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University Abderrahmane Mira of Bejaia
Faculty of Languages
Department of English

The Role of Code-Switching in Oral Communication:

A Case study of Third-Year English Students at Bejaia University

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Submitted by

Boucheekhchoukha Lydia

Benmessaoud Fatima

Supervised by

Dr Bakour Amel

Board of Examiners:

Chairperson: Dr. Messouadene Lynda

Supervisor: Dr. Bakour Amel

Examiner: Dr. Aziri Thiziri

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Dedication

This research is dedicated to the memory of my grandmother, to my beloved parents who have always encouraged me, and to my beloved uncle Djamel. I also dedicate it to my brother Amine and my sister Manissa, for their endless love, support, and encouragement.

I am grateful for all my teachers, especially to my supervisor, Dr. Amel Bakour, for her guidance and support.

This work is also dedicated to all the third year English students at Abderrahman Mira University of Bejaia who participated in this research.

Finally, to everyone who helped and contributed to my success.

Lydia

Dedication

To the soul of the most precious person in my life, my father. You may have left this world, but you are still present in our memory and hearts. Your courage taught me to how to begin, and your patience taught me how to persist. You are not here to hold these pages, but your spirit lives in every step of this journey.

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Abstract

This study explores the role of code-switching in oral communication among third-year English students at Abderrahman Mira University of Bejaia. The research investigates the languages students use when code-switching, explores how code-switching influences students' academic identity, and examines its impact on their confidence in oral communication. A mixed methods approach was adopted. First, a questionnaire was distributed to 60 third year English students within the department of English. This was followed by seven semi-structured interviews that were conducted with third year students to complement the data obtained from the questionnaire. The findings reveal that code-switching plays a significant role in third-year EFL classes. Students switch languages for several reasons, including a lack of vocabulary, clarifying difficult ideas, and reducing stress. French is the most frequently used language in code switching, followed by Arabic and Kabyle. The research also showed both positive and negative perceptions about the impact of code-switching on students' confidence and performance in the classroom.

Keywords: *academic identity, bilingualism, code-switching, multilingualism, oral communication.*

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GENERAL INTRODUCTION

Introduction

In today's globalised world, especially in multilingual and multicultural environments, code-switching has become a common aspect of communication. Code-switching is the phenomenon of alternating between two or more languages (Crystal, 2003; Poplack, 1980). In educational settings, it serves various functions (Appel & Muysken, 1987), especially in environments such as Algeria. At Abderrahman Mira University of Bejaia, students come from different regions, creating a rich environment of language contact, including Tamazight, Kabyle, Modern Standard Arabic, Algerian Arabic, French, and English. As a result, students often switch languages during oral interactions, both inside and outside the classroom.

Although code-switching is widely practiced among students in multilingual contexts, there remains a gap in understanding how it influences students' academic self-perception and their confidence in speaking English. This is particularly relevant in the Algerian context, where English is not the primary medium of communication, and students must negotiate multiple linguistic influences.

This research is conducted at the University of Bejaia, particularly among third-year English students. It aims to explore the role of code-switching in English oral communication, identify its functions with the languages they switch to most often, and examine how code-switching shapes students' perceptions of academic identity and confidence in speaking English. By addressing these gaps, this research highlights the significance of code-switching in educational settings, especially in language learning and the formation of academic identity.

1. Statement of the Problem

In multilingual environments such as Algeria, particularly at Abderrahman Mira University of Bejaia, where students come from different regions with different accents and language varieties, code-switching may regularly occur among EFL students during classroom oral communication. However, there is a significant gap in research regarding how this phenomenon influences students' oral communication, helps them to construct their academic identity, and influences their confidence.

This study explores the role of code-switching in oral communication. It aims to understand its influence, the reasons students switch languages, the languages they use, how it contributes to constructing their academic identity, and its impact on students' confidence in oral communication.

2. Research Questions

This study aims to answer the following research questions:

Main Research Question:

1. What motivates third-year English students at Abderrahman Mira University to use code-switching during English oral communication?

Sub-Research Questions:

1. What are the main reasons students switch languages during oral communication?
2. Which language do students switch to most often in oral communication?
3. How does code-switching shape students' perceptions of academic identity?
4. What is the impact of code-switching on students' confidence in oral communication?

3. Aim of the Study

This research aims to investigate the role of code-switching in English oral communication among third-year English students at Abderrahman Mira University of Bejaia. It also seeks to explore the reasons behind students' use of code-switching, identify the languages they frequently switch to, examine how code-switching contributes to the construction of their academic identity, and examine its impact on their confidence in oral communication.

4. Research Design and Data Collection

To achieve the aim of this research, which is to explore the role of code-switching in oral communication and its impact on academic identity and confidence among third-year English students at Abderrahman Mira University, a mixed-methods approach was adopted. Data were collected through students' questionnaires distributed to third-year English students. In addition, semi-structured interviews were conducted to complement the data collected through the questionnaire.

5. Population and Sample

The population of this study consists of sixty third-year English students at Abderrahman Mira University of Bejaia, who participated in the questionnaire and provided both quantitative and qualitative data. In addition, seven students from the same department were selected for the interviews to contribute to additional qualitative insights.

6. Significance of the Study

The present study is significant because it sheds light on the role of code-switching in oral communication among third-year English students at Abderrahmane Mira University of Bejaia. The city represents a multilingual context where several languages coexist, including Arabic, French, Berber, and English. In such multilingual environments, code-switching is a common strategy among students in academic settings.

This research aims to explore how third-year English students use code-switching in classroom oral communication. It also contributes to the existing literature of sociolinguistics on code switching in multilingual and bilingual environments by exploring how and why students code-switch. The findings of this study can be valuable for teachers, helping them decide whether code-switching can be used as a tool in language learning. Furthermore, the research highlights how code-switching relates to students' confidence and academic identity, two key factors that significantly impact how students use and learn language.

7. Structure of the Thesis

The research begins with a general introduction that outlines the statement of the problem, research questions, research hypotheses, aim of the study, methods and procedures of data collection, population and sample, significance of the study, and the thesis structure.

The study is divided into four chapters. The first chapter provides an overview of the sociolinguistic context of Bejaia and language use. The second chapter is divided into two sections. The first section provides the theoretical and conceptual background related to language, bilingualism, multilingualism, code-switching, oral communication, and academic identity. Section two presents the theoretical framework of the study. The chapter concludes with a general summary and identifies existing research gaps to highlight areas that need further exploration.

The third chapter describes the methodology used in the study; it provides details about the research design, sample and settings, the data collection methods, and the data analysis. The fourth chapter is divided into two sections. Section one presents the findings of the study followed by a discussion of the findings in the second section. This chapter also highlights both the pedagogical implications and limitations of the research. Finally, the study ends with a general conclusion, summarizes the key findings, and provides suggestions for future research.

Chapter One: Sociolinguistic Profile of Bejaia: Multilingual Language Practices

Introduction

This chapter provides an overview of the sociolinguistic profile of Bejaia and multilingual language practices. First, it defines the concept of sociolinguistics, then highlights the linguistic repertoire of Bejaia, including Berber, Kabyle, Algerian Arabic, Standard Arabic, French, and English. Finally, the chapter discusses the sociolinguistic phenomena of diglossia, code-switching and code-mixing in Bejaia.

1. Linguistic Repertoire of Bejaia and Language Use in Different Contexts

Understanding the sociolinguistic profile of Bejaia is particularly important in academic settings, where code-switching helps in studying how multilingual speakers manage language choices. Wardhaugh and Fuller (2015) define sociolinguistics as “the study of our everyday lives – how language works in our casual conversations and the media we are exposed to and the presence of societal norms, policies, and laws which address language” (p.1). According to Holmes (2013), sociolinguistics examines the relationship between language and society, focusing on how individuals adjust their language use in relation to different social contexts and how language helps express social meaning and identity. These definitions highlight that sociolinguistics helps us not only in understanding the structure of language but also in exploring how people select words or expressions based on the settings (formal or informal) and the people with whom they are communicating.

Bejaia is a city in northeastern Algeria, where multiple languages coexist in its communities and universities. The languages used in Bejaia include Tamazight, Kabyle, Algerian Arabic (Darija), Modern Standard Arabic (MSA), French, and English, each of which plays a distinct role.

Tamazight is the official second language of Algeria, applied in education, recognized as a national language in 2002 and later as an official language in 2016 (Ammour, 2023). The Permanent Committee of Geographical Names (PCGN, 2003) noted:

By way of response, Bouteflika recognised Tamazight as a national language in a constitutional amendment of February 2002, amending Ordinance No. 35/76 of the 1976 constitution. Tamazight became an accepted language in Algeria’s educational system at all levels, and the Amazigh cultural dimension of all subjects was to be respected. (p. 6)

Kabyle is the most widely spoken variety of Tamazight in Algeria, especially in the regions of Tizi-Ouzou and Bejaia, used in casual, everyday interactions. Arabic has two varieties: Vernacular Arabic, also known as Algerian Arabic or Darija, is the mother tongue used daily by most Arabic speakers in Algeria. Modern Standard Arabic (MSA), the official language of Algeria since 1963, is used in formal settings such as education, media, religious practices, and politics (Benrabah, 2007).

French is considered the first foreign language used in education, government, and professional discourse. It is also used by Algerians in daily life. According to Khadda (2020), “Kateb Yacine considered the French language as a ‘war trophy’ that Algerians must preserve” (p. 100). Finally, English is considered as the second foreign language taught in middle schools from the first year, and it was introduced in the third year of primary school in September 2022. As Haddam–Bouabdallah (2022) noted, “English is taught as a second foreign language in middle schools starting from the 1st grade and was recently implemented in the 3rd year in primary school starting from September 2022” (p. 85).

2. Sociolinguistic Phenomena in Bejaia

According to Beckett (2009), “The city of Béjaia is part of the Kabylie region, which is characterized by a particular sociolinguistic situation” (p. 93). Bejaia is a multilingual and multicultural environment where multiple sociolinguistic phenomena occur in people’s daily interactions and educational settings, including diglossia, code-switching, and code-mixing.

2.1. Diglossia

The first sociolinguist to describe the phenomenon of diglossia was Ferguson (1959), who defined it as a situation where two distinct forms of the same language coexist, where each form serves different communicative functions. According to Ferguson (1959):

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 (Ferguson, 1959, p. 336).

Ferguson (1959) classified the functions of each variety by assigning them to specific communicative domains. The high, or “H” variety is used in formal situations such as sermons in church or mosque, personal letters, speeches in parliament, political speeches, university lectures, news broadcasts, newspaper editorials, news stories, captions on pictures, and poetry. On the other hand, the low or “L” variety is used in informal situations such as giving instructions to servants, waiters, workmen, or clerks; conversation with family, friends, and colleagues; radio, soap operas, captions on political cartoons, and folk literature.

This exists in the region of Bejaia. For instance, in formal contexts such as education, students use French or Modern Standard Arabic, while in informal settings, they use Kabyle, Algerian Arabic, or Tamazight (Benrabah, 2007).

2.2.Code-Switching

For many years, code-switching has been a topic of interest for scholars in bilingual studies. Code-switching refers to the use of two or more languages in the same sentence. Auer (1984) defines code-switching as “the alternation between two or more languages.” Meyerhoff (2006) describes it as “the alternation between varieties, or codes, across sentences or clause boundaries” (p. 121). Similarly, Heller (1988) defines code-switching as “the use of more than one language in the course of a single communicative episode” (p. 1).

2.3.Code-Mixing

Code-mixing occurs when speakers mix words or terms from one language into another within a single sentence. Meyerhoff (2006) defines code-mixing as “alternations between varieties, or codes, within a clause or phrase” (p. 125). Bokamba (1988) explains that “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” (p. 24). These definitions suggest that code-mixing involves the integration of different linguistic elements within a single communicative context.

Conclusion

This chapter discussed the sociolinguistic profile of Bejaia, focusing on its linguistic repertoire and language use in different contexts. Additionally, it explored linguistic phenomena like diglossia, code-switching, and code-mixing, which are essential for understanding how multilingual speakers adapt and manage their language use in both formal and informal contexts. The following chapter will present the two variables of this research, code-switching and oral communication, along with the theoretical framework and a review of previous studies.

Chapter Two: Literature Review and Theoretical Framework

Introduction

This chapter presents the two main variables of this study: code-switching and oral communication along with other related terms. It also presents the theoretical framework and previous studies relevant to the research topic. The first section provides a theoretical and conceptual background, while the second section outlines the theoretical framework that underpins the present study.

Section One: Theoretical and Conceptual Background

This section provides an overview of the key concepts of this study. It begins by defining language from various perspectives, followed by a discussion of the key differences between bilingualism and multilingualism. The section then introduces the concept of code-switching, including its types and functions. Finally, it explores the importance of both code-switching and oral communication in academic contexts, focusing on how these practices relate to students' language use and the construction of their academic identity.

1. Bilingualism and Multilingualism: Perspectives on Language Use and Acquisition

1.1. Defining Language: Theoretical Perspectives

Language is a system of communication that plays a significant role in human life, serving as a tool to express ideas, emotions, and identities (Crystal, 2003). Multiple definitions of language have been proposed across fields, such as psychology, anthropology, and linguistics, each highlighting its role in human societies.

