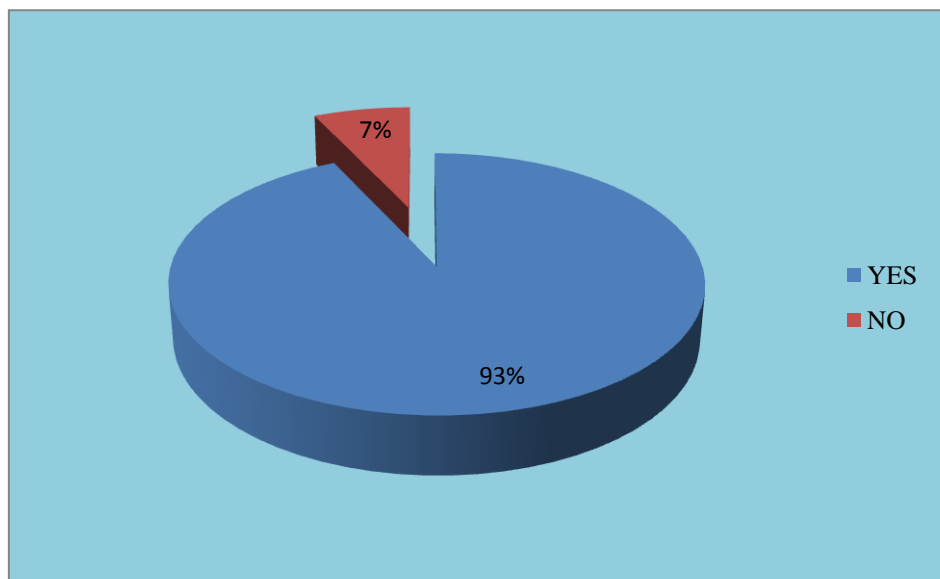
Figure18. Students' Opinion about the Effect of a Good Teacher-learner Relationship on Class Interaction.

The aim of asking this question was to know the opinions of participants about whether a good relationship with classmates and teacher results in good interaction in class. The overwhelming majority (93, 3%) approved this positive relationship because they think that when they have a good relation with their teacher, they can

communicate and participate without hesitating. However, a small minority of participants (6, 7%) disagreed with this point claiming that having a good relationship between the characters of the teaching-learning process is not a crucial factor to determine the quality of interaction and communication in the classroom.

Item sixteen: Students' Favourite Interaction Techniques

Options	Frequency	Percentages
Group works	**50**	**83%**
Pairs works	**10**	**17%**

Table19. Students' Favourite Interaction Technique .
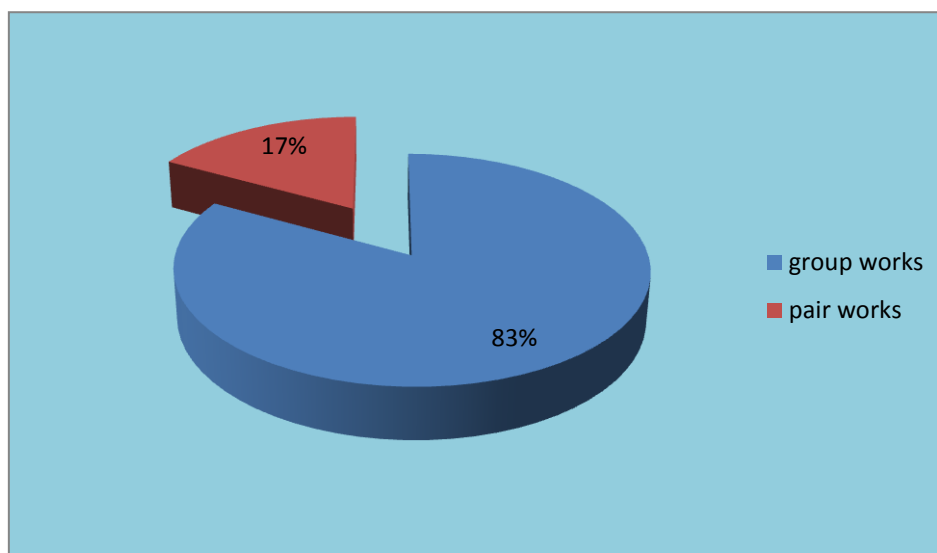
Table19. Students' Favourite Interaction Techniques.

Teachers in EFL classes implement different interaction activities, but some of these activities may not meet the student's needs. Hence, a question was posed to students to see what kind of interaction they enjoy the most in class. The results obtained show that group works gained the biggest percentage (50%) compared to pairs works activities (17%).

These responses demonstrate that students prefer working collaboratively in groups because it help students to construct and enhance awareness of their own

thinking processes, and the students can share their ideas and perspectives. Additionally, they can build on each other's contributions to re-construct new interpretation and ideas that were yet to be discovered. the group-based learning is used on wide range on a variety teaching figures,and with improving student's talking time, when learners concentrate on their own work they probably avoid getting bored, unlike the pair work, the group work creates a diversity of greater opportunities of different opinions, and mixed participations, also it encourages learners' autonomy by giving them chances to be free on doing their choices within the group.

This result is an obvious indicator that students are in favor with activities that require interaction with one another in class.

Item seventeen: Students' Difficulties with Class Interaction.

