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**The Students' Use of Code Switching as a Strategy to Better  
Communicate In EFL Classroom**

The Case of Master Two Applied Linguistics and English Language  
Teaching at the Department of English of Bejaia University

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master  
in Applied Linguistics & English Language Teaching at Bejaia University

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## *Dedication*

*I dedicate this modest work to my precious family. My lovely parents, and my dear sisters Nabila, Rachida, Hakima, Fadila, and Lamia to whom I express my feeling of gratitude since they are always in my side supporting me.*

*To all my lovely friends and every special person helped me and contributed to my success.*

*I also would like to dedicate this work to all my teachers, as well as, to all my classmates of Master Two AL and ELT group.*

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## **Abstract**

The present study investigates the students' use of code switching as a strategy to better communicate in EFL classrooms. Subjects are Master Two students of Applied Linguistics and English Language Teaching at the department of English at Bejaia University, Algeria. The main aim of the study is to examine the EFL students' use of code switching as an effective strategy to foster their interaction in EFL classes, through showing its importance in providing more opportunities to engage in classroom talk and achieve better interaction when communication breakdowns occur. To reach this aim, the researcher opted for mixed methods encompassing both qualitative and quantitative measurements through observation, questionnaire and interview. First, the observation and the students' questionnaire were used to get concrete descriptions and statistical results about the students' use of CS. Then, the interview is administered to teachers to gather qualitative data going more in depth about the students switching behaviour. Accordingly, the findings revealed that the majority of the participants switch to other languages in EFL classes for different reasons and in different situations to hide vocabulary gaps and communicate freely. This makes of CS one of the unavoidable outcomes in students' daily talk inside the classroom. Besides, it is found that CS plays a prominent role in ensuring continuity in the flow of communication with ease of expression and more confidence and motivation to take part in meaningful interaction, when they are not able to do so using only English. Moreover, the findings of the study show that CS helps the learners to understand and to be understood when unfamiliar expressions occur. However, all the participants agree that its overuse may impact the language acquisitions. Besides, CS should be considered as a helpful strategy when it is used efficiently to get the learners easily involved in the interaction without being afraid of language barriers.

**Key Words:** EFL Students, Code Switching, Classroom Discourse, Communication Strategies, EFL Classroom.

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**List of Abbreviations:**

**AL & ELT:** Applied Linguistics & English Language Teaching.

**CA:** Conversation Analysis.

**Com Ss:** Communication strategies.

**CS:** Code Switching

**DA:** Discourse Analysis.

**EFL:** English as Foreign Language.

**ESL:** English as a Second Language.

**IA:** Interaction Analysis.

**L1:** Mother Tongue.

**L2:** Second Language.

**L3:** Third Language.

**MA:** Master/ Magister Degree.

**SLA:** Second Language Acquisition.

**Tch:** Teacher.

**TL:** Target Language.

## Definition of Key Terms

- **Discourse:** *“Discourse is typically formal construct and is treated as one of the four traditional levels of language (i.e., phonology, morphology, syntax, and discourse). Thus, discourse is the level that specifically deals with how sentences are combined in to larger units of spoken or written text”* (Markee, 2015: 5).
- **Discourse Analysis:** is the study of spoken or written texts. Its focus is on words, and utterances above the level of sentence. Its main aim is to look at the ways in which words and phrases function in context (Walsh, 2011: 81)
- **Conversational Analysis:** *“is an approach to language and social interaction that emerged in the mid to late 1960”*. Sidnell (2010: 492). CA attempts to account for the practices at work that enable participants in conversation to make sense of the interaction and contribute to it. It is better equipped to take variation in linguistics and pedagogic purposes into account (Walsh, 2006: 52- 53)
- **Communication Strategies:** they are strategies used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individuals’ thoughts (Tarone, 1977 as cited in Dornyei, 1997: 177). *“Communication strategies (Com. Ss) are used to tackle and overcome linguistic problems encountered during interaction involving non-native speakers”* (Kasper & Kellerman, 1997: 1).
- **Code Switching:** It is a change from one language to another in the same utterance or conversation. It takes place at various points in an utterance between sentences, clauses, phrases, and words (Hamers & Blanc, 1989: 81). For Gafarranga (2007: 24), *“(CS) code switching will be reserved for those cases in which the juxtaposition of two languages is perceived and interpreted as locally meaningful event by participants”*.
- **Code Mixing:** It is the use of elements most typically nouns from one language in an utterance predominantly in another language (Hamers & Blanc, 1989 as cited in Malmkjaer & Anderson, 1991: 81).
- **Borrowing:** is when a community of speakers incorporate some linguistic element into its language from another language (Baker & Trask, 1989 as cited in Malmkjaer & Anderson, 1991: 282).

- **Multilingual:** is a person whose linguistic ability in two or more languages is similar to that of native speakers (Malmkjaer & Anderson, 1991: 76).
- **Bilingual:** *“is a person whose ability in the languages is the result of natural process of acquisition such as upbringing in a bilingual home, or of finding herself or himself in a situation in which more than one language needs to be used, but who has not learnt either language formally as a foreign language”* (Malmkjaer & Anderson, 1991: 77).

## **General Introduction**

### **1). Introduction**

One of the main concerns of sociolinguistics in multilingual classrooms where English is viewed as second or foreign language is the situation of combining and shifting between languages among students. That is, they express their ideas and thoughts using their varied linguistic and verbal repertoire when it is necessary. This fact prevailed out a sociolinguistic phenomenon known as code switching that has been recently given much importance by many scholars and researchers who tried to understand the speakers' use of various codes during their speech. For instance, Gumperz (1982 as cited in Rahimi & Eftekhari, 2011: 55) considers code switching as a special discourse strategy which bilinguals usually use for different purposes during their communications. And for Milroy and Muysken (1995: 7) it is the alternative use by bilinguals of two or more languages in the same conversation.

Hence, code switching in EFL classes at Bejaia University makes it a real laboratory for such sociolinguistic studies. On this interest and based on previous investigations and research done in the field; the following study is an attempt to find out whether switching code during classroom discourse by EFL students helps them to communicate effectively and easily when breakdowns occur.

### **2). Source of Inspiration**

The inspiration behind conducting such study at the department of English at Bejaia University is related to the multilingual repertoire and language diversity existing there. Thus, the fact of seeing the fascinating great deal of variant languages including Berber, dialectal and standard Arabic and French provided the possibility of using this riche verbal repertoire especially with the growing need to communicate. Hence, based on the experience of the researcher as EFL student for more than five years, it was noticed that in English classes switch between languages used as a resource to keep on the conversation and convey meaning when facing a communications breakdowns. As a result, the existence of such phenomenon provides a fruitful area and real laboratory that inspire to conduct such sociolinguistics study exploring the use of code switching as a strategy when speaking in English that still considered as a foreign language influenced by the other existing varieties.

### **3). Statement of the Problem**

As the department of English at Bejaia University is situated in a multilingual area, it makes the use of English not the only medium of communication inside classrooms. So, with the need of developing an effective communication in EFL classes, especially when there is a lack of vocabulary to communicate smoothly, is among the reasons leading to the use of code switching as a natural part and an unavoidable outcome of the existence of various languages in EFL context. As a result, code switching is a common practice among students and some researchers thought of adopting it as useful tool to enhance learners' interaction. Even though, previously, many scholars worked hard to fight its occurrence inside classrooms since they consider it as an inadequacy.

As a matter of fact, EFL students of Bejaia University switch codes frequently inside the classrooms. Moreover, their teachers seem to resort to code switching during their courses. Hence, the present study attempts to scrutinize this linguistic phenomenon and see how it is used by the students as strategy to better communicate in classroom.

### **4). Questions of the Study**

The present study attempts to answer the following questions:

- 1) What are the reasons that push EFL students to code switch during classroom communication?
- 2) Does EFL students of the department of English at the University of Bejaia feel ease of expression when they alternates codes?
- 3) What are the effects of language alternation on EFL classroom discourse?

### **5). Hypotheses**

In recent years, many interesting studies have been conducted in the field of code switching in EFL classroom, but most of them dealt with the functions, role, reasons and attitude toward the use of this linguistic phenomenon. Since, it is inevitable feature in multilingual classes where English is viewed as a foreign language, the majority of students resort to it as a compensatory resource to keep on communication. Hence, after highlighting

the central problem in the above questions, the following investigation will base on the hypotheses claiming that:

- Learners, with whom code switching is permitted, may demonstrate a better communication in EFL classes.
- If students at the department of English at Bejaia University are allowed to code switch in EFL classrooms, they will keep the flow of communication and achieve better interaction.
- If students of the department of English at Bejaia University freely use code switching, they will not hesitate in their conversation and convey information without being blocked by language barriers.

## **6). Aims of the Study**

The present study investigates the students' use of code switching as strategy to better communicate in EFL classroom. It is an attempt to show the importance of code switching as a communicative and learning strategy to develop EFL classroom discourse.

On this basis, the following research work aims at finding out wither the use of code switching helps learners to maintain the flow of communication in EFL classrooms at the department of English at the University of Bejaia. In addition, the purpose behind conducting such study is to highlight the positive aspects of alternating codes during classroom talk. Besides, it tries to examine if the fact that switching play a crucial role in developing learners' communicative competence.

All in all, the main interest of the present investigation is to contribute to the understanding of the phenomenon of CS and the impact it has on EFL students' classroom communication at the department of English of Bejaia University. This study also, aims at investigating the merits of this linguistic situation and shows how it is used as an interactive and communicative strategy in EFL educational settings.

## **6). Methods and Procedures of Data Collection**

In the present study, a descriptive research design is adopted to collect the necessary information about the phenomenon and demonstrate the relationship between the two variables. Besides, mixed methods (both qualitative and quantitative methods) are used to cover the divergent angles of the research. After the collection and analysis of the data, the



findings are expected to support or refute the hypothesis and answer the different research questions.

As the study follows mixed methods, various procedures of collecting and treating data are employed. First, for both qualitative and quantitative information, a classroom observation is used to observe and record students' code switching in classroom discourse supported by a check list to take note about its frequency in the students' speech. In addition, a questionnaire is employed to go more in depth explanations about the occurrence of this sociolinguistic phenomenon as a communicative strategy in EFL classes through comparing and analysing the different results. Finally, to gain more details about students' language practice in EFL classroom an interview is administered to teachers as a last research instrument to get their perceptions and attitudes.

### **7). Population and Sample**

The population of the present study consist of all Master Two EFL students' enrolled in the department of English at Bejaia University. Thus, the sample of the study consists of Master students' of Applied Linguistics and English Language Teaching enrolled in the English department.

### **8). Significance of the Study**

The main interest of the present study, investigating the students' use of code switching as a strategy to better communicate in EFL classroom, is to broaden the understanding about this linguistic phenomenon and show the impact it has on classroom communication when it is used as an interactive strategy by EFL students when breakdowns occur.

Accordingly, the findings of this study attempts to contribute to the field of sociolinguistics, EFL education policy, and especially to Algerian research studies in this domain which is given less importance particularly at the department of English of Bejaia University. In other words, this study provides new insights about the language practice in EFL classrooms. Thus, it is a way towards changes in the ideas and negative views constructed previously about the phenomenon of CS, since throughout all this study its merits in developing an interesting and meaningful interaction is shown.

Additionally, this research is done at the department of English at Bejaia University may open doors to exploit this linguistic situation in order to discover the learners' vocabulary

gaps in the target language and take advantage of using it as a tool to raise the learners' motivation and self confidence to engage in more classroom interaction. Besides, the study contributes to the understanding of the nature of CS in the Algerian EFL classes and serves as a reference for future researchers to conduct other studies on how to achieve better results from the use of code switching as a valuable resource for language classrooms. Furthermore, this paper attempts to enrich the existing literature and background knowledge dealing with the relation between CS and EFL classroom communication which is not highly investigated although it is a very interesting field of study.

Finally, the present study is useful for both teachers and students because it raises their awareness about the language practice in the EFL classrooms. Also, it provides a whole image about the benefits of using more than one language in addition to English to help them communicate easily, express themselves freely, and particularly, get their messages clearly understood. All in all, this paper seeks to push teachers and students to look to the communicative significance of CS in EFL educational setting that should not be abandoned as it is a strategy rather than a problem. It is on this basis that the researcher believes that this research topic is worth undertaking and investigating.

## **9). Organisation of the Study**

This research paper falls into two main parts, theoretical and practical. Firstly, the theoretical part, it includes two chapters. First, chapter one is dedicated to the theoretical background. It is the starting outline of the notions and concepts in relation to the study. The second chapter entitled the literature review. It reviews the existing literatures and pieces of research that provide evidence and support in favour of the study about the two discussed variables.

Secondly, the practical part also includes two chapters. The third chapter describes the methods and research design followed in the study. It consists of detailed description of the different aspects of this research frame-work that is carried out in a pedagogical setting (University of Bejaia). It includes the presentation of the population and the sample of the study, description of the research instruments, and considering the multiple means and procedures for data collection. And finally, the fourth and the last chapter deduced to the discussion and analysis of the findings. In other words it includes the interpretation of the results, limitation and implications of the study and some suggestions for future research.

# Chapter One

## Theoretical Background

### Introduction

English as foreign language classroom can be viewed as the only place where learners engage in discourse using English language. However, sometimes while speaking, students face some difficulties to keep the flow of communication. In order to overcome this problem they use to adopt some helpful strategies such as code switching (hereafter CS). Thus, this chapter presents the theoretical background about the process of communication in EFL classes. Accordingly, it is divided into three sections: the first one introduces classroom discourse. The second section deals with strategic competence and includes a description of the different communication strategies used in classroom interaction. Finally, the last section illustrates and explains the phenomenon of code switching from different perspectives.

### Section One

#### Introducing Classroom Discourse

For many years SLA researchers have struggled with the relationship between language learning seen as a cognitive process, and some perception of discourse as a context within which learning takes place. Besides, they view that, the role of discourse in reliance with pedagogical tasks is to establish effective communication via successful conveyance of meaning through deploying strategies to resolute communicative difficulties, either, of production or comprehension (Batstone, 2001: 19 – 20). Accordingly, Discourse is of major focus of contemporary linguistic research because it is a fundamental to the understanding of human interaction, and the way in which meaning is negotiated via language, creating a fruitful field for sociolinguistics studies (Garner, 2007: 41 – 47). As a result, the researcher in this section introduces classroom discourse from different perspectives as a follow.

#### 1. Definition of Discourse

Discourse is a term used to refer to any stretch of spoken or written language longer than a single sentence.( Graesser, Gernsbacher & Goldman, 2003: 199). It is the organization of language beyond the level of sentence and the individual speaking turn, where meaning is

negotiated through the process of interaction (Carter & Nunan, 2001, as cited in Behnam & Pouriran 2009: 118)

Markee (2015: 5) considers discourse as the level that specifically deals with how sentences are combined into larger units of spoken or written text and how it is potentially organized by levels of language namely phonology, morphology, syntax, and discourse. So, for him, linguistically, discourse is typically a formal construct and is treated as traditional levels of language. In other words, discourse is viewed as one of the four levels constructing language. Moreover, Skukauskaite et al (2015: 13) claim that discourse is as an action, kind of talk, language and linguistic features, genre, learning environment, site, reflection on society and method. In the domain of talk, discourse is the talk among and between people, whereas the domain of reflection on society included discourse as representation of culture or power. While for learning environment, discourse included as sub-domains of disciplinary environments such as science, geography, literacy, technology also it is a modes of communication involving speaking, writing in communicative environment.

To sum up, the study of language discourse should not be restricted to the grammatical analysis of abstract or ideal language systems, but also should be analyzed from its actual use in the social context. As a result, studying language became one of the empirical objects of linguistic theories as sociolinguistics, which not only became interested in the study of social variation of language use, but also paid increasing attention to various forms of language use (Labov, 1972a, 1972b as cited in Van Dijk et al., 1993: 2).

## **2. Discourse VS Discourse Analysis**

Discourse is defined broadly as “language in use” and discourse analysis, is the study of how language in use is affected by the context of its use (Rymes, 2008: 12). However, discourse Analysis involves and investigates the idea of how discourse (i.e., language in use) and context affect each other. Its concern is to understand why someone said something in a particular way, involving the contexts of language use. (Ryems, 2008: 16)

According to Yu (2009: 152), discourse analysis refers to the study of the relationship between language and the contexts in which it is used. It involves looking at both language form and language functions; and it includes the study of both spoken interaction and written texts. It identifies linguistic features that characterize different genres as well as social and

cultural factors that aid in our interpretation and understanding of different texts. Also discourse analysis helps to understand how people use real language in real situations.

Walsh (2013: 23) claim that discourse means written and spoken texts produced in particular contexts and for specific purposes. Besides, discourse analysis is the study of spoken or written texts as a means of understanding. For him, it is an umbrella term for analysing longer stretches of spoken and written language in context.

### 3. Definition of Classroom Discourse

Classroom Discourse is a special type of discourse that occurs in classrooms. Among its features, unequal power relationships, turn-taking at speaking, and patterns of interaction. So, it is often different in form and function. That is, it differs according to situations, the used language, the particular social roles that learners and teachers have in classrooms, and the kind of activities they usually carry out in the class. (Behnam & Pouriran 2009: 118). For them, researchers and teachers should pay attention to classroom discourse as a matter of the oral use of language in classrooms to know what happens inside the classroom and what makes the difference in the learners' acquisition.

*“Researchers and language teachers focus on classroom discourse in order to know what actually happens in the classroom that really matters, that makes a difference to the learners' progress in language acquisition.” (p. 118).*

The concept of classroom discourse has undergone various interpretations. For Nunan, (1993 as cited in Yu, 2009, p 153) classroom discourse is *“the distinctive type of discourse that occurs in classrooms”*. Discourse in the language classroom is a matter of the oral use of language in the classrooms (Behnam & Pouriran, 2009: 118).

