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Department of Letters and English Language



**Exploring the Role of Code-Switching in Fostering Classroom Interaction in
EFL Contexts at the University of Larbi Tébessi Tébessa in Algeria**

The Case of Second Year Students of English LMD

A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language Sciences

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Dedication

باسم الله الرحمن الرحيم

Thanks to God who guided me in my academic journey and enabled me to complete this work;

I dedicate gratefully this thesis to myself, my beloved parents;

Your daughter now is already a “master”

My sisters Noura and Latifa;

My only brother Fathi;

My thesis partner Takoua;

And all the people I love who have supported me through highs and lows during my thesis writing.

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Ms. Khaoula BELGHITH

Dedication

بسم الله الرحمن الرحيم

This Dissertation is dedicated

To my dear parents, who have always been the main inspiration behind all my efforts and supported me to become who I am now

To my thesis partner Khaoula.

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List of Abbreviations

CS: Code-Switching

etc: Etcetera

EFL: English as Foreign Language

L1: First Language

L2: Second Language

Q: Question

TEFL: Teaching English to Foreign Language Learners

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EXPLORING THE OF CODE-SWITCHING IN FOSTERING CLASSROOM
INTERACTIONIN EFL CONTEXTS: THE CASE OF LMD SECOND-YEAR STUDENTS OF
ENGLISH AT ECHAHID CHEIKH LARBI TEBESSI UNIVERSITY, TEBESSA

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Abstract

Code-switching, as a sociolinguistic phenomenon, became prevalent in Algerian English as Foreign Language (EFL) classrooms at all levels, especially beginners. This study seeks to address the following research questions; a) Do EFL teachers and students code switch? b) What are the reasons behind using code-switching in EFL classroom interactions? c) Does code-switching improve interaction and comprehension between students and teachers in EFL classroom context? The raised questions led to assume that Algerian EFL teachers and students engage in code-switching because it fosters classroom interaction and facilitates comprehension. This research aims to explore the existence and reasons behind the use of code-switching between English, French, and the native language Arabic in classrooms. The main objective is investigating the role of code-switching in facilitating interaction and comprehension in the EFL classroom context. To achieve this, a qualitative approach is adopted. A survey is conducted to collect numerical and non-numerical data through distributing two questionnaires to a sample group of second-year students (group three 03), consisting of 35 participants, and all the teachers of English at the University of CheikhLarbiTebessi_DridAbdelmadjid-Pole, Tebessa (Department of English). Additionally, observations are made on the same group. The findings indicated that code-switching is an effective strategy for bridging lexical gaps and enhancing comprehension and communication among teachers and students. The qualitative and descriptive analysis supported these findings. It is recommended that classroom code-switching should be used to improve students' interaction and comprehension, as it serves several functions that promote the acquisition of foreign languages in Algerian EFL classroom contexts.

Keywords: code-switching, sociolinguistic phenomenon, EFL classroom, classroom interaction, second-year student

General Introduction

1. Background of the Study

Code-switching is a sociolinguistic phenomenon when speakers shift between two or more languages. It plays a dynamic role in bilingual societies. It encompasses the subconscious alternation between speakers' native language and other languages during discussions, explanations, or social interactions. This study focuses on English as a Foreign language (EFL) class, where members are required to use English as the target language and prevent themselves from using their native language especially in classroom interactions which allows students to engage with the lessons, apply what they have learned, and receive feedback from their teachers. However, some students may be hesitant to interact, which can affect their learning experience and lead them to use code-switching. In this study we will explore whether code-switching is used by teachers and students in the classroom and provide valuable insights into the benefits and challenges of code-switching in educational settings. Additionally, we will explore the reasons behind this phenomenon, and its role in improving interactions between students and teachers in EFL classroom contexts

2. Statement of the Problem

Algeria is a multilingual society where speakers tend to use different languages such as standard Arabic, Algerian Dialects, English and French in different contexts and code-switch during social conversations or interactions. This research aims to explore this sociolinguistic phenomenon in the process of learning foreign language (EFL), where both teachers and students are concerned with language alternation during the learning process. Thus, this study seeks to elucidate the role of code-switching in EFL classroom interactions.

3. Aims of the Study

This research aims to explore the sociolinguistic phenomenon which is code-switching whether it is used by Algerian EFL teachers and second-year university students in the classroom, also to explain what leads them to code switch from English to other languages, such as French and Arabic, during classroom interaction, and whether it improves interaction and comprehension between teachers and students in the EFL classroom context.

4. Research Questions and Assumption

1. Do EFL teachers and students code switch?
2. What are the reasons behind using code-switching in EFL classroom interaction among second-year LMD English students?
3. Does code-switching improve interaction and comprehension between students and teachers in EFL classroom context?

The stated questions lead to the formation of the following assumption,

Algerian EFL teachers and students engage in code-switching because it fosters classroom interaction, and facilitates participation and comprehension among teachers and students.

5. Research Methodology

To confirm or refute the hypothesis, this study adopts a qualitative research design, and using the observation followed by a questionnaire; two questionnaires one for category students, and another for teachers of English in English department at LarbiTebessi University in Tebessa.

6. The Research Setting Population and Sample

The research work takes place at the University of Cheikh Larbi Tebessi _ Drid Abdelmadjid-Pole, Tebessa (Department of English), in Oral Expression session, with second-year students (group three 03), consisting of thirty-five (35) students, it contains both genders aged from 19 to 22 years old. The participants are administratively pre-existing group, so the sample is randomly selected.

The study focuses on second-year students because they are in the early stages of learning English; they have already acquired a basic understanding of the language. This allows for the observation of code-switching behaviours from the beginning of language learning and the exploration of more advanced usage. Additionally, English language teachers from the Department of English at the University of Cheikh Larbi Tebessi _ Drid Abdelmadjid-Pole participate in the study. The sample aims to respond to the research tools which are two questionnaires, one for students and another for teachers, along with an observation for second-year students group three (03).

7. Structure of the Study

The research paper consists of two main chapters. The first chapter consists of two distinct sections as an overview of the two variables of the study; the first section describes the dynamics of interaction within EFL classroom settings, exploring how language learning occurs through various forms of interaction. The second section focuses on the nature of code-switching within sociolinguistic contexts. Then, the second chapter is divided into two sections as well, one section details the methodology employed in the study, outlining the research design, data collection methods, and analysis techniques. The second section delves into the analysis and

discussions, where the gathered data is examined, interpreted, and discussed about existing literature and theoretical framework.

Chapter One: Literature Review

Section One: Interaction in English Foreign Language Classrooms

Introduction

In EFL classrooms, interaction is essential to language learning because it gives students the opportunity to interact, discuss, and negotiate meaning with teachers and peers. In addition to improving students' motivation, engagement, and language skills, effective interaction in EFL classes can foster positive attitudes toward both teaching and learning. However, there are a number of difficulties that teachers and students might encounter in order to foster meaningful and communicative environment in EFL classes.

1.1.1. Significance and Importance of Interaction in Language Learning

Classroom interaction is important in the learning process as it allows students to engage with the lessons, apply what they have learned, and receive feedback from their teachers. However, some students may be hesitant to interact, which can affect their learning experience (Chapman, 2003). Interaction usually involves students speaking in class, which consists of answering and asking questions, making comments, and joining in discussions. Students who do not interact in these ways are often considered passive in the classroom. Besides that, according to Acer (2008) classroom interaction was defined as students' involvement with activities; such as paying attention to tasks, responding to questions, taking part in group discussions, asking questions, seeking help, and making effective use of class time. Additionally, interaction includes completing assigned readings, asking questions for clarification or expansion, offering ideas and responses, listening to others' ideas and responses, and showing respect in the classroom to both the teacher and other students. In general, classroom interaction requires students to engage actively in the classroom to demonstrate their learning and attention to the lesson. This study

defined students' interaction in the English language classroom as interacting with teachers or peers by answering and asking questions, making comments, and participating in discussions by giving opinions and responses. Moreover, it emphasized students' attention to the teacher and peers to ensure they understand questions or opinions and can express their thoughts and feelings which promote active interaction in the classroom during lessons. Thus, classroom interaction received significant attention, especially for second language learners who are expected to be active participants in the classroom. Hence, researchers provided different definitions of classroom interaction, all focusing on learners' contributions in the classroom (Zepka & Leach, 2010, p.167-177).

Kasim (2015) argued that traditionally, the classroom is a place where students passively receive explicit grammatical, vocabulary, pronunciation, and explanations from their teachers. In a unique way, the traditional classroom has a teacher-centered role where students are passive recipients of knowledge. Whereas, it should be a space for students to freely participate and actively engage in classroom discussions.

However, Precourt and Gainor (2018) contended that there are different definitions of classroom interaction, all agreeing that it is a "two-way street," involving both teachers and learners. Also, they emphasized that learners need to be enthusiastic about interacting, and teachers need to support their learners' engagement in the classroom. Additionally, five main types of interaction were identified: preparation, contribution to discussion, group skills, communication skills, and attendance, all reflecting students' full integration. Moreover, "the ideal class discussion" occurs when most students are active, responding, listening, and interpreting messages appropriately.

1.1.2. Conceptualisation of Classroom Interaction in Language Learning Context

The relationships between teachers and students are shaped by classroom interaction, which is necessary for language learning. The importance of interaction in language learning contexts was investigated by numerous studies such as, Phillips, Uccelli, Aguillar (2020) and Marchman (2020) with highlighting how it increases students' engagement and learning outcomes. As well, scientists like, Lee (2013), MacDonald, Miller, Lord (2017) and Pritchard (2017) in the field of teaching English to foreign language learners (TEFL), believed that a successful educational setting arises through interaction, negotiation of meaning between the teacher and the students, as well as the successful use of teacher discussions. Based on Hariri's study (2023) these days, the ideas of real communication, group collaboration, and classroom interaction are essential. According to this response, developing relationships, mutual respect and trust, and cooperative learning are likely to foster classroom engagement, and he mentioned that classroom interactions are supposed to provide students with opportunities to present their knowledge and skills to teachers, who perform as both language experts and evaluators.

