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INVESTIGATING THE IMPACT OF INSTRUCTORS' CODE-SWITCHING ON EFL STUDENTS' LECTURE COMPREHENSION

The Case of Master One Students of English at Biskra University

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Declaration

I, SENOUCI Houda, do hereby declare that the study that I submitted in this dissertation is my own, and it has not been submitted to any academic institution or a university for a degree. Also all the sources are acknowledged as references.

This work took place and was completed at Mohamed Kheider University of Biskra, Algeria in 2022\2023.

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Dedication

After greatest thanks to Allah, I dedicate this modest work to

*The soul of my father, may he rest in peace **SAAD SENOUCI** who supported and encouraged me to believe in myself and to succeed.*

*To the treasure of my life, the strong and iconic woman and the closest to my heart, my beloved mother **FATMA MEZGHICH** who taught me to trust Allah and be a hard worker to reach my goals.*

*To my dear and only brother **ABDELATIF SENOUCI** who is my glory and support after my father.*

*To my lovely sisters **SARA, SAMIA, SANA,** and **SIHAM** who have always been by my side.*

To all my family members who give me love, hope and their honest prayers

*To my best friends and path mates: **SALMA, DOUNIA, AHLAM, HAYAM, MANEL, AMAL, HAFSA, KHAWLA, SAIDA, YESMINE, RAYAN** and **AYA**.*

*And to everyone who helped me to accomplish this work
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Abstract

In a bilingual community, teachers and learners' code-switching is an unconscious phenomenon that takes place in the EFL learning process. However, it has been noticed that many students (master one as a sample) face many difficulties in comprehending their lectures presented in English language only. Therefore, this study aims to investigate the impact of using code-switching by lecturers on the process of lecture comprehension. Thus, it attempts to discover students' and teachers' thoughts, perspectives and attitudes concerning the usefulness of switching the code as a teaching method to enhance the level of understanding. Consequently, the study adopted a mixed-method approach using a case study as a research design. One of the methods used to collect data in this study was an interview with teachers (N°=5) who have experience in lecturing at the department of English Language and Literature at Mohamed Kheider University. A second tool, a semi-structured questionnaire, was designed to gain further information about students' perceptions and attitudes towards their instructors' code-switching in lectures and its influence on their lecture comprehension. The data analysis revealed that using code-switching appropriately has a positive impact on students' lecture comprehension; it serves not only as a facilitator of understanding but also as a motivator and an impetus for the learning process.

Keywords: code-switching, master one students, instructors, lectures, lecture comprehension, attitudes.

List of Acronyms

CA: Conversation Analysis

CM: Code-mixing

CS: Code-switching

EFL: English as a Foreign Language

Et al: et alia (and others)

FL: Foreign language

L1: First language

L2: Second language

SLA: Second language Acquisition

TETE: Teaching English through English

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General Introduction

Introduction

Nowadays EFL is a global language that is wide spread and considered as the most prestigious language. EFL teaching is constantly increasing and takes a considerable place in the official educational area in most countries of the world. Algeria's education system previously included English as a foreign language in primary schools as a limited optional and experimental aspect in the early 1990s, while in the current academic year (2022/2023) it has been adopted officially as a third foreign language that should be taught to Algerian children since the third year in primary school. Moreover, English has been immediately used at Algerian universities in most of the different specialties that are taught in foreign language instead of French, and for this scientific pedagogical restructuring, EFL teachers were asked to design ESP courses to other specialties instructors.

Algerian EFL teachers during English classes tend to improve the teaching learning process and try to consider different teaching strategies to better explain and facilitate the lessons especially in lectures which are the oldest form of academic teaching. First year Master EFL students face difficulties to understand the lectures, in which they are supposed to acquire deep information about sciences of language regarding their needs and their bilingual background.

The teaching strategies and techniques that are used by EFL instructors while lecturing vary from using audio-visuals, providing worked examples and synonyms, gesturing, repetition and code-switching in order to deliver the maximum information and the simplified explanation of lecture content.

Code-switching (CS) is a natural phenomenon in bilingual/multilingual communities. It means using two or more languages within the same conversation. Code-switching as a teaching tool in FL classes has been a debatable topic among scholars and teachers about

its effect on EFL learners in the short and the long term and its role in facilitating learning and improving the efficiency and flexibility of teaching. In the same context, the current study sheds the light on the impact of instructors' code-switching on EFL students' comprehension of their lectures.

1. Statement of the problem

Many first year Master EFL students at Mohamed Kheider University of Biskra face many problems in understanding theories, ideas and parts of lessons included in their EFL lectures due to a number of factors affecting their process of comprehension and learning. Some of those factors are: introducing and explaining the lecture's content by instructors exclusively in English or by using other languages (Arabic or French) what is called code-switching.

Therefore, we attempt in this research to investigate the impact of instructors' code-switching while lecturing on the students' lecture comprehension.

2. Research questions

The current study seeks to answer the following research questions:

RQ1: How does teachers' code-switching impact on students' lecture comprehension?

RQ2: How frequent do teachers in EFL lectures code-switch?

RQ3: What are the teachers' own opinions about code-switching as a teaching technique in EFL classes?

3. Research hypothesis

In the light of the research questions, the research about the impact of instructors' code-switching on the students' lecture comprehension will be guided by the following hypothesis:

If instructors use code-switching effectively and appropriately during their lectures, then students' comprehension will improve.

4. Research aims

4.1. General aim

The current study aims to investigate the impact of instructors' use of code-switching on students' lecture comprehension.

4.2. Specific aim

The study intends to examine if code-switching is a beneficial teaching strategy that helps teachers to deliver their message and help students to comprehend the lecture content.

5. Research methodology

5.1. Research approach

The present study employed the mixed-methods approach because the use of quantitative and qualitative is more appropriate and helpful in the present study. In fact, we have used a mixed-methods exploratory research with more focus on qualitative design based on the data collection methods that have been used to check the hypothesis and answer the research questions seeking to achieve the aims.

5.2. Population and Sampling

In this study, the entire population that was concerned with was first year Master students of English at Mohammed Kheider University of Biskra. They form a total number of about 180 students divided into two branches: sciences of the language and literature and civilization.

From the whole population, a sample of 35 students has been selected. Participants had to answer a questionnaire which helped collect their insights and attitudes about their instructors' use of code-switching and its effect on improving students' comprehension of lectures.

Additionally, five (5) teachers of sciences of language have been selected to conduct an interview with as they are in charge of delivering lectures as well as they are the first concerned with applying the technique of code-switching in class. Therefore, their opinions, experiences and attitudes were crucial for the validity of this study.

5.3. Data gathering tools

The nature of the study determines the choice of the approach to follow and, therefore, the choice of the data gathering methods to adopt. In this study, the process of collecting data was done through two different tools. First, a semi-structured interview was designed for EFL teachers (mainly lecturing in Sciences of Language branch) to get their own different opinions about the effects of code-switching as a teaching tool on their students' understanding of lectures. Besides, a semi-structured questionnaire consisting of a variety of close-ended, open-ended and multiple choice questions was elaborated for students to gather more data about the subject matter and validate the findings of the study.

6. Significance of the study

This study may have significant contribution in the field of EFL teaching since it intends to raise teachers' awareness towards the use of CS and how to use it in an appropriate way to consider the method that enhances best students' lecture comprehension.

7. Structure of the study

This study is divided into two main parts: A theoretical and a practical part. The theoretical part is devoted to the investigation and description of the both variables which are code-switching technique and lecture comprehension. Furthermore, it attempts to display the literature review about them. The first chapter offers theoretical notions about code-switching. It dealt with definitions, uses, types and challenges. The second part deals with the theoretical background of lecturing and deals with its definition, importance and requirements. Last but not least, the practical part, on the other hand, comprises one chapter devoted to the collection, analysis, and discussion of the data gathered from the methods and tools used.

Chapter One

Overview on Code-switching

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Introduction

Code-switching has been discussed and defined by many scholars the last decades from two perspectives: A sociological and pedagogical one and it has been studied by many researchers in the EFL context. This chapter is concerned with code-switching phenomenon. Firstly, it introduces the terms ‘code’ and ‘code-switching’ and offers different definitions. It also highlights the history and the importance of the code-switching technique. In addition, it demonstrates its types, functions, reasons and other important areas of this phenomenon.