#### 1. Features of Classroom Discourse

Walsh (2013: 28) selected the important features of classroom discourse according to the amount of interaction they demonstrate. They are as a following:

- A. Teachers' Control of the Interaction:** the difference of power, authority, and knowledge exist in different contexts including the classroom, where one part is in a position of power or authority. That is, a person has a control of patterns of communication which occur and is able to direct and manage the interaction. So, among the features of classroom language is the teachers control patterns of communication by managing both the topic of conversation, turn

taking and even in learner centred approach classroom, teachers decide who speaks, when to whom and for how long, . In addition, teachers are able to interrupt when they like to take the floor, hand over a turn, direct the discussion, and switch topics. (Walsh, 2013, p.29). In other words, Walsh (2013: 30) asserted that even though recently learner centred approach is adopted student still do not enjoy the same control of the patterns of communication ( Walsh, 2013: 30)

- B. Speech Modification:** this feature is considered as the key element of classroom interaction which can have a noticeable effect on the quantity and quality of learning. So, effective modifications in speech ensure that learners feel safe and confident to participate in the interaction. It is the use of rephrasing and paraphrasing to reformulate discourse and minimise breakdowns and misunderstanding in classroom talk (Walsh, 2013: 34).
- C. Elicitation Techniques:** they are strategies used by teachers to get learners respond by asking question. So, classroom discourse is characterized and dominated by question and answer routines where the teachers ask most of the questions, if compared with the learners. Also, through using elicitations, teachers are able to control the discourse and get feedback on what students know or understand. (Walsh, 2013: 30-31).
- D. Repair:** the third characteristic simply refers to the way of dealing with errors. It includes direct and indirect error correction, and the ways in which teachers identify errors in the discourse and correct them using four types of correction that are recognized by discourse analyst ( Walsh, 2013:.36)which are explained as follow:
- Ignore the error completely.
  - Indicate that an error has been made and correct it.
  - Indicate that an error has been made and get the learners who made it to correct it.
  - Indicate that an error has been made and get other learners to correct it.
- E. Student - Student Interaction:** it is one of the feature of classroom discourse in the current mood of learner centred teaching and a movement towards learner autonomy. In this criterion, teachers play a less directive role in the language classroom they will have to become more facilitative, less dominant and more willing to allow greater equality in the patterns of communication. One of the benefits of this characteristic appears in making learners more involved, engaged, and challenged, when they have the opportunities to speak to gather. Also, it creates a dialogic and good classroom atmosphere in which the learners feel free to

participate and take risk (Walsh, 2013: 37- 40). According to him, student-student interaction requires some conditions in SLA which are as a follow:

- Student must have desire and need to communicate.
- They must be able to play an active role in class negotiating meaning and making every effort to communicate
- They should also operate level slightly higher than their current language proficiency in a variety of contexts and using range of language functions.
- Students should be free to self select and exercise the right to participate in the discourse or remain silent.

## 5. Approaches to Studying and Analysing Classroom Discourse

**A. Interaction Analysis Approach:** Interaction Analysis (IA) is the most popular and widely used means of analysing classroom discourse for many years, especially between the years 1960s and 1970s (Walsh, 2006: 76). It is rooted from behavioural psychology (Walsh, 2006: 40). So, according to researchers and practitioners at that time, IA approach is one of the most reliable quantitative ways to analysing interaction through the use of observation instruments, or coding systems to record what the observer thinks is happening at any given moment. Then, establishing classroom profiles, or providing an objective and ‘scientific’ analysis of classroom discourse using the recordings and the result of statistical treatment. To sum up, this approach analyzes interactions in L2 classroom using observation instruments (Walsh, 2006, p.40).

*“Based on the literature reviewed, there seems to be a consensus on the main features of observation instruments. First, they use some system of ticking boxes, making marks, recording what the observer sees, often at regular time intervals; second, they are reliable, enabling ease of comparison between observers and generalizability of results third, they are essentially behaviourist, assuming a stimulus/response progression to classroom discourse.....” (p. 40).*

**B. Discourse Analysis Approach:** Discourse analysis (DA) is the study of spoken or written texts. Its focus is on words and utterances above the level of sentence and its main aim is to look at the ways in which words and phrases function in context (Walsh, 2011: 83). So, following critical discourse theorists, this approach analyse language by taking into consideration the way in which linguistics exchanges are mediated by differences between

speakers, world views, social purposes, intentions, age, race, gender and that makes language use not neutral . (Burns, Joyce and Gollin, 2007: 22).

According to Walsh (2006: 49) “*DA approaches are both descriptive and prescriptive and attempt to categorise naturally occurring patterns of interaction and account for them by reference to a discourse hierarchy.*” And in the other hand, he views that DA treatment fails to adequately account for the dynamic nature of classroom interaction and the fact that it is socially constructed by its participants which makes them do not adequately account for the range of contexts incorporation in a lesson and for the link between pedagogic purpose and language use. (Walsh, 2006: 84).

**C. Conversation Analysis Approach:** Conversation analysis (CA) is associated with the North American discourse analysis tradition. It initially studies the smallest units of conversation by observing what happens between the participants in a conversation and what conversational norms and patterns emerge as an interaction unfolds. (Burns, Joyce & Gollin, 2007: 18). CA approach is concerned with when and how speakers take turns in spoken conversation, and can be associated to the types and features of conversation. Also, it is related to patterns which occur in conversation when the utterance of one speaker is likely to be followed by a particular kind of response. According to this view, interaction is context shaped and context renewing. That is, one contribution is dependent on a previous one and subsequent contributions create a new context for later actions (Walsh, 2011: 85). In other words, order in spoken discourse is established through sequential organisation of the way in which one utterance is connected to another and how one person’s contribution is inextricably linked to that of another person (Walsh, 2011: 85).

*The relevance of a CA approach to the L2 classroom context is not difficult to perceive. CA attempts to account for the practices at work that enable participants in a conversation to make sense of the interaction and contribute to it. There are clear parallels: classroom talk is made up of many participants, and there have to be smooth transitions and clearly defined expectations if meanings are to be made explicit. Possibly the most significant role of CA is to interpret from the data rather than impose predetermined structural or functional categories. (p. 85).*

According to Sacks et al (1974 as cited in Walsh, 2006: 49-50)) CA approaches to classroom interaction have a number of features that set them apart from the more quantitative, static and product oriented techniques described above (i.e., IA& DA). So, in this approach interaction is context-shaped and context renewing. Tthat is, one contribution is dependent on a previous



one and subsequent contributions create a new context for later actions. Context is both a project and a product of the participants' actions.

Accordingly, CA methodology is better equipped to take variations in linguistic and pedagogic purpose into account. CA approaches emphasize on both context and the sequentiality of utterances because no one utterance is categorized in isolation and contributions are examined in sequence. Hence, CA methodology is much better equipped to interpret and account for the several interrelated structures of classroom interaction (Walsh, 2006: 53).

## **6. Multilingual Discourse**

There are often heated debates in multilingual speech communities between those who support the purity of each language and those who champion the many practices common to such communities that juxtapose and combine languages according to the interlocutor and the situation. Such practice is marked by switching within single sentence, phonological interference, interlingual puns, and massive borrowing in which speakers simultaneously recognize the contrast between languages and also juxtapose or mix those languages (Gal, 2007: 155). Besides, multilingual speech is characterized by two conflicting phenomena. First, the ability of the speakers to keep their language perfectly distinct without any interference. Second, they can use their languages interchangeably often within the same utterance (Meuter, 2009: 29). Additionally, in multilingual discourse, both patterns of language use indicate that language selection generally is highly efficient and goal directed, with shifts of languages in conversation revealing much about the intentional nature of multilingual communication and speakers' responsiveness to social linguistic contexts (Meuter, 2009: 28). According to Matras, discourse in multilingual setting is characterized by the product of innovation that multilingual speakers introduce as strategy allowing them to navigate between languages as they have a complex repertoire of linguistic structure at their disposal (Matras, 2009, 4-6).

## Section Two

### Introducing Strategic Competence and Communication Strategies

#### Applied in EFL Classroom

Studies carried out in EFL and ESL classrooms reveal that when the learners have communicative intentions and wish to express themselves, but they lack the necessary linguistic resources they use some strategic solutions, which lead to a number of language phenomena to appear on the aim to handle difficulties and breakdowns in communication. So, in this section an overview of communication and strategies applied in EFL classes is provided.

#### 1. Definition of Communication

In a very simple and general way, communication is any information process going on between at least two human communicators embedded in context and situation. While, specifically communication is a generic term covering all messages uttered in different contexts and situations. In other words, communication can be seen as a system of question and answer, or as a sort of cooperation where the communicators are actively organized in the construction of the message. So, communication is not only the transfer of intentions with language as its tool. It is also a constructive process going on in time. Besides, communication is creative dynamic process (Berge, 2001: 23-24). Hence, *“the word communication comes from a Latin word for “commonness”, including the prefix com which suggests togetherness, joining, cooperation and mutuality”*. Accordingly, communication is mutual exchange between two or more individuals to enhance cooperation and establish commonality by negotiating of meaning between two or more persons who share the knowledge of language being used (Oxford, 1990: 6-7)

#### 2. Definition of Communicative Competence

The concept of communicative competence became a basic tenet in the field of sociolinguistics and is soon adopted by many specialists in the field of a SLA and language teaching. It involves knowing not only the vocabulary, phonology, grammar, and other aspects of linguistic structure, but also when to speak, what to say, to whom, and how to say it appropriately in any given situation (Troike, 2006: 100). In fact, the term communicative competence was first coined by Dell Hymes (1967), to which he referred as the aspect of

individuals' competence enabling them to convey and interpret the message and negotiate the meaning interpersonally within specific context. In other words, communicative competence is related to the knowledge that allows a person to communicate functionally and interactively (Brown, 2000: 246). Therefore, *"communicative competence can be explained in terms of three components competencies, grammatical competence, sociolinguistic competence and strategic competence"* ( Dornyei & Thurell, 1991: 16). Thus, Duranti (2001: 30) claims that *"Communicative competence was also meant to encourage the study of different codes and modes of communicating within and across situations"*. To conclude, communicative competence is of course the ability to communicate and it concerns both spoken and written language in addition to all the four language skills (Oxford, 1990: 7). Accordingly, Troike (2006: 100) states that *"multilingual speakers' total communicative competence differs from that of a monolingual in including knowledge of rules for the appropriate choice of language and for switching between languages, given a particular social context and communicative purpose"*.

### 3. Definition of Strategic Competence

Strategic competence is the mastery of strategic skill in a language. It involves the ability to transmit information to a listener and correctly interpret the received information. So it is the mastery of communication strategies used to deal with problems which may occur during the process of transmitting of any message or information. Thus, strategic competence has to do with the ability to get one's meaning across to particular listeners successfully (Yule & Torane, 1989: 103).

*"The third major component of communicative competence is strategic competence: in simple terms, the ability to successfully 'get one's message across'. The investigation of strategic competence is very much tied to the use of communication strategies which enable language users to organize their utterance as effective as possible to get their messages across to particular listeners"* (pp. 19)

According to Canale and Swain (1980 as cited in Dornyei & Thurell, 1991: 17) strategic competence is defined as: *"verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence"*. In other words, strategic competence refers to the ability to get one's meaning across successfully to communicative partners, especially when problems arise in the communication process (Dornyei & Thurell, 1991: 17). Since communication breakdowns occur not only in a foreign language but in one's mother tongue,

strategic competence is relevant to both L1 and L2. Moreover, it involves strategies to be used when communication is difficult. So, it is of crucial importance for foreign language learners, especially to students who are unable to carry out their communicative intent at oral language. Thus, learners who rely almost entirely on their strategic competence can communicate successfully with only one hundred words (Dornyei & Thurell, 1991: 17).

For Canale (1983), strategic competence is the knowledge of verbal and non verbal communication strategies used to compensate for limitations in different areas of communicative competence.

*“.....Strategic competence this component is composed of mastery of verbal communication and non verbal communication strategies that may be called into action for two main reasons: (a) to compensate for breakdowns in communication due to limiting condition in actual communication (e.g. momentary inability to recall an idea or grammatical form) or to insufficient competence in one or more of the other areas). (b) (To enhance the effectiveness of communication). (Pp.10-11).*

Celce-Murcia, Dornyei & Thurell (1995: 26) consider strategic competence as knowledge of communication strategies and how to use them. It includes strategies relevant to language learning, language processing, and language production. So, it is knowledge of verbal and non-verbal communication strategies which enhance the efficiency of communication where necessary, and enable the learner to overcome difficulties when communication breakdowns occur (Dornyei, & Thurell, 1995: 7).

#### **4. Definition of Communication Strategies**

Communication Strategies are used to achieve communicative goals especially when the person runs into a problem of missing knowledge. They result from the person's staying in conversation, and thus, provide the opportunity for further learning as well as further communication (Oxford, 1996: 158).

For Kasper & Kellerman (1997: 1), communication strategies (Com Ss) are used to tackle and overcome linguistic problems encountered during interaction involving non native speakers. They are helpful for acquisition because they enable learners to keep the conversation going and thereby provide more opportunities for comprehensible input (Freeman et al., 1991 as cited in Kasper & Kellerman, 1997: 6)

*“Communication Strategies are used by an individual to overcome the crisis which occurs when language structures are inadequate to convey the individual’s thought” (Tarone.1977.p.195 cited in Kasper & Kellemain, 1997: 02).*

Dornyei (1995: 55) asserts that people use interactional strategies because they lack basic grammar and vocabulary in the target language. So their success in communication relies entirely on their ability to communicate using strategies that are on their strategic competence which may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

*“Some people can communicate effectively in an L2 with only 100 words. How do they do it? They use their hands, they imitate the sound or movement of things, they mix languages, they create new words, they describe or circumlocute something they don’t know the word for—in short, they use communication strategies.” (p. 55).*

Researchers originally view Communication strategies as verbal or nonverbal first-aid devices used to compensate for gaps in the speaker’s L2 proficiency. According to this conceptualization Com Ss constitute a sub-type of L2 problem management efforts, dealing with language production problems that occur at planning stage. Then, the scope of Com Ss extended to include every intentional attempt to cope with any language related problem of which the speaker is aware during the course of communication. (Dornyei & Scott, 1997: 177 -179). For them, Com Ss are: *“the key unit in general description of problem management in L2 communication”*. All in all, communication strategies considered as language devices used to overcome communicative barriers related to inter-language deficiencies ( Varadee, 1992 as cited in Dornyei & Scott, 1997: 182).

## **5. Classification of Communication Strategies**

**A. Message Adjustment Strategies:** called also by Trone (1981: 286-287) message abandonment or avoidance strategies, they are used by learner’s when the inter-language structures are inadequate to convey their thought. They involve the tailoring of one’s message to one’s resources. It means that using language; learners should say what they can, and not what they want to. For Dornyei and Thurrell (1991: 18), these strategies include a slight alteration or reduction of the message. Thus, using these strategies often leads learners to feel that what they say sounds either simplistic or vague. Message adjustment is, in fact, a kind of

risk. Avoidance or reduction strategies imply an alteration, a reduction, or complete abandonment of the intended message (Dörnyei, 1995: 57).

**B. Expansion or Achievement Strategies:** According to Dörnyei and Thurrell (1991: 18) they are used as an attempt by the learners to remain in the conversation by compensating somehow for their deficiencies when they risk failure in conveying their messages. So, such strategies are either cooperative through involving the learner's appeal for help to his or her interlocutor directly through asking questions like 'What do you call . . .?' or indirectly by means of a pause and eye gaze. Also, it can be non cooperative where the learners do not call for the communication partner's assistance and try to overcome the problem using their own resources as paraphrasing, circumlocution, non-linguistic means, borrowing and code switching (Dörnyei & Thurrell, 1991: 18)

*"...are normally termed achievement or compensatory strategies as they offer alternative plans for the speakers to carry out their original communicative goal by manipulating available language, thus compensating somehow for their linguistic deficiencies"*  
(Dörnyei, 1995: 57).

**C. Stalling or Time-Gaining Strategies:** these strategies are used by learners to remain in the conversation and to gain time using certain conversational patterns and formulae like fillers or hesitation devices as "I see, well, and as a matter of fact" (Dörnyei & Thurrell, 1991: 19). These strategies are functionally distinct from the strategies mentioned above because they are not used to hide any linguistic deficiencies but rather to gain time and to keep the flow of communication at times of difficulty (Dörnyei, 1995: 57).

To conclude, Dörnyei (1995) classified communication strategies according to the traditional conceptualization principles established by Váradi (1973), Tarone (1977), Færch and Kasper (1983). They are summarized and described as showed in the list below (Table 01).

### **Avoidance or Reduction Strategies**

**1. Message abandonment:** leaving a message unfinished because of language difficulties.

**2. Topic avoidance:** avoiding topic areas or concepts which pose language difficulties.

### **Achievement or Compensatory Strategies**

**3. Circumlocution:** describing or exemplifying the target object or action (e.g., the thing you open bottles with for corkscrew).

**4. Approximation:** using an alternative term which expresses the meaning of the target lexical item as closely as possible (e.g., ship for sail boat).

**5. Use of all-purpose words:** extending a general, empty lexical item to contexts where specific words are lacking (e.g., the overuse of thing, stuff, make, do, as well as using words like thingie, what-do-you-call-it).

**6. Word-coinage:** creating a non existing L2 word based on a supposed rule (e.g., vegetarianist for vegetarian).

**7. Use of nonlinguistic means:** mime, gesture, facial expression, or sound imitation.

**8. Literal translation:** translating literally a lexical item, an idiom, a compound word or structure from L1 to L2.

**9. Foreignizing:** using a L1 word by adjusting it to L2 phonologically (i.e., with a L2 pronunciation) and/or morphologically (e.g., adding to it a L2 suffix).

**10. Code switching:** using a L1 word with L1 pronunciation or a L3 word with L3 pronunciation in L2

**11. Appeal for help:** turning to the conversation partner for help either directly (e.g., what do you call. ..?) Or indirectly (e.g., rising intonation, pause, eye contact, puzzled expression).

### **Stalling or Time-gaining Strategies**

**12. Use of fillers/hesitation devices:** using filling words or gambits to fill pauses and to gain time to think (e.g., well, now let me see, as a matter of fact).

**Table 01:** Dornyei Classification of Com Ss Following Traditional Conceptualizations (Adopted from Dornyei, 1995, p. 58).

## **6. Code Switching as a Compensatory Strategy in EFL Classroom**

Many studies have been carried out in educational contexts around the world in the field of code-switching found that both teachers and learners use code-switching to communicate and interact in the foreign language classroom. (Anton et al., 2000 as cited in Azam & Mahdiah, 2013: 187). Cook (2000 as cited in Azam, & Mahdiah, 2013: 188) view that when students are allowed to use their mother tongue can help them to learn second language and it provides them with opportunities to say what they tend to say in classrooms. So, integrating code switching as technique in educational setting can help foster oral participation among learners and make a good atmosphere to learn and speak in English language (Azam, & Mahdiah, 2013: 188). Also, according to Tarone (1981: 288) who put code switching among the strategies to achieve communicative purposes, the learner or speaker decide to use the language switch strategy in order to reach the listener involuntarily and nonverbally. This indicates that she or he recognized any term and accepted it as a reasonable response. So, for him switching strategies used to negotiate an agreement on meaning between two interlocutors (Tarone, 1981: 288).