In EFL classrooms interaction is focused on enabling students to learn without heavily relying on comparing the target language with the students' native tongue. This is achieved through strategies such as negotiating meaning, making L2 input understandable, pushing output, which motivates students to talk even when they are unsure, and offering corrective feedback. These methods, which were explored in several theories, are thought to be essential components to effective L2 development. Furthermore, students' interaction is considered as a key aspect of powerful engagement in language classrooms. In this context, understanding each aspect of language classroom interactions is necessary for enhancing educational outcomes and ensuring involved student engagement. Also, considering communication dynamics can help teachers

adjusting their strategies to satisfy the needs of their students and build a climate where students' learning and engagement rise (Weizheng, Zheng, 2019).

1.1.3 Types of Classroom Interaction

According to Robinson (2005) classroom interaction can be categorized into two types: verbal and non-verbal interaction, based on the nature of communication and engagement between teachers and students. As well, effective communication needs verbal and nonverbal signals. Nonverbal communication is the integration of body language, gestures, tone of voice, and facial expressions as well as language and effective message interpretation. Although they may govern verbal action, express emotions, and convey an extensive portion of the meaning of communication, nonverbal indicators are essential for engaging students and fostering the learning environment (Gregerson, 2007). Also, according to Peng (2022) non-verbal indicators are essential in indicating students' level of understanding and engagement. For instance, frowns, glazed eyes, and pouts, indicate confusion which allows teachers to clarify difficult ideas.

An important type of classroom interaction is teacher-student interaction:

- **Teacher-Student Interaction:** This encompasses the communication and engagement between the teacher and students during lessons, which can vary based on factors like class size, grade level, and classroom context. Robinson (2005) highlighted that positive interactions between teachers and students are essential for fostering learning environment, promoting student engagement, and enhancing academic outcomes.

1.1.4 Types of Learners in English Foreign Language Classrooms

There are different types of learners in EFL classrooms, each with unique learning styles and needs. One way to categorize learners is based on their interaction in the classroom.

1.1.4.1 Passive Learners: According to Russell (2021) those who receive information without actively engaging or responding are referred to as passive learners. Without additional interaction, they may listen, read, and think inwardly. Although controlled classes and experiencing new material are beneficial for passive learners, they might not have the necessary interaction and practical application skills. Individuals who are passive learners are people who acquire knowledge from their teachers and internalize it, usually through one-way communication methods like reading books, attending lectures, or going through presentations (Russell, 2021).

1.1.4.2 Active Learners: The study found by Afzal and Md AbulKalam (2021) stated that individuals who interact and participate actively in the learning process which enhances their comprehension and retention of information are known as active learners. Additionally, active learners are defined as students who show a desire and willingness to participate in the learning process actively, captivating information effectively to develop critical thinking abilities. This proactive engagement in learning is essential for improving a deeper understanding of concepts and promoting cognitive development. Further, active learners are described as individuals who connect, and involve student response through participation in classroom activities.

1.1.5 Classroom Interaction in Relation to Speaking Skills

Within an educational setting, classroom interaction was defined by Robinson (2005) as reciprocal face-to-face activity involving verbal or nonverbal communication between individuals in an educational setting. This interaction can encompass various forms of communication such as spoken or written words, as well as non-verbal cues like gestures, eye contact, and posture in the context of language teaching. That is, classroom interaction involves

dialogue between teachers and students to facilitate learning and emphasize a dynamic exchange that occurs within the classroom environment, and it highlights the importance of both verbal and nonverbal elements in fostering this communication (Robinson, 2005).

One of the critical aspects of learning a language, particularly in EFL contexts, is the relationship between classroom interaction and speaking skills. Many scholars such as Johnson (1995), Robinson (2005), Scrivener (2005), Thurmond (2003), Ellis and Fotos (1999) emphasized the pivotal role of classroom interaction in enhancing speaking proficiency among students, they all agreed that classroom interaction provides opportunities for students to practice speaking naturally, receive feedback, and engage in meaningful exchanges to improve their language skills. Teacher's Role also plays a crucial role as facilitator, guiding interactions, managing discussions, and creating conducive environment to language output and communication. Effective classroom interaction allows students to overcome language barriers, participate actively in conversations, and develop their speaking abilities through real-life exchanges.

1.1.6 Functions and Goals of Classroom Interaction

Generally, classroom interaction is essential for learning, and particularly, it is essential for language acquisition and development, as it serves various purposes including:

1.1.6.1 Negotiation of Meaning: According to Long (1996) meaning negotiation is a key component of communication, especially in language acquisition settings. It helps students in learning and enhancing their language skills. Additionally, he argued that meaning negotiation fosters comprehension and L2 development. During classroom discussions, learners and their peers interact to identify message comprehension through methods like repetition, confirmation

requests, comprehension checks, and clarification requests (Long, 1996). So that, by employing such methods, students can eventually understand vocabulary and structures that are beyond their existing level of proficiency and implement them into their L2 production (Fuente, 2002).

Meaning negotiation, as reported by Pica (1987) might help language learners accomplish their goals by guiding them in creating their output more comprehensibly and altering input. Additionally, it provides them with opportunities to gain L2 meaning and form. According to interactional social constructivists like Long (1983) one important communication skill for successful classroom interactions is meaning negotiation. Provided that, activities that enable students to negotiate meaning when expressing information, including communicative crosswords, spot the difference, and group story building, are examples of information gap activities that may be implemented in the classroom. As if, to motivate meaningful negotiation, teachers may develop an engaging learning environment with appropriate communication tasks.

1.1.6.2 Participation: According to Hall (2008) the proportion of students' participation in foreign language instructions is strongly associated with classroom interaction. However, the extents to which students participate actively in activities, ask questions and join discussions have a direct effect on the way they acquire a language. Studies demonstrated that classroom dynamics have a significant effect on students' engagement and language learning. Plus, a communicative environment where students can practice and improve their language skills via meaningful interactions with classmates and instructors is promoted by effective participation. Therefore, increasing language learning outcomes in educational settings involves a realisation of the relationship between participation and classroom interaction.

1.1.6.3 Engagement: Based on Fellegy (1995) and Schegloff(1999) another name for engagement is active negotiation, which takes place through gestures and speaking, and it relies

on the notion that teacher-student interaction adjusts instructional practices and students' needs. Also, minimal replies (e.g., mhm, yeah, uh-huh, and right) are examples of signals of engagement in instructional practice that a listener utters in response to a speech event. Thus, students can indicate their level of engagement with the speaker through this type of active listening (Nyman, R., 2015 p.2).

1.1.6.4 Language Acquisition and Development: Studies showed that interaction helps a person to learn language forms and functions, which facilitates language acquisition. According to Tiwari (2021) interaction in the classroom is crucial to the development and learning of language. It is needed for successful language learning outcomes, to develop learners' ability to converse, and to ensure a smooth teaching and learning process. Consequently, maintaining students' interactions with one another and with teachers is important for fostering communication in the classroom.

1.1.7 Strategies for Fostering Classroom Interaction

Teachers manage to foster a lifetime love of learning in their students in addition to encouraging academic learning by skilfully employing the right strategies. Jones (2020) highlighted the importance of educators' proficiency and professional development in promoting successful student interactions. According to Jones (2020) to improve interaction in the classroom, teachers should concentrate on a variety of areas, involving skill development, psychological support, and instructional techniques. For example, to foster pleasing relationships with students; teachers may attend seminars and training sessions focused on improving communication skills, comprehending the psychology of students, and implementing effective techniques for instruction. Additionally, peer observations and feedback sessions are another example. Teachers can work alongside colleagues to organise these sessions, which can offer

insightful feedback on their instructional strategies and interpersonal interactions. They also allow educators to further develop their approaches by the exchange of constructive criticism and best practices (Smith, 2019).

Additional successful strategies to keep students engaged in the classroom include promoting active learning, integrating technology, and giving differentiated instruction (Davis, 2017). Furthermore, according to current research, educators can enhance classroom interaction considering emotional support, classroom organisation, and instructional assistance (Lee, 2022).

Integrating these strategies with teaching methods can greatly help teachers to improve the learning process, they can help students gain a deeper knowledge of the subject matter by actively involving them in the learning process through activities like case studies, group discussions, and problem-solving exercises (Smith, 2019). Furthermore, encouraging inquiry-based learning fosters students' curiosity and analytical abilities by allowing them to investigate subjects either alone or in groups. Also, creating a welcoming and inclusive learning atmosphere in the classroom gives students a sense of community and motivates them to participate actively (Andrini, 2016).

1.1.7.1 Scaffolding: The scaffolding metaphor, which is frequently utilised in language instructions, was explained as an instructional strategy in which scaffolding encourages learning in its early stages by using methods such as demonstrating how activities should be accomplished, providing hints on the right way for a problem to be solved, or responding to an instruction, and asking leading questions (Biehler and Snowman, 2000). Stated otherwise, “scaffolding” is the process that allows students to advance from their current developmental level to their potential developmental level (Wood et al. 1976). Teachers can determine the appropriate amount of scaffolding because scaffolding can be “used most effectively when it is

tailored depending on learners' needs in response to learner development". However, the final aim of scaffolding is allowing the building to stand by itself once scaffolding is taken down because "learners become more capable of working independently" (Landolf and Aljoharah, 1996). Ohta (2001) peers as well as teachers may provide scaffolding (Üstünel, 2016, p.36).