1. Concepts related to code-switching

1.1 Code

Romaine (1995) points out that he uses the term ‘code’ in a general sense to express not only a different language but also varieties of the same language as well as styles within a language. In line with this view, Gardener (2009) explains that “code” refers to language, accent and speech style, whereas “switch” refers to shifting from one language to another, either dialects or styles.

Furthermore, Oladosu (2011, p. 17) defines code as “a class specific language variation, especially for the different strategies of verbal planning”. Saragih (1997) points out that speakers must select a specific code when speaking to convey their concept or emotion. Code here refers to a certain dialect, style, register, or variety of language.

According to Liu (2006), code is viewed as a verbal element that can range in size from a single morpheme to the complete and complex language system. In fact, the method of communication used by two or more persons to communicate with one another can be referred to as a code. People must typically choose a certain code anytime they want to

speak, and they may also choose to switch between other codes or combine several codes, sometimes in very short utterances.

Moreover, Wardhaugh (2010, p. 84) shows that the term code refers to “any kind of system that two or more people employ for communication”. He added that this term is more neutral than the other terms such as language, dialect, creole, pidgin or style.

1.2 Code-switching

Code-switching (CS) is a kind of linguistic communication that uses more than one language in the same conversation. Likhithongsathorn & Sappapan (2013) define CS as a means of communication involving a speaker alternating between one language and another at the level of sentence. Cook (1999) similarly defines it as going from one language to another in mid-speech when both of speakers do not understand the same languages. Code switching may be also defined as alternating between the use of two or more languages in the same sentence or utterance (Muysken, 1995). According to Brice (2000), CS includes the borrowing of words, phrases and complete sentences from another language.

Code-switching as a sociolinguistic phenomenon refers to the change that occurs at the level of language, dialect, pragmatic style as well as the syntax or structure of words, phrases and sentences, and it is directly related to bilingual and multilingual societies.

According to Alcnaurova (2013), CS is a communicative strategy widespread in bilingual communities where the people are able to speak two languages comparably well, and, thus they choose a code to transmit their intentions in the best way. Nilep (2006) states that code-switching refers to selecting or shifting linguistic items to reflect the interaction's context. Parr (2013, p. 13) adds, “Code-switching occurs in speech when interlocutors change languages or between different varieties of one language, these called

‘codes’”. In the same line with this, Hymes (1971) defines code switching as a term used frequently to describe multiple uses of two or more languages; varieties of a language, or even speech styles.

Code-switching in pedagogical area has been widespread over participants at language classrooms in bilingual communities. Lin (2013) defines classroom code-switching as language alternation as the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aid).

In addition, Martin-Jones (1995) suggests that research into code-switching ranges from educational research into classroom interaction to CA and the ethnography of interaction. Meanwhile, Romylyn (2009, p.44) asserts, “the pedagogical and communicative functions of classroom code-switching justify its use in teaching and learning contexts.” This means that using code-switching occurs in the pedagogical field for its definition of some concepts related to CS.

1.3 Borrowing

Borrowing , in general, occurs when a term or expression from a particular language is used and imported to another language and becomes a part of it. As an example, there are some technological terms and scientific words especially those derived from scientists’ names or English names and social media became parts of Arabic and other languages like the word “Facebook” .

Haugen (1950) defines borrowing as “the attempted reproduction in one language of patterns previously found in another” (p. 212).

Differently, Thomason & Kaufman (1988) state that borrowing refers to when speakers of a group's native language incorporate foreign features into that language; the original language is kept or maintained but transformed by the addition of the incorporated

features. They added, “structural features may be borrowed as well - phonological, phonetic and syntactic elements and even (though more rarely) features of the inflectional morphology” (Thomason & Kaufman 1988, p. 37).

1.4 Bilingualism

It is common that bilingual communities are those who have the ability of using two codes. Haugen (1953, as cited in Svendsen 2014) believes that bilingualism started when a speaker of a certain language can produce complete and meaningful utterances in other language. It means that a bilingual person who can when he convey and deliver meanings in his Second language.

In the Merriam-Webster online dictionary (2023), bilingualism is defined as “the ability to speak two languages or the frequent use (as by a community) of two languages”.

1.5 Multilingualism

Li (2008) defines a multilingual person as anyone who is able to communicate in more than one language, whether actively (through speaking and writing) or passively (through listening and reading). Similarly, Francheschini (2009) defines multilingualism as the ability for societies, groups, institutions, and people to communicate in multiple languages.

Due to a variety of social, cultural, and economic factors, multilinguals may use many languages. Language proficiency differs between each language's use for diverse reasons. According to McArthur (1992), multilingualism refers to using three or more languages, either independently or with different degrees of code mixing.

1.6 Diglossia

Diglossia, according to Ferguson (1959), is the coexistence of two dialects of the same language, each with a distinct function in the same speech community. Greek and

Swiss German are two examples of diglossic languages, along with Arabic. He explained that it is the use of a “divergent, highly codified” form of language that is restricted to a specific context. He used the notion to describe circumstances in which two dialects of the same language can be used for various social purposes. These two types are used in complementary domains and functions. Despite the fact that one kind has a higher social status than the other, they are used in complementary fields and roles. The high variety is utilized in formal and public areas such as government, religion and official functions. In the other hand, the low variety is used in more informal and private areas such as family, friends and unofficial functions.

1.7 Code-mixing

Code-mixing is when two or more languages’ lexical elements and grammatical structures coexist in a single statement. According to Muysken (2000), code-mixing is the mixture of lexical items and grammatical constructions from two different languages in the same sentence. However, Siregar (2016, p.3) defines code-mixing as “the linguistic behavior of a bilingual speaker who imports words or phrases from one of his/her languages into the other one”.

1.8 Pidgin

Pidgin refers to any language that develops automatically from the mixing of several languages as a means of communication between speakers who have no common language. In Addition, Pidgin has never native speakers; in other words, it is not a native language of any person. According to Bickerton (1984), Pidgin can be defined as a language with simplified syntax, word order, etc since it was created in an unorganized way, evolved from unintelligible languages, or was otherwise influenced by them. Todd (1974, p.1) stated, “A pidgin is a marginal language which arises to fulfill certain restricted communication needs among people who have no common language”.

1.9 Creole

Creole is a language that is developed from two or more languages and has been officially taught for children in schools. It has its native speakers unlike the pidgin language. Todd (1974) explained that Creole arises when a pidgin becomes the mother tongue of a certain speech-community.

2. Debates in EFL classroom code-switching

2.1 Bilingual approach to EFL instruction

Vigotsky (1962 as cited in Enama, 2016, p. 22) argued, “Success in learning a foreign language is contingent on a certain degree of maturity in the native language.”, which means that learning a second language depends on how developed your native tongue is.

There are many studies which support L1 use in class. For instance, Enama (2016) suggests in his empirical study two reasons for L1 use in EFL classrooms. First, L1 makes teaching and learning easier, develops harmony and cooperation, and provides learners with feelings of security and self-confidence that motivate them and make them feel more comfortable. On the same vein, Auerbach (1993) highlights, “starting with the L1 provides a sense of security and validates the learners”. Second, the L1 use in EFL classrooms improves the development of the learners’ cognitive and socio-professional skills, and it enables both teachers and students to fulfill some academic and professional objectives.

According to Cook (2001), based on the Multicompetence Theory, the process of learning L2 can benefit from L1's positive involvement. This theory claims that L2 learners are multicompetent mainly because their minds have two grammars. Cook's theory

emphasizes the claim that a second language can add depth to the classroom, allowing teachers to use L1 as a tool to facilitate L2 learning.

Macaro (2003) highlighted in particular how code-switching was implemented as a beneficial alternative to “the use of L1” and “recourse to L1”. Moreover, Harbord (1992, p. 350) stated that many teachers have attempted to establish an English-only classroom, but they have discovered they have failed to convey the meaning, resulting in learner incomprehension and resentment. He added, “translation/transfer is a natural phenomenon and an inevitable part of second language acquisition ... regardless of whether or not the teacher offers or ‘permits’ translation”.

This perspective was used in code-switching studies. For instance, Ellis (1985) sees that L1 use has a significant impact on learning because students often consider it as an appropriate starting point to learn a new language and as a usual method of communication.