Options	Frequency	Percentages
You cannot express yourself fully in English, so you stop speaking. (you don't know or you forgot some words in English)	**17**	**28.3%**
You make mistakes (in grammar, pronunciation, …)	**14**	**23.3%**
You have little knowledge about the topic discussed	**15**	**25%**
You are interrupted by your teacher or your classmates	**12**	**20%**
Other:	**2**	**3.3%**
Total	**60**	**100%**

Table20. Students' Difficulties with Class Interaction.
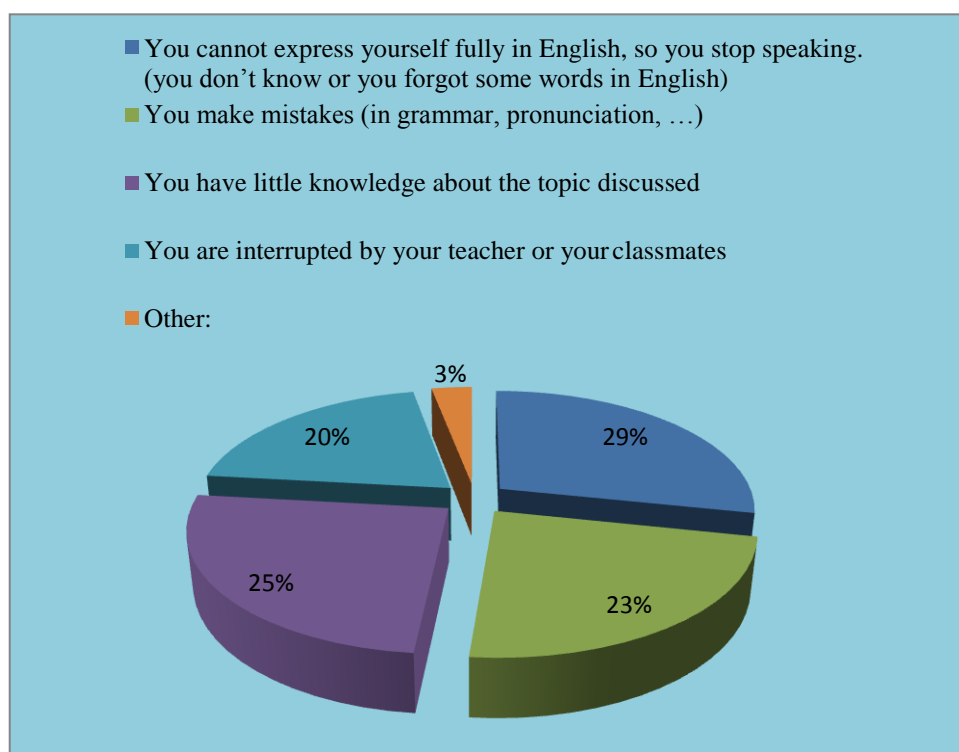
Figure20. Students' Difficulties with Class Interaction.

As matter of fact, this question aimed to know the difficulties students may face when interacting with their classmates or their teacher in class. Many reasons where presented; the sample had to choice from them and/or add others.

(28, 3%) respondents' main difficulty is that they cannot express themselves fully in English, so they stop speaking (they don't know or they forgot some words in English). In addition, a percentage of 25% confessed to have little knowledge about the topic discussed the reason that makes them keep silent and reluctant to participate with others. (23%), however, do not interact all the time because they make mistakes (in grammar, pronunciation, etc) whereas (20%) are interrupted by their teachers or classmates

Through this question, students' showed the reason(s) responsible for their lack of interaction in class. They varied between internal and external. Indeed, most reasons are related to the student him/herself revealing a clear lack of competence

and performance (lack of vocabulary knowledge, poor grammar and pronunciation mastery, etc) as well as motivation (lack of interest in the topic discussed). Moreover, some students' difficulties were related to the teacher and peers who interrupt them.

Therefore, it is mainly the role of the teacher to make students overcome these difficulties by enhancing their self-confidence and motivation as well as by tolerating mistakes and improving their communicative competence and performance through appropriate and varied activities.

Item eighteen: Students' Opinion about the Positive Effect of Code-switching on Class Interaction.

Options	Frequency	Percentages
Yes	**18**	**70%**
No	**42**	**30%**
Total	**60**	**100%**

Table21. Students' Opinion about the Positive Effect of Code-switching on Class Interaction .
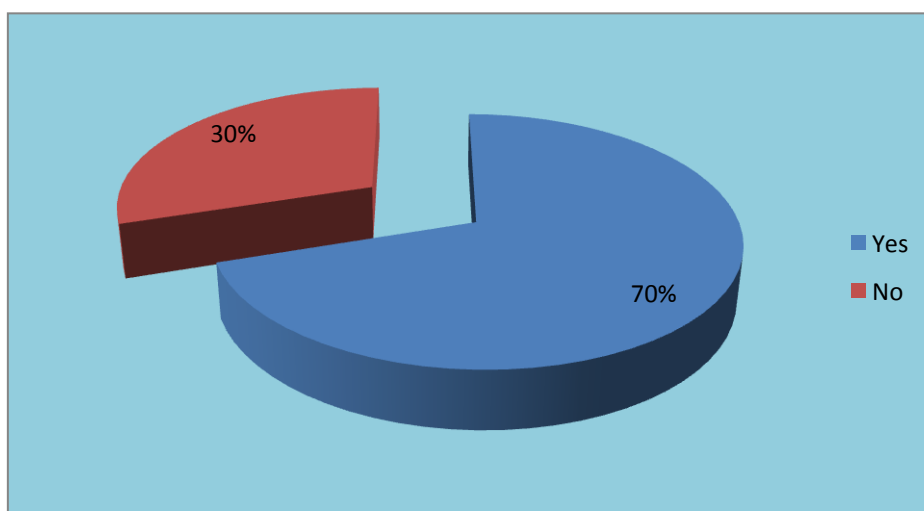
Figure21. Students' Opinion about the Positive Effect of Code-switching on Class Interaction.

The majority of participants (70%) view that code switching enhances interaction in class as it allows continuing the flow of communication and solves problems when speaking. They justified their answers through claiming that they are not native speakers, so they need to use Arabic/ French to continue interacting in class. They added that when they use their first language, it is easy for them to take part in the class interaction. Moreover, code switching contributes to make communication in progression and make ideas be exchanged more effectively. Therefore, it allows others to grasp one another opinions and ideas. In addition, using another language can be helpful for students understand better the topic; consequently, they will be motivated and will see their interaction increase. In some situations, the content matters more than the language itself, so using Arabic to convey certain ideas can be beneficial. Furthermore, it gives the opportunity to learners to express fully their thoughts without hesitating and it helps those who have lack of vocabulary to interact and speak freely rather than being passive students.