Thus, in supporting the existence of code switching in language classrooms, Skiba (1997 as cited in Sert: 2005) suggests that the integration of code switching in classroom serves for continuity in speech instead of presenting interference in language. So, in this respect, code switching could stand to be a supporting element in communication of information. All these in general lead to the idea that the use of code switching somehow builds a bridge from known to unknown and could be considered as an important element in language teaching when used efficiently.

### **Section Three**

#### **Code Switching**

As multilingual speakers, EFL students know more than one language and dialects. Thus, this makes of code switching among the common practice utilized in their speech as an integral part of their classroom discourse. So, all over this section an overview of CS is provided. First, the researcher explains the meaning of CS from different views. Then, it is compared with other related phenomenon as borrowing and code mixing. After that, the types



of CS are illustrated in details. Beside conversational code switching, as well as, the conversational approach to analyzing CS are discussed with shedding light on the different patterns of CS from Auer's perspective.

### 1. Definition of Code Switching

For several decades, code switching has been studied using various linguistic approaches within the frameworks of sociolinguistics, psycholinguistics, and grammatical studies all of which have put greater emphasis either on the descriptive or on the theoretical aspects of the phenomenon. At this point, They seem to be more and more evidence that CS is a language universal in the behavior of multilingual speakers, or to employ a short hand definition of CS using several languages or language varieties in the course of a conversation is based on conversation internal mechanisms observable in various social contexts all over the world Milroy and Muyskens (1995 as cited in Franceschini, 1998: 51).

So, code switching is 'the alternative use by bilinguals of two or more languages in the same conversation' (Milroy & Muysken, 1995: 7). For Gumperz (1982: 59), code switching can be defined as the juxtaposition within the same speech or exchange of passages of speech belonging to different grammatical systems or sub systems. Also, Milroy and Muysken view code switching as an important aspect in bilingual speech that is linguistically natural. It is not a result of lack of competence on the part of the speaker in one or both of the languages. In other words, CS is the alternating use of languages by bilingual speakers. It does not indicate incompetence on the part of the speakers in any language (Milroy & Muysken, 1995: 25).

*Code switching mechanisms in bilingual speech constitute an important aspect of bilingualism and dynamic and promising research field although the awareness that code switching is linguistically constrained and not haphazard or the result of lack of competence in one or both the languages(p. 25).*

Taking the same position, Poplack (1980, as cited in Yumoto, 1996: 53) view code switching as "*the alternation of languages within a single discourse sentence or constituent.*" Besides, Myers-Scotton sees it as the selection by bilinguals or multi-lingual's of forms from different languages in the same utterance or utterances during the same conversation. This selection happens according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints' (Myers-Scotton 1993 as cited in Cantone, 2007: 57).

As a conclusion, code switching is the alternation between languages that take place in bilingual and multilingual context, where speakers use to switch between two or more languages for many reasons and contexts.

## 2. Code Switching VS Borrowing

When two languages are in contact, individuals with specific communicative needs, try to make the languages more appropriate to speak, by filling lacks and missed things in each one with constructions from the other. Also, by borrowing words that are started first as switches and then becomes a loanwords in the other language. So, distinguishing borrowings from code switching are, thus, related to the recognition of their usage on a community in wide basis and in translatability. Borrowings are generally excluded from the category of code switching. However, they are considered as code switching by some researchers when they preserve the phonological patterns of the source language. (Yumoto, 1996: 53). In this case borrowing could be defined as: *"single-item terms that is proper nouns or names of particular places or things, items that cannot be translated"* (Baker 1980, p.6 cited in Yumoto, 1996: 53).

According to Schmidt (2014: 20) Code switching is like borrowing but in reality there is a difference between them. Code switching is the complete alternation to another language at the level of word, phrases, or sentence. Besides, borrowing is adopting words, expressions from one language to another.

*"Consequently although they are similar there is a significant difference between code switching and borrowing. Code switching is complete switch to the other language for word a phrase or sentence. In contrast, borrowing is taking a word or short expression from one language and adopting it usually phonologically and morphologically to the matrix or the base of language"* (P 20).

## 3. Code Switching VS Code Mixing

Several scholars have attempted to define code-switching and code-mixing. For instance, Hymes (1974 as cited in Ayeomoni, 2006: 91) defines only code-switching as *"a common term for alternative use of two or more languages, varieties of a language or even speech styles"* while Bokamba (1989: Ayeomoni, 2006: 91) defines both concepts as follow: code-switching is the mixing of words, phrases and sentences from two distinct grammatical

systems or subsystems across sentence boundaries within the same speech event. Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants infer what is intended, or when they reconcile what they hear with what they understand (Ayeomoni: 2006, p. 91). Also according, to Muysken (2000) code mixing also called intra-sentential code switching or intra-sentential code-alternation; it occurs when speakers use two or more languages below clause level within one social situation.

To conclude, bilinguals often switch their two languages in the middle of conversation. Code switching can take place between or even within sentences involving phrases or words or parts of words. In this case, switching is when bilingual speakers use words from one language in another language (Spolsky, 1998: 49).

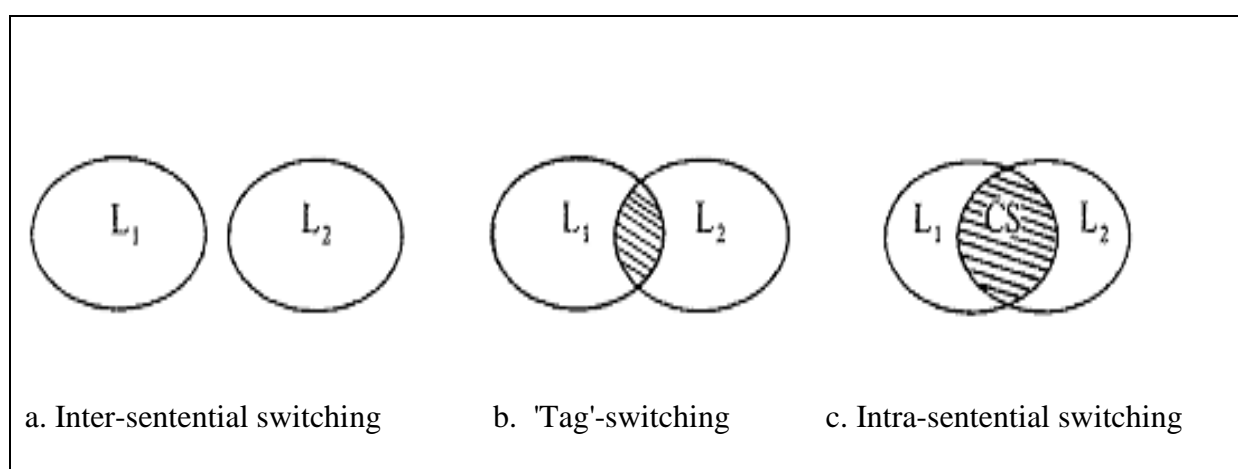
#### **4. Types of Code Switching**

According to Poplack (1980) and Romaine (1995), CS is classified as follow:

- A. **Tag Switching:** it includes the insertion of tag or exclamation in one language in to the sentence which is otherwise in other language (Romaine, 1995 as cited in Nguyen, 2014: 15). This type of switching refers to the addition of tag that are constituent could be moved freely and easily performed by speakers. Poplack (1980: 605) tag switching involves the interjections, fillers, tags, and idiomatic expressions, all of which can be produced in L2 with only minimal knowledge of the grammar of that language. This means that this type, when produced, does not break the rule of grammar of the language L2.
- B. **Inter-sentential Code Switching:** the second type of code switching used to describe a switch of language at sentence boundary or between the sentences. Resulting that one sentence or part of the sentence can occur in one language and the following part in another language (Romaine, 1995 as cited in Nguyen, 2014: 15-16). In inter-sentential switch, Romaine means the alternation at clause or sentence level where the sentence or the clause is in one language or another. It occurs between speech turns where the utterance must conform to the rules of both languages. So, following Poplacks' point of view, inter-sentential code switching requires a high degree of proficiency in both languages than tag switching (Poplack, 1980: 249).
- C. **Intra-sentential Code Switching:** this third type of code switching refers to the switch within a sentence. Precisely, it is the switch to another language occurring within clause boundary or even within the word boundary. It is assumed to require the greatest fluency in

both languages. So, here, Romaine (1995 as cited in Nguyen, 2014: 15-16) claims that intrasentential code switching bears the greatest risk of violating syntactic rules and is therefore often avoided even by fluent bilinguals. In other words, this type is regarded as the most syntactically risky because only bilinguals with high fluency in both languages can use this type without violating either language's rules.

The following illustration below represents the different types of code switching that occurs in bilingual speech from the point of view of Poplack (1980).



**Figure 01:** Representation of Bilingual Code Switching Types. (Adopted from Poplack, 1980, p. 615).

## 5. Conversational Code Switching

According to Gumperz (1982: 59), Conversational code switching is “*the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems*”. In other words, is the switch that takes place when the speakers use a second language either to reiterate their message or to reply to someone else statement. For Lanza (1997: 58), conversational code switching is a particular type of discourse strategy that operate below the level of consciousness through making people unaware of their language use as they are so immersed in the interaction. In conversational code switching, the participants are unaware of which code is used at any time. Besides, conversational code switching is used on daily basis in almost every verbal interaction where the high level of proficiency in two languages explains the variety and richness of communicative strategies to bilingual member of the same community (Auer, 1998: 215). On

the other hand, conversational code switching used to describe two different varieties of the same language existing in speech community. It is more complex since the speakers are less aware of which code they use in particular occasion as they are only concerned with the communicative effect that they want to achieve (Nguyen, 2014: 27). Additionally, in the case of conversational code switching, the speakers communicate fluently by maintaining the flow of talk without hesitations, pauses, and change in sentence rhythm or intonation. That is, by conversational CS the communication seems ordinary like in using one language (Gumperz, 1982: 60). Finally, Auer (1999: 3- 4) claims that discourse related code switching is part of the realm of every day rhetoric, not part of grammar. It is one of the available strategies used by bilinguals to convey meaning. According to him, *“it occurs in sociolinguistic context in which speakers orient towards a performance for one language at time”*. This mean that, it is possible to identify the language of interaction as valid at given moment until code switching occurs.

## **6. The Conversation Analysis (CA) Approach to Code Switching**

Conversational approach to code switching focuses specifically on the members' procedures followed to arrive at local meaning of language alternation that must be interpreted with reference to the language choice of the preceding and following turns of the participants themselves. Thus, CA discusses the question “why do bilingual speakers switch from one language to another in conversational interaction?” ( Wei, 1998: 157).

*“The meaning of code-switching must be interpreted with reference to the language choice in the preceding and following turns by the participants themselves. Auer called for a conversation analytic approach to code-switching which would focus on members' procedures to arrive at local interpretations”* (Wei, 1998: 157).

Following the CA approach to study adequately the meaning of code switching, code switching must be taken seriously as a conversational activity that require analytic procedure which focuses on the sequential development of interaction because the meaning of code alternation is conveyed as part of interactive process. (Wei, 1998: 162). Therefore, CA approach to CS has been developed to explain code switching behavior by attributing specific meanings to switch and by assuming that speakers intend these meanings to be perceived by listener Wei (1998: 169). That is, CA approach tries to establish the meaning of CS by examining in close detail the types of interaction which involve the very act of alternation.

Hence, the first assumption of CA is that talk is action. That is while talking, people accomplish a variety of activities. Accordingly, CA to language alternation views language choice in itself as an activity. One of its aims is to account for the orderliness of talk organization. So, in the case of code switching, the main aim is to investigate the role of CS in the organization of bilingual conversation. As a result, CA studies shown that in conversation CS contributes to many aspects of speech organization including: turn taking, preference organization, repair and side sequences (Gafaranga, 2007: 119 – 120).

## 7. Patterns of Switching in Conversation

For Auer (1995: 443- 444), in typical bilingual speech community, the correlation between language and activity is not strong enough predicate code alternation, also in most communities the direction of switching is nevertheless important for reconstructing a conversational meaning. That is why number of studies attempted to apply a conversational analysis to code switching by looking to it as cue or means to contextualize conversations by speaker still, these dimensions are irrelevant for the interpretation of code-switching. For these reason, Auer (1995) proposes new dimension for conversational analysis of the occurrence of codes witching. Thus, according to him, analyzing instances of switching will therefore consist of a sequential analysis of its occurrence, as well as an analysis of how the switching indexes values and stereotypical experiences attached to the two languages in the community. The most important conversational patterns of switching may be described by Auer are as follows:

- a. **Discourse-related Alternational Code Switching:** this refers to the alternation between a stretch of talk in one language and a stretch of talk in the other with the aim of structuring and organizing the conversation.
- b. **Discourse-related Insertional Code Switching:** this is the insertion of one language materials while talking in another language, again with the effect of structuring the conversation or contextualizing the meaning of the utterance in which it occurs. For instance, a lexical insertion may evoke some particular effect such as turning the utterance into a humorous one.
- c. **Preference-related Alternational Code Switching:** this involves the two patterns, sustained divergence of language choices between two participants one participant speaks in one language and the other respond in another language, or language negotiation sequence by converging language choices.

## **Conclusion**

Throughout this chapter, we have illustrated different theoretical concepts related to the issue of the present study. The students' use of code switching as strategy to better communicate in EFL classroom. Thus, it introduces in general the process of classroom discourse and the different strategies followed to make it successful including code switching as central point of the investigation conducted in EFL context.

## **Chapter Two**

### **Literature Review**

The language contact in educational setting has given rise for code switching practices in classroom and according to Kamwangamalu (2010: 116) it is the inter-sentential alternating use of two or more languages or varieties of language in the same speech situation that the teacher and student resorts to it as resource. As a result, code switching has become a debatable issue in current education practice because some authors consider it as a conflictive, while some others see it as positive in the classroom. Accordingly, Skiba (1997 as cited in Munz & Mora, 2006: 32) asserts that it provides continuity in speech rather than presenting interference in language, affirming that code switching should be viewed as a linguistic advantage rather than an obstacle in communication as it gives learners the possibility of using L1 for communicative purposes. Thus, the present chapter reviews a range of related studies that share some common points with the present study that investigates the use of code switching as communicative strategy in EFL classroom.

Pollard (2002) explores the benefit of code switching within bilingual education program in Bloomington Illinois public elementary school. Its main concern is to examine the role of code switching in bilingual and immersion settings; and attempts to make its benefits in academic setting more apparent. To reach the aims of the study, the learners' interaction were documented in note format for emersion classroom; while observation and cassette tape recording were used to collect students' interaction in bilingual classroom to highlight the occurrence of code switching in their speech. As results, it is perceived that non effective code switching exist in immersion English classroom where the students did not accurately convey meaning to the listener as they begin a statement in English then attempt to code switch into Spanish which create an ambiguous discourse. On the other hand it is found that code switching is effective in bilingual classrooms and students are able to discuss subject matters and clearly communicate their ideas to teacher and peers because this strategy is allowed and encouraged as a learning aid.

Muñoz and Mora (2006) investigate the functions of Code-Switching as tools for learning and communicating in English classes. The purpose of the study is to scrutinize the kind of discourse functions that take place when using code-switching in English classes at Gimnasio Los Andes School in Bogotá. The data of this qualitative descriptive research were



collected through the use of observation and videotape to find that Code-switching serves as a bridge to build up individual and collective knowledge by creating a comfortable environment to participate, negotiate and learn. Thus, the learners spontaneously resort to it in English classes to express their ideas and feelings, convey meaning, and maintain the communication with their teachers and peers. To conclude, the use of the L1 is considered as a means of learning and communicating rather than an obstacle in the teaching learning process that educational community should take it as a point of departure to develop the foreign language acquisition.

Greggio and Gil (2007) examine the teachers' and learners' use of code switching in EFL classroom. its main concern is to investigate the use of code switching in interactive exchanges between the teacher and the learners in both beginner and pre-intermediate EFL classroom at Foreign Language Department at a Federal University in Brazil. Through classroom observation, informal talks with participants, field notes, and audio recordings, it is found that code switching in teacher-learner interaction may have an important role in facilitating interaction among classroom participants as well as in facilitating foreign language learning and both the two teachers and all the learners of the two groups switch codes to clarify understanding or when a need to participate and communicate in class arises. As a conclusion, it is suggested that those who work in the EFL or ESL area should not disregard the beneficial aspect that code switching may have not only in teacher-learner interaction but also in foreign language learning.

Bolander (2008) explores whether code switching in the classroom is a sign of deficiency or a part of the learning process. The main aim of this study is to contribute to the understanding of how code switching operates and the impact it has on the interaction in EFL classroom. The investigation includes, as a sample, 79 students and two teachers and it was conducted at a Swedish secondary school by means of observations, interviews, and a questionnaire. Among its important findings the teacher's use of code switching has a clear impact on the students who often switch to the native language to facilitate the learning process. Also, it is found that the typical situations in which Swedish is used are student - student communication and for teachers, when they encounter unfamiliar words, when they get stressed, when they express feelings and opinions, when they get frustrated, and when they forget that they should speak the target language.

Mirhasani & Mamaghani (2009) examine whether code-switching as a communicative strategy can lead to earlier entrance of the students into communication phase and consequently to the establishment of early oral proficiency. After random assignment of the subjects into control and experimental groups, a pre-test is given to both groups to test their speaking ability at the beginning of the study and make sure that they belong to the same population. Then a post-test, is run after assigning the treatment to the experimental group. Based on the results of the post-test, it is concluded that the use of code-switching improves the speaking skill of EFL learners and it can be used as a technique to enhance this skill. Moreover, since the subjects are allowed to code-switch whenever they came short of vocabulary in the experimental group, they significantly have better performance in their speaking compared to those in control group, in which L1 use is forbidden. It is generally concluded that code switching can have positive impact on EFL learners' oral proficiency and could be used as a communicative strategy in EFL classroom to promote learner-teacher and learner-learner interactions.

Youkhana (2010) studies code switching between English and Swedish in foreign language classroom among pupils in three different upper secondary schools. The aim of the study is to examine when and why students code switch, and then, try to categorize and show the types of code switching that can occur in classroom talk. After observing and recording the learners, it is found that pupils code switch back to their native language when they feel the lack of competence in the target language, when they want to clarify a message to their classmates or to the researcher, and to show their understanding. So, they insert words from their native language to create fluency in their conversation through making it sounds more logical than instead of having gaps in the discourse. To conclude with, code switching helps bridging between the known (native language) and the unknown (target language) making it of significant meaning in EFL classroom.