Guthrie (1984) studied the relation between providing a lesson totally in L2 and the amount of intake by learners. She concluded that teaching entirely in L2 does not result in larger student input. Atkinson (1993), in his study, suggests, “the L1 can be a very valuable resource if it is used appropriately” (pp.7, 8). He also characterizes certain roles of L1 as being necessary and others as being unnecessary in presenting and practicing a new piece of language in low language proficiency level classrooms. Furthermore, he claims that the necessary roles are:

exploit the L1 to check that the learners have understood the situation, eliciting language (getting language from the learners), giving instructions (especially useful to clarify the written instructions on a worksheet or in a textbook), checking comprehension (whether or not learners understand a word or phrase); [however, the unnecessary

roles are] at listening stage (the assimilation of the meaning of the new language item takes place), drills (helps learners to practise the new language), correction (teacher should encourage learners to correct themselves), personalisation, creativity stage and games (the three activities to give intensive practice of the L2).

In bilingual classes, using the native language by both teachers and students is a natural issue. Cameron (2001, p. 200) says, “if the teacher and class share a common mother tongue, then not to use that L1 is very unnatural”. She shows in her study some patterns in the kinds of activities that each language is used for and suggests eleven situations where teachers may use L1: explaining aspects of the FL, translating terms or sentences, giving instructions, checking understanding of concept, talk text instructions, eliciting language, focusing pupil’s attention, testing, talking about learning process, providing feedback, disciplining and control, and informal, friendly talk with pupils.

In his experimental study that uses Grammar and Speaking Tests for bilingual EFL learners in Cameroon, Belibi (2015) concluded that learners perform better in grammar and speaking when switching the code to French is allowed in the classroom. He added, “using French in the Cameroonian EFL classroom does not hinder learning. Rather, it facilitates learning, Insofar as French appears as an effective scaffolding tool”. (p. 27)

2.2 Monolingual approach to EFL instruction (English-only policy)

The use of English only as instructional language with the scarcity of using the mother tongue refers to the monolingual approach in order to lead the students focus on thinking and speaking in the target language. Enama (2016) demonstrates three points that are essential in English-only policy. First, the EFL teacher does not know all his students’ L1s in multilingual classroom. The second point “opposes the idea that the L1 is an indispensable scaffold for teaching difficult language structures in the EFL classroom” (p.

21). Proponents of this argument like Willis (1981) believe that “visual aids, appropriate body language and modeling speech according to learners’ level of language development can help teach in English even the most difficult aspects of language structure”. The third point is related to the idea that TL is a determining factor in the SLA, and it is derived from the behaviouristic view that imitation and habit information develop and affect the learner’s language.

Chambers (1991, p. 27) states, “the theoretical basis for use of the target language in classroom communication does not seem to be controversial”. Then, merely based on a practical survey. He begins on providing some cases of when and why this could be so. Macdonald (1993) believes that using L1 to clarify what the teacher has said to students is insignificant and weakens the learning process; in contrast, the focus on addressing L2 first can improve communication and trigger both conscious and unconscious learning.

Willis (1981) advocates teaching English through English (TETE) and defines it as using English in the classroom as often as you possibly can. This requires teaching and learning the academic material in English. Willis (1992) examines spoken discourse in the foreign language classroom from the perspective of two structures: “inner” and “outer”. Outer structure provides the framework of the lesson, the language used to socialize, organize, explain and check, and generally to enable the pedagogic activities to take place. In the other hand, inner language consists of the intended forms of the language that the teacher has chosen as learning goals. These are generally “phrases, clauses or sentences, presented as target forms, quoted as examples, repeated and drilled or otherwise practised by the class, often as discrete items, the sequence of utterances bearing little or no resemblance to possible sequences in ‘normal’ discourse” (Willis, 1992, p. 163). She proposes that teachers switch from the outer (L1) to the inner (L2) to correct errors, supply

new terms, and begin drill or practice sequences that are normally marked by boundary exchanges.

3. Types of code-switching

The typology of Poplack (2000) separates three kinds of code-switching. They are summarized in the following points.

3.1 Extra sentential code-switching

Extra sentential switching is when tag items from one language are inserted into a monolingual discourse in another language. It is also called emblematic switching or tag switching which means tagging words or phrases from a particular language and inserting them at the end of a sentence or utterance boundary. As it is previously explained, the switch takes a place outside of sentences or phrases, which are typically not in the same basic language as the whole sentence (e.g. I cannot finish all this. C'est trop.)

3.2 Inter-sentential code-switching

Inter-sentential code-switching occurs when switching from language A to language B at the sentence boundary, which means it takes place entirely within a single utterance. The speaker should have more fluency and proficiency of both languages compared with the tag code-switching type. Furthermore, inter-sentential switching requires alternating between two different languages in sentences where each one of them is in a distinct language.

3.3 Intra-sentential code-switching

This type of code-switching refers to the switch from one language to another within clauses into the same sentence. In intra-sentential code-switching, the speaker can switch

clauses or parts of clause within the same utterance without changing the subject; for instance, ‘do not think que tu ne peux pas darling, si tu veux tu peux’. (Poplack , 2000)

4. Reasons behind using code-switching

Hoffman (1991 as cited in Anindya, 2011) presents why speakers use CS and CM into seven reasons as follows:

4.1 Talking about a particular topic

Sometimes people feel more free and comfortable to talk about a particular topic and express their emotional feelings in another language which is not their everyday language like when talking about personal issues, family, friends, engagement and business. The case can be found in Indonesia, where they tend to use Mandrin for international “Chinese” language when they discuss trade or a business matter.

4.2 Quoting somebody else

People switch the code in order to use a well-known statement, proverb, or saying by one or more well-known expressions and quotations. Hoffman (1991 as cited in Anindya, 2011) added, “People sometimes like to quote a famous expression or saying of some well-known figures”.

4.3 Being emphatic about something (express solidarity)

As it is usual, when a speaker uses a language which is not his mother language suddenly wants to be emphatic about something. He either intentionally or unintentionally mixes or switches from his SL to his L1. Or, on the other hand, he might feel more comfortable being emphatic in his second language than in his native tongue.

4.4 Interjection (inserting sentence fillers or sentence connectors)

Language switching and language mixing among bilingual or multilingual persons may intentionally or unintentionally mark an interjection which is words or expressions that are placed into a sentence in order to indicate surprise, a strong emotion, or to get attention. Interjection is a short exclamation like Wow!, Hey!, Well!,...etc.

4.5 Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be more understood by the listener, he can sometimes use both of the languages that he masters to say the same utterance frequently. Repetition does not only serve to clarify what is said but also to amplify or emphasize the message. For example, English Hindi father calling his small son while walking through a train compartment, “Keep straight. Sidha jao” (keep straight).

4.6 Intention of clarifying the speech content for interlocutor

When a bilingual/multilingual person talks to another bilingual/multilingual, there will be lots of CS and CM that occur. It means to make the content of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

4.7 Expressing group identity

Code switching can also be used to express group identity. Indeed, the way of communication of academic people in their disciplinary groupings is obviously different from the other groups. (Hoffman as cited in Anindya, 2011)

5. Functions of code-switching in the language classroom

Different functions in the teaching and learning processes have been identified. They are discussed in the following points.

5.1 Learner code-switching in the language classroom

In L2 classroom interactions, code-switching serves essential functions and is frequently used by both FL teachers and learners. Martin-Jones (2000) relates this to the level of students since classrooms frequently contain groups of people with a variety of linguistic and communicative skills. Olcay (2005) believes that learners tend to code-switch and “use the native lexical item when s/he has not got the competence for using the TL explanation for a particular lexical item”. (p.3,4)

According to Simon (2001), when two learners perceive the same or different information, one of them asks and verifies what s/he already knows. This typically leads students to code-switch in order to negotiate meaning in a simplified manner and so aid their own learning process. On the other hand, learners switch codes for a variety of reasons. For instance, the most frequent reason given by students for returning to their L1 during FL study is that their proficiency in the target language is not equal to either that of their mother language or to their teachers’ proficiency of the FL (Simon, 2001).

5.2 Teacher code-switching in the language classroom

Bilingual people use code-switching as a transmitting method for their content and ideas. Brown (2006) claims that speakers use code-switching to cover up for their lack in the TL by using their L1 to maintain a flow during communication.

According to Arthur & Martin (2006), code-switching should be considered a “teachable pedagogic resource” in the classroom. It is implied that teachers should be

taught how to use code-switching as a teaching strategy in the classroom, hence it should be included in the teacher-training curriculum.