1.1.7.2 The Application of Scaffolding in English Foreign Language Classrooms

According to Üstünel (2016) in the light of applying scaffolding in EFL classes, it became certain that this instructional method is necessary for promoting language learning and development. "In the most general terms, scaffolding works as an instructional structure in the classroom. For example, the teacher models the TL or shows tasks and then gradually decreases the assistance and encourages learners to take more responsibility. That's the reason the teacher manages the amount of scaffolding as well as the amount of code-switching in the class" (Üstünel, 2016, p. 37).

As reported by Üstünel (2016) Johnson (1995) defines scaffolding in language teaching as a technique related to repair strategies. "Embedded correction," defined by Jefferson (1987) as a correction provided unintentionally within a conversational advance centred on agreement and affirmation, is one type of repair identified in the data. This technique, which involves both expansion and correction, is often called "scaffolding". A teacher might, for instance, slightly correct a student's pronunciation yet maintain approving the response of students. "Exposed correction" (Jefferson, 1987) or "corrective feedback" (Ohta, 2001) is another form of repair that occurs in EFL classroom interactions. As an illustration, a teacher may stop the flow of a conversation to correct a certain grammar mistake for a student and then provide feedback on

how to improve. In EFL classrooms, scaffolding has great benefits for students' learning since it gives them temporary support (Üstünel 2016, p. 37)

Vygotsky (1978) asserts that scaffolding greatly enhances comprehension skills by benefiting low-ability students more than high-ability ones. As well, it allows learners to move from dependent to independent learning

Wood, Bruner, and Ross (1976) stated that it facilitates independent learning and cognitive growth by connecting the existing knowledge in students' minds with what they need to learn.

1.1.8 Factors Influencing Classroom Interaction

Classroom interaction helps both students and teachers in the classroom. It helps students to engage in different talks in the classroom as it gives teachers the opportunity to know the level of each student when they interact with each other. Mustapha, Abd Rahman and Yunis (2010) stated that a positive lecturer trait is the first factor; which is a set of principles or characteristics that a teacher should hold in the classroom for the reason of making his students active, and to answer several questions without being afraid of whether the answer is relevant to the question or not. Additionally, they added that students feel very relaxed if they study in a class which is full of safety, love, and harmony, where they can engage in the class discussions freely and become courageous enough to stand in front of the teacher and their friends. Also, they focused on another factor which is positive classmate trait, which enables students to be active participants in the active learning process, where they feel more relaxed and comfortable, because they interact with each other without any feeling of fear since they are familiar to the class members. In addition, they asserted that students become confident enough to present and share their knowledge even if it is not well structured. Further, the classroom is an environment where no

one is better than the other; all students are still students and learn from each other. And they emphasized that engaging class content is another important element which increases students' interaction, students feel better if they are exposed to subjects and tasks that suit their ideas, preferences, and field of study. Thus, these makes them creative, like to produce and give more in the class discussions, because they are motivated enough and ready to participate and to make the class vivid.

Additionally, Mustapha, Abd Rahman and Yunis (2010) stated that the physical setting is among the factors that have an effective impact on the students' classroom participation, since students like to engage in a class talk where each one listens to the other. They confirmed that dinky classes; classes with a limited number of students, are the best solution which makes students appreciate learning, also teachers spend little efforts to know their students, and each of the learners has a chance to participate.

- **Beyond the Silence**

Language learners' silent hesitancy was the subject of many researchers to explore. Delima (2012), Lui (2005), Nakane (2005), and Tani (2005) were extensively researched language learners' silent hesitancy. Chen (2003), Cheng (2000), and Liu & Jackson (2009) were focused on the causes of students' silence to prevent it. As if, cultural backgrounds and personality traits of students were found to be significant contributing variables to students' silence in classroom involvement research (Lui, 2005; Nakane, 2005).

According to Tsui (1996) there are several reasons why students are reticent, including their inability to understand what their teachers are saying, their lack of time to process the information, and their fear of making mistakes and losing their faces. Also, several factors could

be influencing students' propensity, including lesson materials, confidence level, prior speaking performance in class, and target language proficiency. Furthermore, a variety of variables may be involved in students' propensity to remain silent in language classes, including their proficiency in the target language, their confidence level, their prior speaking performance in class, and the topics of the lessons (Liu & Jackson, 2009; Delima, 2012).

Additionally, according to Lui (2005, 2006) students in EFL classes reported their inherent shyness, insufficient language input and output; the negative impacts of university entrance exams on speaking abilities (Chen, 2003; Cheng, 2000); and their opposition to a restrictive educational system (Tani, 2005), were important contributing factors to their silence.

Frequently, high anxiety levels and low motivation can also contribute to students' unwillingness to interact actively in EFL classes, which can be shown in their avoidance of class involvement. One of the most difficult things for teachers to do as educators is to instruct students who lack desire (Otoshi & Heffernan, 2011; Miller & Aldred, 2000). Considerably, even if they are not very proficient in English, students in EFL lessons are driven to learn and will try to interact in class activities. Moreover, elevated anxiety levels could also be a contributing cause to pupils refusing to engage in EFL classroom activities. Jackson (2002) defined anxiety as a state of tension, discomfort, and worry brought on by an activation of the automatic nervous system. Because they attempt to utilise a foreign language, but they are not proficient in it, EFL students are likely to experience increased anxiety. One strategy to prevent class involvement is to be hesitant to participate in activities.

Another point is that some students prefer to work in small groups because it makes them feel more comfortable, therefore they tend to sit in the back rows when they are not engaged in class. These student behaviours are consistent with the study by Liu & Littlewood (1997) who found

that large courses made students less likely to express their opinions and increased their anxiety while speaking a foreign language out of concern about being embarrassed in front of others.

As a result, the diverse personalities of the students can greatly impact how much they interact in language class activities. Learners might demonstrate extroversion or introversion, confidence or despair, and activity or passivity (Cole & McCroskey, 2003).

These findings point to linguistic, psychological, and impersonal factors, such as students' personalities and language skills, teachers' teaching styles, lesson plans, and classroom collaboration that may be contributing to students' in-class silence.

1.1.9 The Role of Code-Switching in Facilitating Students' Interaction

In EFL classrooms, code-switching serves as a pivotal tool for various aspects of classroom interaction. Mattson and Breinholt (1999) identified multiple functions of code-switching, including topic changes, affective functions (such as minimizing anxiety and fostering solidarity), socializing functions (displaying friendship and solidarity), and repetitive functions (clarifying meaning, emphasizing, and attracting attention). Further, Ferguson (2009) classified these functions, grouping them into categories such as communicating knowledge, managing the classroom, building interpersonal relationships, and socializing the learning environment (Bilgin. p, 2019, p.20). Thus, when introducing new vocabulary or teaching grammar, code-switching aids non-native speakers in understanding explanations more effectively. Additionally, it facilitates providing instructions and feedback, interpreting negotiations, maintaining a peaceful atmosphere, and reducing stress about failure and ambiguity. Furthermore, code-switching increases self-esteem and confidence, promotes a feeling of belonging and trust, and stimulates interaction among students (Yukhana, 2010).

1.1.10 Functions of Code-switching in Facilitating Classroom Interaction

Code-switching builds interaction among teachers and students in classroom settings in many ways. Clarification is one of code-switching's key functions. Teachers might use code-switching to assist students' comprehension of complex concepts or instructions by communicating in a language or dialect that they are familiar with. This promotes a desirable environment for learning by ensuring comprehension and promoting interaction among students from different linguistic backgrounds. Code-switching has additional functions in the classroom, such as attracting attention to key points and emphasising them. Teachers may increase students' recall and impact by intentionally switching between languages or dialects. For instance, to emphasise an important notion or get students' attention, a teacher might switch to a famous colloquial expression or a commonly used word in the student's native tongue. This technique enables students to actively engage in the lessons and breaks up the routine. In brief, code-switching impacts communication, ethnicity, and interaction in the classroom in a variety of instances (Lin, 2008).

Furthermore, code-switching also fosters inclusivity, by enabling students who might be more fluent or comfortable in a language that is different from the teaching dominant. Moreover, code-switching encourages equal engagement in class discussions and an atmosphere of belonging by confirming the language diversity of the students. Additionally, code-switching helps teachers and students keep a positive relationship. In other words, by appreciating and respecting students' linguistic identities, teachers foster a supportive atmosphere where all students feel appreciated and understood (Lee, 2010).

Another advantage of code-switching in this context is switching to integrating cultural relevance into classroom discussions. Teachers can make the subject matter more accessible and

interesting by using language that takes into consideration the diverse cultural backgrounds of their students. This builds a sense of cultural esteem and admiration in students while raising their knowledge and recall of the content (Rezvani&Rasekh, 2011).

Through recognising and employing the linguistic diversity of their students, teachers can build an environment that is helpful for learning and growth. Code-switching stays an effective tool for creating powerful relationships and improving learning for all students as classrooms continue to be diverse.

1.1.11 The Role of Interaction in Academic Achievements

Discovering students' weaknesses and strengthening it can only be observed through their interaction during class. Hence, effective interaction in classroom settings plays a key role in developing academic achievements, as it significantly contributes to the enhancement of students' levels. Researchers and linguists agreed that classroom participation has a major impact on educational success. According to Hanum (2017) an enhanced student interaction increases information retention, improves problem-solving skills, and raises academic achievement. And she adds that students' academic success is greatly impacted by the dynamic learning environment that is created in the classroom through successful classroom interaction. Furthermore, engaging actively in classroom activities enhances students' cognitive capacity, fosters the development of critical thinking skills, and improves their overall academic performance. Additionally, when there is a supportive classroom environment that encourages emotional stability, autonomy, and well-being, there is a positive correlation between enhanced student involvement and improved academic achievement (Reeve, 2009).