Bista (2010) explores factors of code switching among non native speakers of English classes at Troy University, Alabama. It intends to identify and evaluate the factors that affect code switching in university classroom among bilingual international students. To reach the aim of the study a questionnaire and classroom observation are used and the learners are not informed that their code switching behaviour is observed. So, the results demonstrate that the participants speak their native language more frequently than English in the classes. Also, the undergraduate students code switch less frequently than the graduate ones. Besides, the results indicate that code switching is a natural phenomenon among bilingual students and the

primary factor of its occurrence is to give the student the opportunity to continue communication by bridging the gaps, resulting from foreign language incompetence. Additionally, there are other factors such as to maintain privacy, to avoid misunderstanding, and to share information. All in all, code switching in this study can be seen as a supporting element of communication.

Jakobsson & Ryden (2010) investigate when and why code switching occurs and the attitudes towards code switching among teachers and students in four EFL classrooms in two medium sized Swedish secondary schools. To reach the goals of this study, an observation, students' questionnaire, and teachers' interview were employed. The findings show that students used Swedish during lessons to save their conversation and to communicate between one another. So, their code switching takes place when talking to their peers about lessons and non-lessons related matters. On the other hand, teachers code switch when explaining tasks and speaking about non-lessons related matters. For the attitudes towards code switching, both teachers and students agree that switching codes should be used only as a last resort and it is better to use more English in classroom. Besides, both of them consider code switching as a necessary means in their communication.

Bailey (2011) attempt to investigate students' perceptions and the factors behind their switching code in foreign language classes. The purpose of this study is initially to make a contribution to the discourse on code switching in general and code switching in the foreign language classroom in particular. Hence, a survey conducted with 116 students enrolled in EFL classes at a mid western American University. Then the data are coded and analysed using SPSS 17.V. The findings that language anxiety played a role in impacting students' perceptions of code switching. Also, the research shows that students with high competence in the foreign language had less favourable perceptions and attitudes toward code switching. In sum up the study claims that code switching can be permitted in situations where students perceive that their competence in language is low and the different factors and individual differences impacting students' attitude toward code switching should be taken into consideration when developing pedagogy for foreign language classes.

Rezvani (2011) explores code-switching between English and Farsi in elementary EFL classrooms in Isfahan, Iran. The concern of the study is exploring the syntactical identification of switches and the functions that the switches served. Thus, to reach the aim of the study, classroom participants' observations, field notes, and audio recording were used. After careful transcription and analysis of the recordings and the field notes using data driven methods, it is

found that Inter-sentential switching occurs frequently. Besides, the findings claim that CS is a frequent applied strategy and a valuable resource for bilingual teachers in foreign language classrooms. Also, its judicious and skilful use can boost the quality of teaching, help students' comprehension, and foster a healthier teacher-student relationship. Additionally, it serves a number of pedagogical and social functions, which contributes to better classroom communication.

Pei-shi (2012) investigates the use of code switching as a strategy in an EFL classroom of 36 sophomore students from different departments, and an English lecturer with over 20 year teaching experience in Taiwan. The purpose of the study is to examine the use of code switching in English class which was observed and tape recorded. In addition, participants including the lecturer and students filled in one questionnaire related to the use of code switching in an EFL classroom, followed by a post-interview to the lecturer. The findings reveal that the teacher use code-switching to give the students' instructions, to explain complex concepts, and to explain the difficult words. Also, it is found that students have positive attitudes towards the teacher's code-switching in classroom. Besides, they think that it is necessary for the teacher to use L1 in explaining complex and new items to help them understand complex concepts and reduce anxiety. To sum up, the results of this investigation suggested that code-switching in EFL classroom is not always a deficiency, but may be a useful strategy that would facilitate second language learning.

Amorim, (2012) analyzes the student-student interaction during a group work speaking activity. The purpose of the study is to uncover some of the reasons for code switching, and how EFL students alternate between foreign language and native language to perform certain pragmatic functions. Hence, twenty one Portuguese undergraduate students were placed in groups of three for a sixty minutes lesson in subject of English for the Social Sciences and they were recorded for forty minutes. The findings illustrate that CS is used to fill gaps in the target language, and hold the floor and manage turn taking. All in all, it was found that CS means that both codes are active inside a learner's head, and contribute in language acquisition.

Araya & Campos (2013) study the role that code switching plays in both Costa Rican EFL students and professors at the Universidad Nacional, Pérez Zeledón campus. The concern of the study is to find out why Costa Rican bilingual students and teachers switch codes and what factors influence this behaviour, and if code switching affects teachers and

learners' performance in a positive or negative way. After carrying out a survey, it is revealed that there is a general tendency among both students and teachers to introduce isolated words from Spanish to English, or vice versa. Also, it is found that code-switching is used for maintaining the flow of conversation, or to express the speakers' identity. Thus, code switching is both a useful tool and an obstacle for L2 learning. However, some believe it to be useful by making communication easier and enhancing learning of the target language. Finally, the use of code-switching definitely influences language use among bilinguals sometimes for better, sometimes for worse, and that it should not be encouraged but also it should not be harshly punished.

Lugolobi-Nalunga (2013) investigates code switching in EFL/ ESL teaching and learning situation and see whether this phenomenon is an asset or a problem in a multilingual classroom. Its main goal is to find out what impact code-switching has on L2 development and what learning and teaching situations induce the act of code switching. Through the use of classroom observation, interviews and a questionnaire, the collected data shows that code switching is a natural phenomenon which can help students maintain and develop their L2. Moreover, vocabulary development, clarification of instructions, and peer scaffolding functions are mentioned as reasons leading to the occurrence of such situations in English multilingual classroom. Besides, this research shows that code switching is seen as having both a positive and a negative influence on L2 development and the positive effects outweigh the negative ones, and therefore the use of L1 in the English classroom cannot be separated from the learning situation.

Horasan (2014) investigates the use of code switching in EFL classrooms from student and teacher perspectives. The sample of the study consists of 43 students (18 females and 25 males) and of 04 female beginner teachers at a preparatory school of a public university in Turkey. The investigation aims at inspecting the amount of code-switching in terms of sentential levels and initiation patterns, its discourse functions, and the perceptions of the switchers. This study is a triangulation of observations which were audio-recorded and supported by the researcher's notes, with different questionnaires administered to the participants. Besides, all the teachers and eight students were interviewed to gather instances of CS and better insight of their perceptions. The results of the quantitative and qualitative analysis show that students' code-switching was rather high. Also, teachers' code-switching is even higher than expected. Additionally, it is revealed that the teachers would use intra-sentential CS to attract attention and to facilitate understanding while students would makes

an inter-sentential switching mostly to fill in the gaps for vocabulary items. Accordingly, the students view it as a mean for floor-holding to carry on the interaction. However, teachers used it to assist students' understanding or to attract attention. All in all, the amount of CS is fairly high in EFL classes and it is perceived positively due to some merits. Even though, it is believed that it has some minor disadvantages as well.

Aguedha & Sánchez (2015) examines code switching in EFL classroom at Language Center in Xalapa, Veracruz in Mexico. The purpose of the study is to explore and create students' and teachers' awareness about the advantages and disadvantages of code-switching by examining the reasons why, and when they code-switch, as well as their perceptions about its use. The data were collected by observing and making field notes in a beginner class of 25 students in addition to semi-structured interviews used to gather students' and teachers' opinions. Accordingly, the findings show that switching was used to indicate misunderstandings, when new vocabulary is presented, and to explain grammar structures. Also, it is used in students' interaction when they to talk to their classmates. So, this study states that code-switching can be both advantageous or disadvantageous to the EFL learning depending on the situation where is used and by who it is used. Concluding with some recommendations in order to improve the EFL learning using it only as a tool depending on the level of difficulty or just in beginner levels where most of the students do not have a previous knowledge of the language and suggesting to explain the correct way to use code-switching in an EFL classroom in future research.

Muaidi (2016) explores code switching in EFL classroom in Indonesia. The research aims to analyze types, functions and reasons for code switching used by lecturers and students of Madya Praja at IPDN NTB Campus during the academic year (2014 - 2015). Passive participant observation, a transcript recording of the students' and teachers' conversation and interviewing session with the English lecturers were conducted to show that the types of code switching employed by EFL lecturers and students are dominated by inter-sentential code switching, followed by tag switching and then intra sentential code switching which were used for various functions and reasons, including talk about a particular topic, repetition, used for clarification, intention of clarifying the speech content for the students, and interjections. Accordingly, it states that code switching is a common phenomenon that plays an important role in the process of learning and teaching English in Indonesia. Also, it is considered as a useful strategy in classroom interactions used by students and teachers; even they are able to develop communication using correct English

without any switch. So, it can be concluded that Indonesian and English go side by side in EFL classrooms in Madya Praja class at IPDN NTB Campus.

The present study shares with the previous reviewed studies the following elements: First, it sheds light on one of the important sociolinguistic phenomenon, known as code switching. Besides, it attempts to examine the appearance of such linguistic feature in educational setting which is EFL classroom. Additionally, the present study tries to deal with the merits of code switching as communicative and learning strategy which is the main focus of the reviewed studies. However, it is different from its predecessors in what follows: it investigates only students' use of CS as strategy to improve their communication inside the classroom. In addition, its main aim is to find out the effectiveness of language alternation in boosting EFL students' oral performance at Bejaia University, Algeria. Finally, one of its crucial differences is that it is conducted in Algerian context which is a multilingual setting with a rich verbal repertoire, where people can speak more than three languages at the same time.

## Chapter Three

### Methods and Research Design

The present study is mainly descriptive; it provides both descriptive and statistical information to show how the use of code switching strategy in EFL classroom can foster oral communication among students. In other words, this investigation is an attempt to describe classroom interaction where the instances of code switching occur, by providing statistical measurement about this sociolinguistic phenomenon in order to support and back up these descriptions. Hence, the nature of this research determines the methodological design which should be implemented all along the inquiry. So, in the following chapter, the researcher describes the methods, sampling, and instruments of data collection which is collected from Master Two students of Applied Linguistics and English Language Teaching at the department of English at Bejaia University.

**Table 02:** Description of the Study

Period	Participation	Number of Participant	Tool of data collection	Number of Involved Participant s	Percentage
From January to April 2016	Students	20	Observation	17	85%
			Questionnaire	20	100%
	Teachers	10	Interview	11	100%

**Table 02** summarizes the set of data collection instruments and the number of the participants involved in the study. Thus, all the tools as well as their items are discussed in details below.

#### 1. The Participants

The selected participants in the present study are EFL learners at the department of English at Bejaia University. The whole population consists of all Master Two students, enrolled in the English department of Bejaia University during the academic year of 2015-2016. They are majoring in Applied Linguistics, Didactics, and Literature. However, the sample of the study consists of the Master Two students majoring in Applied Linguistics. They are 20 in number. They are a small group composed of 05 males and 15 females aged between 22 and 36 years old. This group is chosen, because they comprise students coming



from different regions in Algeria with different linguistic and cultural backgrounds making the classroom environment more exposed to language variation and contact. Also, compared to Master Two majoring in Literature and Didactics Applied Linguistics students have more opportunities to speak and interact inside the classroom because they are small in number. So, due to time limitation and the considerable absentees, only 17 students were observed during 6 weeks; where notes about their code switching behaviour during classroom communication are taken. After that, 20 questionnaires were distributed to get more data about the aforementioned phenomenon.

The second group of participants include 11 EFL teachers at the department of English at Bejaia University, who are teaching the Master Two students of Applied Linguistics. They were interviewed for a period of time to gather as much data as possible to support the study with more evidence about code switching practices among students during the communication process in EFL classes.

## **2. Description of Methods and Research Design**

The aim of the present study is to investigate if the use of code switching as an effective strategy among EFL Master Two students of Applied Linguistics helps them to maintain a better communication in classroom discourse. To achieve this objective, a mixed method is adopted, encompassing both qualitative and quantitative analysis. Hence, mixed methods allow *“To broaden understanding by incorporating both qualitative and quantitative research, or to use one approach to better understand, explain, or build on the results from the other approach”* Creswell (2009: 204 – 205). In addition, the use of both methods provides a more complete understanding of research problem than using only one (Freckle, et al, 1993: 557). Besides, Holmes (2007 as cited in Angouri, 2010: 30) argued that research in sociolinguistics has shown that combined methodologies can shed light on different layers of meaning. Accordingly, the qualitative method is the most appropriate to explore attitudes, behaviour and experiences by attempting to get on in depth opinion from participants taking part in the research (Dowson, 2002: 14-15). So, it helps to gather data about the learners, their code switching in classroom, and how they perceive it. Whereas, the quantitative method is administered to count and measure the frequency of such linguistic behaviour in EFL classes and provides some statistical information about it. In this respect, Dowson (2002: 15) claims that *“quantitative method is the one that generate the use of statistics”*.

### 3. Data Collection Instruments and Procedures

For the sake of valid data collection, and applicable convincing analysis so as to test the hypothesis and accomplish the conducted study, a range of reliable instruments are used following the necessary and adequate procedures. As a matter of fact, a multiple methods and processes are employed to investigate the subject under investigation and gather more suitable data to strengthen the validity of the results. Besides, researchers' views arguing about the importance of using various tools of data collection are taken into account such as Jakobson and Rydden (2010: 14) who argue that the use of several means of information gathering help to get as much information as possible and to make a good base for discussion. Consequently, the researcher in this study opts for three types of tools including participants observation supported with recordings and checklist, followed by a questionnaire handled 20 students and finally, an interview conducted with 11 teachers.

#### 3.1. Observation

Observation is one of the research instruments used in this study to collect more concrete and reliable data about the phenomenon of students' code switching in EFL classroom interaction. Also, it provides the ability to observe and inspect their behaviour in natural environment. So, the choice of such tool is justified by the fact that "*Observations have a fairly high degree of reliability and validation, and could constitute observation data for research purposes*" (Griffiee, 2012: 178). Besides, as observation takes various forms to show what is going on in the classroom, the researcher choose a participant observation because she is a member of the observed group playing an active role in the different involved activities in the class and according to Griffiee (2012: 182), "*observer participation occurs when the evaluator is much closer to the class*". Additionally, the observation is supported with a checklist see (Appendix 01) and recordings which are used as complementary to help the researcher.

At the beginning the instrument was administered on January 3<sup>rd</sup>, 2016 with 17 Master Two students of Applied Linguistics at Bejaia University, who were informed that they are observed and that their speech is recoded for research purposes. All along this period, lasting 6 weeks approximately 10 sessions the learners' behaviour and their speech are observed and recorded with the use of mobile Dictaphone and an observation checklist containing three sections including types, the nature of code switching, and the frequent languages' switches in the classroom.

As a member of the group, the researcher decided to be just a participant observer taking part in all activities involved in the classroom, either during presentations and discussion about lesson matters or during free times at the end of each session by being close to them in attempt to ensure a good atmosphere that make the learners free to speak as usual in spontaneous way for the sake of valid results. At the same time, to take notes about the different instances of code switching occurring in their speech.

### 3.2. Students' Questionnaire

The questionnaire is one of the most effective research instruments; it is used in this study to gain both quantitative and qualitative data since *"Asking questions is an obvious method of collecting both quantitative and qualitative information from people"* (Walliman, 2011: .97). Accordingly, it is adopted by the researcher to depict the whole scenario of the observed situation on the purpose of adding additional information to complement the observation and to include the students view on their own language use inside the classroom. Also, it is an attempt to include the learners' perspectives and perception towards code switching as strategy to which they resort to express their ideas and grantee a better communication when speaking in English. In addition to that, a questionnaire is good means to collect reliable data because it allows soliciting information directly from the learners (Luagelobi Nalunga 2013: 16). Also, using a questionnaire *"enables you to organize the question and receive replies without actually having to talk to every respondent"* (Walliman, 2011: 197). Finally, *"By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour"* (Dornyei, 2003: 09)

Therefore, the designed questionnaire see (Appendix 02) comprises two parts. The first one is related to personal information including age, gender and level of education. The second part consists of 16 items. Some of them designed by the researcher herself according to the context of the study, and others adopted from previous studies .Also, this questionnaire is made up of closed ended questions with multiple choices, in which the respondents can chose more than one option when necessary. In addition, open ended questions are also used to make the participants feel free to express their opinions in their own words without any restrictions.

To get more explanation about the process of communication in EFL classroom and the behaviour of alternating languages when speaking, a questionnaire is distributed to 20 Master Two students of Applied Linguistics at the department of English at Bejaia University. It is

an attempt to give them an opportunity to describe their language practice in classroom and the reality of the occurrence of code switching in their speech so that, to gather more supporting information by asking students to feel free when answering since all what they provide will be kept anonymous and used only for research purposes.

The questionnaire administered during the third week of observation, in which the students were asked to answer a group of closed and open questions regarding the language they use in addition to English when they interact. Moreover, to express their view towards code switching. So, due to the registered absentees and the request of students to more time to respond, the administration and collection of data took more than three days so that to insure a complete and sincere answers from the respondents.

### **3. 3. Teachers' Interview**

Interview is among the most efficient instrument to collect qualitative information. According to Walliman (2011: 99), it is useful when qualitative data are required and it is more suitable for questions that require probing to obtain information. On the other hand, Griffie (2012: 159), said that *"as research tool ,an interview has structure, purpose and form and can be defined as a person to person structured conversation for the purpose of finding and /or creating meaningful data which has to be collected, analyzed and validated"*. Also, as he stated data from interview can be combined with data from questionnaire to explain and strengthen interpretation. So, all this points of view justify the use of such instrument as a complementary tool in the present study.

The need for complementing the information obtained previously an interview is carried out with 11 teachers from the department of English to gain more insight in to their perception about the prevailing situation of students' switching codes in EFL classes. Additionally, it was made on the aim to compare the answers given in the students' questionnaire with those of teachers. Thus, after informing them that the purpose of the study is to seek whether the students use of code switching in the English classrooms can serve as communicative strategy. They were asked a series of question concerning their view on code switching in classroom to discover, its effect on the learners' communication.

The interview was prepared previously by the researcher to compensate the observation and questionnaire, so that to get more information about the subject of study. It contains ten questions chosen carefully see (Appendix 03). It was divided into two parts; in

the first one, teachers are asked some personal information such as gender, degree, and years of experience in teaching English language; whereas, the second part includes a range of questions related to the topic under investigation (i.e., the students code switching as a communicative strategy in EFL classroom). The interviews took place on the 4<sup>th</sup> of April 2016. They are conducted privately and gathered in the same day. Respecting the privacy of the teachers the interviews were recorded using a pen and paper which are used to take notes to be analysed later on. All the interviews carried out in the teachers' staff room in duration between 15 and 20 minutes. Also, all long the period, the researcher tried to deal with all the matters related to the use of code switching as means to boost communication in EFL classroom at Bejaia University.