However, (25%) of the sample disagreed with the idea that code-switching enhances interaction. They argued that allowing the use of other languages hinders their communicative competence In addition it is not an effective stimulus for interaction inside the classroom as it does not encourage students to use the foreign language which is the main target.

Item nineteen: Students' Opinion about Being Allowed to use Arabic/French to Interact in class (when they have difficulties to speak in English)

Options	Frequency	Percentages
Yes	**21**	**65%**
No	**39**	**35%**
Total	**60**	**100%**

Table22. Students' Opinion about Being Allowed to use Arabic/French to Interact in class.
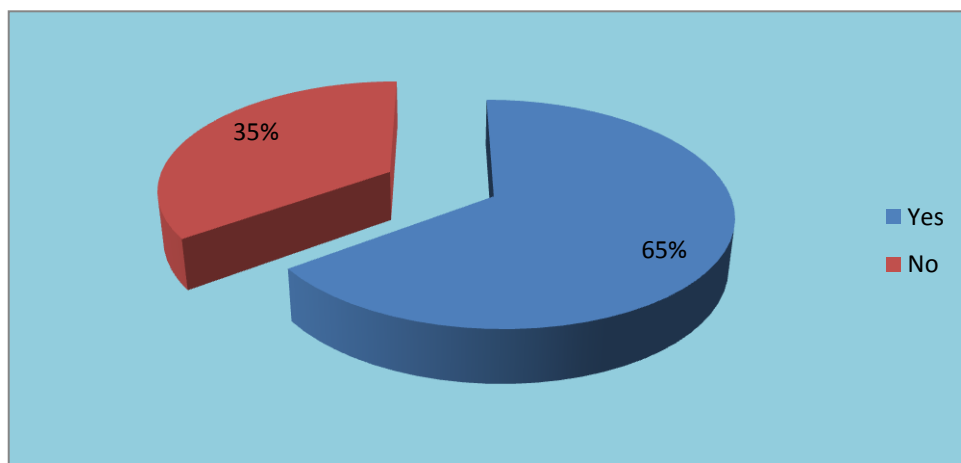
Figure 22. Students' Opinion about Being Allowed to use Arabic/French to Interact in class.

The table above shows the students' opinion about the use of Arabic or French to interact with the teacher and classmates when they face difficulties to speak English fully. More than half of the questioned students, representing (65%) of the total number approved the idea of using Arabic or French in class and wish to be allowed to use other languages than English because would facilitate for them communication and they can continue participating in the conversation without making pauses or stops. The rest of the sample (35%), however, disagreed and did not approve the use of the two languages in the classroom. They affirmed that it should not be allowed to use other languages in class as it would hinder the process of the target language.

3. Teachers' Interview

3.1. Aims of the Interview

The aim of the teachers' interview is to gather valuable information about the issue of using code switching as a strategy to facilitate interaction in the EFL classroom. It seeks to know teachers' opinion related to the topic; i.e., to what extent teachers use code switching in class to promote interaction. Therefore, we have

selected a sample of some teachers who have experience in teaching first year in the domain of oral expressions in order to get some information, explanation and opinion about the topic. Additionally, the interview was made on the aim to compare its answers to those provided by students in the questionnaire.

3.2. Description of the Interview

This semi-structured interview consists of fourteen (14) open- ended questions that request the teachers' explanation and justification. Moreover, it was divided into three parts: Teachers were asked some personal information like their educational degree and years of experience in teaching English language; the second part included a range of questions related to the first variable code-switching whereas the third part included some questions about the second variable EFL interaction in classroom.

3.3.   Administration of the interview

The interview has been made with seven teachers of oral expression in the division of English at Biskra University in the academic year 2018-2019.

Because of time constraints and since most teachers did not have sufficient time to have their answers recorded, we attempted to submit our interview in a written form instead of discourse way.

3.4.   Analysis of Results

Question one: What is your degree?

Teacher 1: Associate professor.

Teacher 2: Master.

Teacher3: Magister.

Teacher4: Master.

Teacher 5: Magister.

Teacher 6: Doctorate.

Teacher 7: Magister.

Remarkably, the majority of teachers are well experienced since they hold honorable degrees like magister and doctorate. In fact, the educational degree is an important element as it determines the educational background of teachers and, thus, their skills and mastery of the teaching process.

Question two: How many years have you been teaching English at university?

Teacher 1: 35 years.

Teacher 2: 5 years.

Teacher 3: 8 years.

Teacher 4: 5 years.

Teacher 5: 9 years.

Teacher 6: 13 years.

Teacher 7: 12 years.

The results show that the majority of teachers are well experienced in teaching at university since their experiences vary from 5 years to 35 years. Experience is one of crucial elements in teaching especially at university. Also, experienced teachers are more effective; therefore, the quality of teaching enhances.

Question three: Do your learners code-switch in your classes?

Teacher 1: yes.

Teacher 2: Yes, they do.

Teacher3: yes, they do.

Teacher4: sometimes**.**

Teacher: Yes, they do.

Teacher6: yes.

Teacher7: Yes, they do.

It is noticeable from the obtained responses that all the interviewees agreed that their EFL students use code-switching in their classes when they interact with each other or with the teacher. Therefore, students do not only use English in class but also tend to use other languages for different reasons.

Question four: To which language they code-switch most: French or Arabic?

Teacher 1: Algerian linguistic.

Teacher 2: Arabic language.

Teacher 3: Arabic as it is their mother tongue.

Teacher 4: Arabic.

Teacher 5: mostly they code-switch to Arabic.

Teacher 6: Arabic.

Teacher 7: both Arabic and French.

It is clear that most of the interviewed teachers agreed that EFL learners at Biskra University code switch most into their mother tongue (Arabic) when they are interacting in class. However, according to some teachers, students sometimes use both Arabic and French as a substitution to English.

Question five: In your opinion, why do your students use code-switching in classes?