Elvis (2013) discussed five functions that teachers perform when they code-switch. The first one is explanation when the teachers use various types of CS to explain questions or statements that they felt were incomprehensible to pupils. The second function is introduction of English lessons. The third function concerns the correction of pupils. This means that code-switching is used to provide pupils with feedback when they say incorrect answers. The fourth function is for acknowledgement and calling on pupils when teachers use intra-sentential code-switching from English in the form of tags. Some of these English tags are used to acknowledge pupils or to call on them to respond to class discussions. The fifth one is repetition of sentences to facilitate understanding and vocabulary acquisition. It occurs when the teachers use CS through repetition and translation. This repetitive CS strategy is used by teachers to facilitate pupils' understanding and to increase their participation during lessons.

6. The use of code switching in Algeria

In the Algerian context, code-switching has a historical background, especially since the period of French colonialism. It appears on the Algeria's linguistic settings; the Algerian people is bilingual/multilingual community tend to use Arabic, French, Darija and Berber dialects interchangeably in their daily distinct contexts with a degree of alternating differs from one region to another. For instance, people in the northern Algerian states usually tend to use more French mixed with Algerian Arabic (Darija); meanwhile, people in the entire and southern states tend to use less French and more standard Arabic with Algerian Arabic (Darija).

Conclusion

To conclude, throughout this chapter, it has been defined several notions related the code-switching phenomenon which have been a debate topic for many decades in the pedagogical context. The chapter also provided its types, its functions, its reasons and its use by Algerian community in general.

Chapter Two

Lecturing

Chapter Two: Lecturing

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Introduction

Lecturing is the most adopted method by universities for different courses. This chapter aims to define this teaching method and provides a historical overview about it. In addition, it highlights the importance of lecturing and its reasons. Then, it shifts to the characteristics of the effective lecturer who has the main role in this teaching method.

1. The history of lectures

As a matter of fact, the lecture is considered by many scholars as the oldest teaching form. McKeachie & Svinicki (2006, p. 57) say, “The lecture is probably the oldest teaching method and still the method most widely used in universities throughout the world”.

Race (2007) views that lecturing dates back to the days when the lecturer was the author of the lecture, written or copied by hand since books were difficult to handle at the time. According to Laurillard (2002), the lecture's origins date back to the early middle centuries, well before the invention of the printing press.

2. Definition of lecturing

According to Exley (2009), lecturing is the standard model of academic teaching. It is considered as a “passive learning” in which the students do not do any activities but listening and taking notes during this technique. Thus, the lecture has been defined closely by several authors such as Gage & Berliner (1998) who argued that a lecture is an oral presentation given by an academic instructor that is aimed at teaching the students in a particular course (Cited in Teichmann, 2012).

For Monroe (1991), a lecture is the formal disclosure of presentation of knowledge to students (cited in Kaur, 2011). Moreover, according to Lea (2015) the term “lecturing” refers to the conventional didactic method of transmitting information to large groups of

students while seated behind a pedestal in a designated lecture hall with fixed rows of seating. In addition, it is a resilient instructional method that has survived numerous challenges to its effectiveness in promoting or enhancing student learning. It may actually be very interactive.

Sutherland (1976) asserted that the lecture is a continuing oral presentation of information and ideas by the professor; it is a synthesis of his own reading, research, and experiences, interpreted in light of his own insights.

Merriam Webster Dictionary (2023) defines it simply as a formal reproof or a discourse given before an audience or class especially for instruction

Furthermore, lecturing means “a particular type of educational encounter in which a teacher transmits information to a number of students” (Williams, 2002, as cited in Regmi, 2012)

3. The importance of lecturing

There are many scholars who confirmed that lecturing is one of the most effective teaching methods that is often used in higher education where the academic teacher can provide knowledge, information and instructions to a huge number of students and also he can organize the lecture to achieve their target needs. Brown & Manogue (2001) asserted that lecturing is an important constituent of a teacher’s repertoire of teaching methods, and lectures are, potentially, an economical and efficient method that ensures conveying information to large groups of students. They added that lectures can also submit tips and guidelines on how and why to learn a topic or procedure and thereby help students to develop into independent, thinking professionals.

As cited by Kaur (2011), lecture has other benefits such as the opportunity to present a collection of facts of various subjects and to encourage an interdisciplinary approach to issues. In line with this, Dolnicar (2005) believes that successful lectures encourage the academic discovery by providing challenging and provocative ideas; and in the other hand, encourage students to apply those learned ideas in their real life.

According to Brown (1978 as cited in Regmi, 2002), “the essence of lecturing is to enable students to gain information, disseminate knowledge, generate understanding and develop interest in a particular subject”.

4. Reasons for the use of lectures/lecturing

There are numerous scholars who support lecturing and believe in its importance and its positive impact on the learning process. Therefore, they proposed considerable reasons for teachers to choose lecturing. Bligh (2000) and Isaacs (1994) point to the following reasons: Lectures could give important facts, explain and discuss difficult and interesting points, provide a framework for private study, provide information not available elsewhere and which may be more topical than textbook , and give ‘enrichment material’ and a synthesis or the latest research.

Also, Cashin (1985 as cited in Fry, Ketteridge and Marshall, 1999) listed several reasons for using the lecture method over any other method of instruction. First, lectures can provide new information based on original research and often not found in textbooks or printed sources. Second, lectures can be used to highlight similarities and differences between key concepts. Third, the lecture approach can be used to convey lecturers' passion for their subjects. The fourth reason is that lectures can model how a particular discipline deals with question of evidence, critical analysis, problem solving and the like. Another reason is that this teaching method can organize subject matter in a way that is the best

suitable to a particular class and course objectives. Finally, Cashin added to these reasons that lectures can dramatize important concepts and share personal insights.

5. Characteristics of effective lecturers

Heffernan (2021) suggests some characteristics of effective lecturers. These can be classified as follows:

a. Lecture etiquette

Effective lecturers are the ones who can firstly find an appropriate style of lecturing to their personality; secondly, show learners that you are actually interested in and enthusiastic about them; and thirdly, work under the premise that students want to be passionate and aware about a subject.

1.2 The real world and relevance

The good lecturers should have the opportunity to use many current examples due to their own practical experience as well as they should have link with the real world of finance.

1.3 Be organized

Effective lecturers are those who can keep the lectures simple and well structured. They also adopt a program for lectures and classes and stick to it as much as possible. Moreover, the effective lecturers can make sure degree course management meetings include a brief on what lecturers are covering in other modules by communicating with the appropriate course designer or making sure that it is included.

1.4 Challenge and motivate

Good lecturers are teachers who can motivate learners to discuss. Indeed, students learn better when they discuss different tasks unlike the passive listening.

1.5 Know your audience

Effective lectures never over estimate the ability of their students assuming prior knowledge. They have to make sure they know the basics of what they are saying.

Conclusion

This chapter shed the light on lectures and lecturing process which is one of the main methods used to teach and deliver knowledge to students. The chapter mentioned the importance of lectures and the important characteristics of the effective lecturer.

Chapter Three

Fieldwork and Data

Analysis

Chapter Three: Field Work and data analysis

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Introduction

The current study is designed to investigate the effects of teachers' code-switching on Lecture comprehension. Basically, the present chapter is going to cover the practical part of this research, and in order to realize the collecting data process, we attempt to use two methods; firstly a questionnaire has been conducted to first year master' students of English at the University of Mohamed Kheider of Biskra. The second tool is a semi-structured interview to the teachers to diagnose their evaluations, views and attitudes toward code-switching in EFL lectures. Furthermore, the present chapter also provides a detailed description of each data collection method used in this study and data analysis. Finally it presents a thorough discussion of the findings in order to answer the research questions, and seek to explore the impact of lecturers using code-switching on the lecture comprehension.

1. Review of research methodology

1.1 Research approach

The study employed the mixed-method approach with more focus on qualitative design in order to check the hypothesis and answer the research questions.

1.2 Samples of the study

The researcher collected data through administrating a questionnaire to 35 first year Master students of English as a sample at Mohammed Kheider University of Biskra. In addition an interview to five (5) teachers of linguistics have been selected to conduct it in order to get their opinions, experience and attitudes which were very crucial for the validity of this study.

1.3 Data gathering tools

The current study used a semi-structured questionnaire to students as a tool of collecting data in order to fulfill the objectives of the study.

Additionally a semi-structured interview was designed for EFL teachers mainly are lecturing in first master linguistics lectures at Biskra University.