#### **4. Ethical Considerations**

Ethics are important elements that the researcher needs to take into account in any scientific research study in order to be able to treat both participants and the information honestly and respectfully. As claimed by Walliman (2011: 43), *"the researchers' treatment of other people involved in the research, relating to informed consent, confidentiality, anonymity and courtesy"*. Accordingly, the following investigation includes some ethical obligations. That is, all the participants in the study are anonymous, informed about the aim of the study, and that all the information they provide will be kept confidential to be used just for research purposes. So, starting with the observation that required the recording of the entire conversation taking place in the classroom, in which the researcher highlighted that she will be the only listener of the recordings, respecting the decision of some educators who refused to make any recording in their lessons. Then, when administering the questionnaire the respondents are informed to not include all their personal information as names and to be honest when answering. Finally, for the interview, all the teachers are asked if they were interested in participating, they were informed about the privacy of the interview and that only pen and paper would be used to record them for a short period of time.

#### **Conclusion**

To ensure the validity and reliability of any scientific research, the researcher should plan and decide on the right way to conduct the study so as to achieve better results. In this view, the present chapter presented a detailed description of the methodology adopted in the investigation including the participants, method, research and design, data collection tools and the procedures followed to reach a conclusion and answer the problem under the study.

## **Chapter Four**

### **Findings and Discussion**

After a full description of the participants, the methods, the different research instruments and procedures used to reach the aim of the study and find out whether the use of code switching by EFL students can be a strategy toward a good communication in the classroom. The following chapter that is the most important part of the research work presents the main finding with a detailed analysis of the collected data using both qualitative and quantitative methods. It attempts to answer the research questions and accepts or refutes the hypotheses through transforming the observation notes and the responses of the participants in to descriptive and statistical findings. Correspondingly, chapter four is divided into two section .The first section provides the analysis and interpretation of the research findings with a discussion of the results. While the second section covers the limitations and implications of the research ending with some suggestions for further studies in the field.

#### **Section One: Analysis and Discussion of Results**

In this section, the researcher reports the different findings and results which are discussed carefully in details. It is at this stage that the data obtained from the observation and students' questionnaire are analyzed and summarized in the form of quantitative and qualitative descriptions using frequencies and percentages in tables. Whereas, the teacher interviews transcribed and interpreted taking in to account all the teachers views. Finally, all the discussed results are compared to clarify the situations and for better understanding.

##### **1. Observation**

Based on the analysis of the different notes in the checklist and the transcription of the recorded interactions during the classroom observation, the instances of code switching at sentence, phrase or clause and word level were identified and counted. Accordingly it was noticed that students may apply this linguistic feature in their speech either when speaking among them or with their teachers. The languages to which they resorts when speaking, in addition to English includes French and their mother tongues making the total number of code switching turned out in their discourse to be about of 289 instances used either for lesson or non lesson matters.

**Table 03:** The Nature of Code Switching Occurring in Classroom Discourse.

Item	Frequency	Percentage
Student- teacher codes switching	72	24,91%
Student-student code switching	217	75,09%
total	289	100%

After the identification of the total number of code switching sequences applied by the EFL learners found in the analysis of the observation check list and the transcribed recordings of the classroom interaction, in both lesson and non lesson matters, it is found that the large occurrence of code switching appeared most in student – student talk which makes 75, 09% of the total switches. While, switching codes in student - teacher talk exists only with the percentage of 24, 91% of the whole instances. So, comparing the number of switching it is concluded that code switching practices was more frequent and highest in student-student interaction

From the above analysis, it is noticed that students alternate languages with both teachers and classmates in EFL classroom. They code switch because it is more comfortable for them to express their ideas either about lesson or non lesson matters. Also, the finding showed that students switch codes more frequently when speaking with peers, as the highest amount of switching cases appeared in student-student interaction. Besides, from the notes in the checklist and the transcribed recordings, it is found that learners switch codes to give comments, show misunderstanding, or to solve their doubts and get clarifications. Also they resort to other languages to provide equivalents of words when vocabulary gaps appear or when speaking about topics not related to English language or the lessons.

**Table 04:** Types of Code Switching Occurring in Classroom Discourse.

Item	Frequency	Percentage
Inter sentential code switcher	166	57,44%
Tag- switching	117	40,48%
Intra sentential code switching	06	2,08%
Total	289	100%

The mentioned types of code switching as classified and distinguished by Poplack (1980) and Romaine (1995) were investigated in this study. So, according to the quantitative and qualitative analysis of the observation, inter-sentential code switching is the most frequent in the students' speech. When discussing either lesson or non lesson matters, they insert other languages in addition to English in the same utterance through uttering part of sentence in one language (French or mother tongues/both of them) and the second part in English or vice versa. It occurs after a small hesitation and used to get their ideas clear when checking understanding through translating or giving equivalents of sentences, expression and proverbs. After that, it is followed by tag switching or extra sentential switching. It occurs when they use tag statement such as (voilà=that's it) (sa veut dire = it means or I mean) (bon=well). Finally, the intra-sentential code switching is the least frequent in the students' speech appears when they switch at the middle of sentence without interruptions or hesitation, and approximately three instances are made in the same conversation by the same students when discussing the issue of culture, origins, identity with her mates.

From the above findings, it is obvious that the majority of the students' code switching in EFL classroom discourse takes place at sentence or clause level known as the inter-sentential switching. Whereas, code switching within large utterance or at the middle of long sentences without hesitations is less common in the students' speech since it is appeared just in few instances all along the observation period. Thus, most of tag switching is used in order to clarify or indicate that the idea or the answer is true.

**Table 05:** Frequent Language Alternation in EFL Classroom Discourse.

Item	Frequency	Percentages
English-French switching or (vice- versa)	56	19,38%
English –mother tongue switching or (vice-versa)	73	25,26 %
English- French-mother tongue switching	160	55,36%
Total	289	100%

The analysis of the collected data from the recoding and the observation checklist showed that most of the students code switching includes English, French and mother tongue



at the same time in the same utterance making a total of 55, 36%. It occurs largely when the students interact about studies such as when they ask for clarifications related to methodology and organization of the thesis. While the alternation between English and mother tongue or vice versa comes in the second position with 25, 26%. It occurs in group and peer discussion about the lessons or topics not related to the lesson. Finally, code switching from English to French or vice versa is the least frequent with a percentage of 19, 38%. It occurs most during project presentations and students–teachers’ interaction.

It is clear from the results that students in EFL classroom includes all the languages they master other than English, just to satisfy their communicative need. So, they use mother tongues either Berber or dialectal Arabic and French when facing communication breakdowns due to vocabulary gaps or missing of the right expressions to convey meaning. But, sometimes their code switching is not a result of language incompetence. Therefore it is related to the language contact existing in their environment and the mastery of more than three languages. To sum up, students code switching in EFL educational setting is unavoidable since it is a part of their daily language practice that occur sometimes consciously and other times unconsciously.

From the comments written in the observation checklist and the results of the transcript of the recordings, it is found that students switch between languages in different moments and situations. Accordingly, CS is frequent in the students’ speech when engaging in free discussion during group works and debates; especially, in the module of research methodology where they integrates other languages just to communicate ideas to both teacher and peers seeking more explanations and clarifications about the organization of the thesis. Beside, students alternate codes during project presentations when they miss words and expressions or to show misunderstanding. Finally, most of students CS take place at the beginning and at the end of the classes, where they find it easy to express themselves without risking any failure in the communication process. Also, sometimes, it is used for jokes and humor in the classroom.

## **2. Students’ Questionnaire**

This part provides a quantitative and qualitative analysis and interpretation of the findings of the questionnaire. As mentioned before, the content of the questionnaire is divided into two parts. The first one includes some personal information such as gender, age and level

of education. The second one comprises a group of closed, open and multiple choice questions where the respondents asked to tick more than one answer where necessary.

## **Part I: Personal information**

### **Item 01: Gender Considerations**

**Table 06: Learners' Gender**

<b>Gender</b>	<b>Frequency</b>	<b>percentage</b>
Male	05	25%
Female	15	75%
Total	20	100%

Table 06 shows that the majority of the participants are females constituting the total of 75%. Therefore, males constitute a small minority in Applied Linguistics and English Language Class with a number of 5 students which represents 25% of the whole sample. Also, the highest rate of females comparing to that of males is what characterize the department of English at Bejaia University, as well as all the Algerian educational system and society. Another factor related to the dominance of females' students in this study is that they are the more willing to study languages and arts compared to males who prefer the scientific fields. Accordingly, gender distinctions are a crucial element in any research investigation as it helps to find out the learners' learning styles, individual differences and the different ways of processing and using the language in EFL classes. However, due to the limited number of males in the sample, this does not allow the researcher to reveal the role and effects of gender on the students' use of code switching as strategy of communication in EFL classes in this study.

### **Item 02: Age Considerations:**

**Table 07: Learners' Age:**

<b>Age</b>	<b>Frequency</b>	<b>percentage</b>
From 22- 25	15	75%
From 26 – 30	03	15%
From 31 – 36	02	10%
Total	20	100%

Table 7 shows that the students' age ranges between 22 to 36 years old. Nearly, all of them are between 22 and 25 years old making up 75% of the totals. Then, equal to 15% are aged between 26 and 30 years old. After that, in the last position, only 10% are between 31 and 36 years old. Thus, at this age the majority of master two students studied English for more than 12 years starting from the first grade. Hence, due to the demand and the need to communicate inside the classroom, the learners resort to their rich verbal repertoire to save the situation by avoiding any speaking breakdowns.

## Part II: Questions about the Topic of the Study

**Items 01:** In English as a foreign language classroom, I speak

**Table 08:** Languages Spoken in EFL Classroom

Options	Frequency	Percentage
Only English	05	18,52%
English and French	10	37, 04%
English and my Mother tongue	12	44, 44%
I don't speak	0	0%

Analyzing the students' language practice in EFL classes the above table shows that 44, 44% of the participants prefer to use their mother tongue in addition to English when they interact inside the classroom. Whereas, 37, 04% choose to speak English and French simultaneously in their speech to express ideas and for faster communication with one another. Finally, in the last position 18, 52% use only English when communicating with both peers and teachers.

In the light of the results of the statistical analysis, it is concluded that the majority of the questioned students use to code switch through inserting one or more languages in addition to English during the communicative process in EFL classes. So, instead of stopping the talk or taking time to search the right words in English, they find it useful to employ another language they know to grantee a natural communication with conveying the meaning and making the message clear. Therefore, the students' preferences to use other languages are due to a lack of vocabulary to speak properly and purely in English. Also, the second is related to their multilingual repertoire and the language contact they are living in.

**Item 02:** In English classroom I'm allowed to speak

**Table 09:** The Allowed Languages in EFL Classroom

Options	Frequency	Percentage
Only-English	15	75%
English and French	03	15%
English and my mother tongue	02	10%

It is apparent from table 9 that the largest part of the respondents about 75% stated that they are allowed to speak only English inside the classroom. However, a small minority of 15% said that they are permitted to use French in addition to the target language. Besides, only 10% of the students agreed on the ability to include mother tongue in their speech in EFL classes.

According to the results of the analysis, it is assumed that wide ranges among the participant are aware on the necessity to use only English as a medium of instructions in EFL classrooms. As they agree on the idea that only the target language is allowed in communication in EFL classroom. So, from this findings and compared to their previous answers and what is observed, it is deduced that EFL students at Bejaia University find it more efficient to include other languages as French and mother tongues in their speech, even though they recognize the fact that only English is permitted in their classes.

**Item 03:** Which language do you speak to your teachers during break times in the classroom?

**Table 10:** the Language that Students' Speak During Break times with Teachers

Options	Frequency	Percentage
Only English	06	26, 09%
English and French	12	52,17%
English and my no mo the tongue	05	21, 74%
I don't' speak	00	00%

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The numbers of students is 20 so, sometimes the answers exceed 20 since the students provided more than one answer (in multiple choice questions).

Table 10 shows that 52, 17% of the participants use to speak English and French with their teachers during break times; so, they switch from English to French or vice versa, since they find it easy to interact with their educators using both languages at the same time. However, 26, 09% of the respondents showed their preference to use only English with the teachers even on break times in the classroom. Moreover, about 21, 74% they like to employ their mother tongue in addition to English when speaking to teachers in the free times.

It is very apparent from the above findings that the majority of the respondents switch codes even when speaking to their teachers. This appear in their preference to use both English and French when talking with teachers during breaks times because it is helpful for them to express easily and make things clear throughout saying whatever they want without any language restrictions. In addition, student's code switching in such situation serves as a strategic technique to hold the floor by assuring continuity in the speech and to satisfy their need.

**Item 04:** I use code switching when I'm unable to express myself in English:

**Table 11:** Code Switching as a Means of Expression when Breakdowns Occur

Options	Frequency	Percentage
Often	00	00%
Sometimes	14	70%
Rarely	05	25%
Never	01	05%

Table 11 reveals that 70% of the participants sometimes code switch when they are unable to express themselves in English. Whereas, 25% rarely resort to language switching when they are incapable to convey their ideas using the target languages. Besides, 5% of the informants stated that they never tend to use other languages when they meet a difficulty to carry out a meaning in English language.

Moreover, code switching is not a frequent practice among EFL learners, it is rather occasionally used by more than half of the participants to fill in the gaps when it is difficult for them to express and communicate effectively using only English. From this outcome, it is

deduced that code switching is employed by the majority as a strategy to boost communication in EFL classroom and to continue their friendly interaction without any risk of facing communicative barriers such as the missing of the right expressions or due to a lack of vocabulary. Besides, it is used in order to well express their thoughts using other languages such as mother tongue or French.

**Item 05:** I use code switching to help me maintain the flow of conversation

**Table 12:** Code Switching as Strategy to Maintain the Flow of Conversation

Options	Frequency	Percentage
Often	01	05%
Sometimes	14	70%
Rarely	04	20%
Never	01	05%

Table 12 highlights that 70% of the informants sometimes use code switching as a helpful tool to maintain the flow of communication in EFL classroom. Besides, 20% said that they rarely alternate between languages to keep on the communication. While, only 05% often include such strategy to continue speaking when they face problems using the target language. Finally, 5% of the participants never resort to switching codes to keep on the conversation because they consider themselves as fluent English speakers and it is useless for them to make such choice.

From the obtained results, it is determined that the majority of the questioned students use code switching strategy to compensate for their communication gaps and save their interaction. So, what pushes them to introduce expressions from their mother tongues or French could be for overcoming the crisis that they face when communicating in English. Also, it is utilized as an easy way for complete and clear message and continuous conversation, especially when taking into account the fact that all the participants in this EFL classroom master more than two languages.

**Item 06:** I use code switching in EFL classroom when I communicate with peers

**Table 13:** The Use of Code Switching to Communicate with Peers

Options	Frequency	Percentage
Often	11	55%
Sometime	06	30%
Rarely	03	15%
Never	00	00%

According to table 13, an important number of the respondents, mainly 55%, often use code switching when speaking with classmates. However, 30% of the questioned students sometimes switch languages in EFL class to interact with friends. Besides, 15% stated that they rarely use other languages to communicate with their peers inside the classroom. Thus, even with different rates, all the participants confirmed their use of code switching when talking with one another in English and no one come against the statement.

It is clear from the above table that code switching in EFL classes most of the time takes place when the students communicate with one another. This is may be the results of sharing the same verbal repertoire, which they use purposefully to create a good atmosphere in a conversation. Also, it is used because they express themselves better when using the different languages available to communicate efficiently. Therefore, these findings confirm the finding of the observation where it is found that the majority of code switching instances took place in student-student conversations.

**Item 07:** I use code switching when explaining difficult words

**Table 14:** Code Switching a Means to explain Difficult Words

Options	Frequency	Percentage
Often	04	20%
Sometime	11	55%
Rarely	05	25%
Never	00	00%

The result of the table 14 shows that 55% of the EFL students sometimes use code switching to explain difficult words. However, 25% rarely use language alternation as way to give explanations of the difficult items using English language. Therefore, 20%, of the respondents, state that they often code switch to give equivalents of complex words, or expressions in the target language.

To conclude, with different views, all the participants confirmed their use of code switching as a strategy to best illustrate the meaning of words and facilitate the grasp and understanding for themselves or their mates. This is also noticed during the observation, where the students use translation to give equivalents of words expressions and idioms.

**Item 08:** Check the spaces indicating your code switching habits

**Table 15:** Students' Code Switching Habits

Options	Frequency	Percentage
I code switch between several utterances	10	31, 25%
I code switch within the same utterance	09	28, 12%
I introduce isolated words from another language into a sentence	13	40, 63%

In table 15 where the learners ticked more than one choice to indicate their code switching habits, it is found that 40, 63% of the respondents use to introduce isolated words from another language in to their English sentence. However, 31, 25% confirmed that their code switching behavior takes place between several utterances. Whereas, only 28, 12% of the sample indicated that their switches occurs within the same utterance.

After reading the results of the above table, it is made obvious that most of the EFL students at Bejaia University have the habits of introducing words from other languages into their speech in English classes, with different manners and for the purpose of keeping a good communication by making it more natural. This can be related to what is found when they are observed as it is noticed that they practice more the inter-sentential switching. That is similar to introducing isolated words, phrase or clauses from other languages at the beginning or the



end of sentence, followed by tag switching by inserting tags between several utterances. Finally, the intra-sentential code switching within the same utterance, or sentence.

**Item 09:** when do you speak other languages (mother tongue / French) in EFL classroom?

**Table 16:** When the Students' Code Switch in EFL Classroom

Options	Frequency	Percentage
When the teacher says something, I do not understand and ask my friend.	12	33, 33%
When my friend asks me for help.	19	52, 78%
When I do not want the teacher to understand what I'm talking about.	00	00%
When I want the teacher to clarify something that I didn't understand.	03	08, 33%
Others	02	5, 56%

According to table 16, most of the respondents tend to employ mother tongue or French language in EFL classroom when their friends ask for help with 52, 78%. They also code switch when the teacher says something they do not understand and ask their friends with a percentage of 33, 33%. While, 8, 33% of the participants use other language in English classes when they didn't understand something about the lesson and wish from the teacher to clarify it. Finally, 5, 56% switched codes for other matters such as when discussing ideas in peers or group works or when they want to be familiar with their mates, teacher and even with the topics of the lessons.