Whitman (1985), from a humanistic perspective, explained, "Language is not an abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generations of humanity, and has its bases broad and low, close to the ground" (p. 431). This suggests that language develops naturally from life experiences. It is not something created by scholars or dictionaries but rather something shaped by human emotions, needs, work, and relationships growing—from the way people live and interact.

Moreover, from an anthropological perspective, Sapir (1921) stated, "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by

means of a system of voluntarily produced symbols” (p. 7). This suggests that language is a tool for human communication, emphasizing its symbolic and intentional nature.

From a structural and generative grammar perspective, Chomsky (1957) defined language as “a set (finite or infinite) of sentences, each finite in length and constructed out of a finite set of elements” (p. 13). From this perspective, language is seen as a formal system with rules, emphasizing sentence structure and the ability to generate a variety of expressions.

1.2. Bilingualism and Multilingualism: Key Definitions and Differences

Several definitions have been proposed for the terms bilingualism and multilingualism. Bloomfield (1933) defined bilingualism as “native-like control of two languages” (p. 56). Weinreich (1953) defined it as “the practice of alternately using two languages” (p. 1). Haugen (1953) described bilingual individuals who can produce “complete and meaningful utterances in both languages” (p. 7).

According to Clyne (2007), multilingualism refers either to the ability of an individual to use several languages or to the language situation within a nation or society. Similarly, the European Commission (2007) defines multilingualism as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (p. 6). Li (2008) describes a multilingual individual as “anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading)” (p. 4).

2. Code-Switching: Definition, Types and Functions

2.1. Definition of Code Switching

Code-switching is not only alternating between different languages but also the shift between different varieties of the same language, such as British and American English, or between different styles, such as formal academic English and informal casual English (Romaine, 1995; Wardhaugh and Fuller, 2015). Myers-Scotton (1993) introduced the Matrix Language Frame model. According to this model, the matrix language, which provides the grammatical structure is usually the dominant language, while the other language is known as the embedded language. Myers-Scotton (1993) explains that “The participating languages are

labelled in the following way. The ‘base’ language is called the matrix language (ML) and the ‘contributing’ language (or languages) is called the embedded language (EL)” (p.20).

2.2.Types of Code-Switching

Researchers have identified multiple types of code-switching. Poplack (1980, pp. 613-615) categorized code-switching into three types based on grammatical aspects: tag-switching, inter-sentential switching , and intra-sentential switching.

2.2.1. Tag Switching

Poplack (1980) refers to tag-switching as emblematic switching. Tag-switching occurs when a tag (a small word or expression) is inserted from one language into a sentence in another language. Romaine (1995) defines tag-switching as “... the insertion of a tag in one language into an utterance which ... is in the other language” (p. 22). Similarly, Appel and Muysken (1987) explain that tag-switching refers to the insertion of an exclamation, a tag, or a comment from one language into a sentence in another language. These elements do not change the grammatical structure of the sentence but reflects the identity of the bilingual speaker. For example, in the sentence, “I think she failed in the exam, **n’est-ce pas?**” the main sentence (I think she failed in the exam) is in English, and the tag question is inserted at the end is in French (**n’est-ce pas?**), demonstrating tag-switching.

2.2.2. Inter-Sentential Code-Switching

According to Appel and Muysken (1987), inter-sentential code-switching refers to the alternation between two languages at sentence boundaries. It occurs when a speaker alternates from one language to another between sentences. For example, a speaker might say one sentence in one language and the next sentence in a different language. For example, “I am tired. *Mais je dois faire mes exercices*”. The speaker uses English in the first sentence (I am tired) and then switches to French in the second sentence (*Mais je dois faire mes exercices*). Another example is provided by Poplack (1980), from Puerto Rican Spanish-English bilinguals: “Sometimes I start a sentence in Spanish *y termino en Español*” (p. 123). In this example, the first sentence is in English and the second is in Spanish.

These examples demonstrate inter-sentential code-switching and illustrate how speakers switch between languages at sentence boundaries.

2.2.3. Intra-Sentential Code-Switching

Unlike inter-sentential code-switching, which occurs between separate sentences, intra-sentential code-switching happens within a single sentence.

According to Appel and Muysken (1987), intra-sentential code-switching is also referred to as code-mixing. Appel and Muysken (1987) explain that “intra-sentential switches occur in the middle of a sentence” (p. 118). They illustrate this with the example, “I started eating real *CURIOSA*.” The word *CURIOSA* (in another language) is inserted into the English sentence. Another example: “I think that elle n’a pas compris le sujet”. In this example the speaker uses English at the beginning of the sentence (I think that), and then switches into French (elle n’a pas compris le sujets) within the same sentence. In both examples, elements from one language are inserted into another sentence in a different language, which refers to intra-sentential code-switching.

2.2.4. Situational Code-Switching Vs Metaphorical Code-Switching

Gumperz and Hymes (1972) differentiate between situational and metaphorical code-switching and explain that “situational switching involves change in participants and/or strategies, while metaphorical code-switching involves only change in topical emphasis” (p. 409). According to this definition, situational code-switching occurs when individuals alternate languages depending on the situation—like the person they are talking to (classmates, teacher), the setting (home, university), or the activity they are doing (formal, informal).

Wardhaugh and Fuller (2015) explain that “situational code-switching occurs when the languages used change according to the situations in which the speakers find themselves: they speak one language in one situation and another in a different one” (p. 98). Similarly, Holmes (2013) states, “When people switch from one code to another for reasons which can be clearly identified, it is sometimes called situational switching” (p. 36). For example, students may speak Kabyle at home and switch into English at university. Similarly, they might use Kabyle with their friends and switch into English when speaking with a teacher.

However, metaphorical code-switching is about changing the languages to convey meaning, emotions, feelings and attitudes, but the situation remains the same. Metaphorical code-switching is more than just a shift in language. According to Wardhaugh and Fuller (2015), “Metaphorical code-switching has an affective dimension to it: the choice of code carries symbolic meaning; that is, the language fits the message” (p. 98). Similarly, Nilep

(2006) explains that “the definition of metaphorical switching relies on the use of two language varieties within a single social setting” (p. 5). This means that metaphorical code-switching occurs when a speaker uses two languages in the same setting, to express meaning, attitudes, or emotions; the setting does not change, like in situational code-switching. For example, an Algerian student might switch from English to Berber during a classroom discussion to express cultural identity—even though they are still with the same group of people (classmates) and in the same place.

2.3.Functions of Code-Switching

Appel and Mysken (1987) draw on the functional frameworks of Jakobsen (1960) and Halliday et al. (1964) and present six main functions of code switching.

2.3.1. Referential Function

The referential function occurs when a speaker switches languages to convey an idea or concept clearly. When speakers are not able to find the exact word they need in one language, they alternate to another language where the term is more accessible (Appel & Muysken, 1987).

Appel and Muysken (1987) explain that referential code-switching often occurs when speakers lack the vocabulary or have limited knowledge about a specific topic. They argue that certain topics may be easier or more appropriate to discuss in one language rather than another. Additionally, certain concepts or words may be explained better in another language. They also highlight that referential code-switching is the most commonly used among bilingual speakers. As they note, “When asked why they switch, they tend to say that it is because they do not know the word for it in the other language or because the language chosen is more fit for talking about a given subject” (p. 118).

2.3.2. Directive Function

The directive function occurs when the speaker alternates between languages to include someone in the conversation by using the language they understand (their native language), or to exclude someone by using the language they do not understand (Appel and Muysken, 1987).

2.3.3. Expressive Function

The expressive function occurs when a speaker alternates between languages to express emotions, identity, attitude, or feelings, such as anger or affection. Chen (1996), in his study on Chinese English code-switching in Taiwan, argues:

No matter what role-relationship is involved, the people in my study all use code switching to perform the expressive function of emotional release, particularly for tension relief or the unburdening of pent-up feeling. They insert English swear words, English words that are taboo in Chinese in that context, and English words of affection (e.g., love, flattering), in Chinese-dominant interactions in order to express emotional passion....and to relieve tension in other situations characterized by anger, fear, surprise and frustration. English is used as a neutral code in these situations to express emotions and true feelings while avoiding the negative connotations of those words or phrases in Chinese. The use of English in Chinese- based interactions for these functions is due to the fact that Chinese social values stress modesty in behavior (p. 271).

This quote suggests that people switch to English to express emotions like anger or affection. In Taiwanese culture, some emotional expressions may be too strong or inappropriate in Chinese, so English helps them express feelings without breaking social norms. English is used as a neutral way to express emotions while avoiding discomfort or tension.

2.3.4. Phatic Function

The phatic function, also called the metaphorical function, is described by Jakobson (1960) as “a way to maintain, prolong, or stop communication, or to verify if the channel works without conveying information” (p. 355). For example from Jakobson (1960) is, “Hello, do you hear me?” (p. 355). In this example, the speaker focuses on establishing, maintaining, or confirming the communication channel. This function is important in any form of communication, as it checks if both the speaker and listener are in synchronization, and that the conversation can continue effectively.

2.3.5. Metalinguistic Function

According to Jakobson (1960), the metalinguistic function happens when the speaker or the listener wants to ensure they are using the same language or understanding each other

clearly. Jakobson (1960) explains that “whenever the addresser and/or the addressee need to check up whether they use the same code, speech is focused on the code: it performs a metalin-gual (or glossing) function.” “I don't follow you what do you mean?” ” (p. 356). This function occurs when the language is used to discuss or clarify language itself.

2.3.6. Poetic Function

Poetic function focuses on the form, style, and aesthetics of the message, highlighting how the message is expressed rather than its content (Jakobson, 1960). For example, “You see, c’est la vie, my friend ”, the expression « c’est la vie » is used to add a stylistic flourish.

2.4. Oral Communication and Code-switching in Academic Contexts

2.4.1. Definition and Importance of Oral Communication

Oral communication refers to the ability of expressing ideas, thoughts, emotions, and information clearly through spoken language. Wilkes (2012) highlights the importance of oral communication through three key points. First, despite modern technology, spoken communication is important in everyday life, politics, business, law, or personal relationships. Second, among the many verbal messages people encounter daily, only those that are communicated clearly and memorably stand out. Finally, he adds that even smart students may lose credibility if they do not speak and present their ideas well.

2.4.2. Barriers to Effective Oral Communication

Garner (2009), as cited in Abdul Malek et al. (2016), identifies seven primary barriers that hinder effective oral communication. Physical barriers refer to obstacles that make speaking or listening harder, such as noise, uncomfortable settings, long distances between the speakers and technical problems. Perceptual barriers are the misunderstandings that occur between people because they see and interpret things differently due to differences in thoughts, opinions or beliefs. Emotional barriers include stress, fear, anger and low self-confidence, emotional barriers are all the feelings that prevent people from speaking or listening effectively. Cultural barriers are the result of differences in lifestyles, beliefs, language and practices. Gender barriers are caused by gender differences in how men and women speak or listen; they are related to communication styles, expectations, roles and traditions. Furthermore, Garner (2009) added language barriers, which occur when the speaker and the listener do not speak the

same language or one has a higher level and an expanded vocabulary than the other. Finally, interpersonal barriers occur in personal conflicts, such as poor relationships.

2.4.3. Code-switching as a Strategy for Overcoming Communication Barriers

For students, code-switching serves as a strategy for overcoming communication barriers in classroom settings by helping them express their ideas easily when they encounter difficulties in the target language. According to Setati et. al (2002) “Code-switching is a language practice that could support classroom communication in general and the exploratory talk that is such a necessary part of learning.” (P. 133). This means that switching languages facilitates students’ communication by engaging in collaborative discussions where they work together.

In Algerian context, particularly in the University of Bejaia, where multiple languages coexist, code-switching may allow students to express themselves better when they lack the necessary vocabulary in the language they are using. Camilleri (1996) reinforces this idea by explaining that code-switching helps in explaining lessons and enhances students’ understanding of content.

Additionally, code-switching helps reduce stress for students who struggle in expressing themselves orally by allowing them to code switch to more familiar language to clarify their ideas better. Auer (1995) supports this view, by emphasizing that switching to a familiar language helps reduce anxiety and stress when students encounter difficulties expressing their ideas in the second language.

Adendorff (1993) indicates the value of code-switching, describing it as “...highly functional, though mostly subconscious. It is a communicative resource which enables teachers and pupils to accomplish a considerable number and range of social and educational objectives” (p. 142). Similarly, Merritt et al. (1992) explain that code-switching acts as a practical tool in the classroom by addressing the challenges of teaching in multilingual classrooms.

2.5.Code-Switching and Academic Identity in Multilingual Contexts

From Wenger’s (1998) perspective, identity is not only what an individual is but also what they become through their participation in social practices. He argues that “ identity is a negotiated experience in which we define who we are by the way we experience ourselves... as well as by the ways we and others reify ourselves” (p. 149).

Building on this, Bucholtz and Hall (2003, 2004a, 2004b) expand the notion of identity, by highlighting how it is created through social interactions and is constantly changing over time. They explain that “identity is the social positioning of self and other” (p. 586). They further argue that “identity is best viewed as the emergent product rather than the pre-existing source of linguistic and other semiotic practices” (p. 588). This suggests that identity is not something a person possesses prior to interaction but is constructed through communicative actions, like the strategic use of code-switching.