Teacher 1: a bilingual society.

Teacher 2: they code-switch because they find difficulties in expressing themselves in the target language, this is due to the lack of vocabulary and insufficient knowledge of grammar.

Teacher3: they cannot express themselves fully in English because they have a lack of vocabulary.

- To avoid breakdowns in communication
- To make sure that they will be well understood by the teacher or their classmates and avoid any misunderstanding or confusion.
- Most of time they do it unconsciously as it is a part of their identity.
- They are afraid a wrong / not appropriate word / expression in English, so they use Arabic to ensure sending the right meaning.

Teacher4: lack of vocabulary.

Teacher 5: because sometimes the target language (English) makes them fail to express what they really want to say or they think the meaning would be clearer.

Teacher 6: Because they lack the knowledge and skill to express their thoughts in the target language effectively.

Teacher 7: It is the nature of the Algerian society; it is a way of communication.

As an overall view of the interviewees' responses to this question, the reasons of students' use of code-switching in classes are various, but it is mainly because of the lack of vocabulary and knowledge. Indeed, students find difficulties in expressing themselves in the target language, so they use Arabic to ensure sending the right meaning. Moreover, according to some teachers, switching is the nature of Algerian society (being bilingual) and it is part of their ways of communication.

Question six: Do you tolerate students' code-switching in your English class? Why?

Teacher 1: Yes, learning a second language is switching from L1 to L2.

Teacher 2: Students should talk and express themselves in English; however, they could be allowed to say some words or expressions in Arabic to transmit an important idea.

Teacher 3: I do tolerate (but sometimes). The reason is that 1st year student does not have a large background in vocabulary and can stuck on some words / expressions in English which makes then stop speaking and refuse to participate any more. Moreover, code-switching tolerance can encourage shy/ anxious students to interact and share their ideas with others.

Teacher4: Yes, it is unavoidable.

Teacher5: Yes, to some extent because it useful for maintaining their communication process. Sometimes, students are obliged to code-switch (language constraints).

Teacher6: There are some cases where code switching can be acceptable for students' comprehension. However, there are cases when it is distracting.

Teacher7: Students use English better than code switching in classes, but it is acceptable to code switching to convey their messages.

Most of the interviewee's feedbacks were similar: They tolerate their students to code-switch in class because they believe that code-switching is a useful strategy to interact and convey messages especially for 1st year students who do not have a large background in vocabulary. In addition, according to teachers, learning a second language is also about switching from L1 to L2. So, they could be allowed to say some words or expressions in Arabic or French.

It is clear that teachers' tolerance to the use of another language than the target one in class shows their awareness that code-switching is a common practice and an integral part of the process of learning a foreign language.

Question seven: As teacher, when you tolerate the use of other languages in your EFL class, do you perceive an ease of expression and an enhancement of students' talk ?how?

Teacher 1: yes, because learners interact easily and according to their abilities.

Teacher 2: well, it is logical that students express better their ideas in their mother tongue; that is why, they switch to their mother tongue when they feel unable to convey a message.

Teacher 3: yes, clearly. Students who may be very shy / afraid / to make mistakes and not comfortable to express themselves fully in English will see a chance for them to participate and express their point of view easily. They will not spend too much time thinking about a word but can use it in Arabic and continue talking at ease.

Teacher 4: yes because they are more comfortable with what they are dealing with.

Teacher 5: yes, most of time. It enhances the student's ability to maintain the communication process.

Teacher 6: Yes, I do. Allowing code switching to explain unfamiliar vocabulary often helps students get more comfortable conversing spontaneously in the target language. For example, if a student is stuck on remembering one word, allowing him/her to change the word in his/her native language in order to continue the conversation is better than losing the flow of the overall conversation.

Teacher 7: In case we feel that students are not involved with the lesson, we use the simple expressions that make them interact.

The agreement among interviewees about perceiving an ease of expression and an enhancement of students' talk when they are allowed their student use other languages in EFL class was clearly stated. In addition, teachers' allow student code-switch to explain unfamiliar vocabulary and help students interact comfortably without losing the flow of ideas.

The obtained answers demonstrate that most teachers are aware of students' psychological side in learning as they insist on making them feel comfortable and consider their anxiety and fear.

Question eight: Do you refer to code-switching yourself in class? How often?

Teacher 1: Code-switching is a natural transitional process.

Teacher 2: Sometimes and for special cases.

Teacher 3: Yes, I do rarely.

Teacher 4: Rarely, just when I need.

Teacher 5: Yes, but rarely.

Teacher 6: Rarely.

Teacher 7: Yes, we do it when the situation requires.

It is clear that the majority of the teachers rarely use code-switching as they use kit only when needed (in special cases).

Therefore, results show that code-switching (even if used with caution) is an unavoidable process in teaching/learning a foreign language as teachers themselves openly admitted to use other languages in class when the situation requires.

Question nine: In what cases do you code-switching in class?

Teacher 1:

- Code –switching is taught through translational.
- Code switching is never academic; it is language variation.

Teacher 2: I use code-switching when I feel a gap in the process of understanding

the lesson.

Teacher3: to explain a word / expression / idiom that students could get the meaning in English, so I use translation.

- To avoid spending too much time with instructions /tools
- To install discipline: using Arabic (as it not usual in class) will have the effect of attracting student's attention.

Teacher 4: When we meet strange, new technical or sophisticated lectures.

Teacher 5: When I feel that the intended information is not well grasped by the students.

Teacher 6: Sometimes we feel that students like to be addressed in their native language, so code switching can be a good way to build a positive classroom environment.

Teacher 7: When students do not participate or do not understand what we are talking about, we code switch.

According to the interviewees, they mainly code-switch to explain difficult vocabulary when students cannot understand the meaning of words or cannot grasp the idea. In addition, they code switch to encourage students participate in class.

Question ten: How would you evaluate the interaction you have with your students in class?

Teacher 1: It is up to the teacher and the subjects.

Teacher 2: It is very acceptable.