From the analysis provided above, it is obvious that code switching is one of the strategies that EFL students use to seek for help and clarifications when they do not understand. Also, as revealed from the students answers, they code switch when they have not understood what the teacher said. Thus, this finding is common to what Lugolobi Nalunga (2013) has found in his study, where he stated that students code switched when a friend wanted a help or when themselves had not understood what the teacher said.

**Item 10:** Is code switching something your resort only with your classmates or does it involve your teachers?

**Table 17:** Students' Code Switching Involve both Teachers and Students

Options	Frequency	Percentage
Yes	15	75%
No	05	25%

It is obvious from table 17 that the majority of the respondents 75% assume that code switching is something they resort not only with their classmates but also it involves teachers, as well as, classmates. However, 25% denied the fact of code switching and the use of other languages when interacting with their teachers by stating that they use such behaviors only with peers.

From the results above, it is made clear that code switching is an unavoidable sociolinguistic phenomenon, which is frequently practiced by the learners in their EFL classrooms. It is used as a medium to communicate thoughts and ideas without any fear of falling in vocabulary gaps or communication problems. As a consequence, it is occurred in the students' speech and it involves both their classmates, as well as, their teachers. In addition, they commented that most of their language alternations with teachers take place at the end of each session or during free times proving the findings of the observation.

**Item 11:** Specify the context where most of your code switching takes place. For instance, inside classroom during lessons in the hall or free time

**Table 18:** The Context where Most of Students' Code Switching takes Place

Options	Number	Percentage
Inside classroom during the lesson.	02	10%
In the hall or free time.	08	40%
In both inside classroom during the lesson and in the hall or free time.	10	50%

In specifying the context where most of the students' language shift takes place, 50%, representing half of the participants, answered that they use code switching everywhere inside

and outside the classroom, either with friends or teachers. According to them, code switching helps to speak easily with one another. As stated by one student, *“generally, most of my code switching takes place in the classroom, with my classmates, outside the classroom, during lessons, at home»*. Another added that *“my code switching take place in the classroom with my classmates, at the department, with my teachers inside university and outside, in the hall or free time, the restaurant sometimes”*. While a third one said *“I use code switching mainly everywhere, since I need it as a strategy to ovoid stopping in my conversation”*. So, this statements shows that an important number of the respondent use CS in different contexts, since they are really in need of it, as a helpful strategy for a good communication when blocks occur. However, about 40% claimed that they switch only in free times outside the class as asserted by a student: *“I use code switching in my free time with my friends to be more free”*. According to this learner, switching code makes him or her feel free when speaking with mates. Hence, CS can be a good tool for a natural conversation where the students find it comfortable to use other languages to express and speak in autonomous way. As a conclusion, only two student about 10% declared that classroom is the only place where most of their code switching habits occurred as in this claim *“I code switch into my mother tongue when I speak with my classmates in the classroom in private discussion, but if it is in the context of study when defending my work, or debating about the lesson”*. Showing that most of students switch in the classroom appears for two reasons; to discuss subject not related to the classroom or to negotiate and debate lesson matters as the content or in group works. To conclude, code switching is something that cannot be separated from EFL and multilingual pedagogy. It is a frequent behavior in students’ speech used to solve communicative difficulties and to create a healthy teaching and learning environment.

**Item 12:** Does it help better communicate if you can use your mother tongue or French in English classroom? Yes or no-explain your choice:

**Table 19:** Code Switching a Tool for Better Communication in EFL Classroom

Options	number	percentage
Yes	13	65%
No	04	20%
Neutral	03	15%

Approximately, more than half of the questioned students representing 65% of the total number agreed on the idea that the use of mother tongue or French in English class helps them to better communicate and carry on communication through making it easier. This appears in some of their claims. The first student said *“it helps better communicate, use code switching in classroom because sometimes you don’t find the appropriate words or sentence to maintain the communication so we use French or mother tongue»*. Also, the second student said *“It helps better communicate when I use my mother tongue in English classroom, because sometimes it helps me to gain time, and to get people understand me”*. Besides, one of the students argued by saying, *“when I use it, it helps me to gain time and to get people understand me”*. All the provided answers point out that code switching is an efficient strategy and the only solution to express thoughts correctly without cutting down the speech when facing breaks and problems while communicating. Additionally, it helps to clarify meaning and get people understand through expressing the message correctly in short time. In sum, it serves as a support, when they are unable to find the right expression in English. However, some students, about 20% of the whole number, refused the idea that code switching leads to a better communication arguing that it is more beneficial to use only the target language in EFL classroom. Moreover, to have more chances to speak it and develop it, instead of relying on other languages that may reduce learners’ fluency and decreases the level of learners’ proficiency. As claimed by one of the students saying *“no because in my perspective, I think it will be more beneficial in classroom to use only the target language, in order to be practiced. Also, in order to have more chances to use it and improve it without resorting to other languages”*. However, three students, about 15% remained neutral and claimed that using other languages is good and bad at the same time. It is a help as it allows communicating and making others understand easily without interruption. While the bad side of such behavior is that resorting to another language becomes a habits. So, the student will not practice the English language regularly.

To sum up, even though the negative side of code switching on developing fluency in EFL classes, it still viewed as a good strategy for an effective and better communication when break downs and gaps occur in conversation in English classes.

**Item 13:** Do you think that code switching enhances your learning of the English language?  
Yes / No - explain your choice

**Table 20:** The Use of Code Switch to Enhance the Learning of the English

Options	Frequency	Percentage
Yes	05	25%
No	11	55%
Neutral	04	20%

Approximately 55%, more than half, of the students view that even code switching allows to continue the flow of communication and solve problems when speaking, but it does not enhance the learning of English. One of the student said *“code switching doesn’t enhance my learning of the English language, since; I use other languages instead of English”*. He also added that *“in somehow I escape when I face any communicative problem using other languages”*. So, he considers code switching just as a tool to hide communicative problems in the English language. Another claimed similarly by saying. *“I think that code switching does not help me to improve my English language”* and *“it just allows me to continue the flow of communication”*. One of the learners refused the idea that code switching enhances the learning of English without giving any explanation about this choice. Thus, others asserted that using such strategy makes them often rely on others languages instead of improving the target language and acquire the minimum of fluency. They will only speak languages that they master better than English. In spite of this, about 30% of the participants agree on the fact that code switching helps them to improve their learning of the English language when it is used carefully without exaggeration and with making in mind to learn from their lacks. Saying that *“code switching enhances my learning of English language in a way that it makes the communication more, easier to be understood and overcome the blockage when expressing in English”*. It sometimes enhances learning but it is better not to exaggerate in it use. Also, according to them, they learn quickly when they code switch to explain asserting that CS helps them to progress and that the learning can take place when they do not remember words in English or can’t express themselves. On the other hand 20% of the respondents remained neutral saying that it enhances their learning in one side and hinders it in another side depending on how much it is used as stated by one of the participants *“It depends on how much we use it. Too much use of code switching may not enhance the learning of English language. Whereas, when it is used when necessary, it is possible to enhance learning of English”*. For them, when it is not over used, it facilitates understanding by involving the learners in daily activities and social communication. So, here it improves

the learning, but it does not help to improve the speaking abilities in EFL classroom such as fluency.

To conclude, although the communicative role of code switching in developing a good communication in EFL classroom, in addition to its frequent occurrence in the students daily conversation, they still develop a negative attitude towards it since it does not help them to improve their fluency in English classes. However, it aids them in understanding the meaning of words and acquiring new items when they are best clarified using other languages.

**Item 14:** According to your point of view is it important (appropriate) to alternate code in order for the message to be clearly understood? Yes / No. Why?

**Table 21:** Code Switching as Strategy to convey Meaning

Options	Frequency	Percentage
Yes	18	90%
No	02	10%

Table 21 shows that the majority of the participants (about 90%) find it appropriate to alternate codes in order for the message to be clearly understood. They argue that sometimes when talking using only the target language they fail to transmit the idea; so, they switch codes for the purpose of conveying meaning without interruption when there is a lack of knowledge of the TL. For them, code switching is a mean to an end that is for the message to be understood by others and to keep the communication going; especially, taking into account the fact that English is a foreign language for them. As stated by some students who said " *yes of course, because you know we are not native speakers, so the use of code switching gives more clarification in short time*". While another student added " *I think that alternating the code might help the students understand better the message being transmitted in a way that it makes the message more clear and at the **disponibilty** of the students*". What can be noticed from this comment is that student's code switching appeared not only at the level of speaking but also when writing through inserting a French word (**disponibilité** instead of **availability**) when giving her opinion. As results, most of the respondents asserted that alternating codes might help them to be understood. That is, for them, what can't be explained in one language can be explained by another; so, they all agree that on the importance of code switching to avoid misunderstanding and breakdowns in communication. However, 10% of the informants

consider alternating code not really important to make ideas clear and understood since there are other ways and strategies to convey meaning. For them, the learners have to do their best to speak only English and face their communicative problems.

Therefore, approximately all the respondents agree with the use of code switching as a strategy to convey a meaning and give illustrations using the languages they master better especially in their case as EFL students and non native speakers of English. In sum, code switching is one of the adopted strategies in EFL classroom to give explanations in short time for better understanding and interaction.

**Item 15:** Which of the following reasons explain your code switching habits? Circle your answer (s)

**Table 22:** Reasons of Students' Code Switching

Options	Number of Frequency	Percentage
To express some notion that you feel is better expressed in the other language.	13	14, 13%
Frequent exposure to given items in one language.	03	3, 26%
Cultural untranslatability (cannot find word with the same cultural meaning in the other language that represents what they really mean).	11	11, 96%
Items are more commonly used in either language A or B, but not in both (laptop, mouse, etc).	05	5, 43%
For emphasis or contrast	02	2, 17%
As a mechanism to control addresses by code switching to exclude them from the conversation.	02	2, 17%
The participants in the conversation are bilingual or multilingual.	15	16, 30%
To fill in the gaps when you have vocabulary limitations.	16	17, 40%
To explain specific terms or to negotiate meaning.	13	14, 13%
To express feeling like excitement, agreement disagreement, fear, anger, solidarity.	11	11, 96%
Other	01	1, 09%

Table 22 above indicates that the most common reason of code switching behavior among the students is to fill in the gaps, when having a vocabulary limitation with a percentage of 17, 40%. Besides, 16, 30% find that their state of being bilingual or multilingual

is the favorite source of their switching codes habits in EFL classroom conversation. Another frequent reason with the same rates of 14, 13% is to express some notions that they feel better expressed in the other language, and to explain specific terms or to negotiate meaning. While in the fourth position, with 11, 96% is the cultural untranslatability of utterances. That is, when the speakers cannot find a word with the same cultural meaning in the other language. With the same rate they use code alternation to express feelings like excitement, agreement, and so on. However, smallest numbers of the respondents with 5, 35% consider that commonly used items in either language are the origin of their code switching. Thus, 3, 26% suggested that the exposure to given items in one language might lead to code switching. A very small range of the informants including 2, 17% of the total number use such linguistic feature for emphasis or contrast, and as a mechanism to control or exclude the addresses from the conversation. Finally, one of the participants added that the reason of using other languages in the classroom is to gain time.

The results from table 22 revealed that EFL students at Bejaia University code switch for several reasons. Mostly, it is used as strategy for the ease of communication when vocabulary gaps appear during classroom interaction. In addition, it is an unavoidable habit in multilingual classes which serves as a solution to express ideas, thoughts, feeling, and to convey meaning without any breakdowns in the communicative process. In sum up, code switching is among the tools that EFL students use to foster their communication avoiding misunderstanding.

**Item 16:** how do you think you learn best?

**Table 23:** The Best Way to Learn English

Options	Frequency	Percentage
When I use only English in the classroom.	15	75%
When I can use other language I know in the English classroom.	05	25%

Table 23 shows that the majority of the respondents (i.e., 75% answered that they learn best when they use only English. They consider that using just the target language lead to more effective speaking and it allows them to discover their weaknesses, as well as, communicative abilities. Also, the use of English expands their chances to practice more the



target language in the classroom. Accordingly, they will never learn the TL relying on other languages as said by one of the student: *“Learning a language cannot be through another language”*. While another stated that: *“Using only English in classroom is more efficient since it allows me using and practicing my English”*. For them, it is better to face the situation using the target language rather than escaping their gaps through code switching. Thus, speaking only in English helps to improve vocabulary and develop the language proficiency through learning from mistakes and correcting them. On the other hand 25% learn better when they can use other languages they know in the English classroom. Also, they assert that using another language in English class contributes to their learning as well as their understanding. In addition, they view it more beneficial for them when they find themselves unable to express thoughts and ideas using purely English.

Although all the students use code switching as a strategy to foster their communication in EFL classes, the majority of them agree on the fact that its overuse does not enhance their learning of the English language, and it is better to try to use only English. Even they are aware of this state of mind they still find in code switching a good tool to compensate for their communicative problems and keep on the conversation going in any EFL classroom. So, it can be concluded that EFL classroom reality shows the opposite since CS is unavoidable outcome in students’ daily conversations.

### **3. Teachers’ Interview**

As mentioned previously in methods and research design chapter, the interview took place after the collection of all the data via the observation and the students’ questionnaire. So, it is conducted with 11 teachers of the department of English at Bejaia University. All of them accepted to participate in this investigation, and that they are informed that their information would be kept confidential and anonymous.

As stated before, the main aim of the interview is to gain more explanations about the students’ use of code switching as a communicative strategy in EFL classroom. Additionally, interview is used as complementary tool to gain more insight about this linguistic phenomenon and compare both teachers and students answers to find out CS effects on classroom communication and on students language acquisition. In addition, it seeks also to find out the reasons leading to its practices. Finally, to get a valid result, the interview comprises ten questions covering the purpose of the whole study see (Appendix 03).

## Part I: Personal Information

### Item 01: Gender Consideration:

**Table 24:** Teachers' Gender

Options	Frequency	Percentage
Male	03	27,27%
Female	08	72,73%
Total	11	100%

Reading the results presented in table 24 above shows that 72, 73% of the interviewed teachers, constituting the majority, are females. While, with a small minority of 27, 27% are males. So, from these results it is found that the rate of females is larger than that of males by making the dominant gender at the department of English at Bejaia University. Besides, this fact seems to be shared in all the Algerian Educational system and society. Thus, as female teachers are dominant gender is not taken into account in this study.

### Item 02: Degree (s) Held

**Table 25:** Teachers' Degree

Options	Frequency	Percentage
B.A	00	00%
M.A	11	100%
Ph .D	00	00%
Total	11	100%

According to the table 25 above, the results show that all the 11 interviewed teachers, making a total of 100%, are holding M.A degree (Master/Magister). An M.A degree is one of the important basic requirements to teaching in the Algerian higher educational such as universities and institutes. Also, it is a very crucial element to teach master students which requires teachers with high quality and riche background knowledge.

**Item 03:** How many years of experiences do you have in teaching English

**Table 26:** Years of Experience as EFL Teachers

Options	Frequency	Percentage
Less than 15 years.	10	90,91%
Between 15 to 20 years.	0	00%
More than 20 years.	1	09,09%
Total	11	100%

Table 26 reveals that most of the interviewee, (90, 91 %) have less than 15 years of experiences in teaching English at Bejaia University. Whereas, only 09, 09% have taught English as foreign language for more than 20 years. So, this findings show that the majority is recently graduated teachers at the department of English at Bejaia University. They belong to the new generations who show a great interest to English language. Also, they are the results of the changes in the Algerian high education pedagogy where shift of interest is moved to the English language by giving it a great importance since it is the first language in the world.

## **Part II: Questions about the topic under study**

**Item 01:** Do learners' code switch in your classes?

Almost all the interviewed teachers confirmed the fact that the majority of the students in their classes use code switching. They all revealed that switching codes is among the daily practices occurring in the students' speech when interacting inside the classroom. According to them, not all the students resort to such strategy. But most of them try to use it, as stated by one of the teachers: *"Indeed, most of students tend to code switch"*. They added that such linguistic behavior is an unavoidable outcome in the EFL classrooms.

Students' code switching to other languages that they master better than English is one of features characterizing the departments of English at Bejaia University. This is shown from the results of the teachers' answers confirming their perception of this sociolinguistic phenomenon in the students' speech in EFL classroom. That is, they use it as strategy to keep the conversation going when break downs appear and for the ease of expression.

**Item 02:** what are the other languages other than English are spoken or used by students in your classroom?

Approximately, all the interviewed teachers revealed that mother tongue (Berber); French and sometimes Arabic are the languages other than English used by the EFL student in their classes. According to them, the students may widely tend to switch more to mother tongue and French languages, but also they sometimes resort to Arabic to give explanation and to avoid vocabulary gaps when speaking using the target language. So, one of the interviewed teachers said that students in EFL classroom use *“French, Kabyle, sometime if not rarely Arabic”*. While another one said that: *“Generally, they use French, but sometimes they use the Berber language and even Arabic”*. However, some teachers perceive that French is the language spoken in addition to English inside the classroom, as said by one of the interviewee *“usually, students use French word when they don’t know their equivalents in English”*. Thus, in this case and from the teacher’s point of view, students in EFL classes resort to other languages as a strategy to convey meaning and explain difficult terms. Finally, some of the respondents stated that mother tongue and French language are the most frequent spoken languages instead of English during classroom interaction.

From the above analysis, it is found that code switching is one of the solutions to which EFL students resort to hide their linguistic incompetence. Also, to boost their communication using other languages they master better to get their ideas clear and to insure a good understanding without stopping in the conversation.

**Item 03:** To which language they code switch most: French or mother tongue?

**Table 27:** The Frequent Language Switching in EFL Classroom

Options	Frequency	Percentage
French	07	58, 33%
Mother tongue	05	41, 67%

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The numbers of teachers is 11 so, in question 03 the answers exceed 11 since the teachers provided more than one answer

Table 27 shows that the majority of the interviewed teachers (about 58, 33%) agreed that EFL learners at Bejaia University code switch most to French when interacting using the English language. However, 41, 67% stated that most of the time their students switch codes to mother tongue, and they use it in addition to the target language when they face communicative barrier and difficulties to understand and to be understood.

As a conclusion, all the interviewed teachers confirmed the fact that French and mother tongue appears in most of students' code switching situations during EFL classroom interaction. Thus, the following perceptions emphasize that the sociolinguistic phenomenon known as codes switching is among the strategies used by EFL learners for better communication inside classroom. In addition, the present findings complement the observation and questionnaire results through providing more evidence about the practice of code switching at the department of English of Bejaia University.