McKinley, Mastro, and Warber (2014) explore how language use reflects identity in multicultural and multilingual settings. They assert that individuals in such contexts must frequently make deliberate linguistic choices, taking into consideration aspects such as, purpose, audience, and contexts. McKinley, Mastro, and Warber (2014) argue that “Language is inevitably at the center stage of identity construction in multilingual and multidialectal contexts where language choices have to be made” (p. 221).

In the same contexts, Tabouret-Keller (1997) emphasizes the impossibility of separating language from the identity of its speakers, explaining that “the language spoken by somebody and his or her identity as a speaker of this language are inseparable” (p. 315).

2.6. Previous Research Findings

In multilingual environments, particularly in educational settings, several researchers have explored how code-switching influences oral communication. According to Sert (2005), code-switching is not always a sign deficiency in second language learning, but rather a useful strategy that allows students to convey meaning more effectively during classroom interactions. He argues that “code switching in language classroom is not always a blockage or deficiency in learning a language but may be considered as a useful strategy in classroom interaction if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way”. (p.5).

Similarly, Adendorff (1996) found that in South African classrooms, code-switching functioned as a discursive strategy for elaborating on ideas, checking understanding, and establishing a connection among students and teachers. This highlights the value of code-switching in students classroom interactions.

Outside classroom communication, McKinley et al. (2014) explain that in an environment where students are exposed to different languages, their use of language is related

to how they perceive themselves and how they want to be perceived by others. For instance, an Algerian student who speaks Berber (Tamazight), Arabic, and French might switch to French when speaking in classroom to appear more educated. In contrast, when talking with friends, they may switch to Berber to show solidarity. Their language choice changes based on how they want to be perceived in each context. Tabouret-Keller (1997) explains that language choice allows individuals to assert their belonging to a specific group or to stand out from others, contributing to the ongoing negotiation of academic identity.

Setati et al. (2002), in their study on mathematics classrooms in South Africa, observed that code-switching played an important role in facilitating “exploratory talk”. They explained that:

Exploratory talk is important for learners to explore ideas and concepts in a comfortable environment. It is also important for enabling teachers to listen to learners’ ideas and conceptions so that these can be worked with and built on. Code-switching, and through this the harnessing of learners’ main languages as resources, becomes a means in the multilingual classroom for exploratory talk. (pp. 134-135).

Finally, García and Wei (2014) introduced the concept of translanguaging, which builds on traditional ideas of code-switching. In translanguaging the use of two languages by bilinguals is not simply a change between two linguistic systems, but rather a flexible mixing of linguistic resources that supports learning, identity, and self-expression in academic settings. It is related to code-switching but goes beyond it. While code-switching means shifting between two languages, translanguaging is a more flexible use of all language resources. It sees language use as fluid, helping students learn, express identity, and communicate more naturally in multilingual settings.

The previous studies provided diverse perspectives on the role of code-switching. Sert and Setati et al. highlights its cognitive and pedagogical functions. Adendorff and McKinley et al. emphasizes its interpersonal and identity-related dimensions. García and Wei's concept of translanguaging expands this view, presenting a fluid, holistic model of language use in multilingual environments.

These findings support our research by showing that code-switching is a powerful strategy that supports learning, identity formation, and inclusive communication in multilingual

classrooms. This research builds on this body of work by examining how these functions of code-switching play out in a specific Algerian academic settings, contributing localized insights to the broader field of multilingual education.

Section Two: Theoretical Framework

This section presents the theoretical framework that supports the present research. It discusses and explains the relevance of selected theories, including Language and Identity Theory and Communication Accommodation Theory (CAT).

1. Language and Identity Theory

Language and identity theory explores the relationships between language use and personal or social identity. It emphasizes that language is not just a tool to communicate ideas but also an effective way for the construction of personal and social identity. According to Norton (2000), identity refers to how individuals perceive their relationship to the world, how it is constructed over time and contexts, and how individuals envision their future possibilities. Similarly, Bucholtz and Hall (2005) argued that, “Identity is best viewed as the emergent product rather than the pre-existing source of linguistic and other semiotic practices and therefore as fundamentally a social and cultural phenomenon” (p. 588). This suggests that identity is not something innate but something that changes through social interaction.

In educational environments, particularly in English language learning, language and identity theory helps in understanding how learners negotiate their academic identity. Code-switching plays a significant role, particularly among multilingual contexts. Students switch between English and their first languages in classroom communication for several reasons such as to express themselves better, promote understanding, or fill vocabulary gaps (Macaro, 2005). This practice can influence how students perceive their competence in English. For instance, some students code-switching as a useful resource that demonstrate their multilingual flexibility and supports effective communication (Gilyard, 1991). On the other hand, some may view code-switching as a sign of linguistic deficiency or informality, which can negatively impact students' confidence and undermine their academic identity (Norton, 2013).

2. Communication Accommodation Theory (CAT)

Communication Accommodation Theory was first developed by Howard Giles (1970). The theory emphasizes how individuals adjust their language to align with their interlocutors. This process is known as convergence. According to Giles (1973), “Convergence has been the most extensively studied and can be considered the historical core of CAT” (p. 295). Convergence is “a strategy whereby individuals adapt their communicative behaviors in terms of a

wide range of linguistic (e.g., speech rate, accents), paralinguistic (e.g., pauses, utterance length), and nonverbal features (e.g., smiling, gazing) in such a way as to become more similar to their interlocutor's behaviour" (Giles, 1973, p. 295). An example of language accommodation in academic settings is when a student speaks to a teacher using formal language and academic vocabulary, whereas they switch to informal language or their mother tongue when speaking with classmates.

Communication Accommodation Theory also emphasizes how context affects the way people communicate. As Gallois, Gasiorek, Giles, and Soliz (2015) note, "CAT has long moved between a description of what people actually do—that is, how their speech, paralinguistic, and nonverbal behavior change toward or away from their interlocutors—and what they are trying to do—that is, their psychological motives and intentions—as well as related perceptions of their communication" (p. 194). This reflects the importance of context, as speakers adjust their language to manage social impressions, express group identity, and achieve interpersonal or academic goals.

Code-switching is considered a form of accommodation in multilingual environments, where speakers alternate languages depending on the context (Gallois, Ogay, & Giles, 2005). For instance, a student uses English in classroom communication and switches to their first language when interacting with friends. According to Bullock and Toribio (2009), "Code-switching is a conscious choice on the part of the speaker, used to mark quotations, emphasis, realignment of speech roles, reiteration, and elaboration" (p. 10). While code-switching is not originally a core component of CAT, it aligns with its core principle of linguistic adaptation. These switches are often strategic and context-driven, serving to enhance communication, express solidarity, or manage social roles. Thus, CAT provides a useful framework for interpreting language behavior in multilingual academic communities. Therefore, CAT offers a valuable lens for understanding how multilingual speakers adjust their language choices, such as code-switching, in response to academic and social dynamics.

The theories presented above contribute to understanding of how students use language in academic contexts. They highlight that language is strongly related to identity, shaped by social situations and context, and influenced by students' confidence in their own abilities. Together, these theories explain why students often switch between languages and how it impacts their communication, confidence, and academic identity.

Conclusion

The literature discussed in this chapter presents different views on the sociolinguistic status of language use in multilingual and multicultural settings, with a focus on language, bilingualism, multilingualism, code-switching, oral communication, and academic identity.

Despite the increasing number of studies on code-switching in academic environments, there is still a gap concerning its impact on students' academic identity and confidence in oral communication, particularly among EFL students in Algerian universities. Many studies focus on written communication, leading to a gap in studying code-switching's role in academic oral communication.

Algeria, as a multilingual country where Arabic, French, Kabyle and English coexist, provides a unique context that has not yet been adequately explored—particularly in relation to oral academic communication. Given this gap, the present research aims to explore the role of code-switching in oral communication among third-year English students at Abderrahman Mira University of Bejaia. It focuses on the main functions of code-switching, the languages students switch to most frequently, and how this practice influences their academic identity and confidence in speaking.

In conclusion, this research contributes to the understanding of code-switching in Algerian education, providing practical insights for students and educators. Building on this literature review, the next chapter will present the methodology used in this study.

CHAPTER THREE: METHODS AND RESEARCH DESIGN

Introduction

This chapter introduces the methodology used in this study, which explores the role of code-switching in oral communication. It presents the research design, research sample and setting, the selection of participants, instruments, the data collection methods, and the data analysis procedures. This chapter is divided into four sub-sections. The first section explains the research design and the rationale for using a mixed-methods approach. The second section introduces the research setting and participants. The third section describes the data collection procedures, including questionnaires and interviews. Finally, the last section discusses the methods used for data analysis.

Table 1: Research Instruments and Participant Details

Total Number of Third-Year Students	Instruments	Number of Participants	Percentage	Data Collection Period
97	Questionnaire	60	61.86%	February
97	Semi-structured Interview	7	7.22%	April

The table above presents the number of third-year English students at Abderrahmane Mira University and provides the number of participants across the different data collection methods used in the present study.

1. Research Design and Methods

The present research used a mixed-methods design for data collection. According to Creswell, Fetters, and Ivankova (2004), “Mixed methods investigations involve integrating quantitative and qualitative data collection and analysis in a single study or a program of inquiry” (p. 12). First, the research used a 20-item questionnaire designed to collect numerical data from third-year English students. It aimed to identify general patterns in students' code-switching behavior. Following the quantitative phase, the research used a qualitative method involving face-to-face semi-structured interviews. These interviews provided a vague understanding of students' experiences and perceptions of code-switching—why they used code-switching, and how this practice influenced their academic identity and impacted both their confidence and performance in oral communication.

2. Research Setting and Participants

The study was conducted at Abderrahman Mira University of Bejaia in Algeria, within the Department of English, during the 2024-2025 academic year. The population of this research consisted of third-year English students at Abderrahman Mira University of Bejaia. Their ages ranged from 20 to 25 years (see Table 3). The sample consisted of 50 female and 10 male students (see Table 2). As shown in Table 6, some of the students spoke Kabyle as their first language, French as their second, and English as their third language. These students were selected because they had been studying English for several years and actively use it in classroom settings such as presentations, discussions, and debates. This makes them particularly well-suited for exploring the role of code-switching in oral communication, because they tend to use their full range of language skills during such tasks.. Although they come from different geographical backgrounds, they share the same languages: Kabyle, Arabic, and French, while English is used in the academic environment. Students tended to use code-switching when they want to clarify difficult words or to express ideas, emotions, or opinions.

3. Data Collection Instruments and Procedures

Two instruments were used for data collection in this study. The first was a 20-item questionnaire designed to gather both quantitative and qualitative data. It included both open-ended and closed-ended questions, allowing participants to express their ideas clearly and freely.

The second instrument was a set of semi-structured interviews consisting of 10 questions. These interviews were conducted to complement the information obtained from the questionnaire. They provided qualitative data focusing on the students' experiences and perceptions of code-switching that the questionnaire alone could not capture.

3.1. Student's Questionnaire

The questionnaire is an effective instrument for collecting both quantitative and qualitative data. According to Walliman (2011, p. 97), "Questionnaires are a particularly suitable tool for gaining quantitative data but can also be used for qualitative data".

For this study, a 20-item questionnaire was designed to explore the role of code-switching in oral communication. Sixty students were randomly selected from a total of 97 third-year English students to answer the questionnaire. Dornyei (2003) stated, "By

administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour” (p. 9). The questionnaire was divided into four key sections. The first section focused on demographic information such as gender, age, native language, and language preferences in academic settings. The second section examined students’ code switching behavior, including how frequently and the reasons behind using code-switching. The third section addressed academic identity, confidence and the impact of code-switching on self-perception and performance. The last section explored general perceptions of code-switching in academic settings.

3.2.Students’ Interview

After analyzing the questionnaires, face-to- face semi-structured interviews were conducted with seven participants from the Departments of English. The number of the selected participants was determined based on qualitative principle of data saturation. The interviews were conducted until the collected data became repetitive, indicating that saturation had been achieved. According to Fusch and Ness (2015), “Data saturation is reached when there is enough information to replicate the study, when the ability to obtain additional new information has been attained, and when further coding is no longer feasible.”

These interviews were conducted to complement the findings obtained from the questionnaire by providing deeper insights, clarifying ambiguous responses, and capturing participants’ personal experiences in more detail. According to Gillham (2002), “Interview data can both illustrate and illuminate questionnaire results and can “bring your research study to life” (p. 82). Interviews are effective for gathering detailed information when research questions require deeper exploration. According to Walliman (2011), “Interviews are most suitable for questions that require probing to obtain adequate information” (p. 99). This aligns with the aim of the present research, which explores how code-switching affects students’ perceptions of academic identity, focusing on their attitudes, feelings and personal experiences that the questionnaire alone could not fully capture. The interviews allowed participants to express their thoughts and experiences in their own words, focusing on the comfort and confidence they felt when they code-switch.

Purposeful sampling was selected to ensure that participants had relevant experience in using code-switching in an academic context. As explained by Creswell (2014), “purposeful sampling is used so that individuals are selected because they have experienced the central

phenomenon” (p. 199). This approach ensured that the participants provided valuable insights and relevant data, which can address the specific research questions.

The selection of participant was guided by two main criteria:

First, they were third year English students: they had been studying English for several years, they used it actively in their studies, they had developed a high level of proficiency.