2. Analysis of results

2.1 Students' questionnaire

2.1.1 Description and aims of the questionnaire

The questionnaire used in this study aims to spotlight on the impact of teachers' CS while lecturing on the students' comprehension; it has been conducted to students because the effects of this phenomenon are mainly related to them. Its main aim is to explore the students' point of view toward the use of code-switching in lectures.

The questionnaire is divided into three sections, the first one serves as general information and background concerning them, second section is about Lecture and lecture comprehension. Section three organized for the code-switching.

2.1.2 Sample of questionnaire

The case under our investigation is master one students of English language at Mohamed Kheider University of Biskra, the questionnaire was addressed to 35 students regardless to their experience in learning English for many years and that they may have been exposed to code-switching as a teaching method by instructors, and it affects their lecture comprehension whether positively or negatively.

2.1.3 Analysis of the questionnaire

SECTION ONE: GENERAL INFORMATION

Q1: Would you specify your gender please?

Gender	Number of Respondents	Percentage
Male	06	17 %
Female	29	83 %
Total	35	100 %

Table1: Respondents' Gender

The table above represent the respondents' gender distribution. It is remarkable that the majority of the participants are females; (83%) are females while (17%) are males. The result shows that females may be more interested in studying foreign languages especially English language than males.

Q 2: How did you find learning at university?

Options	Numbers	Percentages
Easy	10	28%
Difficult	09	25%
Medium	13	36%
So difficult	04	11%
Total	35	100%

Table 2: Participants' perception of learning at university.

This question aims to know the respondents' perceptions about the difficulty of learning English at university. The table above show that (36%) of respondents see that learning English as a foreign language at university is medium in difficulty and (28%) of them see it as an easy task, while (25%) consider it difficult and only (11%) who consider it very difficult.

Q.3: How did you find learning in master level?

Options	Numbers	Percentages
The same as it was in license level	09	26%
Easier than it was in license level	09	26%
More difficult than it was in license level	17	48%
Total	35	100%

Table 3: Respondents' opinions about the difficulty of learning at master level.

This question's goal was to seek the students' perceptions towards the difficulty of learning in master level in comparison with learning in the license level. Results show that a percentage of (26%) of respondents see that learning at master level is the same in difficulty as it was in their previous level. Moreover, with the same percentage of (26%), respondent consider master level is easier than the previous level. However, the great majority of the sample, making a the highest percentage (48%), find that learning at Master level is more difficult than it was in license level.

Section Two: Lecture Comprehension

Q4: How often do you attend lectures?

Options	Numbers	Percentages
Always	8	23%
Sometimes	20	57%
Rarely	06	17%
Never	01	03%
Total	35	100%

Table 4: students' attendance in lectures.

The purpose of this question was to know the intensity of students' attendance in their lectures at university. The collected data show that more than a half of students (57%) sometimes attend their lectures, while (23%) of them always do attend their lectures. Nevertheless, (17%) of them rarely attend lectures and only (03%) of them never do.

Q5: Do you face any difficulties in understanding lectures' content?

Options	Numbers	Percentage
Yes	25	71%
No	10	29%
Total	35	100%

Table 5: Students' difficulties in understanding lectures.

It is clearly observed from the above table that the majority of respondents (71%) do face difficulties in understanding the lectures' content, whereas (10%) of them do not face any difficulties.

Q6. How do you evaluate your level of understanding of lecturers' explanation?

Options	numbers	Percentages
Excellent	2	06%
Good	8	23%
Average	20	57%
Bad	5	14%
Total	35	100%

Table 6: Students' level of understanding lecturers' explanation.

This question was put as an attempt to know how the students evaluate their understanding of their lecturers' explanation of the lessons. As it is showed in table 6, the majority of respondents (57%) revealed that their understanding level of lecturers' explanation is average, while a percentage of (23%) consider their level of understanding of teachers' explanation as good. On the other hand, (06%) reported to have an excellent comprehension of lectures, while (14%) confessed to struggle with the instructors' explanation of the lecture and revealed to have a bad level of comprehension.

Q7: During lectures, do you understand?

Options	Number	Percentages
Everything	9	26%
Just parts of it	11	31%
Nothing	01	03%
Depends	14	40%
Total	35	100%

Table 7: Students' amount of lecture content comprehension.

Focusing on students' comprehension of lectures, this question aimed to investigate the degree of students' comprehension of the course presented. Therefore, the seventh table demonstrates that the highest percentage (40%) of students could not decide about a total or a partial comprehension of lectures and that "depends" on some factors (that will be identified in the next question). Moreover, (31%) of respondents reported that they understand just parts of the lecture, and (26%) of them claimed that they understand everything of the lecture. However, only one student (03%) confessed to understand nothing of the lectures.

- **If depends, is that because of:**

Options	Numbers	Percentages
Lecture content difficulty	09	26%
Lecturer's explanation quality	26	74%
Total	35	100%

Table 8: The reasons behind students' misunderstanding of lectures.

In fact, this sub-question has been devoted to the (40%) of the sample who have answered the previous question by the option 'depends'. The objective was to determine the reasons of their misunderstanding of lectures whether it is because of the lectures' content difficulty or the lecturers' explanation quality.

Findings revealed that the majority of respondents (74%) consider the lecturer's explanation quality to be the reason behind their inability to understand effectively and completely the lectures. However, (26%) of participants see that the reason of their misunderstanding is the lecture content itself.

Q8: Among the following strategies, which one is the most effective for your lecture comprehension?

Options	Number	Percentages
Using another language (Arabic, French, etc)	13	37%
Repeating the explanation several times	12	34%
Using audio-visuals	10	29%
Total	35	100%

Table 9: Students' opinions about the most effective strategy for their lecture comprehension.

The aim of this question was to explore students' opinions about the most effective strategies of teaching that increase learners' lecture comprehension. The table reveals that a percentage of (37%) of participants prefer that the teacher switches to another language to enrich their lecture comprehension. With a similar percentage (34%), students stated that the most effective teaching strategy for their lecture comprehension is to repeat the explanation more than one time. Meanwhile, the rest of the sample (29%) prefer the use of audio-visual materials to facilitate the process of lecture comprehension.

Q9: Do your lecturers code-switch from English to other languages?

Options	Number	Percentages
Yes	24	69%
No	11	31%
Total	35	100%

Table 10: Lecturers' use of code-switching

This question sought to determine whether or not instructors code-switch from English into another language when lecturing. The table above shows that the majority of respondents (69%) confirmed that their teachers code-switch during the lecture, whereas (31%) denied that fact, revealing that lecturers do not switch codes while lecturing.

- **If yes to which language they code-switch?**

Options	Numbers	Percentages
Arabic	13	37%
French	12	34%
A combination of them	10	29%
Total	35	100

Table 11: The language(s) that lecturers code-switch to.

This sub-question aims to explore the language(s) that instructors code-switch to during lectures. In this table we can see that a percentage of (37%) of the students said that their teachers code-switch to their L1 (Arabic) and a similar percentage (34%) of them said that their teachers use French and (29%) claimed that their instructors code-switch to both of this two codes as a combination of them.

Q10 : How often do your lecturers code-switch?

Options	Numbers	Percentages
Always	04	11%
Sometimes	19	54%
Rarely	12	34%
Total	35	100%

Table 12: Frequency of instructors' code-switching.

This question was about asking students about how often their lecturers switch from English to another code during lectures. As it is illustrated from the table above, more than half of students (54%) said that their teachers sometimes code-switch while lecturing, and (34%) of them said it occurs rarely while only (11%) claimed that their instructors always do code switch in the lectures.

Q11: Using code-switching during the lecture helps you understand better.

Options	Number	Percentages
Strongly agree	06	17%
Agree	15	43%
Neutral	10	29%
Disagree	04	11%
Strongly disagree	00	00%
Total	35	100%

Table 13: Students' opinion about code-switching role in improving lecture comprehension

It is clearly observed that a high percentage of respondents (43%) agree about the idea that instructors' code-switching use during the lecture can help them understand better the content of the course, and (17%) of them strongly agree with that fact. However, a percentage of (29%) were neutral towards this idea, while only (11%) disagreed with the

idea thinking that switching from English to another code cannot help them understand the lecture better.

Q12: In which of the following situations does lecturers' code-switching occur?