1.1.12 Assessment of Classroom Interaction

It is essential to evaluate classroom interactions to comprehend student participation, engagement, and learning objectives. A range of techniques, including video recordings, surveys, and observation protocols, can be used to assess classroom interactions (Barnes, 2007). The process of observing and recording student interactions during class activities is known as an observation protocol (Lavadenz&Armas, 2010, 2012).

Students' opinions of classroom interactions can be gathered through surveys, and video recordings provide a thorough examination of both student and instructor verbal and nonverbal communication (Virtanen, Vaaland, Ertesvåg, 2018). With the use of these assessment tools, teachers may better understand the dynamics of classroom communication and modify their pedagogical approaches to increase student participation and teamwork.

Conclusion

Teachers have the ability to help students in improving their language proficiency, building confidence, and achieving their learning objectives by creating a friendly and engaging learning environment. Finally, interaction in EFL classrooms is an important aspect of an effective teaching and learning a language, and it should be prioritized in any learning setting.

Section Two: Code-Switching as a Sociolinguistic Phenomenon

Introduction

The second section provides an overview on the sociolinguistic phenomenon which is known by "Code-Switching", where speakers tend to alternate and switch between two or more languages within a conversation. This phenomenon becomes prominent especially in EFL

classrooms where learners stop speaking the target language (L2) and start speaking the first language (L1) which is their native language and may return to the second language again, consciously or unconsciously. This section explains code-switching with its different reasons and purposes from different social perspectives, mentioned by different sociolinguistic scholars.

1.2.1 The Development of Code-Switching

According to Santos, Godás, Lore(2006) the emergence of code-switching is traced back to the 20th Century. The phenomenon was at first seen as an unworthy and substandard use of language because it was considered a casual process that did not need to be investigated. Since 1972, the term code-switching influenced by numerous investigations in linguistic anthropology and linguistics; the initial works were authored by Ronjat (1913) and Leopold (1939). Their contributions to code-switching research were substantial, as their early diary studies offered key insights into how grammar impacts the structure of code-switching (Santos, Godás, Nilep, 2006, p.19)

Based on the study found by Broersma, Carter, Donnelly and Knopka (2020) another contribution to code-switching research in the discipline of linguistics is “Language and Contact” by Uriel Weinreich in 1953. The article serves as a presumed basis for code-switching research. Weinreich (1953) focused on how languages affect each other when they are in contact, leading to multiple linguistic phenomena like language shift, code-switching borrowing...etc(Broersma, Carter, Donnelly and Knopka, 2020, p.295-308).

Subsequently, according to Lee (2021) HausVogt (1954) was one among those who reviewed Uriel Weinreich’s article in his work “Languages in Contact (1954), in which the

phrase code-switching was used for the first time, and it is viewed as the foundation for the history of code-switching.

Moreover, Blom and Grumperz's article (1972) had an important role in changing the perspectives on code-switching. In Blom and Gumperz's work (1972) important terms such as situational and metaphorical switching established and introduced the preliminary works for the next investigations since it had a fundamental role in exploring code-switching in social settings, so this notion has captured much attention and acknowledgement in the field of linguistics.

1.2.2 Code-Switching Definitions

The mechanism of switching from one language to another in the same conversational sequence is known as code-switching (CS). According to Cook (2013) code-switching occurs when all of the speakers in a conversation speak the same language and involves changing from one language to the other in mid. On the other hand, code-switching is switching or alternating from one language variety to another one. Yao (2011) said that code-switching is the alternation between two or more languages within a conversation, People who can speak two or more languages consciously or unconsciously substitute phrases or words from one language to another (as cited in Sardar, Ali, Subakir, 2015).

In addition, Holmes (1992) as cited in Candra (2019) claimed that code-switching occurs when speakers change from one language to another. For instance, code-switching can happen consciously as well as it can be sub consciously, In other words. It can occur sub-consciously between advanced learners whereas learners at the stage of acquisition regularly switch codes

using few words from their native language because of the lack of understanding from the addressee whether they know their native language or not (Brown, 2007).

1.2.3 Code-Switching Types

According to Poplack(1980) code-switching was divided into three types which are presented as follows:

1.2.3.1 Tag-Switching:Poplack(1980) stated that tag switching occurs when someone inserts a tag which means short phrase such as “yeah,” “okay,”“right” in a speech that is inserted into an utterance in another language, tag switching can appear at the beginning or at the end of a sentence, and this type of code-switching is common in casual speech. For example: let’s practice our pronunciation together, daccord? (English + French), the purpose of tag switching is mainly to enhance communication and to fulfill a need.

1.2.3.2 Inter-sentential Switching: Inter-sentential switching is the alternation between two languages in separate sentences or clauses within a single discourse this type of code-switching occurs when a speaker switches from one language to another after completing a sentence in the first language and starting a new sentence in the second language. For example: Teacher said: do you know what do we mean by introvert person? (introverti) .(English + French), the purpose of inter sentential switching is to address different audience, to emphasize a point, and to quote a statement, stated by Poplack(1980).

1.2.3.3 Intra-sentential switching:Poplack (1980) stated that Intra-sentential switching refers to the use of words, expressions, phrases that mix two different languages in the same sentence without any interruption or pause to indicate the shift, which means a speaker

changes from one language to another in the same term without hesitation. For example: Il aime seulement reading books. (English + French), the purpose of intra sentential switching is to fill a lexical gap, show identity, or to emphasize the point.

1.2.4 Reasons of Code-Switching

There are ten reasons for code-switching (as cited in Azlan, Narasuman, 2013, p.459):

First, lack of facility it occurs when bilingual or multilingual speakers cannot find appropriate terms or expressions in the second language but have equivalents in the first language, so, they tend to code switch to fulfil the lexical gap. For example, the English term "social drinker" does not have a Malay equivalent simply because alcohol is prohibited in Islam (Muthusamy, 2009). Second, lack of register, according to Muthusamy (2009) when bilingual or multilingual cannot find a concept or expression in the first language but they have an equivalent in the second language, they code switch. Whereas for Anderson (2006) certain phrases sound better in the L2 than in the L1, which leads to code-switching. Third, the Mood of the speaker, the language used is determined by the speaker's mood. A person in a stable state of mind can think of appropriate vocabulary to use in the target language (Muthusamy, 2009). But, according to Crystal (1987) when the speaker is emotionally affected he or she will code switch. For example, upset, excited, tired, happy, surprised, scared, or distracted. Code-switching occurs (cited by Skiba, 1997).

Additionally, according to Anderson (2006) when a speaker needs to emphasize a particular statement, he or she will code switch to the other language. For example, Arab English teachers make statements in English and then repeat them in Arabic to emphasize the point of the statement or to make the students understand what they are saying. Another reason is the habitual Experience, code-switching occurs mainly in discourse markers like "you know, "I mean," and

"like" (Romaine, 1989, p. 112). Or in greetings, commands, requests, invitation before or within a conversation, these markers serve various functions such as emphasizing a point, showing identity with a group.

According to Gal (1979) code-switching can be used to convey linguistic and social information by signaling the speaker's attitude, communicative intentions, and emotions which is known as the semantic significance. According to Crystal (1987) code-switching occurs when bilingual speakers want to communicate their attitude or emotions to each other. Also, code-switching can be used to show identity with a group, according to Crystal (1987) speakers switch codes to express solidarity with a specific social group. It's the same thing when a teacher switches codes in the classroom to make friendly relationships with the students. As a result, code-switching creates a welcoming language environment in the classroom (Sert, 2005). To address a different audience, when admitting someone new to a communicative event, code-switching is used as part of the welcoming address. This could happen across linguistic backgrounds or within the same linguistic background. Malik (1994) suggests that addressing a different audience involves understanding their perspectives, interests, and needs. It requires adapting your message to resonate with their values and communication styles. This may involve using different language, examples, or cultural references to effectively engage with the new audience.

Finally, pragmatics reasons, speakers code switch to draw attention to the context of a conversation (Malik, 1994). For example, in a conversation about dieting, a speaker might use his first language to emphasize his personal feelings about the topic and his second language to emphasize the referential context, which is his doctor's advice (Holmes, 2001). According to Malik (1994) English newspapers in India use non English vocabulary

such as Hindi or other Indian languages to attract the readers' attention. To understand the message conveyed by the newspaper, the reader must use his or her language schemata.

1.2.5 Functions of Code-Switching

Jacobson (1960) and Halliday (1964) proposed six main functions of CSAs cited in Kelkoula and Djaileb (2018):

First, the referential function according to Jacobson (1960) and Halliday (1964) this function defined as the alternation between different languages that refer to different concepts or ideas. It happens due to a lack of knowledge or proficiency in one language, so speakers use another language to fill the gaps in expression or to convey specific meanings effectively (As cited in Kelkoula and Djaileb, 2018). Second, the expressive function this is concerned with The Use of different languages to convey different emotions or attitudes. This function allows speakers to convey their emotion or attitude effectively (Jacobson, 1960 and Halliday, 1964). The third one which is the phatic function according to Jacobson, 1960 and Halliday, 1964, as cited in Kelkoula and Djaileb, 2018, is the Use of different languages to establish or maintain social relationships, this function allows speakers to navigate the social aspects of communication effectively by adjusting their language use to suit the context or to highlight particular elements of the interaction. Also, the metalingual function they defined it as the alternation between languages that represent different social groups or identities, this function allows speakers to draw on a metonymic relationship between the languages used and the social group or identity being represented. The fifth one is the poetic function it involves the use of words, puns, jokes, or poetic elements in one language that are switched to another language for the purpose of amusement, entertainment, or aesthetic enhancement. This function allows

speakers to create a specific effect or evoke certain emotions through the strategic use of multiple languages within a poetic context; Poetic code-switching can serve various purposes such as adding humor, attracting attention (Jacobson, 1960 and Halliday, 1964, as cited in Kelkoula and Djaileb, 2018). Finally, the pragmatic function it is defined as the shift between languages to achieve a specific communicative goal or to convey a particular message effectively, this function helps individuals to convey their intended messages accurately and comprehensively (Jacobson, 1960 and Halliday, 1964, as cited in Kelkoula and Djaileb, 2018).