**Item 04:** Are there specific situations or subject areas in which students switch between languages?

Three of the interviewed teachers said that students code switch in almost all cases. That is, there are no specific situations or subject areas in which they switch between languages. Besides, the same number of the interviewee asserts that most of the students code switching situations take place during oral sessions, where they are exposed to more speaking and interaction in EFL classroom, as expressed by one of the teachers who said: *"according to my own experience oral session is the subject area where the learners allow themselves to have more space to code switch"*. Another teacher pointed out that language alternation appears when the learners are not ready to answer any sudden question during oral situations as he said: *"Mostly they code switch in oral situations, when the questions come suddenly (they don't prepare the answer) lack of time of preparation"*. Hence, from this point of view, the use of other languages is due to lack of preparation when the questions are asked surprisingly. Additionally, according to teachers' reply, most of the students' switching behavior occurs when new items are introduced as claimed in this statement: *"Generally, my students switch between languages when, I introduced complex concepts or unfamiliar words"*. Also, they use such strategy when they lack vocabulary in some fields or when the words in English are similar with those used in their society and culture.

In sum, the existence of code switching behavior in students' speech in EFL classroom has no specific situations or subject area. It is used in almost all cases where the students feel the need to introduce other languages instead of English to express better. So, here the teachers confirm the finding of the questionnaire and the observation.

**Item 05:** Why do you think your students use code switching (reasons)?

According to the teachers' interview, there are several reasons for code switching in EFL classroom. Approximately, all of them revealed that the main reason to switch between different languages is related to lack of vocabulary and missing of words in the target language, due to the limited practice which can develop both accuracy and fluency, as pointed in the following claim *"I think that students use code switching because they do not have a good command of English and also they lack vocabulary in specific fields and areas"*. That is, when the learners are not able to find the right words, they resort to code switching as a strategy to fill in their language gaps. Whereas, the second reason to code switching is the inability to express using the exact words in English, and to avoid a failure in expression they use other languages rather than English to say things better, as asserted in the following claim *"It's evident that the reason for switching language is due to incapacity of the student to express herself / himself in English. So, students use code switching to compensate their deficiency"*. Moreover, the learners resort to mother tongue or the languages they master well to express some notions instead of using only English. Beside, the third cause to language alternation as suggested by some teachers is related to the fact of being multilingual. Since they find it difficult to think only in English without the interference of other languages such as Berber and French, as stated by one of the interviewed teachers: *"they always find it difficult to think in the second language without referring to another language or to mother tongue"*. They always think in Berber or French language. Finally, the last frequent reason to switching between languages is related to psychological factors such as anxiety and fear from negative feedback from both teachers and students.

To conclude, the students use code switching as a strategy in EFL classroom for several reasons, most of the time it is used to fill vocabulary gaps and to hide linguistic incompetence. In addition, it is used as way of expression when they face communication problems and difficulty to express ideas only in the English language. This result is similar to what is revealed by the students after the analysis of the questionnaire. So, the following findings confirmed that vocabulary limitations and failure to communicate effectively and express

thoughts clearly are the source of the use of code switching as a communicative strategy in EFL classroom.

**Item 06:** Do you think that switching to other languages as French and Berber in some cases can be beneficial to keep the flow of communication and to students' acquisition or it is only a problem in EFL classroom?

The majority of the interviewee agreed that switching to other languages such as French and mother tongue in some cases can be beneficial to keep the flow of communication and to students' acquisition. Also, they consider it as strategy rather than a problem. Accordingly, one of the teachers said *"I think that switching to other languages such as French, and Berber in some cases can be beneficial to keep the flow of communication and to students' acquisition"*. Another added that *"it is beneficial some times, because if we force the student to speak only in English, he will no longer try or make efforts to speak in classroom"*. Additionally, they pointed that *"switching sometimes may help students in assimilating the lectures and ideas in the lectures"*. So, all of them approximately share the same opinion that code switching is sometimes a useful and helpful strategy to get better results in EFL classroom. However, some of the respondents view it is as beneficial to keep communication continuous, but rather a problem hindering student's acquisition in EFL class. Even they accepted the idea that it facilitates the students' communication, but for them, it does not help students to acquire the target language since they remain slaves to other languages they master well. So, it is an obstacle for EFL learning as pointed by one teacher, who said: *"I think that code switching is much more complex phenomenon"*, also he added *"In some case switching to other language can be beneficial if the students use their language to find better ways to communicate or to convey meaning, but the strongest argument against is that the students miss out on target language input"*. While another pointed out *"I think that it will hamper their language acquisition in the target language. However, in some cases it can be helpful to convey their message"*. Therefore, one teacher views code switching as a barrier to be explored in EFL setting in order the learning of target language to be achieved because the language acquisition takes place only if students communicate using the English language regardless the difficulties they may encounter.

According to the results of the above analysis, the majority of the interviewed teachers view that code switching is a good strategy to be employed in EFL classroom because it is beneficial to boost both communication as well as students acquisition to the target language.

According to them, it helps students to find better ways to communicate and convey meaning in classroom. In addition, using other languages such as French or Berber is a good way to push students makes efforts to speak more in EFL classroom and assimilate the contents of the lessons as its leads to better understanding.

**Item 07:** Do you think that the social environment influences the use of code switching among students?

All the interviewed teachers agreed that the social environment influences the students' use of code switching in EFL classroom. They all argued that the social identity and the growing up in multilingual regions characterized by coexistence of rich verbal repertoire and language diversity motivates students to code switch, as they are affected by linguistic and non linguistic factors. One teacher pointed that *"the social environment is of great importance in the use of code switching in so far that the environment allows the coexistence of different language"*. Another said *"yes, because our students grow up in multilingual society and they are used to switch from a language to another"*. So, the environment is among the prominent parameters that influence or much more initiate students to use code switching. From the interviewee opinion, this phenomenon occurs unconsciously. Most of the time it happens due of vocabulary limitations or as a result of some external linguistic factors such as shyness or just related to the habits of the students. Additionally, one of the interviewed teachers linked the social environment to identity. So, he views that the motivation behind code switching is to show a certain attitude and position. So, the interaction of various languages and the learning of English in multilingual settings encourage students to alternate codes to satisfy their needs in EFL classrooms.

The Analysis of teachers' interview shows that the social environment and multilingual situation of EFL students at English department of Bejaia University, in addition to the coexistence of different languages play an important role in influencing the use of code switching for various situations either communicative or related to target language acquisition in EFL classroom discourse. Also, this finding is similar to what is revealed by students in the questionnaire when the majority confirmed that their behavior of code switching in conversation is the results of their bilingual or multilingual status.



**Item 08:** As a teacher, when you tolerate the use of other languages in EFL classroom, do you perceive ease of expression and more students are taking part in the classroom talk?

Most of the teachers asserted that when they tolerate the use of other languages in EFL classroom, they perceive ease of expression and more students are taking part in the classroom talk, arguing that *“code switching can create an appropriate learning environment where students may find classroom interaction more natural and easy”*. So, for them using different languages in addition to English makes classroom discourse more natural as students feel ease to express themselves freely and transmit their ideas and messages effectively. One of the interviewed teachers said that *“when students are allowed to use other languages along with English language, a noticeable classroom discussion may be generated”*. So, allowing the learners to switch between languages in EFL classroom make them more willing to speak and to take turn in all learning and interactive activities generated during a whole class, because most of the students have ideas to share but they lack either vocabulary or confidence to do so. Thus, providing them with an opportunity to compensate their lacks and overtake their communicative troubles they are able to employ other languages rather than restricting to only English language to convey meaning and communicate inside the classroom. Even one teacher revealed that he tolerates only English as a medium of communication in EFL classes.

From the above interpretation, all the teachers perceive high classroom interaction when code switching is tolerated. So, the students become more willing to speak and engage in more talk when they are allowed to use other languages they master better in EFL classroom because it helps them to fill in their vocabulary limitation and communicative gaps. In addition, it makes them more confident and free to speak easily in the classroom. As last but not the least, code switching serves strategy to ease of expression used by EFL students as good way to take part in classroom talk without any fear to fail their communication.

**Item 09:** According to you, what are the advantage and disadvantages of using code switching by EFL students in classroom interaction?

**Table 28:** Advantages and Disadvantages of Using Code Switching in EFL Classroom from Teacher Perception

Advantage	Disadvantage
<p><b>Tch01:</b> It keeps students connected to other languages as it develops faculties in shifting from languages to another, something important in rhetoric.</p> <p><b>Tch02:</b> -It enhances students' interaction in classroom. -It gives a chance for the other students to understand.</p> <p><b>Tch03:</b> It helps the learner understand more easily the aspects they are supposed to deal with.</p> <p><b>Tch04:</b> Positively code switching can increase the student's participation, interaction and understanding.</p> <p><b>Tch05:-</b> They will discuss and communicate freely. -They won't fear talking in class. -They will be more willing to participate.</p> <p><b>Tch06:</b> -To take part in the classroom discussions. -To convey their ideas and thoughts.</p> <p><b>Tch07:/</b></p> <p><b>Tch08:-</b>To clarify the ideas. -To transmit the ideas easily. - To give the chance for all the students to take part in classroom.</p>	<p><b>Tch01:</b> It bothers vocabulary learning among students.</p> <p><b>Tch02:</b> The student becomes acquainted to the switching of different languages therefore he becomes weak in speaking English.</p> <p><b>Tch03:</b> Code switching doesn't encourage learners to better their level and affects their knowledge.</p> <p><b>Tch04:</b> Negatively it can lead to students' lack of proficiency and confidence in speaking English.</p> <p><b>Tch05:-</b>They will not acquire correctly English. -They will not practice English. They will not develop English.</p> <p><b>Tch06:</b> They will not develop their skills.</p> <p><b>Tch07:</b> Over use of other languages, so lack of practice of the foreign language. Pragmatic failure because they do not use language in context.</p> <p><b>Tch08:-</b> It reduces the chance to enhance the student's language. -The student will rely on other languages to understand the English language.</p>

<p><b>Tch09:</b> As advantage, as mentioned above, students feel relaxed to share their own ideas and take part of the learning process.</p> <p>-It helps them learn new vocabulary in their contexts (as the words learnt from others are learnt through conversation).</p> <p><b>Tch10:</b> Code switching help students to maintain conversations in classroom.</p> <p><b>Tch11:</b> It is an introductory phase towards encouraging students to speak, which may contribute to using only T-L.</p>	<p><b>Tch09:</b> Some students rely on expressing themselves with other languages rather than the target language; and this will push to rely on other language and forget about the target language.</p> <p><b>Tch10:</b> It makes them always bound to their mother tongue or other languages and never thinks in the second language.</p> <p><b>Tch11:</b> Code switching may hinder the processing of language acquisition.</p>
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Based on the teachers' responses in the table 28, teachers believe that the students' code switching in EFL classes has both positive and negative impacts on the languages learning as well as the communicative processes. Therefore, most of the interviewee suggests that CS is a useful strategy in EFL classroom, even though they are aware about its drawbacks. Accordingly, they generally assert that including other languages in English classroom is among the strategic practices used by EFL learners to facilitate and to make English as a foreign language easier to understand. So, as advantages, the majority of the interviewed teachers agree that code switching increase students participation and understanding, since it permits them to be more willing to speak and take part in the different classroom discussion, as argued by one of the respondents being connected to other language and shifting from language to another is important in rhetoric and speech. Furthermore, they view CS as an effective tool to ensure students comprehension and their understanding either among them or to the content of the lessons, because alternating between languages provides a chance to clarify thoughts and ideas easily especially when breakdowns occurs or to explain unfamiliar words. So, from the teachers' perceptions, code switching helps the students to learn new vocabulary and use it appropriately in its context. In addition, through switching codes learners won't fear to talk freely in the class, it makes them absolutely relaxed and confident to share ideas and more motivated to take part in the learning process. The teachers suppose that code switching is a step encouraging the students to speak through enhancing their

confidence and motivation to speak better using only English. Even teachers expressed a positive attitude towards the students' use of code switching in EFL classroom through showing its educational and communicative values and its efficiency. They also develop a negative sentiment about its practice among EFL students. So, according to them, the disadvantages of shifting codes lead to over reliance on other languages, which results in undesirable language use among students. Also, it leads to a lack of proficiency and confidence in speaking only English, which may hinder their acquisition. Additionally, depending on CS makes the learners unwilling to think and construct meaning using the target language. Thus, by alternating codes in EFL classes, learners will not acquire correct English or enhance their skills and use the target language appropriately. In other words, code switching effect the level and knowledge of the learners since relying on their existing repertoire instead of facing their deficiencies using only English hinder their learning of new vocabulary and reduce their fluency.

The above analysis reveal that most of the teachers share conflicting opinions about the students use of code switching as strategy in EFL classroom. All of them develop both positive and negative attitudes about its practice in EFL classes. So, although they asserted that its lead to unacceptable language use, they agree about its helpful role in facilitating communication and enhancing student's comprehension inside classroom, which may lead to better results if it is used efficiently by EFL students to contribute to the learning process. To sum up, the different positive effects of code switching over shadow its negative effects making it a part and one of the realities that should not be seen as problematic in EFL classroom.

**Item 10:** What is your opinion as whole about code switching behavior if we consider it as an unavoidable occurrence in students' speech in EFL classroom?

All most, all the teacher expressed their views regarding the occurrence of code switching as unavoidable outcome in EFL classroom discourse. Accordingly, about six teachers making up the majority develop a positive opinion about codes switching. They expressed that efficient and proper use of CS with good and appropriate guidance to reach better results makes this phenomenon as an effective strategy to ensure a successful communication and to sustain student's interest in the lesson easily. One of the interviewed teachers said *"When it is not over used, it may contribute largely in communication of ideas and attracting students to get in the lecture easily"*. She considers CS as an important way to

transmit and receive ideas as well as to get the attention of the learners. While, another teacher believes that code switching is one of the strategic resources that could help in teaching and learning process stating that *“code switching could of course be used as a conscious teaching and learning strategy”*. In addition, *“It should be considered as a good strategy and a tool for teaching and learning rather than a handicap”*. In general, as a whole perception, they consider CS as step toward encouraging students to speak more in classroom; so, it can be tolerated to be as medium towards generating more students’ thoughts. Thus, struggling between their beliefs and classroom realities about four teachers pointed out that code switching is helpful at the same time a problem that EFL students should avoid or used only when necessary, as asserted by one of the interviewee *“code switching would be helpful in some cases, but a problem that students should avoid in the classroom”*. Also, she added *“personally, I can tolerate it so as to get students participation”*. While another teacher said *“I think we should encourage students to use English and reduce the use of other languages”*. Besides, he added that *“teacher should accept it only when the situation requisite (failure to maintain the conversation)”*. Although the teachers agree with the notion that student should avoid language alternation and try to express using English language they didn’t refuse the idea of using CS as strategy to achieve a better oral performance when the situation requires it. Finally, only one of the interviewee who thinks that English is best taught in English saying *“Personally, I prefer using English only in the EFL classroom”*.

As displayed in the above analysis, most of the teachers develop a positive attitude about the use of code switching in EFL context; as they showed its effectiveness as a resource to impart knowledge and to facilitate both the communication and learning in the classroom. They all approximately agree that integrating it as part of language classroom rather than a handicap, even those who believe that it should be avoided, tolerate its use to get a better communication inside the classroom since it helps students to speak and interact freely and easily taking part in all the classroom talks. According to students and teacher answers, code switching is used by students as pedagogic and communicative strategy to overcome language barriers and communicative difficulties in EFL classroom.

## Conclusion

All over this section, the researcher has dealt with the analysis and discussion of the results obtained from the different used instruments including participant observation, students' questionnaire and teachers' interview. The findings analyzed and compared in attempt to achieve the objectives of the study, and answer its different questions based on the hypotheses and previous studies. Accordingly, the present investigation revealed that EFL students of Master Two AL and ELT at the University of Bejaia, use code switching as strategy to improve their communication when they face communicative breakdowns or incapacity to express and clarify their ideas and thoughts using only English.

The different obtained findings show that student code switching includes the inclusion of mother tongue (Berber /dialectal Arabic) and French language in addition to English. Besides, most of the students CS involve classmates as well as teachers, and it appears more at the level of the same utterance, known as inter-sentential code switching. Also, the learners code switching occurs in different contexts and subject areas. These results is also confirmed in students' questionnaire and teachers' interview where it is asserted that such linguistic behavior prevails everywhere and for different matters when the situation requires its practice.

Additionally, the results of the questionnaire revealed that all the EFL learners resort to use other languages other than English even they are aware that is the only language allowed in EFL classroom. They employ it for its several reasons which include facilitating communication and comprehension during lessons. So, CS provides an effective support to encourage participation and improve learner's motivation and confidence to learn and engage in more classroom talk. The findings of the teachers' interview support the students' questionnaire by stating that it is a strategy rather than a problem in language classroom. To conclude, both students and teacher develop more a positive attitude toward the use of code switching as communicative strategy in EFL classroom , even though they have some negative perception about CS they view it as a necessary for the students' participation and understanding in EFL classroom.

The present section discusses the findings of the study and attempts to significantly show the revealed results and accurately answer the questions of the investigation.

- First, EFL students at Bejaia University use other languages such as mother tongue and French in their daily interactions inside the classroom.

- Second, code switching is an integral part and unavoidable outcome in EFL classes. Used by students; and even teachers tolerate it to achieve a better oral performance and get more learners involved in the interaction. Besides, it allows them to express easily without being afraid of language barriers.

- Third, language alternation plays a prominent role in increasing a meaningful interaction in EFL setting. It allows the continuity of the flow of communication. In addition, it helps learners to understand and to be understood when they are not able to do so using only English or when unfamiliar expressions occur. So, code switching has positive impacts in maintaining a good communication in EFL classes.

-finally , the main reasons of students' code switching in English classes at Bejaia University are to fill in their vocabulary gaps, followed by their fact of being bilingual or multilingual; in addition they use it to express some notion they are not able to say using only English .

## **Section Two**

### **Limitations, Implications and Suggestions for Further Research**

After the discussion of the findings assuming that code switching is used as an effective strategy to achieve a better communication in EFL classrooms. The results of the present study confirm the hypotheses. The present section comes as a natural continuity of the investigation; it deals with the limitations of the study; then, it offers some pedagogical implications, ending up with some suggestion for further research.

#### **1. Limitation of the Study**

In the course of this present investigation, the researcher has reached interesting findings. However, it is of a paramount importance to point out that some limitations are encountered and affected the study. Those constraints are linked to both conceptual and methodological aspect of the research work.