Second, academic oral communication: they engaged in classroom discussions, presentations, and debates, authentic situations where the phenomenon of code-switching occurs. Oral communication was an important aspect of the present study. For that, selecting participants who engaged in such practices allowed for observation and discussion of real examples of code-switching

The interview questions consisted of open-ended ones, and they were divided into two main sections. The first section focused on the participants' General Background, while the second section addressed questions about the topic under study, specifically the role of code-switching in oral communication. In total, the interview included 10 questions.

The first section contained questions about general information, such as demographic details and background relevant to the participants' language use and academic experience. The second section included questions about the topic under study and was divided into four sub-sections. The first sub-section focused on students' personal experiences with code-switching. The second provided perspectives on code-switching in academic settings. The third sub-section examined the role of code-switching in classroom communication, and the fourth sub-section addressed the future outlook on code-switching.

The interviews were conducted in the first week of April, face-to-face in classroom settings. Mobile phones were used to record the interviews, at the same time notes were taken. Later, the audio recordings were transcribed into written form and were analyzed using thematic analysis. Once transcribed, the interview transcripts were read several times for familiarity. Key concepts were coded and grouped into themes. Finally, the themes were reviewed and described to represent the main findings.

4. Data Analysis

4.1. Quantitative Analysis

Descriptive statistical analysis was used to analyze the data collected through the questionnaire. This method was effective for examining variables such as attitudes, behaviors, and opinions. As Wyse (2011, as cited in Sinaga, 2014, p. 1) explained, “Quantitative research is an approach quantifying a problem by generating numerical data or information that can be transformed into usable statistics. It is used to quantify categories, attitudes, opinions, behaviors, and other defined variables”. The data were presented visually using Microsoft Excel to generate pie charts and graphs that clearly displayed the findings. Frequencies and percentages were used to evaluate the responses, such as in question 8: “While speaking in the classroom, how often do you switch?” Descriptive analysis was chosen to identify trends and compare students’ responses, such as in question 10: “When you switch languages in the classroom, which language do you switch to most often?”.

4.2. Qualitative Analysis

Thematic analysis was used to analyze the data collected through the semi-structured interviews. According to Clarke & Braun (2017), “Thematic analysis is a method for identifying, analyzing, and interpreting patterns of meaning (‘themes’) within qualitative data”. (p.297). This method was used because it provides more detailed about the students’ experiences with code-switching. According to Hancock, Ockleford, and Windridge (2009), “Qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to understand the social world in which we live and why things are the way they are” (p.7). Thematic analysis also complemented the quantitative data by providing flexibility, which allowed for a deeper understanding of the data and helped uncover more detailed insights into what the participants shared. The data collected from the interviews were transcribed into written form and then analyzed. Braun and Clarke (2006), in their work, introduced six phases for thematic analysis, which were followed to analyze the data in this research.

In the first phase, the transcripts were read multiple times to become familiar with the data, which enabled taking note of key points. In the second phase, the data were examined, initial codes were generated, important concepts were identified, and labels were assigned to

them. In the third phase, the codes were grouped into broader themes that represented overarching ideas. In the fourth phase, the themes were reviewed to ensure they accurately represented the data and were relevant to the research questions. In the fifth phase, definitions were provided for each theme, and each theme was clearly described. In the sixth phase, the analysis was written, incorporating quotes from the participants to support each theme and provide a deeper understanding of their experiences and perceptions.

5. Ethical Consideration

Ethics is an important aspect that any researcher should take into consideration in any scientific research to ensure the integrity of the study. In this research, all participants were informed about the objectives of the study, the methods of data collection, and the fact that their identities would remain anonymous. They were also notified that their responses would be used only for academic purposes. According to Walliman (2011), “The researcher’s treatment of other people involved in the research, relating to informed consent, confidentiality, anonymity and courtesy” (p. 43). When distributing the questionnaires, students were informed not to provide any personal information, such as their names. For the interviews, which were audio recorded, participants were asked for their consent to participate and to be recorded. They were assured that only the researcher would have access to the recordings, which would be kept confidential.

Conclusion

This chapter presents the methodology used in this study, including the research design, participants, data collection methods, and instruments (questionnaire and interview). The interpretation of the data is based on both quantitative and qualitative approaches. The next chapter presents the findings and discussion of the data collected from both the questionnaire and interviews.

CHAPTER FOUR: FINDINGS AND DISCUSSION

Introduction

This chapter presents the findings of the present research. The data gathered through both questionnaires and interviews are presented using graphs, tables, and pie charts. The chapter is divided into two sections. The first section introduces the analysis and interpretation of the data collected through the questionnaires and interviews. The second section discusses the findings in light of the existing literature, answered the research questions of this study, outlined the pedagogical implications of the findings, and highlighted the limitations of the study

Section One: Analysis of Students' Questionnaire and Interview Data

1. Students' Questionnaire

This section presents the quantitative and qualitative analysis of the questionnaire data. Sixty third-year English students from Abderrahman Mira of Bejaia University participated in this study. They responded to a questionnaire consisting of 20 items (see Appendix 1).

Section 1: Demographic Information

This section presents the demographic details of the participants, including their gender, age, native language, their preferred language for academic communication, and other languages they speak fluently. Participants were also asked about their confidence levels when speaking different languages in academic settings, and how they feel when speaking English in the classroom.

Item (01): Gender Distribution of Study Participants

Table 2: Gender of the Participants

Gender	Frequency	Percentage
Male	10	17%
Female	50	83%

The table above presents the gender of the participants. Most participants are female (83%), whereas only 10 students (17%) are male. This indicates a higher number of female students than male students in the English department, reflecting the common trend that English studies tend to attract more women.

Item (02): Age*Table 3: Students' Age*

Age	Number of students	Percentage
20-21	49	81.67%
22-23	9	15%
24-25	2	3.33%

The findings show that the majority of participants are between 20 and 21 years old (81.67%), while 15% are aged 22 to 23, and only 3.33% fall within the 24 to 25 age group.

Item (03): What is your native language?*Table 4: Students' Native Languages*

Language	Number of students	Percentage
Kabyle	53	88.33%
Arabic	7	11.67%

The table above presents the native languages of the participants. The results indicate that Kabyle is the native language of the vast majority (88.33%) of the participants, while 11.67% reported Arabic as their native language. This suggests that Kabyle speakers form the dominant group.

Item (04): Can you list all the languages that you speak fluently?*Table 5: Participants' Fluency in Different Languages*

Options	Number of students	Percentage
Arabic	57	95%
French	49	81.67%
Kabyle	44	73.33%
English	58	96.67%

Others	18	30%
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According to the table above, 96.67% of the participants reported speaking English, followed by 95% who reported speaking Arabic. French was spoken by 49 participants (81.67%), while 73.3% reported speaking Kabyle. Additionally, 30% of the participants indicated that they speak other languages such as German, Spanish, and Italian.

Item (5): Which language do you prefer for academic communication?

Table 6: Language Preferences

Options	Number of Students	Percentage
English	40	66.67%
Arabic	3	5%
French	15	25%
Kabyle	2	3.33%

The table above presents the language preferences of the participants. The majority (66.67%) prefer to use English, 25% prefer French, 5% prefer Arabic, and 3.33% prefer Kabyle.

Item (6): How confident do you feel when speaking each language in academic settings?

Table 7: Confidence Level of the Participants

Options	Responses Number	Percentage
Very confident	15	25%
Confident	24	40%
Neutral	19	31.67%
Not confident	2	3.33%

The results above present the confidence levels of the participants in using certain languages. Specifically, 40% of the participants reported feeling confident, while 25% reported feeling very confident. These findings indicate that more than half of the students feel comfortable expressing themselves orally in academic contexts through the languages they are familiar with. On the other hand, 3.33% reported feeling not confident, indicating that only a few students are uncomfortable when speaking in the classroom. Finally, 19 students (31.67%) reported feeling neutral, which means they neither felt confident nor unconfident—possibly due to uncertainty or a lack of clear preference regarding their ability to communicate in academic contexts.

Item (7): How do you feel when using English in the classroom?

Table 8: Students' Perceptions of Using English in the Classroom

Options	Responses number	Percentage
Comfortable	28	46.67%
Uncomfortable	5	8.33%
Very comfortable	13	21.67%
Neutral	5	8.33%

Table 7 shows that 28 participants (46.67%) feel comfortable using English in the classroom. Since English is the main language used in education, this can be attributed to the comfort and familiarity students have with the language. To illustrate, one participant explained, “Since it is the language that we use in our studies, so we are used to it”. Another student reported, “It is the language that we use in our studies, so we are comfortable”. In addition, other participants feel comfortable using English due to their ability to express themselves clearly. As one of the participants stated, “I feel comfortable speaking in English because I think that I can express myself better in English”. Another participant added, “It allows me to express myself and my thoughts freely and better”. This indicates that confidence in language use helps create a comfortable environment for communication and the expression of ideas. Additionally, some participants feel comfortable using English because they enjoy it and see it as an opportunity for academic development. For example, one participant stated, “I

like using English in the classroom in order to improve my speaking skills and exchange ideas”. Another participant added, “Because it is the language we study at university and the one I like the most”.

Additionally, 13 students (21.67%) reported feeling very comfortable using English in the classroom. Their confidence stems from different factors. Some participants are motivated and prefer to use English because it makes them feel confident. One participant said, “It is my favorite language, so I feel comfortable while speaking”. Another participant added, “I love speaking English and reading English books. Furthermore, exposure to English in their daily lives was mentioned by some participants as a reason for their confidence. For example, one participant said, “I have grown up watching English movies and reading books, so it wasn’t very difficult for me”. Another participant added, “It is the language that I know well, and I have studied it for many years”. Mastering the language also enhances confidence. One participant explained, “I mastered the language to the point where I don’t feel uncomfortable using it in social contexts, especially in the classroom”. Another said, “I feel like I got this, and it makes me feel confident”.

In contrast, 8.33% of the participants reported feeling uncomfortable using English in the classroom. Stress and a lack of vocabulary were mentioned by some participants as the main causes of their discomfort. One student said, “Feeling stressed results in feeling uncomfortable”. Other students reported, “I don’t have a rich vocabulary, so I don’t really feel comfortable”. Another added, “Sometimes, the lack of vocabulary makes me uncomfortable”.

In addition, 31.67% of the participants reported feeling neutral when using English in the classroom. Losing words is a major reason why some students feel neutral. One participant said, “Even if I consider myself fluent in English, it happens to me so many times to lose words, and it creates inner discomfort.” Another student added, “I understand everything and carry so much love for English, but sometimes it happens to me to lose words.”

These findings reveal some challenges that students face when expressing themselves in English. As one student explained, “I’m here for learning, so to be very confident is a lie”. This suggests that the student did not consider himself fully confident. Another student mentioned, “I do not feel pressured nor super comfortable since English is my first language; even our teachers make mistakes while addressing us in English”. Another one stated, “Sometimes speaking English is very easy for me in the classroom, but sometimes it is a bit harder.” This indicates that confidence is sometimes influenced by time or the complexity of the topic.

Section 2: Code-Switching in Oral Communication

This section interprets the students' code-switching experiences and behaviors. It examines how frequently they switch languages, the reasons for using code-switching, and which languages they switch to. Additionally, students were asked to describe specific situations where they felt the need to switch languages in the classroom and whether code-switching helps them communicate more effectively.

Item (8): While speaking in the classroom, how often do you switch?

Table 9: Frequency of Code-Switching in Classroom Discussions

Options	Responses number	Percentage
Sometimes	26	43.3%
Always	14	23.3%
Occasionally	10	16.7%
Rarely	8	13.3%
Frequently	1	1.7%
Never	1	1.7%

The table above indicates how often student code switch when speaking in the classroom. The results show that 43.3% of the participants sometimes code switch, and 23.3% always do so. In addition, 10 of them use code-switching occasionally, while 13.3% said they rarely code switch. Finally, a small percentage (1.7%) reported switching frequently—the same rate as those who reported never switching.

Item (9): Can you describe a moment when you felt the need to switch languages in class?

The findings show that students switch languages in the classroom for several reasons. The main reason is a lack of vocabulary. For example, one of the students said, “The lack of vocabulary leads me to switching languages”. When the students have difficulty in finding the right words in English, they rely on code switching as a strategy to fill gaps in speaking. The second reason is the need to clarify their ideas. As one student expressed, “I felt the need

because I tend to use complex words in my native language or in French words that I don't really know in English”.

Other participants, however, need to switch languages during oral presentations when answering questions or presenting lessons. One of the participants said, “In oral expression, I felt the need to switch languages because I didn't know the word in English”. Another student added, “While answering or presenting, I have been looking for the words in English, but I was lost, so I switched”. Additionally, stress and anxiety can lead to code-switching. One student said, “When I forget words in English, especially that I am a very stressful person, then I want to transmit my idea quickly, and then I switch”.

Furthermore, students switch languages to explain ideas more clearly. One student said, “It's because of the need for an explanation when I can't remember or know the word in English”. Another added, “I switch languages when I find difficulties to transfer the message or to be understood”. Finally, some students switch languages when speaking with friends or discussing personal matters. As one student said, “I only switch languages in class whenever I speak with my friend about something personal or to explain some point that was not clear in English”.

These findings show that students use code switching in the classroom for various reasons. For example, they tend to switch languages when they face vocabulary gaps or experience lexical access difficulties, particularly during presentations and classroom participation. Another reason is to enhance the clarity and effectiveness of their ideas and thoughts. Finally, code-switching is also used as a strategy when students feel stressed.