Teacher 3: Good (I rely on a friendly relationship with my students).

Teacher 4: Soft, smooth and beneficial.

Teacher 5: Sometimes students find difficulties in interacting due to linguistic

constraints.

Teacher 6: I think it is a positive and a fruitful interaction.

Teacher 7: Medium.

It is remarkable that the majority of interviewees evaluate their interaction with

their students as acceptable or good.

**Question eleven: What are the reasons behind the lack of interaction (teacher-
student or student-student) in class?**

Teacher 1: Teachers are not the same.

Teacher 2:

- The type of the course and the way of presenting it.

- Student's motivation to learn.

- Their number of students in the classroom.

- The personality of the teacher.

Teacher3:

- Student may not inspire about a topic /not motivated.

- Students lack vocabulary to express themselves in English.

- Students are afraid to make mistakes.

- Students are shy /not self- confident to interact in English.

- There is no cooperative work (the teacher does almost all the job).

Teacher 4: students' shyness, anxiety and difficult topics to treat.

Teacher 5:

- Timidity of some student (less interaction).

- Teachers focus solely on active students.

- Lack of classroom activities that make all students involved.

Teacher 6:

- Lack of interest and motivation.

- Large classes and mixed ability classes.

- Lack of supportive environment.

- Lack of fluency in the target language.

Teacher 7: Lack of students' interest and the nature of the module itself.

For this question, interviewees gave various reasons behind the lack of the interaction, (teacher –student) and (students –student). In fact, many students may lack interest and motivation. In addition, teachers confessed the lack the classrooms activities that enhance students' involvement in class. Another reason is' the students shyness, anxiety, or fear to make mistake since they have a small storage of vocabulary. Some teachers referred to the large number of students in the classroom and the nature of the topic or the module in itself.

It is clear that the reasons stated by our sample are all related to students' themselves who have some psychological difficulties or suffer from a lack of competence and performance. These factors, undoubtedly, affect their attention, motivation and involvement in the teaching –learning process and, therefore, hinder their participation and interaction in class. Here comes the role of the teacher is using

adequate strategies that serve at providing a comfortable environment, promoting cooperative work and enhancing collaboration and interaction.

Item thirteen: What strategies do you use to promote interaction in class? (how do you make students participate/communicate)

Teacher 1: Stop learning; let them learn.

Teacher 2: Encouraging students to participate by being open-minded in accepting their opinions, tolerating their mistakes as well as providing well organized lessons, offering varied exercises and answering their questions.

Teacher 3:

- Tolerating (sometimes) the use of mother tongue.
- Discussing motivating / interesting topics that students have some knowledge

  about.
- Using cooperative (group, pair) work.
- Making students at ease through providing a safe / comfortable environment.
- Using audio- visual aids (students like technology and can interact positively with.
- Making tasks / activities not to fall into boredom.
- Using humor.
- Showing interest to students' problems/ concerns/ difficulties (the teacher can relate to his/ her own personal experience as former students.)

- The teacher should be a motivator/ promoter/ guide and let scope for students' creativity, opinions…and not controlling everything.

Teacher 4: Clarify, explain, and facilitate the topic to be treated.

Teacher 5:

- Using activities in the class that make students involved (debates, group work ,pair work).

- Targeting students that are less interactive.

Teacher 6:

- Using interesting topics for classroom discussion.

- Using short classroom discussions to avoid boredom.

- Offering students the freedom to discuss the topics among themselves.

- Using a reward system for the students to attract more attention during class time.

Teacher 7: Students need practice (exercises) in order to be motivated.

It is clear that the teacher use different strategies in the classroom to make students interact and communicate. Some of teachers claim for the use of audio-visual aids because students like technology and can interact positively with. Also, they use cooperative work and choose interesting topics to promote interaction and give freedom to their students to discuss freely, tolerating sometimes the use of the mother tongue. Moreover, teachers provide well organized lessons, vary tasks and provide effective and constructive feedback.

Question fourteen: Do you think that code-switching can enhance interaction in class? How?

Teacher 1: No.

Teacher 2: I think code switching can be used as a backup strategy that we use when we fall in lack of communication but not as main strategy in the classroom.

Teacher 3: Yes, I think. When a student's is studying (connote find a specific word in English) he or she can use it in Arabic and continue speaking without speaking without interruption. Therefore, he or she can agree /disagree (interact) with others even if he cannot do it in English.

Teacher 4: No, but it help to skip awkward moments of silence during the session.

Teacher 5: Yes, of course. It extends the duration of the communication process by avoiding what blocks the process.

Teacher 6: Sometimes code-switching can be acceptable and even beneficial when it is meant to engage students more in tasks, to translate some difficult/abstract concepts, to manage students' behaviour, and to advise or encourage students. It can enhance interaction because it builds a positive/secure classroom environment.

Teacher 7: It enhances interaction in class because students feel at ease by expressing their thoughts and needs freely.

For this question, interviewees were in disagreement. On one hand, the majority of teachers supported the idea that code-switching can enhance interaction in the classroom; thus, it is acceptable and beneficial for students in order for them to communicate easily and express their thoughts and needs freely. On the other hand, other teachers disagreed and do not consider code-switching as an effective strategy

to promote interaction; however, according to their responses, they think that it can help to skip awkward moments of silence during the session or in case of a lack of communication. So, it will be use only as a backup strategy but not as a main one.

Further comments about the topic

For this additional part of the interview, our sample shared some points of view about the use of code switching in class and its relationship to interaction. They mainly insisted on the fact that our mother tongue is an important part for our identity, so it is quite impossible and unrealistic to forget about it because when learners activate one language (EFL), they cannot / do not necessarily deactivate the other (Arabic).

Moreover, teachers explained that being EFL Algerian learners who are non-native speakers, students cannot avoid hesitation, pauses in speech, whispers or repetition of words. They will even stop communicating because they cannot find the equivalent of the word in English. That is why, it is good to let them code switch in order for the interaction / communication to continue.