Options	Number	Percentages
At the beginning of the lecture	07	09%
When giving instructions	09	12%
When explaining the content	21	27%
When providing oral feedback	16	21%
When showing anger	10	13%
When using anecdotes	14	18%
Total	77	100%

Table 14: The situations that lecturers' code-switching occurs in.

Concerning the situations that instructors code-switch during lectures, students had to choose between multiply different cases. Their answers were as follows: More than a quarter (27%) of the respondents said that their lecturers code-switch when explaining the content, and (12%) stated that teachers code-switch while giving instructions and a similar percentage (13%) claimed that teachers do it when showing anger. Moreover, (21%) said that the situation where lecturers code-switch is when they provide them with oral feedback. Only (9%) said that teachers' code-switching occurs in the beginning of the lecture, and (18%) of them said that it occurs when using anecdotes.

Q 13: According to your experience in learning English for many years and in having been (probably) exposed to code-switching, do you think that it affected positively your comprehension in lecture?

Options	Numbers	Percentages
Yes	27	77%
No	08	23%
Total	35	100%

Table 15: Students' opinions about the positive affect of code-switching on their lecture comprehension.

This question's goal is to explore EFL students' perceptions towards that teachers' code-switching has positive impact on their lecture comprehension. The majority of respondents (77%) see that code-switching affect positively on their comprehension in lecture while the rest (23%) do not think so.

Q14: to what extent do you agree or disagree with the following statements?

Statement 1 : CS will facilitate the language learning process

Options	Numbers	Percentages
Strongly agree	07	20%
Agree	12	34%
Neutral	16	46%
Disagree	00	00%
Strongly disagree	00	00%
Total	35	100%

Table 16: Code--switching use in facilitating learners' language learning process.

The aim of this question was to know students' opinions about the idea that code-switching can facilitate the language learning process. It is clearly showed in the table above that nearly half of respondents (46%) were neutral. On the other hand, (34%) of participants emphasized the idea that code-switching has the effect of facilitating the learning process, and (20%) of them strongly agreed.

Statement 2: The practice of CS will increase the students' reliance and dependency on the teacher

Options	Numbers	Percentages
Strongly agree	00	00%
Agree	07	20%
Neutral	18	51%
Disagree	06	17%
Strongly disagree	03	09%
Total	35	100%

Table 17: Students' perceptions about CS effect of increasing learners' reliance and dependency on the teacher.

This question aimed to know if CS causes any increase in students' dependency on their teachers. As the table above shows, most participants (51%) were neutral about the

idea that CS may increase their reliance and dependency on the teacher, and therefore, may reduce their autonomy and self-reliance. However, (17%) disagreed with this idea, and (09%) strongly disagreed with it. Also, (20%) of participants agreed with this.

Statement 3: CS should be included as an integral part of the EFL lesson

Options	numbers	Percentages
Strongly agree	02	06%
Agree	12	34%
Neutral	21	60%
Disagree	00	00%
Strongly disagree	00	00%
Total	35	100%

Table 18: Integrating CS in EFL lessons.

The study's participants were asked if they want code-switching to be included in the EFL lesson as an integral part of it. Table 14 shows that (34%) of respondents agree with the idea that CS should be included as an essential element in the EFL lesson, and (06%) strongly agreed with this, but the majority of them were neutral towards that idea while none disagreed or strongly disagreed.

Statement 4: There should be a strict separation of the mother tongue and English in the EFL classroom.

Options	numbers	Percentages
Strongly agree	00	00%
Agree	07	20%
Neutral	18	51%
Disagree	10	29%
Strongly disagree	00	00%
Total	35	100%

Table 19: Separating L1 and EFL in classrooms.

From the table 19, we can observe that about half of respondents (51%) were neutral towards the idea that it there should be a strict separation of the mother tongue and English in EFL classrooms. However, (29%) of them disagreed with this idea thinking that it is not necessary to make a strict separation between their first language and English language during EFL learning process, while (20%) agreed with this idea.

Statement 5: CS should only be used as a last resort when all other options have been exhausted

Options	Numbers	Percentages
Strongly agree	01	03%
Agree	09	26%
Neutral	10	29%
Disagree	12	34%
Strongly disagree	03	08%
Total	35	100%

Table 20: Using CS as a last resort in teaching EFL.

The aim of this question is to explore students' perceptions about using code-switching as a last resort when all the other teaching methods have been exhausted. A percentage of (34%) disagreed with this idea, (08%) strongly disagree, and (29%) were neutral about it. However, (26%) of participants supported the fact that CS should not be used but only when clearly need, and (03%) strongly agreed with that.

Statement 6: CS is an efficient, time-saving technique.

Options	Numbers	Percentages
Strongly agree	11	31%
Agree	09	26%
Neutral	15	43%
Disagree	00	00%
Strongly disagree	00	00%
Total	35	100%

Table 21: Code-switching as an efficient, time-saving technique..

As it is illustrated in the table above, the highest percentage of respondents (43%) were neutral towards the idea that code-switching is an efficient, time-saving technique, while (26%) of them agreed with this, and (31%) strongly agreed. It is worth noticing that no participant denied the advantages of code-switching being an effective and time saving technique in EFL teaching and learning processes.

Statement 7: The use of other languages in the EFL classroom will result in a decline in the standards of English.

Options	Numbers	Percentages
Strongly agree	00	00%
Agree	04	11%
Neutral	23	66%
Disagree	08	23%
Strongly disagree	00	00%
Total	35	100%

Table 22: Using other languages in the EFL classroom will result in a decline of the standards of English.

This questions' aim was to explore the students' opinion about the idea that switching to other languages in the EFL classroom will result in a decline of the standards of English. The table above demonstrates that the majority of the students (66%) were neutral about this idea. On the other hand, (23%) showed disagreement and denied the idea that CS could have any negative impact on English standards, and only (11%) agree with that.

Statement 8: The ideal teacher of English is a native speaker.

Options	Numbers	Percentages
Strongly agree	00	00%
Agree	06	17%
Neutral	15	43%
Disagree	14	40%
Strongly disagree	00	00%
Total	35	100%

Table 23: Students' opinions about the ideal teacher of English is a native speaker.

As it is clearly showed in table 23, the highest percentage of the respondents (43%) were neutral about the idea that the ideal teacher of English must be a native speaker. A similar percentage disagreed with that idea, while (17%) agreed with it.

Statement 9: The more English that is used, the better the results for the learners

Options	Numbers	Percentages
Strongly agree	02	06%
Agree	11	31%
Neutral	12	34%
Disagree	10	29%
Strongly disagree	00	00%
Total	35	100%

Table 24: Students' opinions about the idea that the more English that is used, the better the results for the learners.

The aim of this question was to know the students' perceptions about the idea that when English is used more in EFL lectures, learners will have better results. The Results obtained showed the following: The highest percentage (34%) of students was neutral about this idea, (29%) disagreed with the idea, (31%) of them agree with this statement and only (06%) of them strongly agreed.

2.1.4 Discussion and interpretation of the questionnaire' results

The results of obtained from the students' questionnaire enlightened that Master one students usually find learning English at university medium in difficulty and that it is more difficult at Master level than it was in license level. Moreover, students generally face difficulties in understanding their lectures due to several reasons, the most common being the quality of lecturer's explanation rather than the lecture content. This fact emphasizes the importance of the lecturer's role in the whole lecture and in the learning process. Furthermore, we can deduce from the students' answers that the majority of teachers sometimes code-switch in different situations using a combination of English, French and Arabic. In Addition, students believe that code-switching should be an integral part of the EFL lectures according to their opinions because they find it beneficial to gain time and to facilitate the FL learning process and lead them comprehend the lessons better.

2.2 Teachers' interview

2.2.1 Description and aims of the interview

The interview in this study was administered to a sample of EFL teachers at the department of English in Biskra University. It is a semi-structured interview that consists of five (5) questions (open-ended and close-ended questions) to limit teachers to the research topic boundaries and make them free in giving more details about their

perceptions towards the research theme. The semi-structured interview aimed to collect data from the opinions and attitudes of EFL teachers towards the code-switching as a teaching technique in EFL classes especially during lectures. Moreover, it aimed to explore their perceptions towards the impact of using code-switching on students' lecture comprehension. Finally, we attempted to give them the opportunity to add both positive and negative results of code-switching on EFL students depending on their own opinions and experiences in lecturing at the University of Biskra.