Item (10): When you switch languages in the classroom, which language do you switch to most often?

Table 10: Students' Most Common Code-Switching Languages in the Classroom

Options	Responses number	percentage
English	9	10%
French	49	54%
Arabic	15	16%
Kabyle	13	14%

Others	5	6%
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The findings show that 49 students (54%) reported switching to French most of the time. 16% of participants said they code-switch to Arabic. The third was Kabyle, with 14%. Additionally, 6% of participants mentioned switching to other languages such as German, Spanish, or Italian. Finally, 10% of the participants said they switched to English.

Item (11): Do you think code-switching helps you communicate more effectively?

Table 11: Code-Switching as a Communicative Strategy

Options	Frequency	Percentage
Yes	53	88%
No	7	12%

The findings above show that 88% of the participants believe that code-switching helps them communicate more effectively. Students reported switching languages when they struggle to find a specific word in English. One participant mentioned, “When I can’t find a word in one language, I use the word in another language”. Another shared a similar opinion: “Sometimes, to explain something, I can’t find the right word in English, so I switch to Kabyle or French”.

Additionally, code-switching helps students express their ideas and thoughts more clearly. One participant stated, “It helps to express myself clearly,” while another participant added, “It’s comfortable to explain my thoughts and express myself better”. Another reason students mentioned for code-switching is that it helps them feel more comfortable and fluent. To illustrate, one participant said, “Because I feel more comfortable and fluent.” While another added, “Code-switching makes the speaker more comfortable”.

In addition, some students reported that some expressions and sentences are easier to explain in another language. As explained by one student, “Some utterances cannot be produced in a second language, while they are possible in our mother tongue”. Similarly, another student added, “Sometimes, it is better to switch to a more understandable language for the listener rather than leave them confused”. Finally, code-switching helps students express their ideas

clearly when they struggle with translation. As one participant said, “If I am struggling to translate an idea, code-switching helps me express it clearly”.

On the other hand, 12% of the students (7 participants) stated that code-switching did not improve their communication. One of the main reasons for this view was a sense of confusion, as one of the participants noted, “Because it confuses me since I want to focus on one language only”. Another student stated, “Because you will be relying on it all the time, and this is a bad habit”. The second reason is misunderstanding; code-switching can lead to confusion or communication issues when speakers do not speak the same languages. As one student claimed, “In some situations, other parts or members of the conversation can not understand other languages”.

Item (12): Do you believe code-switching enhances your participation in oral academic discussions?

Table 12: Code-Switching Influence on Students’ Participation in Classroom Discussions

Options	Frequency	Percentage
Yes	38	63%
No	22	37%

The table above shows that 63% of participants (38 students) believe that code-switching makes their oral communication more effective. The questionnaires indicate that the majority of students feel code-switching helps them express their ideas more clearly. For example, one of the participants said, “It helps me clarify my point whenever it is not understood”. Another added, “It allows me to focus on transmitting the message rather than finding the specific words”. Whereas, others reported feeling more confident in oral communication when using code-switching. One participant stated, “It can enhance your self-confidence and reduce anxiety”. Another student added, “It boosts my self-confidence”. Therefore, the findings show that code-switching enhances students' self-confidence and reduces their stress when communicating orally in academic settings, as it allows them to express their ideas more easily and overcome language barriers.

Additionally, code-switching motivates students to participate in discussions, even when they experience difficulties with English vocabulary. One participant mentioned, “Instead

of non-participation due to limited academic language knowledge, you can switch to another language”. Another student explained that using their mother tongue or a second language can make certain answers clear and easier to remember. As the student stated, “Some answers are clearer and easier to retain in our mother tongue or even a second language”. This suggests that code-switching makes it easier for students to retain ideas and remember their responses during communication.

On the other hand, 37% of participants do not believe that code-switching enhances their participation in oral academic discussions. These participants seem to believe that academic contexts require the use of one language only, as such settings demand formal and structured communication. As explained by one student, “In academic situations, it won’t help because we can only speak one language”. Another added, “In academic discussions, we need to use just one language”. Similarly, there are some students who claimed that academic discussions usually require one specific language. For example, in Algeria, French is widely used, especially in academic and professional settings. As one participant mentioned, “Algeria is a country where academic discussions are usually in French”. Additionally, many students feel that code-switching reflects a lack of fluency and competence in a specific language. As one participant said, “It does not provide a good impression in an academic context; it rather conveys a deficiency in the language being taught”. Others believe that using more than one language in the classroom is unprofessional. One of the participants said, “I would prefer to skip it because it makes me feel unprofessional”. Finally, some students think that consistent practice of the language improves fluency. As one participant said, “To master the language, you need to speak it consistently”.

Item 13: Why do you switch during oral communication?

Table 13: The Reasons for Using Code-Switching

Options	Frequency	Percentage
To clarify a difficult word	51	29.7%
To connect better with classmates, the teacher	19	11.0%
To avoid embarrassment or anxiety	16	9.3%
To demonstrate knowledge about a specific subject	15	8.7%
To express my point of view	31	18.0%
To feel more confident	18	10.5%

To convey my ideas and emotions	22	12.8%
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The data in the table above shows the different reasons why students code-switch during oral communication. 29.7% of students stated that they code switch to clarify difficult words, while, 31 participants (18.0%) claimed they code-switch to express their opinions more effectively. Additionally, 12.8% of the students mentioned that they code switch in order to express their ideas and emotions better. Moreover, 11.0% of the participants noted that code-switching helps them connect better with classmates and teachers by facilitating communication and enhancing understanding. Some students also reported feeling comfortable when switching languages, especially when communicating with teachers, as it allows them express themselves easily without struggling to find specific words. Furthermore, 10.5% of the participants feel more confident because it helps them to express themselves better in other languages. In addition, 60 participants (9.3%) claimed that they code switch to avoid embarrassment or anxiety. Finally, 8.3% code switch to demonstrate their knowledge about a specific subject, such as civilisation.

Section 3: Academic Identity and Confidence

This section is about the impact of code-switching on students' academic identity and confidence in oral communication.

Item (14): How does code-switching impact your oral communication, both positively and negatively?

Table 14: The Impact of Code-Switching on Oral Communication

Options	Frequency	Percentage
It enhances my academic identity	36	60.0%
It has no impact on my academic identity	17	28.3%
It reduces my academic identity	7	11.7%

The data shows the opinions of students on how code-switching influences their academic identity. The table above indicates that 60.0% of participants believe that code switching enhances their academic identity, as it demonstrates their ability to use multiple languages. Whereas, 28.3% claimed that code-switching has no impact on their academic identity. They view it as a useful communicative tool rather than a simple habit, and it does not negatively affect their academic image. In addition, 11.7% of the participants reported that code-switching negatively impacts their academic identity. As using multiple languages in an academic environment seems unprofessional to some students.

Item (15): Do you feel more comfortable when code-switching during oral communication?

Table 15: Code-Switching Influence on Student Comfort in Oral Academic Communication

Options	Frequency	Percentage
Yes	49	81.67%
No	11	18.33%

The findings show that 81.67% of the participants feel more comfortable code-switching during oral communication for several reasons.

One of the main reasons students use code switching in oral communication is a lack of vocabulary. Students use code switching to fill gaps in conversation, avoid embarrassment, or to feel more comfortable. One participant stated, “When I can’t find the adequate vocabulary in the language I speak, I switch to another one to be comfortable”. Another student added, “When forgetting a word in English, I switch to avoid embarrassment”. Secondly, many students code switch to enhance clarity and explain themselves better during oral communication. For example, one student explained, “In situations where clarity is required to improve understanding, especially in oral discussions”. Another added, “In an oral presentation, to explain my point of view”. The third and most frequent reason is to reduce fear and anxiety. As pointed out by one of the participants, “When I feel lost or afraid, switching helps”. In addition, students also tend to switch languages to maintain fluency and avoid pauses while speaking. As one student mentioned, “When I switch languages, I can speak fluently without stopping”. Finally, students tend to code switch in conversation with teachers, friends, or classmates to explain their ideas better. As one student said, “During conversations with a teacher”. Another participant added, “When I am with friends, I would like to clarify something”.

In contrast, 18.33% of participants feel uncomfortable when using code-switching in oral communication. Firstly, some students believe that avoiding code-switching in academic settings is preferable to enhance their level of English, and because some teachers do not appreciate its use. One student said, “We are getting our bachelor's degree, so we need to enhance our speaking skills and use only English”. Added by another, “It is better to avoid switching because the teacher doesn’t seem happy about it”. Additionally, others view code-switching as a sign of lack of proficiency, believing that as English majors they should rely only on English. As one participant said, “The fact that I could not express my thoughts in English directly proves my inefficiency and lack of proficiency”. Finally, a few students feel uncomfortable when code-switching while speaking. One reported, “Code-switching during oral communication is somehow a little embarrassing for me”.

Item (16): Do you think code-switching influences your performance in oral communication?

Table 16: The Influence of Code-Switching on Oral Communication

Options	Frequency	Percentage
Yes	45	75.0%
No	15	25.0%

The findings reveal that 75% of the participants (45 students) think that code-switching influences their performance in oral communication.

Approximately, code switching helps students express their ideas and thoughts clearly and easily. As one student said, “It helps me explain my arguments in the second language if they couldn’t be clear in English”. Another added, “For a better understanding of my thoughts by the teacher or learners”. Others claimed that using code-switching makes them feel comfortable while speaking. As pointed out by one student, “Code-switching allows for a better and smoother oral performance”. Similarly, some students view code-switching as a part of communication and help to create a more comfortable environment. As one participant reported, “It is actually helpful to create a more understanding environment”. Finally, some believe that it improves their vocabulary. As mentioned by one student, “It makes me even more curious about learning the words I code-switched for”.

On the other hand, 25% of participants don't believe that code-switching affects their oral communication performance. These students argued that in an academic setting only one language should be used. One student said, "It's a formal setting, so we should use the language we are learning". Moreover, others claimed that some teachers do not encourage the use of code-switching and they prefer to communicate in English. One student mentioned, "Some teachers are against code-switching and ask us to speak in English only". Similarly, another added, "The teacher might consider this switch as a weak level of English". Besides, some students argue that code-switching makes them look less proficient in a specific language. One student reported, "It shows that you know other languages, but sometimes it reveals your weaknesses in a particular language". Similarly, others believe that code-switching makes them appear less fluent, as switching languages may indicate a lack of vocabulary". As one said, "Negatively, because it shows that you do not possess enough vocabulary to speak fluently without needing to code-switch". Finally, a few students reported that code-switching makes them feel stressed, and they could not focus. One student commented, "It makes me stressed, which leads me to lose my focus".

The findings show that 75% of the students believe code-switching enhances their oral communication by improving vocabulary, clarity and comfort. On the other hand, 25% feel that code-switching does not influence their performance due to fluency, proficiency and formality.

Section 4: General Perceptions of Code-Switching

Item (17): Do you think code-switching should be used more in academic settings? (e.g., in discussions, presentations, informal conversations?).

Table 17: Code-Switching Using in Academic Settings

Options	Frequency	Percentage
Yes	35	58.33%
No	25	41.67%

58.33% of the participants believe that code-switching should be used more in academic settings for several reasons. Firstly, students believe that code-switching provides clarity. It helps explain and clarify difficult concepts and ideas. As pointed out by one

participant, “Using code-switching helps to make things more understood”. Other students added, “It may help clarify one’s speech when they don’t know how to say a word in a language, such as in presentations”. Secondly, code-switching provides comfort and confidence. One student claimed, “It may help students feel more confident and comfortable”. Similarly, another student mentioned, “If a person is not comfortable with the language they are using, they might feel the need to switch to explain better”. Code-switching also helps students to fill gaps in conversation. One student said, “I think it’s normal to complete the gap with one word in another language, just to complete our idea”. Finally, code-switching helps in developing language skills in multiple languages. Thus, code-switching should be used more to develop fluency in more than one language. As one student claimed, “It should be used more to excel in both languages”. Another added, “To explore and develop our knowledge”.

25 students (41.67%) think that code-switching should not be used in academic settings. Firstly, they claimed that only one language should be used in academic settings, as it is considered more formal. As pointed out by one student, “It is more formal to use one language”. Another stated, “One language is enough; no need for more, especially the mother tongue”. Similarly, others think that English is the only language that should be used in EFL classrooms. One participant said, “We must strictly use English as EFL learners to improve our skills; code-switching might affect our fluency”. Another student claimed, “I think we should focus on the spoken language used in class so that we develop our linguistic capacities”. Another participant added, “Academic settings require us to stick to one language”. Finally, some students argue that code-switching should be used only when necessary. As one participant mentioned, “It should be used when needed only, not often”. Another added. “As EFL students, code-switching could be a turn-around option when you forget a word, but we shouldn’t rely on it too much”.

Item (18): Would you prefer to avoid code-switching in your academic communication?