However, all teachers insisted on the fact that code-switching should be done reasonably and only in extreme / specific cases not to hinder EFL learning and to weaken students' skills and hinder their learning and progress.

3.5. Discussion of Results

It can be revealed from the analysis of the learners' questionnaire that the majority of participant who code-switch are female. In addition, the variation in age may affect students' attitude, motivation and interaction in class because students have different perspectives about the use of code-switching it class.

Furthermore, EFL students at Biskra University use other languages such as mother tongue and French in their daily interactions inside the classroom. This is what explains that they shift to Arabic when they find difficulties to express themselves in English. Moreover, code- switching is an unavoidable strategy in EFL classes. It is used by students and even teachers tolerate it to achieve a better interaction and get more learners involved in the interaction.

In fact, using code-switching in a class allows students to express themselves in an easy way without being afraid of language barriers. Besides, for them, using their mother tongue is inevitable and usually unconscious as it is a part of their identity

. However, those who use French may have been influenced by their home education or parents' educational and social position.

The main reasons of students' code switching in English classes at Biskra University

are to clarify and illustrate ides and point of views with examples. Also, they code-switching because they want to express a word that does not have a direct equivalent in English. In addition to they like to convey precise meaning and avoid misunderstanding. And to fill their vocabulary gaps. All of this reason for using code-switching is to achieve effective communication between the speaker and receiver.

Therefore, the sample gave different answers about the reasons that make teachers code-switch in class. This diverse between clarifying meaning where they make ideas clear or easier to understand by giving more details or simpler explanation), giving instructions where they use the imperative form to give orders or direction , installing discipline, promoting interaction in which they provide opportunities for interaction that support active learning , or providing feedback.

Participants were in disagreement when we ask them about if they like their teacher code-switch inside classroom. The majority of participants agreed when their teachers use Arabic or French in their lectures because they get the idea in faster and easier way and help them to understand. In addition to it allows the continuity of the flow of communication and simplify them hard word. However some participant disagree and reject this idea of using code switching inside classroom and do not like their teacher to use Arabic or French inside the classroom because they think they are students of English and the existence of other languages it cannot help them to learn vocabulary appropriately and cannot develop their communication .

Teacher-Learner interaction could be more successful if the learners feel at ease with their teachers; i.e., a good relationship must exist between the students and the teacher because when there is a good relationship, they can communicate and participate without hesitating but have some problems with the teacher, then they will keep silent most of the time, and this will prevent them from activating their oral skills. One of the main characteristics of classroom interaction is that it is learners-centered; that is to say, teacher's amount of talking should be less than of the learners'.

The teacher should choose motivating tasks for learners which can support the lesson's objectives and interaction.Moreover,the practice of the pairs/groups work tasks increase learners' interaction and enriches all participant's EL knowledge through acquiring from each other..

The majority of participants approved the idea of using Arabic or French in class and wished to be allowed to use other languages than English because it would facilitate for them communication and they can continue participating in the conversation without making pauses or stops. However, some of them rejected this

idea; they think that they cannot develop their communication abilities. Also, they affirmed that it should not be allowed to use other languages in class as it would hinder the process of the target language and it does not encourage students to use the foreign language which is the main target.

The obtained results from the teachers' interview revealed that the oral expression teachers at Biskra University consider code switching as a strategy to facilitate interaction in the classroom since it leads students to continue their conversation inside the classroom.

Most teachers explained the reasons of students' code switching in classroom that it is due to the lack the knowledge and skill to express their thoughts in the target language effectively. In addition, they code-switch because they find difficulties in expressing themselves in the target language; this is due to the lack of vocabulary and insufficient knowledge of grammar. It is obvious that code switching is one of the strategies that EFL students use to seek for help and clarifications when they do not understand.

From the results above, it is clear that code switching is an unavoidable sociolinguistic phenomenon, which is frequently practiced by the learners in their EFL classrooms. It is used as a medium to communicate thoughts and ideas without any fear of falling in vocabulary gaps or communication obstacles and all the interviews they tolerate in using code-switching because can encourage shy/ anxious students to interact and share their ideas with others.

The majority of the interviewees agreed that switching to other languages such as French

and Arabic can be beneficial in some cases to keep the flow of communication, because learners interact easily and according to their abilities. In addition, it helps students get more comfortable conversing spontaneously in the target language. Also, using other languages such as French or Arabic is a good way to push students makes efforts to speak more in EFL classroom.

Most of the teachers asserted that when they tolerate the use of other languages in EFL classroom, they perceive an ease of expression and more students are taking part in the classroom talk. For them, using different languages with English make students express themselves freely and transmit their ideas and messages effectively. So, allowing using another language in EFL classroom lets students engage more in talks and master better in EFL classroom because it helps them to fill in their vocabulary limitation and communicative gaps.

Almost all the interviewed teachers confirmed that there are only some cases where they code-switch; for example, when they feel there is a gap in understanding, to avoid spending too much time with instruction. They use it as strategy to keep the conversation going when break downs appear and for the ease of expression.

Approximately, the interviewees share the same opinion that code switching is sometimes a useful and helpful strategy to get better results in EFL classroom interaction and it is beneficial to keep communication continuous. Hence, they use some strategies to make students participate and communicate such as tolerating their mistakes, providing well organized lessons, offering varied exercise and answering their questions. In addition, teachers suggested other strategies like to using cooperative (group, pair) work, audio- visual aids, using humor, targeting students that are less interactive, using short classroom discussions to avoid boredom, using a reward system for the students to attract more attention during class time.

To sum up, the majority of the interviewed teachers view that code switching is a good strategy to enhance interaction in the classroom. For some teachers, they think code-switching enhance interaction in class because students feel at ease by expressing their thoughts and needs freely as well as code-switching extends the duration of the communication process by avoiding   what blocks the process. However, other teachers disagree and state that it does not help students to acquire the target language. Therefore, they consider it as it is an obstacle for EFL learning.

Conclusion

All over this chapter, the researcher has dealt with the analysis and discussion of the results obtained from the different used instruments including students' questionnaire and teachers' interview.