2.2.2 Sample and administration of the interview

The interview was designed as a semi-structured interview to EFL teachers at the department of English language in Biskra University. Five (5) teachers have been selected on the basis that they use lectures in the field of sciences of language at first year Master level.

This interview was conducted face to face with four of the participants, and by phone with one of them. Answers have been recorded so as to be analyzed and interpreted.

2.2.3 Analysis and interpretation of teachers' interview

Item 01: Teachers' most effective teaching methods

This item sought to gather teachers' opinions about the most effective teaching methods when they are delivering their academic message (lectures).

Teacher A: using different tools such as visuals, audios or kinesthetic, repetition and gestures writing on the board and sometimes using code-switching.

Teacher B: trying to simplify the information using simple English and providing examples and also use the code switching when I want the students have an idea about the term in Arabic too.

Teacher C: open discussion make the students active and send tasks to them.

Teacher D: explaining, repetition, checking their comprehension. Using technology: audio-visuals, data-show and so on.

Teacher E:, using authentic materials, trying to explain the lesson in simple clear words, giving them real-life examples, telling them stories that attract their attention.

As observed from the answers collected, teachers at university differ in their teaching methods and techniques. However, many respondents agreed on the fact that they use audio-visual aids and rely on repetition and clear, simple explanation to facilitate lectures' comprehension and enhance students' engagement. It is worth mentioning that one participant mentioned code-switching by using L1 (Arabic) for further details about the lesson.

Item 02: code-switching as a teaching strategy for delivering the lectures.

Teacher A: I do support in some cases as a final solution when I see that students could not comprehend, understand and perceive the information.

Teacher B: yes, I support using code switching sometimes in the lecture.

Teacher C: at the linguistic level I oppose it.

Teacher D: I do oppose using code-switching in the EFL classroom, and see it as point of weakness of the teacher; that he could not explain the course in English.

Teacher E: I am with using some words in French and Arabic because it may affect the students positively more than negatively especially for some courses.

From the teachers' answers we can notice that they have different perceptions about code-switching strategy. Some of them support the use of code-switching and focus in using sometimes to express the frequency of CS use and others oppose it and see that it is not appropriate for university students.

Item 03: Teachers' opinions about the impact of CS on the lecture comprehension.

Teacher A: of course code-switching can affect the lecture comprehension, it can be a motivator; it motivates students and attracts their attention, it is a way to help them to be aware of the necessity of being aware!; aware of what is going on during the lecture because otherwise my students if they are let's say off ware and I am talking in English they don't care but when I start talking in Arabic they pay attention; let's say they wake up. It has nothing to do just to translate just to give them the equivalent term to the term I use, that's it. But the affect do not exceed this; its affect is just help students to understand and get the word on the other language French or mainly Arabic.

Teacher B: It does simplify the lecture and helps them to take an idea about the concept by using expressions and terms in Arabic like I discussed recently with the student plagiarism and term of "السرقفة العلمية" reflect it, so they get the idea.

Teacher C: I think that we come to certain points and want to clarify them precisely, sometimes we may find other terms in other languages more precise than the target language that we are using in our lecture, here we code-switch or change the language in order to benefit the students' understanding than we return to the language that we have been using during the lecture. It should be no exaggerating in using code-switching because it will

deconstruct students, and will not create that kind of structural cohesion of the target language in students' mind.

Teacher D: it may make them understand the current lecture but it affects their language level negatively. They will finish their study with a poor baggage in English language.

Teacher E: code-switching has a significant role in making both teachers and students more flexible in shifting from certain code to another and it is not an easy task but for those who has the ability to do this, it is helpful method for students to understand better the lecture and comprehend concepts and main elements of the lesson.

The teachers here even they have different opinions about the significant role of code switching but they agree that code-switching makes students understand at time of using it. There are teachers see that code-switching has many positive effects on the teaching/learning process and others see the contrast. In addition some of them explain how behind using CS many other purposes not only explaining.

Item 04: The factors that lead teachers use during lecture.

Teacher A: I use it when I try to motivate the students during lecture and minimize anxiety, or when I find my students do not comprehend very well specially when talking about some concepts and try to compare them with our situation in Algeria here I find myself obliged to move to Arabic language in order just to make things clearer. And also when I would organize and manage the classroom I have to code-switch; when they do not understand me for examples when I give them instructions: move from here to there, change your place or stop using phones... and so on, especially during the exams most of the time I do code-switch; I use Arabic language. So the factors and reasons behind code-switching in my opinion it depends.

Teacher B: for me it is just to make students at ease to be funny sometimes, I do use French because it is a part of darja but not all the session. My main objective is not just to explain, I simplify by using example and explanation in English but my objective is to make sure that they get some terminology related to the lecture and being a little bit flexible with students.

Teacher C: why do I use another language at English class when I lecture? I usually do not code-switch. As I said before it may be useful if teacher use one or two terms in the first language but without exaggerating.

Teacher D: I usually do not use it whether explaining or giving instruction.

Teacher E: when explaining the lecture content especially when dealing with new terminology and difficult concepts.

The teachers' answers differs about the factors that lead to use code-switching during EFL lectures such as explaining giving instructions or translating several terms to simplify the learning process, while one of them saw that there is no need to code-switch

Item 05: The results of CS from both sides negative and positive.

Teacher A: I prefer to start from the first minute of the lecture to the end from A to Z speaking in English without CS. Code-switching could be a solution for miscomprehension, for not perceiving a concept or a term here I use it. But if I overuse CS in the lecture, the lecture will lose its effectiveness believe me. So I prefer to substitute to another language system just for one seek is to helping students understand the term, motivate them to go on, especially when talking about a lecture which is in a large classroom with a large size of students.

Teacher B: I believe that it is beneficial in general, but also has some negative effects in the case of use it all the time. I mean they will copy their teacher anyway, right? So may be Teachers should not use much of code-switching inside the lecture because you know students do not have much of interaction in the target language out of the class, so let's try to make our best to keep it as a place where they practice the target language.

Teacher C: I think that teachers' code-switching may be a good strategy when the students have poor background of English language, and this is usually found in lower level. It may be useful and helpful technique to start with them acquiring vocabulary basics of the language and so on in lower level, in primary school, middle school and high school maybe! But at the University it is not suitable in my opinion, except as I told you some exceptions.

Teacher D: it affects them negatively at the long term they will graduate without a considerable baggage of English language.

Teacher E: code-switching has many positive effects on the students understanding of lessons especially those which are related analysing those speeches or words or statements that have different meanings depending on the context.

As it observed, teachers have different opinions. However, each one of them who support the use of code-switching believes that there are few positive points of it. In the other side, those who oppose code-switching use see that there are some negative points resulted from the overuse of code-switching. Finally, they have a common view which is that code-switching should be used in an appropriate way; otherwise, it affects negatively the learning process.

3. Summary and synthesis of findings

The obtained results from the students' questionnaire, the teachers' interview, and the classroom observation have been used to reach the aim of this study which is investigating the impact of code-switching on the students' lecture comprehension, and therefore, lead us to answer the research questions.

After the process of gathering and analysing data through the use of triangulation of methods, the findings are discussed in the form of answers to the research questions of this study:

a- The impact of code-switching on students' comprehension

The section discusses the first research question including the impact of instructors' code-switching on the lecture comprehension of students. The findings showed that the majority of students see that using Arabic or French by lecturers help them understand better the lecture content and that CS impact positively on their comprehension. Thus, code-switching facilitates the students' comprehension and serves as an impetus to learn the target language more and perceive more knowledge.

b- Frequency of using code-switching during lecture

The second research question dealt with the frequency of using code-switching in EFL lectures. The analysis of the three data gathering tools, namely the teachers' interview, the students' questionnaire revealed that most teachers sometimes do code-switch during lectures for different reasons. However, few teachers reported (in the interview) that they rarely use CS or do not code switch at all.

c- Teachers' opinions about the CS as a teaching technique

This section discusses the third research question that sought to explore the teachers' perceptions of the effectiveness of code-switching in EFL lectures. The findings showed that teachers see differently code-switching as a teaching strategy. There are teachers who oppose it and others who support it during EFL lectures. However, both sides see that the overuse of code-switching can confuse learners and disorganize the cohesion of language in their minds and affect negatively their language learning process. Thus, the appropriate use of code-switching can ameliorate their comprehension and motivate them acting and learning better and acquire the target language and get their courses in a simple and easy way.