These functions may vary depending on the context and the speakers involved in the conversation. Code-switching could also serve other functions, such as to express a lack of facility in one language or to indicate a change in register or style of speech.

1.2.6 Code-Switching in EFL Classrooms

Teachers had various attitudes and opinions concerning the use of code-switching in the classroom context and the process of teaching, also students' beliefs differ from one student to another, whether it is helpful in their learning journey or not. Regarding the role of code-switching in L2 classrooms, researchers tend to drop into one of the following three groups according to Üstünel (2016):

1. There should be no limits on the role of L1.
2. Although L1 can be a useful tool, its effect on L2 learning needs to be clearly defined.
3. Since L1 might hinder learning, it should be avoided in L2.

As reported by Üstünel (2016) Arnett (2013) is one of the scholars who had contributed to this debate, and according to him, since L1 might hinder learning; it should be avoided in L2 classrooms. On the other hand, many students considered the use of the mother tongue in language classrooms as a positive and beneficial strategy because they believed that it can help in language acquisition. For instance, giving explanations in a language that students are more comfortable with, it can provide a better understanding of complex words or concepts. It can also help to keep discipline in control by ensuring that interlocutors, student and teacher are communicating clearly. As stated by Richard & Rodgers (2001) an option for teaching and learning languages that heavily depends on the learner's native language (L1) is the grammar-translation method. Using the learner's native tongue, the teacher typically explains the meaning and grammar of a foreign language using this method. For instance, rather than explaining a new vocabulary word or grammar rule in French, a teacher teaching French as a second language would do so in the student's first language, such as English. As an illustration, consider this example the teacher in a grammar-translation French class intended to teach the word "Maison," which translated to "house." Rather than elucidating the meaning in words, the teacher could remark something like, "Maison" is what we call "house" in English." Hence, you could guess that a "Maison" is a building where people live. In the same direction, the teacher may use phrase translation from the target language to the native tongue and vice versa while teaching grammar structures. In a course on verb conjugation in Spanish, for instance, the teacher might use English as an example to explain the conjugation rules before assigning the students to use those rules to translate English sentences into Spanish (Üstünel, 2016, p.38).

According to Cook (2010) it is desirable to use the learner's first language when teaching a new language because it will eventually be used, whether it was permitted or not. So, a

student's first language can help them acquire the new language. Although this strategy might make it easier for learners to comprehend the concepts and structures of a foreign language, speaking and listening abilities tend to be neglected because reading and writing are the focus. Furthermore, it may reject fluency or the acquisition of the language speaking skills. On the other hand, the overuse of code-switching raised several issues. Many argued that a heavy reliance on code-switching might hinder pupils' comprehension of the subject matter or target language. It is suggested that code-switching should be employed carefully, meaning that it should be applied intentionally and occasionally, to prevent hindering students' comprehension or limiting their exposure to the language.

In a study conducted by Nurhamidah, Fauziati, and Supriyadi (2018), it was found that some teachers and students had different views on the advantages and disadvantages of code-switching in EFL classrooms. According to the 2018 study's findings using Indonesian which is the native language can occasionally be necessary when using English for instructional purposes so that students can comprehend concepts to a certain extent. Additionally, it was expected that by giving the children the freedom to switch languages, they will gain confidence in their ability to convey meaning in social contexts. However, teachers should avoid using code-switching haphazardly because this will cause learners to become confused about the meaning of the subject matter. Because using CS as one strategy among many might help teachers and students communicate in English, teachers should explain to the students how CS can be utilized in communication. Al-Hourani and Afiza (2013) suggested that code-switching need to be reserved for special situations involving students and not be frequently occurring in the classroom. Asali (2011) who concluded that code-switching should only be employed in the most challenging circumstances that could impair the students' understanding. Alkhresheh (2015) also came to the

similar conclusion that while code-switching is helpful in the classroom; language acquisition will fail as a result. Therefore, educators must be aware of the pedagogical implications of code-switching and work to intentionally include it into their teaching strategies. This involves providing students clear instructions on when and how to utilize code-switching effectively in addition to offering opportunities for real-world language practice in the target language.

In conclusion, code-switching can be a useful tool in EFL classes, but it should only be employed when necessary to promote rather than hinder language learning outcomes. Achieving a balance between utilizing students' pre-existing linguistic skills and motivating them to interact meaningfully with the target language is essential for effective language learning.

Conclusion

Nowadays, most people use languages differently depending on their knowledge background, in different situation, whether at work, school, or at home, on personal requirements. Code-switching as an area of study was initially ignored by researchers who did not give it a value. Following the acknowledgment of its significance, scholars began to approach the subject of inquiry from diverse scholarly viewpoints such as Cook, Brown, Leopold, Holmes, Blom, Gompers, and so on; finally, code-switching is a very interesting phenomenon. It facilitates the use of languages and it helps people to better express themselves and their thoughts.

Chapter Two: The Field Work

Section One: Research Methodology and Data Analysis

Introduction

This section is devoted to explain the objectives of the study and the tools used to conduct it. It states the research problem of the exploratory research that aimed to report survey findings about an observed sociolinguistic phenomenon in EFL classes, and identifies the research questions and hypothesis. Then, it deals with the population and the instruments that have been used to obtain data, and demonstrate how the study aims to achieve the research objectives, which include testing the hypothesis by proving or disproving. A case study was conducted at Tebessa University in English Department through using qualitative methods, an observation followed by two questionnaires.

2.1.2 Methodology

2.1.2.1 Population and Sampling:

The research was conducted at the University of Cheikh Larbi Tebessi _ Drid Abdelmajid-Pole, Tebessa (Department of English), with (35) 2nd year students and contained both genders aged from 19 to 22 years. For randomization, the participants were chosen from a pre-existing group.

The population of the research is second-year university students, and the sample is the 3rd group. The reason behind choosing second-year English students rather than first year as a population is that they are still beginners and at the same time have already built a basic knowledge of the English language unlike first year students. This would be helpful as it allows researchers to observe code-switching behaviours from the start of language learning and explore

more advanced language usage. In addition to students, teachers of English language from the department of English (University of DridAbdelmajid in Tebessa) participated in the study.

2.1.2.2 Research Instrument:

In this research, two instruments were used for collecting and gathering data; two questionnaires were conducted, one to students and another to teachers of English, and an observation on second-year LMD English students (third group).

2.1.2.2.1 The Questionnaire:

In the given research, a questionnaire was used to fulfil the required objectives. The questionnaire is a research instrument used to gather data. It comprises questions for the purpose of eliciting information from respondents (Groves, 2009). According to Downs and Aderian (2004) a research questionnaire is a research instrument that consists of a set of questions or other types of prompts, designed to collect information from a pre-defined group of respondents. It is typically a mix of close-ended and open-ended questions, with the former providing respondents with a series of predetermined responses to choose from and the latter offering the respondent the ability to elaborate on their thoughts.

In this study a semi-structured questionnaire is conducted. The students' questionnaire aims to find information about students' extent of participation in English language sessions, their experiences and attitudes toward the use of code-switching in the process of learning. It consists of sixteen questions (see Appendix 03 p 109), eight closed-ended, and the rest are open-ended questions. Teachers' questionnaire is composed of five closed-ended questions and ten open-ended questions (see Appendix 02 p 105). This questionnaire aims to find general information about the

teachers' experience, streams and levels that they teach, and other questions were asked for measuring the attitude of teachers about code-switching. They also aim to check the reasons, and the purposes of teachers and students code-switching, and tends to find their opinions about the use of code-switching.

2.1.2.2.2 Classroom Observation:

Classroom Observation is one of the research tools used in this study to collect more concrete and reliable data about code-switching in EFL classroom interaction. It provides the ability to observe learners' behaviour in a natural environment that is the classroom (Kadi, 2015). Observation according to Patton (2015) is a method of gathering information through observing individuals, situations, or behaviours as they occur in natural environments. It can be overt (subjects know they are being observed) or covert (subjects do not know they are being observed).

The observation was only focused on the behaviour of second-year English students in the third group. It aimed at identifying instances of code-switching among both students and the teacher of oral expression, exploring its role in enhancing classroom interaction, and understanding the underlying reasons for its use. This research employed a structured, overt, and uncontrolled observation method with non-participant researchers. Non-participant observation was chosen to minimize the potential influence of researchers' presence on participants' speech (Schneider et al., 2018). Additionally, the observation process was supported by a checklist (see Appendix 01 p 102), consisting of seven items for observation: clarification, emphasis on key points, attracting attention, lack of fluency, speaker's mood, providing feedback, and demonstrating identity.