The analysis attempted to confirm the effectiveness of using code-switching to facilitate for first year students of English at Biskra University interaction in the classroom Moreover, students and teachers' opinions and attitudes towards the use of code-switching as a strategy correlated as both samples agreed that this strategy helps students develop and strengthen their communication.

 From these results, we conclude that our hypothesis had been confirmed and all the research questions had been answered. Ultimately, using code switching can be a helpful strategy for both teachers and learners to promote interaction

Suggestions and Recommendations

Based on the findings and data obtained from this study, there are some recommendations suggested for future studies:

The first suggestion for future research is to replicate this study through investigating the use of code-switching to facilitate EFL classroom interaction using other samples with other research methods and tools.

Second, the results of this study revealed what learners feel when they use code switching. They can express themselves easily, and they fell motivated to interact in the classroom. Hence, future research can be carried out on the role of code-Switching inside the EFL classroom since it helps the student to communicate in a smooth way without facing difficulties in interacting with the teacher or other students.

Third, the teacher has at his / her disposal various techniques to promote interaction. He she can organize students to work in groups or in pairs so they benefit from one another and motivate each others with exchanging information. In addition the teacher needs to provide comfortable classroom atmosphere for learning to be successful and stressful.

Finally, future research works can deal with the reasons that lead students to code-switch and mix more than one language in the classroom

To conclude, Code-switching is very useful for both students' learning English and for teachers in their process of teaching. This strategy can applied to the students of first year LMD to help them interact in class.

General Conclusion

The present study had investigated the use of code switching as a strategy to facilitate EFL classroom interaction among first year LMD students at of English Mohamed Khieder University Biskra. Accordingly, this study had attempted to confirm our hypothesis: code- switching may facilitate and enhance interaction in the EFL classroom. Our research mainly examined the Algerian teachers and learners' attitudes towards the use of code-switching as a strategy to facilitate EFL classroom interaction.

In the theoretical study, we had looked for two different variables: Code-switching and classroom interaction. We highlighted on the possibility of code-switching as an effective strategy to increase student interaction in EFL classroom. In addition, we focused on EFL classroom interaction as a significant role in the process of foreign language learning since it creates opportunities for the classroom community to develop knowledge and skills.

This investigation had relied upon a descriptive methodology based mainly on qualitative approach. Thus, for the sake of collecting valid data, we had conducted two types of data gathering tools: A questionnaire that has been administrated to first year students at the division of English in Biskra University, interviews with teachers of oral expression. Based on the data obtained. We came up with the following: Students and teachers actually have highly positive attitudes in their beliefs about the benefits and usefulness of using code-switching inside the classroom.

Although many students believed that using code-switching make it easy to them to interact freely without hesitating, some others did not agree. In addition, we noticed that the majority of first year students have many difficulties in interacting

inside the classroom because they have a lack of vocabulary and a weak mastery of oral performance. Besides, students find difficulties in expressing themselves in the target language and have a fear of making mistakes.

Accordingly, the analysis of the obtained data revealed that the participants switch to other languages in EFL classroom .So ,it is clear that code switching is an unavoidable sociolinguistic phenomenon which is frequently practiced by learners in their EFL classrooms either to save the communication . In addition, it helps students get more comfortable conversing spontaneously in the target language as well as it helps them get more comfortable conversing spontaneously in the target language.

In the fact that, the analysis of the obtained data revealed that teachers' also use code-switching inside the class .However, they use it only when they need not most of the time as well as when they need to address complex topics or give further clarify instructions, in some cases to keep the flow of communication and to explain a word / expression / idiom that student could not get its meaning in English. Moreover, to install discipline: Using Arabic as it not usual in class will have the effect of attracting students' attention.

To conclude, code-switching has proved to be very useful strategy for students' English learning. This strategy can be used with the students of first year levels since they are fresh comers to help them improve their interaction inside the classroom and motivate them to share their knowledge with others with free and comfortable way of communicating.

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Appendices

Appendix B

Students' Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. The aim of this research is to investigate the use of code-switching as a strategy to facilitate interaction in EFL classrooms.

Your answers are very important and helpful to complete this work.

Please answer the questions and tick (✔) the corresponding box. You can give more than one answer whenever necessary.

Thank you for

Section One: General Information

1. Gender: masculine ☐   feminine ☐

2. Age:

    a- 17-21 ☐

    b- 22-25 ☐

    c- 26-31 ☐

3. Mother Tongue: Arabic ☐   French ☐   Berber ☐

4. How do you evaluate your level in English?

    a- good   ☐
    b- Average   ☐
    c- less than average ☐
    d- I do not know ☐

5. Your choice to study English at university was:

    a- Personal ☐   b- Imposed ☐   c- Advised ☐

Section Two: Code-switching

Definition of code-switching

During your lectures, sometimes you and your teacher may shift from one language to another (e .g. from English to Arabic or French), this phenomena is called code-switching. (Jingxia, 2010)

1. Which language do you speak in the classroom?

   a- English only ☐

   b- English and Arabic ☐

   b- English and French ☐

   d- English and Berber ☐

2. Why do you code switch (use another language) in your English class?

   a- To clarify and illustrate your point of view with examples. ☐

   b- To express a word that does not have a direct equivalent in English. ☐

   c- To communicate/interact(with you teacher or classmates) more effectively.☐

   d- To convey precise meaning and avoid misunderstanding ☐

   e- You have a lack in vocabulary ☐

   f- Another reason:……………………………………………………………………

3. When you mix languages in your conversation, you mix them:

   a- Consciously ☐   b- Unconsciously ☐ c- I do not know ☐

4. How often does your teacher code switch (use another language than English) in the classroom?

   a- Often ☐   b- Sometimes ☐   c- Rarely ☐   d- Never ☐

5. Why does your teacher code switch in class?

   a- To give instructions ☐

   b- To install discipline ☐

   c- To explain a word ☐

   d- To give feedback (correction/remarks) ☐

   e- To interact/ communicate with students (to be understood from all) ☐

   f- Other reason:

   ………………………………………………………………………………

6. Do you like when your teacher uses Arabic/French during the session?

Yes ☐　　　　　　No ☐

- Please explain why:

…………………………………………………………………………………………
…

Section Three: Interaction in the EFL Classroom

1. Are you given the opportunity to interact (give your opinion, agree, disagree, ect) with your teacher and classmates in class?