As a conclusion, the hypothesis that we suggested at the beginning of the dissertation which claims that code-switching has a positive impact on the students' comprehension if it is used in an appropriate way has been confirmed.

Conclusion

In this chapter, we provided the analysis and interpretations of the two data gathering tools used in this research, namely students' semi-structured questionnaire and teachers' interview. The findings found in this study revealed the different points of view of both students and teachers towards using code-switching and its impact on lecture comprehension.

According to these findings we can say that code-switching can be used as teaching method and a motivating tool which help students in the learning process. Furthermore, we need to highlight on the importance of the how, why and when to use CS in EFL lectures to avoid the negative side of the overuse of this teaching method.

General Conclusion

General Conclusion

The present study aimed to shed light on the instructors' use of code-switching during EFL lectures and its impact on EFL learners' lecture comprehension. Thus, this research attempted to answer all the research questions and to confirm the research hypothesis which highlighted that when lecturers code-switch, it directly affect the process of learning and understanding of EFL students.

This dissertation consists of three chapters. The first chapter aimed to deal with the theoretical background of code-switching and its types and reasons behind using it in addition to some related concepts. Moreover, it presented the debatable approaches and studies in using code-switching as a pedagogical phenomenon. The second chapter, however, dealt with the concept of lectures and lecturing and provided its definition, significance, and main structure. Finally, the third chapter was devoted to the study framework which dealt with the practical part of this research. It presented the research design, sampling and data collection methods and then dealt with data analysis and interpretation, and discussion of the findings.

The present dissertation relied on an exploratory mixed-method approach to explore the impact of using code-switching by EFL instructors on the lecture comprehension of students. For the sake of collecting data, two data collection methods were used: A teachers' interview and a student's questionnaire.

Firstly, the teacher's perceptions and attitude about the subject matter were explored through a semi-structured interview through which they expressed that their use of code-switching promotes students' motivation and understanding of their lectures, but it should used in an effective and appropriate way without overusing it.

Moreover, a semi-structured students' questionnaire aimed at collecting data about Students' opinions and attitudes about the impact of lecturers' use of CS on their EFL learning process and their understanding of lectures. The majority of students confirmed the use of CS by many of their teachers as well as they reported their positive perceptions towards the use of code-switching during lectures in improving their lecture comprehension.

From the interpretation of these two tools we investigate that the impact of CS technique on the students is positive and it is considered as an effective method that plays many roles while lecturing such as explaining, or giving personal examples or . Finally, based on the data analysis, the research hypothesis is confirmed and the research questions are answered.

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Appendices

Appendix 01: Teachers' interview

Q1: As an academic expert lecturer, what is the most effective method that delivers your message to your students?

Q2: CS is considered as one of language teaching methods, do you support or oppose it?

Q3: In your opinion how CS affect the lecture comprehension

Q4: what are the factors that lead the teacher use CS during the lecture

Q5: At the long term, how do you see the results of EFL students from both sides; negative and positive?

Appendix 02: Students' questionnaire

A Questionnaire for First Year Master Students

Dear students,

This questionnaire is an attempt to collect data for accomplishment of a master dissertation about "The Impact of Instructors' Code-Switching on EFL Students' Lecture Comprehension". Therefore, we would be so grateful if you provide us with precise, clear, and complete responses. Please tick (✓) the appropriate answer(s) and write full statement(s) whenever it is necessary. Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for your time, effort, and collaboration.

Section One: General Information

Q1. Would you specify your gender please?

a) Female

b) Male

Q2. How did you find learning at university?

a) Easy

b) Difficult

c) So difficult

Q3. How did you find learning in master level?

a) The same as it was in license level

b) Easier than it was in license level

c) More difficult than it was in license level

Section Two: Lecture Comprehension

Q4. How often do you attend lectures?

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

Q5. Do you face any difficulties in understanding lectures' content?

- a) Yes
- b) No

Q6. How do you evaluate your level of understanding of lecturers' explanation?

- a) Excellent
- b) Good
- c) Average
- d) Bad

Q7. Do you understand?

- a) Everything
- b) Just parts of it
- c) Nothing
- d) Depends

If it depends, is that because of:

- a) Lecture content difficulty
- b) Lecturers' explanation quality

Q8. Among the following strategies, which one is the most effective for your lecture comprehension?

- a) Using another language (Arabic, French, etc)
- b) Repeating the explanation several times
- c) Using audio-visuals

Justify your answer, please

.....
.....
.....

Section Three: Lecturers' Code-switching

Q9. Do your lecturers code-switch from English to other languages?

- a) Yes
- b) No

If yes, to which language do they code-switch?

- a) Arabic
- b) French
- c) A combination of them

Q10. How often do your lecturers code-switch?

- a) Always
- b) Sometimes
- c) Rarely

Q11. Using code-switching during the lecture helps you understand better.

- a) Strongly agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

Justify your answer, please

.....
.....

Q12. In which of the following situations does lecturers' code-switching occur?

- a) At the beginning of the lecture
- b) When giving instructions
- c) When explaining the content
- d) When providing oral feedback
- e) When showing anger

f) When using anecdotes

If others, please specify

.....
.....
.....

Q13. According to your experience in learning English for many years and in having been (probably) exposed to code-switching, do you think that it affected positively your comprehension in class?

- a) Yes
- b) no

Q14. To what extent do you agree or disagree with the following statements?

Statements	SA	A	N	D	SD
CS will facilitate the language learning process					
The practice of CS will increase the students' reliance and dependency on the teacher					
CS should be included as an integral part of the EFL lesson					
There should be a strict separation of the mother tongue and English in the EFL classroom					
CS should only be used as a last resort when all other options have been exhausted					
CS is an efficient, time-saving technique					
The use of other languages in the EFL classroom will result in a decline in the standards of English					
The ideal teacher of English is a native speaker					
The more English that is used, the better the results for the learners					

Thank you for your time efforts and collaboration.

المخلص

كأستاذة وطلبة لغة إنجليزية كلغة أجنبية في مجتمع ثنائي اللغة، يعد التناوب اللغوي ظاهرة طبيعية تحدث في عملية تعلم وتدرّس اللغة الإنجليزية كلغة أجنبية. لذلك تهدف هذه الدراسة إلى التحقق من تأثير استخدام طريقة تغيير الشفرة اللغوية كأداة تدرّس من قبل الأساتذة المحاضرين على فهم الطلبة لدروسهم ومحاضراتهم لان الكثير من الطلبة يواجهون العديد من الصعوبات في فهم محاضراتهم المقدمة باللغة الإنجليزية فقط. وفي هذا الصدد تحاول الدراسة استكشاف آراء الطلاب و الأساتذة ووجهات نظرهم ومواقفهم اتجاه ما يتعلق بفعالية ونجاعة تغيير الشفرة اللغوية المستعملة كطريقة تدرّس من أجل تحسين مستوى الفهم عند الطلاب الجامعيين (سنة أولى ماستر لغة انجليزية كعينة). وبالتالي اعتمدت الدراسة منهجية ثنائية وتم اختيار طريقتين لجمع المعلومات إحداهما مقابلة مع أساتذة (عددهم 5) من ذوي الخبرة في إلقاء المحاضرات في قسم اللغة الإنجليزية بجامعة محمد خيضر بسكرة. كما تم تصميم أداة ثانية، وهي استبيان شبه منظم للحصول على مزيد من المعلومات حول تصورات الطلاب ومواقفهم تجاه ظاهرة التناوب اللغوي أو تغيير الشفرة اللغوية الخاصة بمدرسيهم أثناء المحاضرات وتأثيره ا على فهمهم واكتسابهم للمعلومات والمفاهيم. أظهرت النتائج أن في بعض الأحيان فقط يتم استخدام تبديل الشفرة اللغوية من طرف الأساتذة الذين بدورهم اختلفوا في نظرهم لهذه التقنية فبعضهم يرى أنها تساعد الطلبة وتحفزهم على الفهم واستيعاب الدروس والمفاهيم المختلفة في علوم اللغة والبعض الآخر يرى فيها نقاط سلبية مثل احداث اضرار على مستوى اكتساب اللغة المستهدفة. وتبين أنها تقنية فعالة وناجحة لها تأثير إيجابي في تيسير الفهم وعملية التعلم إذا وفقط إذا تم استعمالها بطريقة مناسبة ومحددة وفق معايير معينة.