The conceptual limitations are related to two main points: the first one is linked to lack of resources and literature dealing with the different variables of the research, either code switching, communication strategies, or classroom discourse. Hence, this lead the researcher to use more online database resources, which provides a limited number of books pages. The

second point is that the concept of code switching is of wide scope in multilingual setting and cannot be covered in one single study. This is why the research focuses on investigating only the students' use of code switching as communicative strategy in EFL classroom. While the methodological limitations can be summarized as follows:

First, the sample size is very small, limited to 20 students of Master Two Applied Linguistics. This may affect the generalization of the results.

The second limitation is that the period of the observation lasting six weeks was too short to observe such complex linguistic phenomenon that requires lot of time to be studied in details. Besides, during the implementation of this tool, not all the participants were presents, they are restricted to 17 present students.

The third limitation is that not all the teachers accepted to make recording in their classes, even the study deal only with students. So, here the researcher must accept the choice of the teachers for ethical considerations.

Finally, as last limitation, it occurred when administering the questionnaire. Since not all the students attend their lectures, the distributions of the questionnaire took more than three days. In addition, not all the students filled in the questionnaire immediately which lead the researcher to use the list of names to ensure that all the participants returned back the questionnaires. Also, some learners escaped to comment and give their opinion in some open ended questions.

## **2. Implication of the Study**

After analyzing the data and discussing the results of the study, it is found that the efficient use of code switching by EFL students could serve as useful strategy to facilitate both communication and understanding with ensuring continuity in the flow of speech by rising the students' motivation and confidence to take part in classroom talk. Besides, the majority of the participants develop more positive attitudes towards CS because they consider it as one of the realities in language classes in EFL setting. In the light of these findings, the following study addresses a number of implications for both teachers and students to benefit and improve both teaching and learning process in EFL context.

**1) - Exploiting the Phenomenon of Code Switching to Achieve a Better Pedagogical outcome:** teachers and educators need to think of integrating code switching and the use of



other languages in EFL classroom, so that to cater to the class language demands and student's expectations and needs. So, education makers should consider the possibility of the inclusion of code switching as practical and feasible teaching and learning strategy instead of considering it as a problematic in EFL classes through taking into consideration its huge educational merits rather than its negative impact.

**2) - Giving Importance to Code Switching as a Useful Strategy to Develop Students' Communicative Skills:** As it is shown previously in the discussion of the results, both teacher and students agree that code switching is an effective way to generate more speaking in the classroom as it helps the learners to keep the flow of conversation. Hence, code switching could be adopted and tolerated as communication strategy to achieve a better performance in EFL classrooms. According to Horasan (2014: 43), code switching can be seen and even be taught as communicative strategy since it is not related to learners proficiency level but it just imply communicative functions in classroom. So, it should not be abandoned at all in EFL classroom.

**3) - Examine and Reevaluate the Role of Code Switching in EFL Classroom:** it is important to examine the students' code switching practices in order to have a better understanding about its role in EFL learning and communication process. Instead of forming rigid ideas about classroom code switching teachers and students should try to construct a clear idea about the language policy in EFL classes and take this linguistic phenomenon into account to expand the students' repertoire of the target language through ensuring their understanding and knowing their lacks.

**4) - Discovering the Needs and Linguistic Limitation of the Students via Code Switching:** since the results of the investigation confirmed that the main reason of code switching is to fill their vocabulary gaps and missing of words in the target language. So, accordingly it is advisable for students to take advantage and make self-correction as CS allows them to discover their difficulties. In addition, teachers must tolerate some use of other languages so as to get larger participation which permit them to discover the learners' linguistic deficiencies and provides feedback on the aim of developing proficient speakers of the English language.

**5) - Code Switching as Strategy Towards Generating Students Thought and Rising Their Motivation to Speak more in the Classroom:** always in relation to the results of the study, it is found that students switching between languages helps them to better express ideas

and transmit the messages clearly. So, as CS is widely used to explain difficult items and to ensure comprehension, it could be an effective strategy to transfer ideas and to provide opportunities toward gradual proficient English speaking proficiency.

**6) - Imply a Control Over the Students' Employment of CS:** In order for code switching to be facilitative and not a hindrance in EFL classroom, both teachers and students should assess and control its practice to know how and when to use it because the over reliance on other languages may impact the right path of learning English as a foreign language. So, the students should employ code switching only when necessary, or in other words when the communicative situation requires its use to ensure continuity in their speech.

### **3. Suggestions for Further Research**

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

The first suggestion for future research is to replicate this study through investigating the use of code switching as strategy to better communicate in EFL classroom using other research methods such as conducting an experiment with an experimental and control group. Additionally, this investigation can be replicated with large sample size or to reproduce this study at beginners' classes in secondary or middle schools.

Second, as it is found that students code switching allows them to venture and take part in classroom interaction without fear or shyness from any failure in maintaining the flow of communication, a future research can be conducted on implementing code switching as an effective tool to reduce foreign language speaking anxiety.

Third, the results of this study reveal that learners feel confident and motivated to take part in classroom interaction. Hence a future research can be carried out on the role of code switching in rising EFL students confidence and motivation in EFL classes.

The fourth suggestion is to conduct longitudinal studies investigating the effect of the social environment on students' code switching practices in English as a foreign language

classroom, through studying bilingual and multilingual interaction to understand the role of code switching as a discourse strategy.

Finally, as a last suggestion, future research works can deal with the use of code switching as conscious teaching and learning strategy to cater to the demands of language class and expectations of the learners.

In sum, in this section, the researcher has dealt with the different limitations and obstacles encountered all along the present study. After that, a number of implications are recommended for both teachers and students that should be applied to improve both teaching and learning process and ensure a successful classroom interaction in EFL setting. Finally, the researcher has provided suggestions for further researcher to be considered and exploited when conducting studies in relation to the topic.

#### **4. Conclusion**

Throughout this chapter, the researcher scrutinized and discussed the results of the study and attained the conclusion that EFL students code switching serves as strategy to better communicate and keep on the flow of conversation in EFL classes. However it has negative impacts in its overuse in language acquisition. Moreover, its merits on students' interaction and comprehension are shown. Thus, as the research hypotheses are confirmed and all the questions answered the researcher end the study by listing a list of pedagogical implications and some suggestions for future research works.

## **General Conclusion**

The present study has investigated the use of code switching as strategy to better communicate in English as a foreign language classroom among Master Two Students of Applied Linguistics and English Language Teaching at the department of English of Bejaia University. Accordingly, the researcher based her study on three hypotheses. First, learners, with whom code switching is permitted, may demonstrate a better communication. Second, if they are allowed to code switch they would keep the flow of communication and achieve better oral performance. Finally, if students at Bejaia University freely use code switching, they would not hesitate in their conversation and convey information without being blocked by language barriers.

The main aim behind conducting this study is to shed light on the possibility of integrating code switching as an effective strategy to increase students' communication in EFL classes. This investigation also aims at showing the importance of CS as a communicative and learning strategy to develop classroom discourse since it gives the students an opportunity to speak and maintain a good oral performance in EFL classes. Moreover, it helps them to compensate their language barriers and inability to convey meaning in the target language, which may impact the process of maintaining a natural conversation inside the classroom.

This research paper encompasses four chapters. The first chapter is the theoretical background in which an explanation of the different variables of the study is provided all along the three sections dealing with classroom discourse, communication strategies, and at last code switching. The second chapter is also theoretical; it provides a review of the main existing literature and previous studies related to code switching in EFL and ESL educational settings. The third chapter is practical; it aims at describing the participants, methods, research design, and data collection instruments and procedures used in this study to reach the final result. The fourth and last practical chapter is devoted to the interpretation and discussion of the different reached finding in the first section, and then, in the second section, the researcher gave the limitations of the study, in addition to some pedagogical implication and recommendation for further studies. Finally, this research work is concluded with a general conclusion summarizing the whole process of the investigation.

This investigation has relied upon a mixed methodology based on both qualitative and qualitative methods because studying such sociolinguistic phenomenon requires both

descriptive and statistical facts. Thus, for the sake of collecting valid data, three research tools were used namely the students' observation, questionnaire and teachers' interview. The observation and questionnaire provide both qualitative and quantitative data about the students' code switching behavior and their view about it its practices inside classroom. Whereas, the interview conducted with 11 teachers on the aim of obtaining information about their perception and attitude towards students' code switching practice and its use as strategy to keep on a better communication in EFL classroom.

Accordingly, the analysis of the obtained data revealed that the participants switch to other languages in EFL classroom, and that code switching is unavoidable outcome in English classes used by learners in different situations and subjects either to save the communication, or to clarify ideas and make them understood. Beside, code switching boost classroom interaction as its aid to gain confidence and motivation to take part in meaningful speech without being afraid from language barriers and vocabulary gaps. The latter are the main reasons behind the majority of code switching situations occurring in EFL classes. In addition, the multilingual or bilingual status of the students which mainly push them to resort to the languages they master better to ensure ease of expression, when they are not able to do so in the target language.

Therefore, the findings obtained from the research instruments answer the study questions and confirm the hypotheses upon which the investigation is based. That is, allowing the use of code switching as strategy in EFL classes to have a positive impact on generating more students to take part in classroom talk. However, it is stated that its overuse may affect language acquisition in some extent. In other words, code switching should be viewed as useful tool in EFL educational settings that should be exploited efficiently and appropriately rather than a problem.

To take advantage from the research findings, the researcher has provided both students and teachers with some implications. First, exploit the phenomenon of code switching to achieve better pedagogical outcomes and develop students' communicative skills. Second, teachers and educators should examine and reevaluate the role of code switching in EFL classrooms and take its merits into accounts to extend learners target language proficiency. Third, to benefits from this linguistic feature and adopt it as strategy to discover the students linguistic and vocabulary lacks, either by the learners themselves or teachers. Additionally, it should be used as an effective way to generates students ideas and rise their motivation to

speak. Finally, as its overuse impacts the language acquisition, a control should be implied over its practice in order to make it a facilitative rather than a problem.

Lastly, to overcome the limitations of this present investigation, further research to be conducted in this topic were suggested. The researcher suggests replicating this work using other methods with large sample size to get more valid results.

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## Appendices

### Appendix N° 01: Observation Checklist

Date: .....

Time: .....

Number of learners: .....

Attendance: .....

Lesson: .....

Average age: .....

Item		Frequency	Additional Comment
Categories of Code Switching in EFL Classroom	Student - student code switching		
	Student - teacher code switching		
Types of Code Switching Occurring in Classroom Discourse	Tag switching		
	Inter-sentential code switching		
	Intra-sentential code switching		
Frequent Language Alternation in EFL Classroom Discourse	Switching from English to French		
	Switching from French to English		
	Switching from English to Mother tongue		
	Switching from Mother tongue to English		
	English – French – Mother Tongue Switching		



## Appendix N°: Students' Questionnaire

The following questionnaire is part of a study that would be conducted at the English Department at the University of Bejaia. It is about the Use of Code Switching as a Strategy to Better Communicate in EFL Classroom. Please, answer to all the questions below carefully and honestly. All the information you provide will be kept strictly confidential and will be used only for academic purposes. You can give more than one answer where necessary. Thank you for your cooperation.

The Researcher

### I. Part one: Personal information.

- Gender:      Male ☐                      Female ☐
- Age: .....
- Level: .....

### II. Part two: Would you like to answer the following questions appropriately

Code switching usually takes place between the turns of different speakers in the conversation, some-times within utterances, within a single a term, or even within a single utterance (Milroy and Myusken, 1995).

1) In English as a foreign language classroom, I speak :

- |   |   |
|---|---|
| - Only English <input type="checkbox"/>       | - English and my mother tongue <input type="checkbox"/> |
| - English and French <input type="checkbox"/> | - I don't speak <input type="checkbox"/>                |

2) In English classroom, I'm allowed to speak:

- |   |   |
|---|---|
| - Only English <input type="checkbox"/>       | - English and my mother tongue <input type="checkbox"/> |
| - English and French <input type="checkbox"/> |   |

3) Which language do you speak to your teachers during break times in the classroom

- |   |   |
|---|---|
| - Only English <input type="checkbox"/>       | - English and my mother tongue <input type="checkbox"/> |
| - English and French <input type="checkbox"/> | - I don't speak <input type="checkbox"/>                |

4) I use code switching when I'm unable to express myself in English:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

5) I use code switching to help me maintain the flow of conversation:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

6) I use code switching in EFL classroom when I communicate with my peers:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

7) I use code switching only when explaining difficult words:

Often ☐ Sometimes ☐ Rarely ☐ Never ☐

8) Check the spaces indicating your code-switching habits (You can choose one, two or all of them):

- a. I code switch between several utterances.
- b. I code switch within the same utterance.
- c. I introduce isolated words from another language into a sentence.

9) When do you speak other languages (Mother tongue/ French) in EFL classroom?

- a. When the teacher says something I do not understand and I ask my friend.
- b. When my friend asks me for help.
- c. When I do not want the teacher to understand what I am talking about.
- d. When I want the teacher to clarify something that I didn't understand.

Other:.....  
.....  
.....  
.....

10) Is code switching something you resort only with your classmates or does it involve your teachers as well? ☐ ☐

11) Specify the context where most of your code switching takes place. For instance, inside classroom during your lessons, in the hall or free time?

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.....

12) Does it help better communicate if you can use your mother tongue or French in English Classroom? Yes or No - Explain your choice:

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

13) Do you think that code switching enhances your learning of the English language? Yes or No – Explain your choice:

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

14) According to your point of view is it important (appropriate) to alternate code in order for the message to be clearly understood? Yes/No. Why?

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

- 15) Which of the following reasons explain your code switching habits? Circle your answer (s)
- a. To express some notion that you feel is better expressed in the other language.
  - b. Frequent exposure to given items in one language.
  - c. Cultural untranslatability (cannot find a word with the same cultural meaning in the other language that represents what they really mean).
  - d. Items are more commonly used in either language A or B, but not in both (laptop, mouse, etc)

- e. For emphasis or contrast.
- f. As a mechanism to control addressees by code-switching to exclude them from the conversation
- g. The participants in the conversation are bilingual or multilingual.
- h. To fill in the gaps when you have vocabulary limitations.
- i. To explain specific terms or to negotiate meaning
- j. To express feelings like excitement, agreement, disagreement, fear, anger, solidarity.
- k. Other:

.....

.....

16) How do you think you learn best?

- a. When I use only English in the classroom
- b. When I can use other languages I know in the English classroom

Explain:

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**Thank you for your contribution**

## Appendix N° 03: Teachers' Interview

This interview is part of a study in the master programme, option Applied linguistics and English language teaching, that would be conducted at the English department at the university of Bejaia. It investigates the use of code switching as a strategy to better communicate in EFL classroom. All the information you provide will be kept strictly confidential and will be used only for academic purposes.

We would be very thankful if you could answer to the following questions and put (X) where necessary.

The Researcher,

### Section One: Personal Information

**1) Gender:**

a) Male ☐      b) Female ☐

**2) Degree (s) held:**

a) B.A. ☐      b) M.A. ☐      c) Ph.D. ☐

**3) How many years of experience do you have in teaching English language?**

a) Less than 15 years ☐

b) Between 15 to 20 years ☐

c) More than to 20 years ☐

**Section Two:** Would you like to answer the following questions appropriately

*Switching usually takes place between the turns of different speakers in the conversation, some-times within utterances, within a single a term, or even within a single utterance (Milroy and Myusken, 1995).*

**1) Do learners code switch in your classes?**

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2) What are the other languages other than English are spoken or used by students in your classroom?

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3) To which language they code switch most: French or Mother Tongue?

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4) Are there any specific situations or subject areas in which students switch between languages?

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5) Why do you think your students use code switching (reasons)?

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6) Do you think that switching to other languages as French and Berber in some cases can be beneficial to keep the flow of communication and to students' acquisition or it is only a problem in EFL classroom?

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7) Do you think that the social environment influences the use of code switching among students?

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8) As a teacher, when you tolerate the use of other languages in EFL classroom, do you perceive ease of expression and more students are taking part in classroom talk?

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9) According to you, what are the advantages and disadvantages of using code switching by EFL students in classroom interaction?

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10) What is your opinion as whole about code switching behavior if we consider it as an unavoidable occurrence in students' speech in EFL classroom?

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**Thank you for your cooperation.**

## Résumé

La présente étude étudie l'utilisation du Code Switching (CS) par les étudiants comme stratégie pour mieux communiquer dans les classes d'Anglais comme Langue Etrangère (ALE). L'objet d'étude est les étudiants du Master 2 Linguistique Appliquée & Enseignement de l'Anglais du département d'Anglais à l'Université de Bejaia, Algérie. L'objectif principal de l'étude est d'examiner l'utilisation de CS par les étudiants comme une stratégie efficace pour promouvoir leur interaction dans les classes d'ALE, en montrant son importance dans la création de plus d'opportunités à participer dans les différentes conversations qui se déroulent en classe afin d'atteindre une meilleure interaction. Pour atteindre cet objectif, le chercheur a opté pour une méthode mixte englobant des informations et des mesures qualitatives et quantitatives obtenues par le biais d'une observation, un questionnaire et une interview. C'est-à-dire, l'observation et le questionnaire ont été utilisés pour obtenir des descriptions concrètes et des résultats statistiques sur l'utilisation de CS. Ensuite, l'interview est administrée aux enseignants pour recueillir des données qualitatives qui vont plus en profondeur sur le comportement linguistique des étudiants. Par conséquent, les résultats ont révélé que la majorité des participants font appel à d'autres langues dans les classes d'ALE pour des raisons différentes et dans plusieurs situations. Par exemple, pour cacher les lacunes de vocabulaire et de communiquer librement. Cela rend le CS un des résultats inévitables dans les conversations quotidiennes des étudiants dans la classe. D'ailleurs, il est constaté que le CS joue un rôle important dans l'assurance d'une continuité dans le flux de communication avec une facilité d'expression et plus de confiance et de motivation à prendre part à une interaction significative, quand ils ne sont pas en mesure de le faire en utilisant uniquement l'anglais. En outre, les résultats de l'étude montrent que CS aide les apprenants à comprendre et à être compris lorsque des expressions peu familières se produisent. Cependant, les participants sont tous d'accord que l'utilisation excessive du CS peut influer les acquisitions linguistiques. Pour ce la, CS devrait être considéré comme une stratégie utile quand il est utilisé efficacement pour impliquer facilement les apprenants dans l'interaction sans avoir peur des barrières linguistiques.