Table 18: Code-Switching Use in Academic Communication

Options	Frequency	Percentage
Yes	31	51.57%
No	29	48.33%

The table above shows that most participants (51.17%) prefer not to use code-switching during classroom communication. Many believe that avoiding code switching is essential for improving their proficiency in English. One student said, “Using other languages less makes us put more effort into using English and recalling the appropriate words at the right time”. Another added, “Sticking to English only, despite certain lacks, will help us improve all our skills”. Other participants consider code-switching to be informal and unprofessional in academic communication. One student reported, “It is not professional and shows a lack of language knowledge”. Another participant added, “In academic communication, it is more formal to use only one language”. Additionally, several students prefer to avoid code-switching in order to expand their vocabulary and perform better in oral communication. As one participant mentioned, “Instead of code-switching and building a habit of it, students should make an effort to find the words and vocabulary they are missing”. Another student added, “I prefer to avoid it in order not to have problems or get bad marks in oral assessments.”

On the other hand, 48.33% of the participants prefer to use code-switching in academic communication. Code-switching helps them to explain and communicate their thoughts and emotions more effectively. As one participant commented, “It helps in the better transmission of my thoughts”. Another mentioned, “It helps students explain emotions and feelings”. Code-switching also contributes to better understanding, as it allows speakers express their ideas more clearly. As pointed out by one student, “Since it helps the individual to speak and understand others”. Moreover, code-switching serves as a tool for learning and improving language skills. It allows speakers to practice multiple languages in real conversations, reinforce vocabulary, and develop a deeper understanding of grammar and usage in different contexts. One student claimed, “I’d like to use I; it helps me improve myself”. Similarly, another participant claimed, “It helps me progress in expressing myself in the target language”.

Item (19): Do you think that code-switching can help to improve understanding among students who speak different languages?

Table 19: Improving Understanding through Code-Switching

Options	Frequency	Percentage
Yes	39	65.0%
No	6	10.0%

Sometimes	15	25.0%
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65.0% of the participants believe that code-switching helps them improve their understanding when speaking different languages, especially when explaining difficult words.

Firstly, code-switching facilitates the transmission of information, allowing speakers to understand each other more effectively. It helps people communicate easily, especially those who do not share the same language, as it enables students to adjust their language for mutual understanding. As one students noted, “Because we can easily transmit or understand each other better and effectively”. Similarly, another added, “Switching between languages helps those who do not have the same language”. Another added, “Since students will ultimately switch the code to adapt according to the languages, they are ensuring mutual understanding”. Moreover, code-switching helps students understand unfamiliar words. As one student explained, “Because they speak different languages, when they do not understand a word, code-switching allows them to understand it. Also, it helps in understanding unfamiliar words”. Another added, “It can help to understand some words with which we are not familiar”.

In contrast, 10.0% of the participants believe that code-switching does not improve understanding. They argue that academic settings require the use of only one language only. One student claimed, “Students should learn to communicate in one language even if they speak different languages”. Finally, 25.0% of the students believe that code-switching may sometimes help in improving understanding or communication. As one participant stated, “It can help them sometimes.”

Item (20): As you progress in your academic journey, do you think you will rely more or less on code-switching? Why?

The data shows that 50 participants said they would rely less on code-switching in the future for several reasons. First, some participants believed that avoiding code-switching, would help them improve and develop their speaking skills. As one students said, “I think I will rely less because I will have more time to improve my speaking, which will help me avoid code switching”. Moreover, other participants emphasized that students should primarily focus on using the English language, especially in academic contexts. As one student stated, “I think that I will rely less on code switching in my academic journey since I want for focus on the English

language only”. Similarly, another added, “I think I will not rely on code switching because I want to improve my English and be comfortable while speaking it”. In addition, some students believe that academic settings require the use of one language only. One commented, “I think less, as I said before academic setting journey requires knowing one language effectively, especially if you are working in an administration”. Another stated, “In my academic journey, I would say less, as an English students I am expected to use only the English language”. Another reported, “To be honest, I’ll rely less on code-switching because it does not always work in the academic conversation”. Furthermore, a few think that the use of code-switching is not professional, as one participant said, “Less again, it gives a bad impression and functions as a way to avoid improving the language”.

On the other hand, other participants reported that they would rely more on code-switching in the future for several reasons. Firstly, some participants reported that using multiple languages can help in enhance fluency in both languages. As one student argued, “I think I will use it more often because I can be fluent in both languages and gain a deeper understanding”. Others believed that code-switching helps convey ideas more clearly, as one participant said, “I will rely on it more because the more I switch, the more they will understand me.” Others noted that code-switching supports learning when dealing with new academic content, particularly in modules such as translation, as one student reported, “I will use it more because we have new modules and add other languages, such as translation”. Furthermore, a few participants believed that alternating between languages facilitates language acquisition, particularly for learners who are more proficient in one language than the other. One participant commented, “I think I will rely more on code-switching because it helps someone who is only good in one language to learn another language by switching.”

However, a few participants reported that they would rely less on code-switching in academic contexts to focus on improving their English proficiency, but would continue to use it in informal settings. As one participant mentioned, “I will rely less on code-switching as I improve my level in English; nevertheless, I will still use it in informal and casual settings”. In addition, some participants highlighted the importance of using code-switching selectively. As one student said, “I will use it more if there is a specific meaning I want to convey, but less in order to make more effort in English”.

2. Students' Interviews

Following the analysis of the questionnaires, face-to-face semi-structured interviews with seven third-year students from the Department of English were conducted to gather qualitative data regarding students' experiences with code-switching in oral communication. The interview guide is divided into two main sections and consists of 10 questions (see Appendix 2).

Section 1: General Background

Item (1): How long have you been studying English?

- **Long-Term English Acquisition**

Student 1: "I have been studying English here at the university for three years, but I have been studying English in general for about 10 years, I would say".

Student 2: "Since middle school, 9 or 10 years, I think".

Student 3: "I have been studying English for three years".

Student 4: "Here at the university for 3 years".

Student 5: "I have been studying English for 10 years".

Student 6: "I have been studying English since secondary school, so until now it's been about 10 years".

Student 7: "I have been studying English since secondary school, around 10 years".

Interpretation: All the participants reported studying English for approximately 10 years, from middle school until university. This long-term exposure to English suggests that students have developed a solid foundation in the language.

Item (2): Which language do you prefer to use in class discussions? Why?

- **English as the Language of Education**

Student 2: "I prefer to use English because it's my major, and I always aim to enhance my level in the language".

Student 4: "Since I am an EFL student, I prefer English, just because it is the subject matter".

Interpretation: The responses show that the participants prefer using English during class discussions. This preference stems from English being the language of their studies, and their desire to improve their proficiency and fluency.

- **English as a Tool for Language Development**

Student 2: “I prefer to use English because it’s my major, and I always aim to enhance my proficiency in the language”.

Student 3: “I would prefer to use English because it is better for me, mostly to improve my accent, and I also express myself better in English”.

Interpretation: The quotes above show that students perceive the classroom as a context where they can enhance their English language skills. They use English to improve their proficiency, refine their accent and express themselves better.

- English for better Expression and Comfort

Student 5: “I prefer English because it is easier for me”.

Student 6: “I prefer to use English because I can express myself better”.

Student 7: “I prefer English because I am most comfortable with it”.

Interpretation: The quotes indicate that the use of English is influenced by personal comfort and fluency. The students prefer English because they find it easier and feel more comfortable expressing themselves.

Section 2: Questions about the Topic under Study

A. Personal Experiences with Code-Switching

Item (3): Do you remember a specific classroom situation when you felt the need to switch languages? If yes, could you provide a specific example and mention who you were talking to and why you chose to switch?

- **Lack of Vocabulary**

Student 1: “Once, in civilisation, I was trying to explain something to the teacher but forgot a very specific word which was very crucial for the conversation, so I switched to my native language to specifically explain the point”.

Student 3: “When I try to explain something in civilisation and I don’t know the term in English, I usually switch to French or sometimes even to Arabic”.

Student 4: “I felt the need to switch when I was stressed about finding the exact word”.

Student 6: “In oral sessions, when I cannot find the words or vocabulary that I need, I switch to others”.

Interpretation: The majority of participants reported switching languages when they lack vocabulary or cannot find a specific word they need in English.

Clarifying Ideas for Classmates

Student 5: “I use code-switching to make some ideas clear to my classmates. I remember talking about some difficult topics; I don’t exactly remember what the topic was, to be honest, but it was something difficult, and I thought my classmates would not be able to get it. That's why I used words in French to explain the topic”.

Student 2: “In a situation where my classmates don’t understand what the teacher said, I just tell them about the word in Arabic”.

Student 7: “To help my classmates understand better”.

Interpretation: The findings indicate that students rely on code-switching as a strategy to promote understanding in classroom interactions. For example, student 5 switches to French to explain complex topics to their classmates, student 2 uses Arabic to clarify something for the teacher, and student 7 uses Arabic to help their classmates understand better.

Code-Switching Due to the Mastery of Language

Student 1: “I prefer French or Arabic because I have mastered them to some degree, and I have some specific words or key terms that are useful to me when I want to give details, because there are some words that can be translated, but their meaning can not be translated”.

Student 3: “French and Arabic because they are mostly the languages I know and I am most fluent in”.

Student 7: “French, because I have mastered it well, and sometimes Arabic”.

Student 5: “French because I am fluent in it”.

Interpretation: The findings show that language mastery influences the students' decisions regarding the language they switch to. These participants prefer French and Arabic because they feel more confident and fluent when expressing certain ideas in these languages. This indicates that students rely on the languages they are most comfortable with when they encounter difficulties in the language they are using.

- **Language Habits and Exposure**

Student 2: "Ok, mostly I switch into French, sometimes even into Arabic, because I am used to watching movies in English, sometimes in French or Arabic. I guess this has influenced me".

Interpretation: The daily use of languages like French, Arabic or English influences students' preference for using them in classroom communication.

Native Language for Ease of Communication

Student 4: "My native language is Kabyle because it is the one I'm most proficient in".

Student 6: "Kabyle, because it is my mother tongue and easier compared to other languages".

Interpretation: The responses show that students use their native language when they face difficulties using English. For these participants, Kabyle is the most comfortable language, as it is their first language and the one they are most proficient in it compared to other languages.

B. The Role of Code-Switching in Classroom Communication

Item (5): How do you feel about using more than one language during classroom communication?

- **Code-Switching as a Helpful Communication Tool**

Student 1:

I think it's very useful to express ideas. Sometimes students don't know the word in English, so they have to switch to another language. The teacher would know what they are talking about—they just don't have the term in English.

Student 2: "For me, it is more expressive, and I could gain more understanding, but teachers, prefer to use only one language".

Student 3: “For me, I will take it as an advantage or as an option, because it facilitates communication. When you speak, for example, two or three languages, it is a tool”.

Student 4: “I find it as an advantage for me”.

Interpretation: The findings indicate that the participants view code-switching as a helpful strategy for expressing ideas when they do not know a specific word in English. They also consider code switching as an expressive tool that enhances understanding and clarity, even though teachers may prefer the use of English only in academic settings.

- **Perceptions of Code-Switching as Unprofessional and Detrimental to Language Development**

Student 5:

I believe that it gives a very bad impression to the teacher, especially when we are talking about academic settings like this one. I think using an alternative language is not really that professional because it shows you are not making an effort.

Student 6:

To be honest, I am against using more than one language during classroom communication. We are not studying translation. I believe you are not allowed to use more than one language. You should stick to English and exclusively use English. This is my—opinion, this is how you will be able to enhance your language level and improve your communication skills.

Student 7: “Sometimes it’s not really good because you become too dependent on other languages, and you forget English”.

Interpretation: The participants who opposed the use of more than one language in the classroom think that code switching can hinder the mastery of English. Student 5 reported that code-switching, particularly in academic settings, gives a bad impression to teachers and indicates a lack of effort. According to student 6, classroom communication should strictly adhere to English only to enhance language proficiency and improve communication skills. Student 7 thinks that the use of code-switching may lead to overreliance on other languages, and thus neglecting English.

Item (6): Do you think code-switching impacts your confidence in the classroom? Does it influence your performance in any way?

- **Code-Switching is Detrimental to Confidence and Performance**

Student 1:

Yes, as I said, it gives a bad impression. So yes, it does affect my confidence. First of all, I think the teacher might assume that I don't know the word—especially at this advanced level, third year. You are expected not to use code-switching unless it's an informal setting where using other languages is truly acceptable.

Student 2: “I wouldn't say it impacts my confidence, but I think it does influence my performance because we are English students... Switching to French sometimes really shows that you are not fluent in English and have gaps”.

Student 3:

Yes, I think it does influence my performance. For me, whenever you use code-switching, it shows that you do not know the word in English, so your level might be not that good andand it can show the same to others. So yes, your self-confidence might be shaken a little bit.

These students view code-switching as potentially undermining their confidence, as it may give the impression that they lack proficiency in English. They associate code-switching with weaker academic performance and perceive it as something that could impact their academic reputation. This reflects negative perceptions of code-switching, as they believe switching languages indicates a lack of vocabulary and fluency. Additionally, they feel that code-switching may lead to a negative **or** poor impression, especially for third-year English students who are expected to use only English in the classroom.

- **Students' Views on the Benefits of Code-Switching in Academic Contexts**

Student 4: “I don't think that it has a negative impact, because for me, it is an advantage to speak two or more languages”.

Student 5: “I would say it has a positive impact because it gives you the confidence that you are proficient in multiple languages, and the motivation to improve them further... It also helps you explain things in more detail”.

Student 6: “Not at all, because I am fluent in both languages, so I feel more confident”.