The observed group consisted of thirty-five students, and since the groups were administratively pre-existing, group three was chosen randomly. The observation spanned from 05 February 2024 to 25 February 2024 covering six sessions in the Oral Expression module, divided into morning and afternoon sessions. However, the teacher being observed explicitly stated that recording any part of the sessions was prohibited due to legal reasons. Consequently, the observation was not supplemented by recording.

2.1.3 Analysis of Classroom Observation

2.1.3.1 Ethics of Classroom Observation:

On the 5th of February 2024, the researchers had a talk with the teacher (a teacher of Oral Expression at DridAbdelmajid-Pole _ CheikhLarbiTebessi University) who was informed that her session is going to be observed and recorded for research purposes. We went for meeting her half an hour before the first session. She was very kind and welcoming, and firstly she discussed with us the nature of classroom and the group level. She stated that the students are very clever, active and going to be helpful. She added to the discussion some points about the lesson she was going to present and the course objectives. Through her explanation of the sessions' structure, the session seemed to be inclusive for all language aspects including listening, speaking, reading and especially critical thinking, emphasizing her students' activeness. Additionally, we discussed the topics that are going to be addressed in the classroom eliciting the objectives of the course. The teacher highlighted some basic learning outcomes about what students are going to know, understand and reach by the end of the learning process.

2.1.3.2 During Observation Phase:during the six sessions, students were probably involved in the course study. The nature of the sessions was, sometimes, teacher-centred and other times

student-centred sessions. The teacher tended to present the different courses in different ways. She made use of different materials, and worked with all students, even if some remained less engaged, she was always pushing them to speak through asking simple questions. Also, when students were unable to communicate their ideas, the teacher helped them to speak by simplifying the question and making them answer by yes or no to help them participate in the conversation, build confidence and proficiency in speaking. When the students became more comfortable, the teacher allowed them to speak freely and independently. She was also asking them to avoid reading from their notes when it came to presenting their ideas. Instead, she told them to speak spontaneously even though they made mistakes.

In addition to that, the teacher's communication style was also characterised by clarity and simplicity. She was speaking slowly and precisely, making sure every student understands the material being covered. In terms of language proficiency, there was observable progress among the students, while some exhibit notable improvements relative to their level, others remained passive and struggled to engage actively. However, the teacher was not only focusing on language development, but she also prioritised the improvement of critical thinking skills by incorporating activities that require students to infer their critical thinking. For instance, guessing words' meanings through their context.

2.1.3.3 Post Observation Phase:

The data concerned with what code-switching serves in the examined EFL classes that emerged from the observed group were brought together and put into seven categories to be analysed; that is, clarification, emphasize the point, to attract the attention, lack of facility, mood of the speaker, to give feedback, to show identity.

2.1.3.3.1 Clarification: This category refers to the use of code-switching to give an additional explanation or an equivalent in another language to clarify. In this context, the cases of code-switching that were captured from the first to the sixth session can be explained as follows:

Item	Example	Language Code Switched to	The Term being Switched
Clarification	What do we mean by chronic?	French	Chronique
	What do we mean by armour?	French-Arabic	درع-Armure
	What is stuttering?	Arabic	التأتأة
	Euthanized	Arabic	الموت الرحيم
	Do you know what we mean by cells copy?	Arabic	الاستنساخ

Table 01: Clarification Examples

- **Case One:** it was on 11th February 2024 in the second session by the teacher, she asked the students (*what do we mean by chronic?*), Then she translated the word into (chronique) using the French language for clarification.
- **Case Two:** it was on 18th February in the fourth session by student (18) she asked her teacher (*what does armour mean?*). The teacher tried to explain the word using French by saying (armure) then she translated it into Arabic by saying (درع). The teacher translated twice, into French then into Arabic in order to make the word clear and understandable.
- **Case Three:** it was on 19th February by the teacher as well. She was explaining a point about an application that indicates stuttering when someone speaks. Students did not understand what is stuttering so she gave them its equivalent in Arabic which is “التأتأة”. Then the teacher added "When you speak unconsciously you are going to , تأتأ" in this case, the teacher added this explanation to clarify her previous point.
- **Case Four:** it was by a student. When they were suggesting some topics to the teacher, she said "Euthanized" in English. For a while, the teacher did not get her point, so the student translated it into Arabic by saying (الموت الرحيم). By initially using the English term and then switching to French when her classmates and teacher did not understand, she demonstrated linguistic flexibility to ensure clarity and comprehension among them.
- **Case Five:** it was on 25th February 2024 by a student in an attempt to answer the teacher when she asked, "*Do you know what we mean by cells copy?*", so the student answered (الاستنساخ).

In this category, most of clarification and translation cases go hand in hand. Words and expressions were translated by students and the teacher to clarify meaning and ensure

comprehension. Providing a translation by them helped to follow along and fully grasp the intended message.

2.1.3.3.2 To Emphasize the Point: This category refers to the use of code-switching to reinforce the significance or intensity of the point being covered.

Table 02: To Emphasize the Point Example

Item	Example	Code Switch to	The Code being Switched
To emphasise the point	وعلاه خيرتي عمر وعلاه مخيرتيش the prophet Mohamed?	Arabic	Because the prophet said: لو لم ابعث انا فيكم لبعث عمر
	The people with Fatwa	Arabic	The people أهل التقوى

- **Case One:** it was on 12th February 2024 in the third session in a dialogue between two students and the teacher:

Student 26 asked: (*if you are a man who you will choose to be like?*)

Student 27 answered: (*I prefer to be Omar Bin Al-khattab*)

Teacher said (*وعلاه خيرتي عمر وعلاه مخيرتيش the prophet Mohamed?*)

Student 27 said: because the prophet said: (*لو لم ابعث انا فيكم لبعث عمر*) Here the student used her native language highlighting the prophetic significance attributed to Omar Bin Al-Khattab to reinforce her reasoning for this choice.

- **Case Two:** it was on 25th February 2024 in the sixth session by a student 25. He was talking about a topic and to give his opinion about it he said (*The people with Fatwa, or the people أهل التقوى said it is Haram*). At first, the student said the people with Fatwa only, then to emphasize the point he added the people أهل التقوى.

2.1.3.3.3 To Attract the Attention: This category refers to the use of code-switching to capture listeners' interest.

The only case was on the first session by the teacher when she said to a student who was not attentive while she was calling her name (*Where were you كنتي في الخارج*) This expression is interpreted as a way of attracting attention from the teacher to the student.

Item	Example	Code Switch to	The Code being Switched
To attract attention	Where were you?	Arabic	كنتي في الخارج?

Table03: to Attract the Attention Examples

2.1.3.3.4 Lack of Facility: This category refers to the use of code-switching to serve as a way to fill in gaps in vocabulary or grammar and facilitates communication. This category is the most observable one in all the sessions.

Item	Example	Code Switch to	The Code being Switched
Lack of facility	What do we mean by the bashful?	Arabic	معناها introvert
	What do we mean by cluster?	Arabic	نسيت
	How can we say "البويضات" in English?	Arabic	أطفال الأنبوب؟ is it
	I was not following	Arabic	ما كنتش نتبع
	If you are a teacher what you are going to choose: hot chocolate, milk, or coffee?	Arabic	نخير hot chocolate
	I started reading the book of Charles Dickinson	Arabic	نسيت وش من صفحة حبست

	The ongoing charity is cultivating a land or drilling water well.	Arabic	ارض الصدقة الجارية is بئر or تزرع
	Choose a colour you could wear till the end of your life.	Arabic	أحمر

Table 04: Lack of Facility Examples

- **Case One:** the teacher asked a question which is (*What do we mean by the bashful?*). Student 05 answered (*معناها introvert*). The student might be more comfortable or proficient in Arabic than in English, leading her to interact by providing her response in Arabic instead of keeping silent.
- **Case Two:** the teacher asked them (*what do we mean by cluster?*). Then the student 16 said directly (*نسييت*) instead of saying I forgot about that.
- **Case Three:** the teacher asked student 14 about the answer of question number 4. Student 14 said (*ما كنتش نتبع*) instead of saying I was not following.
- **Case Four:** the fourth situation was made by student 26. She asked (*if you are a teacher what you are going to choose: hot chocolate, milk, or coffee?*). Student 27 answered (*oh... نخير hot chocolate*) instead of saying I will choose hot chocolate. She did not know the particular concept to express her opinion so she used her native language.
- **Case Five:** student 34 said (*I started reading the book of Charles Dickinson... نسيت وش*). She used Arabic instead of using the target language English. (*منصفحة حبست*).

- **Case Six:** student number 25 was talking about a topic and to give his opinion about it he said (*The people with Fatwa, or أهل التقوى said it is Haram*). The term (حرام) refers to something forbidden or prohibited in Islamic law. In English, it's often translated as "forbidden" or "prohibited." He used it because he might be more familiar with the Arabic term due to his cultural or religious background. Additionally, some individuals may use "Haram" to emphasize the religious or moral aspect of the prohibition.
- **Case Seven:** student number 20 was trying to translate the "Hadith" of "Omar Bin Al-khattab" about "Ongoing charity" instead of quoting it she said (*ارض تزرع الصدقة الجارية*) or (*بئر*) instead of saying "The ongoing charity is cultivating a land or drilling a water well".
- **Case Eight:** student 20 asked his partner (*choose a colour you could wear till the end of your life*). Student 08 said directly (*أحمر*) instead of saying (red).
- **Case Nine:** the teacher faces lexical gap and uses Arabic term in English dialogue which elicits teacher's linguistic challenge in conveying specific term in English. The teacher asks "*How can we say 'البويضات' in English?*" and student 24 responds with "*is it أطفالاً لأنبوب؟*".

2.1.3.3.5 Mood of the Speaker: This category refers to the use of code-switching based on the emotional state of the individual.