Yes ☐　　　No ☐

-If "yes", how often can you interact with others in class?

a- Always ☐　　　　b- Sometimes ☐　　　　c- rarely ☐

- If "no", is it because

a- No enough time ☐

b- You have nothing to say ☐

c- The topic is not interesting ☐

d- You are afraid to make mistakes ☐

e- Your teacher does not allow students' comments/discussion ☐

f- Other reason(s):

……………………………………………………………………..

2. Which type of classroom interaction do you prefer?

a- Teacher-learner interaction ☐　　　　b- Learner-learner interaction ☐

− Please, justify your answer:

…………………………………………………………………

…………………………………………………………………………………………
….

3. Who does most of the talk in the classroom?

a- The teacher ☐

b- The student's ☐

Please, explain:

…………………………………………………………………………………………

………………………………………………………………………………… .

4. Do you think that having a good relationship with your teacher or classmates results in a good interaction/communication in class?

Yes ☐   No ☐

5. Which of the following interaction techniques do you enjoy the most?

a- Pair works ☐   b- Group work ☐

6. What difficulties you may face when you interact with your teacher or classmates in class?

a- You cannot express yourself fully in English, so you stop speaking. ☐
(you don't know or you forgot some words in English)

b- You make mistakes (in grammar, pronunciation……. ☐

c- You have little knowledge about the topic discussed ☐

d- You are interrupted by your teacher or your classmates ☐

e- Other:
………………………………………………………………………………………

7. Do you think that code switching (using Arabic or French) can enhance interaction in class?

Yes ☐   No ☐

- Please explain how:
………………………………………………………………………………………………
………………………………………………………………………………………………

8. Would like to be allowed to use Arabic or French to interact with your teacher or classmates (when you have difficulties to speak in English)?

Yes ☐   No ☐

Thank you for your cooperation and help

Appendix B

Mohammed khider University of Biskra
Faculty of Letters and Foreign Languages
English Branch

Teachers' Interview

Dear teachers,
This interview is a data collection tool for a research work that aims to investigate the use of code-switching to facilitate interaction in EFL classrooms.

You are kindly required to fill in this questionnaire to provide us with valuable information about the topic.

Please, tick (✔)the choice that best represents your answer and give full answer where necessary.

Thank you for your collaboration

1. What is your degree: ……………………………………………………………….

2. How many years have you been teaching English at university? ………………
years.

3. Do your learners code-switch in your classes?
……………………………………………………………………………………………

4. To which language they code switch most: French or Arabic?
……………………………………………………………………………………………

5. In your opinion, why do your students use code switching in class?
……………………………………………………………………………………………
……………………………………………………………………………………………

6. Do you tolerate students' code switch in your English class? Why?
……………………………………………………………………………………………
……………………………………………………………………………………………

7. As a teacher, when you tolerate the use of other languages in your EFL class, do you perceive an ease of expression and an enhancement of students' talk? How?
……………………………………………………………………………………………
……………………………………………………………………………………………

8. Do you refer to code- switching yourself in class? How often?

…………………………………………………………………………………………

………………………………………………………………………………………… .

9.   In what cases do you use code-switching in class?

…………………………………………………………………………………………

……………………………………………………………………………………… .

10.   How would you evaluate the interaction you have with your students in class?

…………………………………………………………………………………………

……………………………………………………………………………………… .

11.   What are the reasons behind the lack of interaction (teacher-student or student-student) in class?

…………………………………………………………………………………………

……………………………………………………………………………………… .

12.   What strategies do you use to promote interaction in class? (how do you make students participate/communicate)

…………………………………………………………………………………………

……………………………………………………………………………………… .

13.   Do you think that code-switching can enhance interaction in class? How?

…………………………………………………………………………………………

……………………………………………………………………………………… .

Thank you for your collaboration

Résumé

Cette étude examine l'impact de la code-switching sur interaction en classe d'anglais .elle met en lumière le changement de langues en tant que stratégie efficace pour promouvoir l'interaction en classe. En fait, les étudiants de premier année, semblent avoir des difficultés a interagir pleinement en anglais et ont tendance à s'exprimer dans leur langue maternelle. Par conséquent, le but cette recherche est d'abord d'explorer les différentes raisons qui poussent les étudiants à changer de code en classe et d'expliquer le manque d'interaction. Donc, nous avons émis l'hypothèse que le code-switching faciliter l'interaction dans les classes d'anglais comme langue étrangère. Pour examiner cette question, nous avons opté pour une méthode descriptive, et nous avons utilisé deux outils de collecte des données pour confirmer l'hypothèse : Un questionnaire a été adressé aux étudiant de premier année a l'université Mohamed Khider avec un échantillon de 60 étudiants choisis au hasard. Par ailleurs, un interview a été avec 7 enseignants d'expression orale. Le but était de rassembler les attitudes et les expériences sur l'utilisation code-switching sur l'interaction positive (ou non) avec les étudiants en classe.la recherche a révélé que tous les participants ont montré une attitude positive à l'égard de utilisation du code-switching pour favoriser l'interaction en classe .les résultats ont montré que la majorité des étudiant passaient d'une langue à une autre, principalement l'Arabe et Français pour différentes rasions. Ils ont souligné de nombreuses difficultées et ont perçu le code-switching comme un moyen d'augmenter leur motivation et diminuer leur anxiété et de développer leur compétence en matière de communication. Donc, il est recommandé d'accorder plus d'attention aux difficultés d'interaction en class et de mettre l'accent sur le code en tant que stratégie pour promouvoir de l'interaction.