Student 7: “I will say no”.

Interpretation: These students view code-switching as a supportive tool and a source of empowerment in academic communication. For example, student 4 sees code-switching as an opportunity to speak multiple languages. Additionally, student 5 highlights that code-switching helps them explain ideas more clearly and increases their confidence when speaking.

Item (7): Do you think code-switching impacts your academic identity? How/ why?

Code-Switching as a Factor in Shaping Academic and Professional Identity

Student 2:

Yes code-switching influences academic identity, it can help in shaping the kind of person you will become in the future—maybe the kind of teacher who uses different or many languages. I believe this is the main influence code-switching might have on us students as future teachers.

Student 3: I think it does impact my academic identity because it shows that I also speak French, which shows that I have grown up using French. I speak French with friends and classmates, it—does show identity somehow.

Interpretation: These participants view code-switching as a valuable aspect of their multilingual and cultural identity. They believe that it can affect their future professions, mainly as teachers. Student 2 highlights that code-switching may shape the type of teacher one becomes—particularly one who is flexible and able to use multiple languages to connect with diverse learners. Student 3 sees code-switching as a reflection of their linguistic background, indicating the cultural and social experiences that influence who they are as students and future professionals.

Student 1: “I think in a good way, as it helps in learning new languages”.

Student 4: “I think in a good way—you will be able to learn many languages”.

Student 5: “I think it shapes you in a good way because it will give you more identity, and you will be known as someone who speaks many languages. So, it will give you some advantages”.

Student 6: “I will be able to learn different languages, so I will say in a good way”.

Student 7: “I think in a good way because it helps in learning more than one language”.

Interpretation: These students emphasized the benefits of code-switching in facilitating the acquisition of multiple languages and enhancing identity. Student 5, in particular, views code-switching as a source of both social and intellectual value, stating that it provides “more identity” and positions the speaker as multilingual—an attribute perceived to offer advantages. Therefore, code-switching is not viewed as a linguistic weakness, but as a strategy to learn language, express or develop identity.

C. Perspectives on Code-Switching in Academic Settings

Item (8): Do you think code-switching should be used in academic settings? In what situations, if any, do you think it should be encouraged or avoided, and why?

- **The Limitations of Code-Switching in Academic Settings.**

Student 1: “It should be avoided; it is not formal in academic settings”.

Student 2:

I would rather avoid using code-switching in EFL learning because, as I said, mixing languages depends on the other language, and we often lose fluency in English. So, I would prefer to avoid using any language in class, except maybe in translation, because that's the whole purpose. But for example, in oral expression, students must only use English to improve themselves.

Student 3: “So I don't think it should be used. You should really stick to English because you are studying English”.

Interpretation: Some students believe that code-switching should be avoided, especially in academic contexts, as it is considered informal. They argued that using only English may help develop their language fluency and proficiency.

- **Situational Use of Code-Switching in Classroom Communication.**

Student 4: “It should be used only when necessary”.

Student 5: “I think we should use code-switching more often, especially in translation. For example, people can translate better. I think teachers should encourage more students to speak more than one language in classroom”.

Student 6: “... because, for one side, it encourages students to know more than two languages. For example, when you forget a word, you will not be stressed trying to find it ; you just switch to another language”.

Student 7: “I think it should be encouraged in formal settings, but in informal ones I prefer to avoid it as it is unprofessional”.

Interpretation: The quotes suggest that students view code-switching positively when used in courses like translation. It is used as a tool to reduce stress or fill vocabulary gaps. However, they believe that code switching should be used in informal contexts and avoided in formal academic settings.

Item (9): Do you think frequent code-switching helps or hinders your ability to become fluent in English? If Yes/No, Why?

Code-Switching and its Impact on English Fluency

Student 1: “Yes, because you will use other languages, focusing on translation more than focusing on improving your level in the language, and this might be quite helpful for learning a language”.

Student 2: “It definitely hinders because it gives a very easy approach to avoid the effort to find the right word and improve in English”.

Student 3: “It hinders, because we use other languages more”.

Student 6: “I think yes, as you will rely on the use of other languages”.

Interpretation: The quotes suggest that relying on languages other than English may discourage students from making the effort to search for words in English. This in turn may hinder developing their English vocabulary.

Code-Switching as a Helpful Tool for Language Learning

Student 4: “Actually, it does help me because I learn more about different cultures and expand my vocabulary. I do not see any hindrance in these situations because, as I said before, the more, the better”

Student 5: “For me, I think it doesn’t hinder, but for teachers, they may think otherwise”.

Student 7: “I don’t think that, because it helps me learn new things”.

Interpretation: The students view code-switching as a useful resource that supports language acquisition, particularly in expanding their vocabulary. As illustrated in the fourth quote, code-switching helps to learn about different cultures and enrich their vocabulary. This indicates that students consider code-switching as a valuable tool that enhances their learning experiences.

D. Future Outlook on Code-Switching

Item (10): Do you think your use of code-switching will change as you progress in your studies? Why or why not?

- **Code-Switching as a Temporary Communicative Strategy**

Student 1: “Yes, the more you progress, the more proficient you become in English, and the less you need to code-switch. So I think code-switching will disappear through time”.

Student 2: “Yes, I believe it might change as you progress in your studies. The more advanced you get, the less you will need to switch languages if— your learning journey has been healthy”.

Student 3: “Yes, I think it would change because as I read more books and attend more lectures, I will develop a wider vocabulary; therefore, the need for code-switching will no longer be as present”.

Student 4: “Yes, if I become more fluent in English, I will not use code-switching any longer”.

Student 7: “Yes, I will avoid the use of code-switching when I become more fluent and proficient in English”.

Interpretation: The participants view code-switching as a temporary strategy in their language learning. As they progress in their studies and improve their proficiency in English, they expect rely less on code-switching.

- **Code-Switching as a Selective and Context-Dependent Practice**

Student 5:

Mainly, when we switch from one level to another, we learn a level of French or English. As I progress in my current level of English, I am also expected to progress in the other language.

Student 6:

I would say not to avoid it completely, but to limit it, because there are some expressions that I know in French or Arabic. When I use them, people understand the idea directly, but they don't exist in English. Even if they search for a translation, it still won't be as clear, so it's better to just limit its use.

Interpretation: These quotes indicate that the use of code-switching is not expected to fade away completely, especially in certain situations when specific concepts or terms are more understood in other languages.

Section Two: Discussions, Implications and Limitations

3. Discussing the Research Findings

This research aimed to explore the role of code-switching in oral communication. It also examined the reasons behind its use, identified the most frequently switched languages, and analyzed how this practice contributes to students' academic identity and affects their confidence in oral communication. To achieve these objectives, this chapter presents the main findings of the research and interprets them in relation to existing literature.

3.1. Review of the Main Findings

The findings from both the questionnaires and interviews indicate that code-switching plays a significant role in oral communication among third-year English students at Abderrahman Mira University of Bejaia.

As shown in Table 9, the majority of participants (43.3%) reported that they sometimes use code-switching, followed by 23.3% who stated they always code-switch, and 16.7% who occasionally code-switch. These findings suggest that code-switching is frequently used in oral communication. Additionally, the interviews support the questionnaire findings by highlighting specific situations where students code-switch. For example, they switch languages when explaining difficult concepts, clarifying ideas, using proverbs, managing stress and anxiety, filling vocabulary gaps, and ensuring clarity. However, some participants explained that certain courses, like Oral Expression and Civilisation, often lead them to code-switch due to the difficulty of expressing complex concepts and ideas in English. In these situations, code-switching helps them express their ideas more clearly, especially when discussing complex topics or concepts that may be more easily conveyed in their native language (Kabyle). Furthermore, as illustrated in Table 13, students reported different social, linguistic, and psychological reasons for using code switching. The most cited reasons were clarifying difficult words, expressing points of view, conveying ideas and emotions more effectively and communicating with classmates or teachers. In addition, many students use code-switching as a strategy to reduce stress and anxiety, enhance clarity and self-confidence, and encourage participation in oral discussion. Moreover, the findings indicate that the most frequently used language in code-switching is French, as shown in Table 10, followed by Arabic, Kabyle, and then English. Other languages are used less frequently. The results were similarly shown in the interviews.

Additionally, the findings reveal that code-switching has a significant influence on students' performance and academic identity in oral communication. The majority of participants (75%), as shown in Table 16, reported that code-switching influences their performance in oral communication, arguing that it helps them express their ideas and thoughts more clearly and easily, and makes them feel comfortable when speaking. Furthermore, as illustrated in Table 14, 60% of participants believe that code-switching enhances their academic identity; they think that the act of switching between languages indicates their ability to use different languages. However, a smaller percentage (25%), as shown in Table 16, view code-switching as unprofessional and inappropriate for use in academic settings. They argue that in academic contexts, students should use only one language, to maintain academic standards and linguistic consistency.

3.2. Interpretation of the Results

The results show that code-switching serves as a communicative tool among third-year English students. They use it to overcome vocabulary gaps, enhance communication with classmates and teachers, ensure clarity, reduce stress, and promote understanding. Students often switch into French and Arabic, which may indicate both linguistic competence and cultural familiarity with these languages. This supports the idea that students choose the language they are more comfortable with, allowing them to express complex ideas effectively. Furthermore, code-switching appears to support their academic identity rather than undermine it. Students view the ability to alternate between languages as an asset that contributes to achieving flexible and effective communication. In contrast, some students believe that in academic settings only English should be used. They mentioned that code-switching can make them feel less professional and fluent in the language expected of them. This indicates that code-switching may be challenging in academic contexts.

The findings of this study align with the existing literature on the role of code-switching in multilingual educational contexts. Adendorff (1996), Setati et al. (2002), and Sert (2005) demonstrated that code-switching serves as a valuable strategy in educational environments, especially in enhancing classroom communication. Moreover, McKinley et al. (2014) and Tabouret-Keller (1997) highlight the relationship between language use and identity; this aligns with the perspectives of participants in this research, who view code-switching as a sign of academic competence and personal expression. Additionally, García and Wei's (2014) concept of translanguaging is highly relevant, as it shows how students use all of their language skills

to support communication, learning, and identity construction. This framework aligns with the findings of this study, which reveal that code-switching allows students to express themselves easily, engage in oral discussions, and navigate complex academic content. While code-switching means shifting between two languages, translanguaging is a more flexible use of all language resources. It sees language use as fluid, helping students learn, express identity, and communicate more naturally in multilingual settings.

In addition, these findings can be better understood using Language and Identity Theory and Communication Accommodation Theory (CAT). Many students reported switching to French and Arabic to express themselves better and feel more comfortable. This supports Language and Identity Theory, which explores the relationships between language use and personal or social identity; it shows that students use language to express who they are and feel connected to their culture. In contrast, some students prefer to use only English in academic environments because it is more formal; as EFL students they believe they should stick to it to enhance their proficiency. This supports CAT, which explains that students adjust their language use depending on the audience and context. For example, they use English in class when addressing a teacher to sound more professional, but switch to Kabyle with classmates to feel understood and supported.

4. Implications of the Study

Code-switching serves as a valuable pedagogical strategy in oral communication among EFL students. It helps them express ideas effectively, promote understanding, fill vocabulary gaps, connect with peers, and reduce anxiety while speaking. It is important for students to use code-switching when necessary. While it facilitates communication, excessive reliance on code switching can limit students' opportunities to develop proficiency in the target language. Therefore, it should be used strategically to support clarity and enhance understanding, while students are encouraged to make consistent efforts to practice and develop their language proficiency.

Code-switching is sometimes perceived as a sign of weakness or lack of proficiency. However, teachers should encourage its use as a strategy in language learning and communication. Encouraging students to explain their ideas and thoughts through code-switching may enhance language learning in multilingual contexts. Furthermore, switching into Arabic or French indicates students' cultural identities and language backgrounds. These factors should

be taken into consideration by teachers, as they may help in creating an environment that recognizes the abilities of multilingual students as strengths rather than deficiencies.

In addition, the findings suggest that code-switching could be integrated into teaching and curriculum development to support multilingual students. Educators and policymakers should consider adopting flexible language policies that enable students to use all the languages they know in academic settings.

Finally, future studies could explore the role of code-switching in written communication and among different institutional or cultural environments to better understand how it varies across regions or educational levels.

5. Limitations of the Study

Despite the findings of the present study, it is important to acknowledge its limitations. First, the research focuses on a specific sample of third-year English students at Abderrahman Mira University of Bejaia, which limits the ability to generalize the findings to students at other academic levels or universities. According to Creswell (2014), “Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem” (p. 22). Qualitative research focuses more on depth and context than on generalizing results, the findings are specific to the group studied and may not apply to other groups.

Furthermore, the study was conducted at a specific university, highlighting the potential for further research across diverse academic institutions and regional settings.

In addition, the study examines only a few languages including Arabic with its two varieties (Standard Arabic and Algerian Arabic), Kabyle, French and English, which means that the results may not apply to other regions with different language backgrounds. The research also focuses on the role of code-switching in oral communication, while written communication remains an important area for future exploration.

Finally, the qualitative data is limited in nature because some participants were unwilling to elaborate on their responses to the open-ended questions.