Item	Example	Code Switch to	The Code being Switched

Mood of the speaker	Do we need to write all of the sentences?	Arabic	لا حول ولا قوة الا بالله
	It is not the same thing	Arabic	نتوما لي I know it but ما فهمتوش وش قصدي

Table 05: Mood of the Speaker Examples

- **Case One:** it was by the teacher when student 13 asked the teacher a question about a point that had been explained twice previously by the teacher. So, the teacher got angry and said (لا حول ولا قوة الا بالله) before explaining it again.
- **Case Two:** it was by the teacher as well, when the students commented on a point that the teacher explained, so the teacher said (*I know it but* نتوما لي ما فهمتوش وش قصدي)

2.1.3.3.6 To Give a Feedback: This category refers to the use of code-switching to ensure the feedback or the comment is better connected with the person receiving it.

Item	Example	Code Switch to	The Code being Switched
Give feedback	Is it clear?	French	Çava
	Is that Hadith Sahih or not?	Arabic	I think but ماشني متأكدة

Table 06: to Give Feedback Examples

- **Case One:** it was when the teacher said, "*Is it clear?*" and the 16th student answered in French by saying (*Çava*) indicating that she understands, or it is okay with the information provided by the teacher.
- **Case Two:** The second case was when the Teacher asked (is that Hadith Sahih or not?). Student 27 said (*I think but ماشني متأكدة*).

2.1.3.3.7 To Show Identity: This category refers to the use of code-switching to reflect different aspects of individuals' identity in each context and to assert their belongingness to particular communities.

Item	Example	Code Switch to	The Code being Switched
To show identity	You always keep with the same people?	Arabic	My family members فقط
	They said it is Haram	Arabic	حرام
	The ongoing charity is cultivating a land or drilling water well.	Arabic	ارض الصدقة الجارية تزرع او بئر

Table 07: To Show Identity Examples

- **Case one:** it was when student number 20 explained her idea that she does not like to talk about her personal business with anyone, even her friends. So, the teacher asked her (*You always keep with the same people?*), here the student answered, (*My family members فقط*) instead of saying "only" in English although she is a clever student. As an emotional attachment to her family members, she used the term in Arabic which could reflect her personal feelings more accurately.
- **Case Two:** it was by student number 25, who was talking about a topic and to give his opinion about it he said (*The people with Fatwa, or أهل التقوى said it is Haram*). He might use it to show his identity and belongingness to Islamic religion. Or because he might be more familiar with the Arabic term due to his cultural or religious background. Additionally, some individuals may use "Haram" to emphasize the religious or moral aspect of the prohibition.
- **Case Three:** it was by student number 20, when she was trying to translate the "Hadith" of "Omar bin Alkhatib". Which was About "Ongoing charity" instead of quoting it? She said (*ارض تزرع or بئر*), she might use these terms in Arabic instead of English since they refer to Islamic concepts, maybe because they are more precise or culturally significant in certain contexts.

2.1.3.2 Interaction with the Presence of Code-switching

2.1.3.2.1 Interaction of Students in Class with the Presence of Code-switching: In most of the sessions the students were actively engaged. Even passive students tried hard to speak with the help of their teacher which led to the occurrence of code-switching in all the sessions

2.1.3.2.2 Teacher Student Interaction with the Presence of Code-switching:The teacher used code-switching only when it is necessary as it is shown in the examples, also she was accepting her students using it.

2.1.3.2.3 Student-Student Interaction with the Presence of Code-switching:In both, lesson and non-lesson matters, it was noted that the large existence of code-switching occurred generally in student-student talk. When they were discussing among each other, they tend to use their heritage language only rather than English.

Section Two: Data Analysis and Interpretation

2.2.1 The Analysis of the Students 'Questionnaire

Q01: How often do you participate during English language sessions?

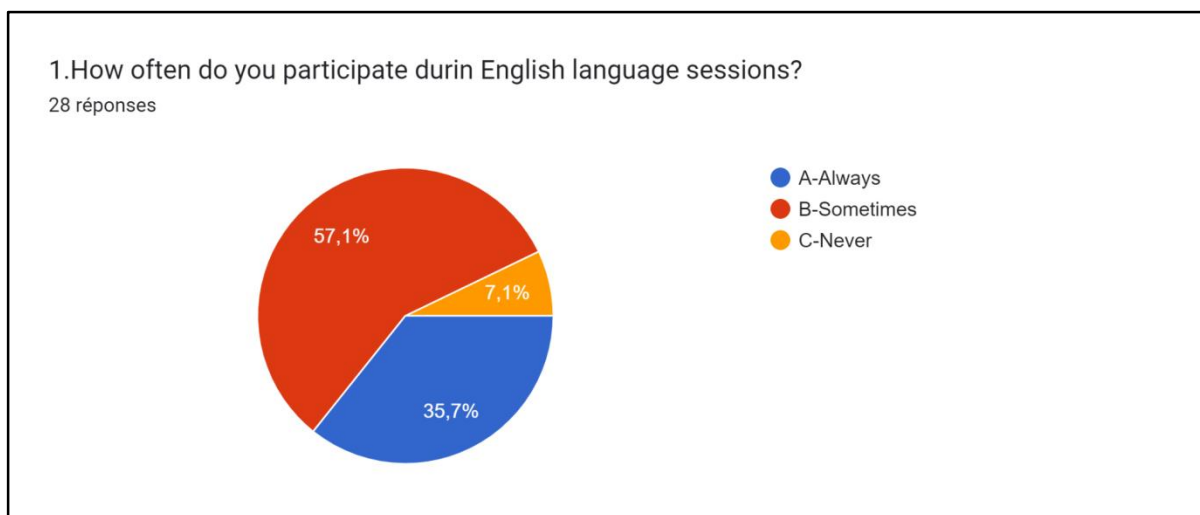


Figure 01: Frequency of Participation in English Language Sessions

This question aimed to assess the frequency of participation in English language sessions. The statistical data in the graph above showed that (35.7%) of students always participate during English language sessions. While, (57.1%) of them stated that they sometimes

participate. The rest of students (7.1%) stated that they never participate. From this analysis we can see that the majority of students sometimes participate during English language sessions, and this indicates a varied level of engagement among students.

Q02: Do you sometimes use words or phrases from your native language or any other languages when speaking English in class?

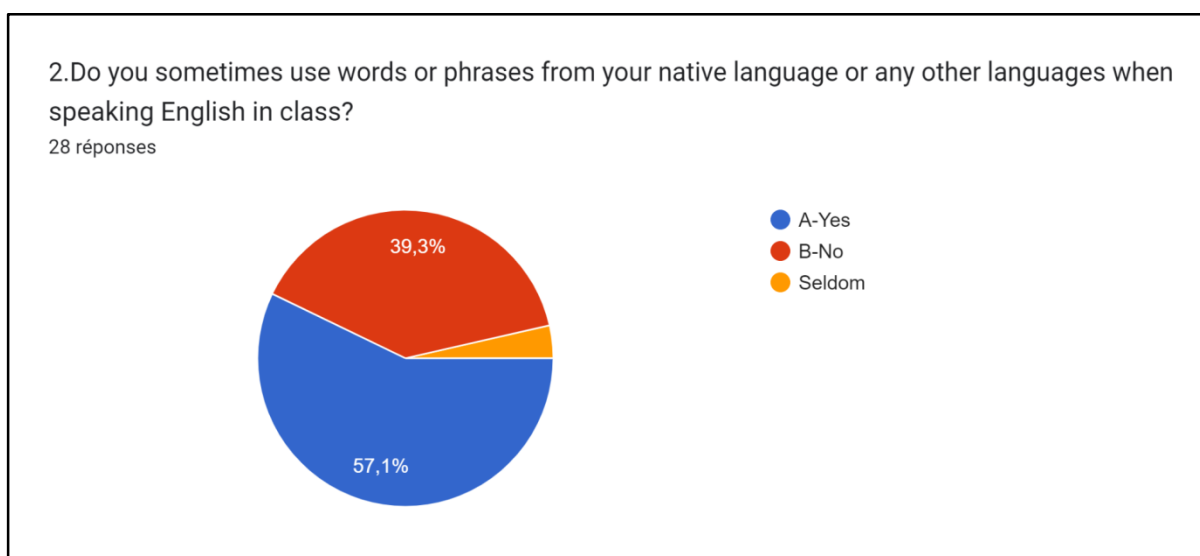


Figure 02: Occurrence of Multilingual Expression in English Class Conversations

This question examined the occurrence of using non-English words or phrases during English class conversations. It seemed like the majority of students (57%) do use words or phrases from their native language or other languages when speaking English in class. While, a significant minority (39%) do not use, and there's a small portion (one student) who answered "seldom," indicating occasional usage. This suggests the linguistic background diversity within the classroom.

Q03: Why or why not?

This question served to provide deeper insights into the reasons behind the students' choices, and the followings are the reasons provided by the students:

A: I do not use.

B: Like: **يعني، كيشغل.**

C:"The enigmatic phenomenon of quantum entanglement continues to perplex even the most astute physicists, challenging our fundamental understanding of the nature of reality."

ظاهرة الارتباط الكمي الغامضة ماتزال تثير الدهشة حتى في أوساط أذكى الفيزيائيين، مما يتحدى فهمنا الأساسي لطبيعة "الواقع".

D: No I don't use words from my native language.

E:like oui, ou bien, non, in French language.

G: using proverbs in Arabic.

H: translating words to French.

I: It is just for clarification.

J: sometimes I used French language or Arabic to explain more my answer or my point of view.

K: when I can't remember the exact word in English.