Conclusion

This chapter presented the findings of the research questions. In the first section, the data obtained from both the questionnaire and interviews were analyzed quantitatively and qualitatively. Which revealed that third-year English students at Abderrahman Mira University of Bejaia use code-switching in oral communication for several reasons, including expressing ideas clearly, filling lexical gaps, promoting understanding, and connecting with their classmates or teachers. The second section discussed the results in relation to previous studies and highlighted both the implications and limitations of the research.

GENERAL CONCLUSION

The present research was conducted to investigate the role of code-switching in oral communication among third-year English students at Abderrahman Mira University of Bejaia, during the academic year 2024/2025. The main objectives were to explore the role of code-switching in oral communication, examine its different functions, identify the most frequently used languages, analyze how it contributes to students' academic identity, and assess its impact on their confidence when speaking.

To achieve these objectives, a mixed-methods approach was adopted, combining both quantitative and qualitative methods. A 20-item questionnaire was distributed to 60 third-year English students. In addition, semi-structured interviews were conducted with seven students at the same level. The data obtained from the questionnaire were analyzed statistically using Microsoft Excel and presented through pie charts and graphs. The interviews were analyzed using thematic analysis. The research questions were answered through the data obtained from both the instruments.

Regarding the first research question, which explores the role of code-switching in oral communication, the findings show that code-switching plays an important role in oral communication among third-year English students. It helps students express themselves clearly, fill lexical gaps, clarify complex ideas, connect with peers, and promote understanding.

For the second research question, which examines the reasons for using code switching, the findings include several factors, such as a lack of vocabulary, reducing anxiety, clarifying difficult concepts—especially in certain courses such as Civilization and Oral Sessions—or the need to connect better with classmates or teachers.

For the third research question, which examines the languages students use in code-switching, the findings indicate that French is the most commonly used language, followed by Arabic and then Kabyle.

In addition, the findings show that code-switching shapes students' academic identity in different ways. Some students consider it as a reflection of their multilingual and multicultural identity. Others, however, see it as a potential obstacle to their academic performance, believing it may hinder their ability to function effectively in academic environment.

Similarly, different perspectives were expressed regarding the impact of code-switching on students' confidence in oral communication. Some viewed it positively, as it helps

them express their ideas and communicate effectively, which makes them feel confident. However, others viewed it as a sign of limited proficiency and fluency. This is because students believe that English is the only formal language that should be used in the classroom, as it is the primary medium of instruction in their studies as EFL learners.

Overall, the findings highlight the significant role that code-switching plays in oral communication among third-year English students at Abderrahman Mira University. It serves not only as a communicative strategy to overcome linguistic challenges but also as a tool to facilitate understanding, manage classroom interactions, and express academic identity in a multilingual context.

In conclusion, this study suggests that code-switching serves as a communication tool in multilingual and multicultural academic environments. It provides insights for future studies on the construction of identity, oral competence, and language use among students.

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APPENDECIES

Appendix N°1: Students' Questionnaire

Code-Switching in Oral Communication: A Study of Third-Year English Students at Abderrahmane Mira University

Dear students,

You are kindly invited to participate in this research questionnaire, which aims to explore code-switching, the practice of switching between two or more languages during communication (e.g., switching between English and your native language in a conversation). Understanding why and how students code-switch can provide a deeper understanding of language.

Your participation is greatly appreciated and will enhance our understanding of language use in the classroom.

We kindly ask you to answer the questions carefully and provide detailed responses where necessary. All information will remain confidential and will be used solely for academic purposes.

Thank you in advance.

Section One: Dermographe Information

1- Age

a- 20-21 ☐

b- 22-23 ☐

c- 24-25 ☐

2- Gender

a- Male ☐

b- Female ☐

3- What is your native language?

.....

4- Can you list all the languages that you speak fluently?

.....

5- Which language do you prefer for academic communication?

- a- French ☐ c- Arabic ☐
- b- English ☐ d- Kabyle ☐
- e- Others (please specify):
-
-

6- How confident do you feel when speaking each language in academic settings?

- a- Confident ☐ c- Not confident ☐
- b- Very confident ☐ d- Neutral ☐

7- How do you feel when using English in the classroom?

- Comfortable ☐ Uncomfortable ☐
- Very comfortable ☐ Neutral ☐

Please explain your answer:

.....

.....

Section Two: Code-Switching in Oral Communication

8- While speaking in the classroom, how often do you switch?

- a- Always ☐ d- Sometimes ☐
- b- Never ☐ e- Occasionally ☐
- c- Rarely ☐ f- Frequently ☐

Please explain your answer:

.....

.....

9- Can you describe a moment when you felt the need to switch languages in class? What were the reasons behind it?

.....

.....

.....

10- When you switch languages in the classroom, which language do you switch to most often?

a- French		c- Arabic	
b- English		d- Kabyle	
c- Others (please specify):			
.....			
.....			

11- Do you think code-switching helps you communicate more effectively?

a- Yes		b- No	
Please explain your answer:			
.....			
.....			

12- Do you believe code-switching enhances your participation in oral academic discussions?

a- Yes		b- No	
Please explain your answer:			
.....			
.....			

13- Why do you switch during oral communication?

- a- To clarify a difficult word. ☐
- b- To connect better with classmates, the teacher. ☐
- c- To avoid embarrassment or anxiety. ☐
- d- To demonstrate knowledge about a specific subject. ☐
- e- To express my point of view. ☐
- f- To feel more confident. ☐
- g- To convey my ideas and emotions. ☐

Others (please specify):

.....

.....

Section Three: Academic Identity And Confidence

14- How does code-switching impact your oral communication, both positively and negatively?

- a- It enhances my academic identity. ☐
- b- It has no impact on my academic identity. ☐
- c- It reduces my academic identity. ☐

Others (please specify):

.....

.....

15- Do you feel more comfortable when code-switching during oral communication?

- a- Yes ☐

If yes, in what situations do you feel comfortable?

.....

.....
.....
b- No ☐

If not, what makes you uncomfortable?

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

16- Do you think code-switching influences your performance in oral communication?

a- Yes ☐ b- No ☐

Please explain your answer:.....

.....
.....

Section Four: General Perceptions of Code-Switching

17- Do you think code-switching should be used more in academic settings? (e.g., in discussions, presentations, informal conversations?).

a- Yes ☐ b- No ☐

Please explain your answer:.....

.....
.....

18- Would you prefer to avoid code-switching in your academic communication?

a- Yes ☐ b- No ☐

Please explain your answer:.....

.....

.....

19- Do you think that code-switching can help to improve understanding among students who speak different languages?

a- Yes ☐

b- No ☐

c- Sometimes ☐

Please explain your answer:.....

.....

.....

20- As you progress in your academic journey, do you think you will rely more or less on code-switching? Why?

.....

.....

.....

.....

We sincerely appreciate your valuable cooperation

Appendix N°2: Students' Interview

Code-Switching in Oral Communication: A Study of Third-Year English Students at Abderrahmane Mira University

Introduction

This interview is part of a research study that explores how third-year English students at Abderrahmane Mira University of Bejaia use code-switching during oral communication.

The aim of this research is to examine the role of code-switching in oral communication, identify the languages that students switch to most often, and investigate how code-switching influences their academic identity and confidence in oral classroom communication

All responses will remain strictly confidential and will be used only for academic purposes. Thank you for your participation in this interview. Please, free to answer and share any experiences you may have. If you have any questions or need clarification, please do not hesitate to ask.

1) General Background

- 1- How long have you been studying English?
- 2- Which language do you prefer to use in class discussions? Why?

2) Questions about the topic under study

A. Personal Experiences with Code-Switching

- 3- Do you remember a specific classroom situation when you felt the need to switch languages? If yes, could you provide a specific example, mention who you were talking to and why you chose to switch?
- 4- What languages do you most often switch to in class? Why do you chose to switch to those specific languages?

B. The Role of Code-Switching in Classroom Communication

- 5- How do you feel about using more than one language during classroom communication?

6- Do you think code-switching impacts your confidence in the classroom? Does it influence your performance in any way?

7- Do you think code-switching impacts your academic identity? How/ why?

C. Perspectives on Code-Switching in Academic Settings

8- Do you think code-switching should be used in academic settings? In what situations, if any, do you think it should be encouraged or avoided, and why?

9- Do you think frequent code-switching helps or hinders your ability to become fluent in English? If Yes/No, Why?

D. Future outlook on Code-Switching

10- Do you think your use of code-switching will change as you progress in your studies? Why or why not?

3) Conclusion

Thank you for your time and participation. Do you have any final comments to make? If you have any questions, please feel free to contact us. Thank you again for your participation in this interview.

Résumé

Cette étude examine le rôle de l'alternance codique (code-switching) dans la communication orale parmi les étudiants de troisième année anglais à l'université Abderrahman Mira de Béjaïa. La recherche analyse les langues utilisées par les étudiants lors de l'utilisation de l'alternance codique, explore son influence sur l'identité académique des étudiants et évalue son impact sur leur confiance en communication orale. Une approche méthodologique mixte a été adoptée. Un questionnaire a été distribué à 60 étudiants de troisième année du département d'Anglais. Poursuivis par Septs entretiens semi-structurés qui ont été menés avec des étudiants de la même promotion afin de compléter les données recueillies via le questionnaire. Les résultats révèlent que l'alternance codique joue un rôle important pour les étudiants ants de troisième année dans les classes d'anglais. Les étudiants alternent les langues pour diverses raisons, notamment un manque de vocabulaire, clarifier des idées complexes ou pour atténuer le stress. Le langue française est la plus fréquemment utilisée lors de l'alternance, suivie de l'Arabe et du Kabyle. L'étude met également en lumière des perceptions à la fois positives et négatives quant à l'impact de l'alternance codique sur la confiance en soi et les performances des étudiants en classe.

Mots-clés: *alternance codique, communication orale, identité académique, multilinguisme, bilinguisme.*

ملخص

تهدف هذه الدراسة إلى تحليل دور التبديل اللغوي في التواصل الشفهي في السياق التعليمي لطلاب السنة الثالثة تخصص اللغة الإنجليزية بجامعة عبد الرحمن ميرة- بجاية، مع تركيز خاص على تأثيره في الهوية الأكاديمية وثقة الطلاب خلال التواصل الشفهي. اعتمد البحث على منهجية مختلطة تجمع بين التحليل الكمي والنوعي؛ حيث وُزِعَ استبيان على 60 طالبًا، تلاه إجراء سبع مقابلات شبه منظمة لتعميق نتائج الاستبيان. أظهرت النتائج أن التبديل اللغوي يلعب دورًا مهمًا داخل أقسام اللغة الإنجليزية كلغة أجنبية، حيث يستخدمه الطلاب لأسباب متعددة مثل نقص المفردات، توضيح الأفكار المعقدة، أو تخفيف التوتر. تُعد اللغة الفرنسية الأكثر استخدامًا خلال التبديل، تليها العربية ثم القبائلية. كما أبرزت الدراسة تباينًا في تصورات الطلاب بين الإيجابية والسلبية حول تأثير التبديل اللغوي على الثقة بالنفس والأداء داخل الفصل.

الكلمات المفتاحية: التبديل اللغوي، التواصل الشفهي، الهوية الأكاديمية، التعدد اللغوي، الثنائية اللغوية.

Abstract

This study explores the role of code-switching in oral communication among third-year English students at Abderrahman Mira University of Bejaia. The research investigates the languages students use when code-switching, explores how code-switching influences students' academic identity, and examines its impact on their confidence in oral communication. A mixed methods approach was adopted. First, a questionnaire was distributed to 60 third year English students within the department of English. This was followed by seven semi-structured interviews were conducted with third year students to complement the data obtained from the questionnaire. The findings reveal that code-switching plays a significant role in third-year EFL classes. Students switch languages for several reasons, including a lack of vocabulary, clarifying difficult ideas, and reducing stress. French is the most frequently used language in code switching, followed by Arabic and Kabyle. The research also showed both positive and negative perceptions about the impact of code-switching on students' confidence and performance in the classroom.

Keywords: *academic identity, bilingualism, code-switching, multilingualism, oral communication.*

Résumé

Cette étude examine le rôle de l'alternance codique dans la communication orale parmi les étudiants de troisième année anglais à l'université Abderrahman Mira de Béjaïa. La recherche analyse les langues utilisées par les étudiants lors de l'utilisation de l'alternance codique, explore son influence sur l'identité académique des étudiants et évalue son impact sur leur confiance en communication orale. Une approche méthodologique mixte a été adoptée. Un questionnaire a été distribué à 60 étudiants de troisième année du département d'Anglais. Suivi de sept entretiens semi-structurés ont été menés avec des étudiants de la même promotion afin de compléter les données recueillies via le questionnaire. Les résultats révèlent que l'alternance codique joue un rôle important pour les étudiants de troisième année dans les classes d'anglais. Les étudiants alternent les langues pour diverses raisons, notamment un manque de vocabulaire, clarifier des idées complexes ou pour atténuer le stress. Le langue française est la plus fréquemment utilisée lors de l'alternance, suivie de l'Arabe et du Kabyle. L'étude met également en lumière des perceptions à la fois positives et négatives quant à l'impact de l'alternance codique sur la confiance en soi et les performances des étudiants en classe.

Mots-clés: *alternance codique, bilinguisme, communication orale, identité académique, multilinguisme.*

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الكلمات المفتاحية: *التبدل اللغوي، التواصل الشفهي، الهوية الأكاديمية، التعدد اللغوي، الثنائية اللغوية.*