L: when I lack a word in English I'm obliged to say it in another language **للشرح او للسؤال.**

M: I'm always doing it because my English is not improved yet.

N: mistaking in Algerian accent and using "Taw"

O: I use some Arabic words whenever I don't find words in English.

Some students said only that they do not use words from their native language without mentioning the reason. And the rest stated some examples where Arabic and French contribute to their interaction and collective knowledge.

Q04: What strategies do you use when you don't know an English word?

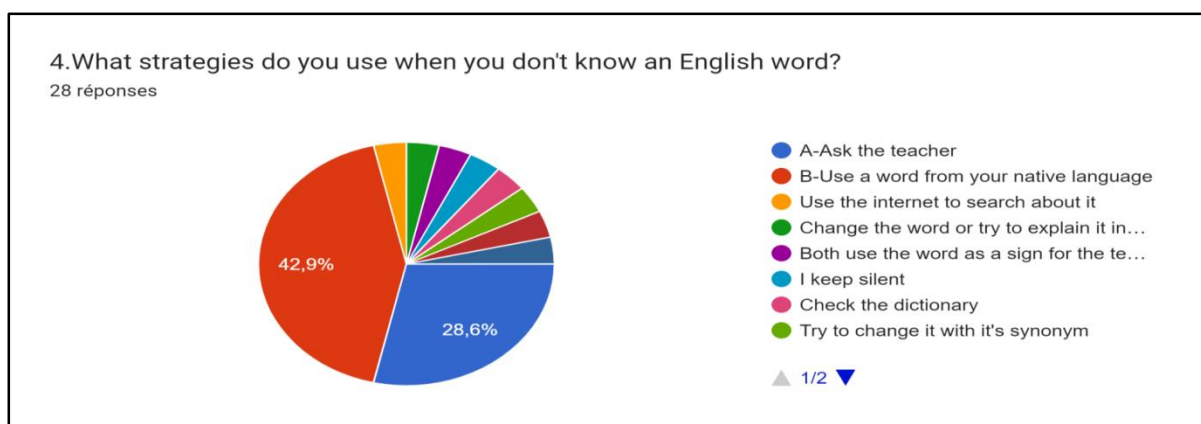


Figure 03: Strategies Employed to Deal with Unknown English Words

This question explored the various strategies employed when encountering unfamiliar English vocabulary. Some students (28.6%) preferred to seek assistance directly from the teacher. Whereas, (42.9%) of students tend to substitute the unfamiliar English word with a word from their native language, suggesting a reliance on code-switching as a coping mechanism. Additionally, there are other strategies mentioned by students including: using the internet to search for the word, attempting to explain or change the word, indicating the word to the teacher as a signal for assistance, remaining silent, consulting a dictionary, trying to replace the word with a synonym, using Google Translate and using another word altogether.

Q05: How do you react when you don't know an English word and need to use a word from other language?

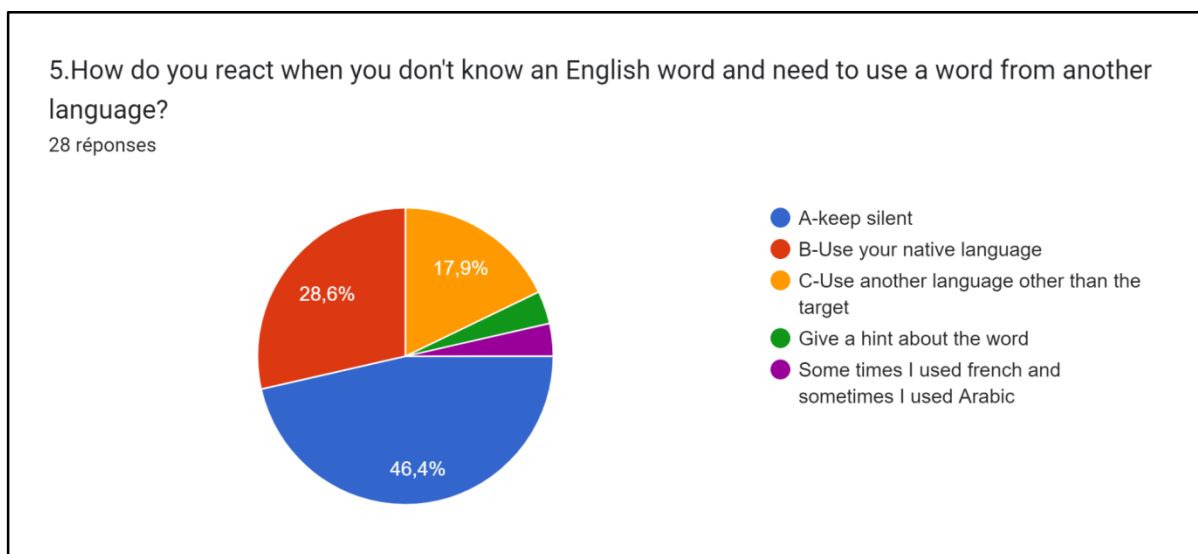


Figure 04: Reactions to using Non-English Words When Faced with Unknown English Vocabulary

This question investigated the reactions elicited when using non-English words in place of unknown English vocabulary. The majority of students (46.4%) chose to remain silent when they do not know an English word and need the use of a word from another language. This suggests hesitation to actively engage in communication when faced with language barriers. Another portion of students (28.6%) preferred to use their native language when they encounter an unfamiliar English word, which indicates a reliance on their mother tongue to express themselves effectively. Some students (17%) selected a language other than their native language or English when they need to substitute an unfamiliar word, and it shows a multilingual approach to communication. Other responses provided by students include: giving a hint about the word before using another language, using French or Arabic interchangeably depending on the situation.

Q06: Do you think it is important to try and speak only English in the classroom?

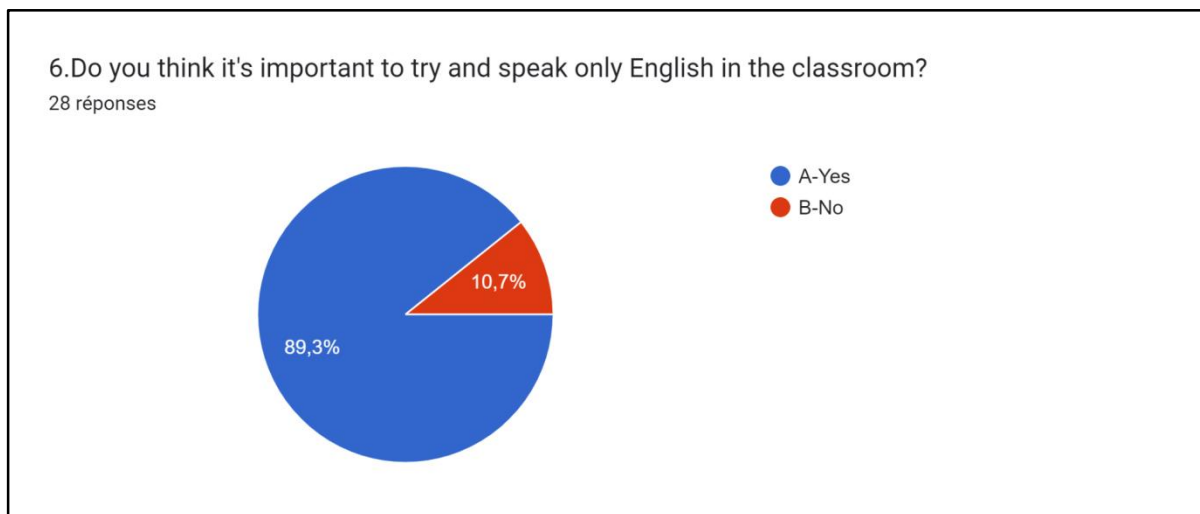


Figure 05: Perceived Importance of Speaking English in the Classroom

This question assessed the perceived importance of speaking English exclusively during classroom interactions. The majority of students (89.3%) believed that it is important to try and speak only English in the classroom, indicating a strong agreement on the value of English immersion for language learning. This suggests recognition of the benefits of exposure to English language usage in the classroom environment. However, the minority (10.7%) opposed the idea, and this opposition might have various reasons, such as the belief that occasional use of other languages can enhance understanding or communication.

Q07: Why or why not?

A: because I'm attending English classes and the goal is to improve English by practicing and speaking only English.

B: it is beneficial for us to be able to communicate and to improve our speaking and listening skills.

C: it's really important to learn more, and to convince yourself that you have the ability to use the language appropriately.

D: to improve our language skills.

E: because in an English classroom we're interested in improving our English and use it as much as possible, so it's important to speak only English in the classroom.

F: if we say it's important to try yes, because that may give you a chance to acquire new vocabulary and live in English environment but it's not obliged.

G: yes, to use and learn new words.

H: I think we need the help of our native language to learn a second language and of course without relying on it 100%.

I: to practice well.

J: when the teacher obliges us to speak English only I prefer to keep silent because I can't talk a complete sentence in English.

K: to be more fluent in English.

L: to be more fluent and good speaker through practice.

M: I think it helps the student to have a good command of the language and that's achieved via using the language as much as possible.

N: it is important to develop my speaking skills.

O: speaking in English only in class would ameliorate not only the student's speaking skills but also their ability to enlarge and enrich their vocabulary.

P: listening and trying is always the key to learning new vocabulary.

Q: to get the accent and not be afraid.

R: to know your mistakes so that you correct them.

S: to practice the language more.

T: this is not necessary because it's not our native language so we don't know all vocabularies and words.

U: yes, because we study in order to develop our English language.

V: to improve our language skills (English) better.

W: it's important because how can we learn a language if we don't use it which means that we need to listen, speak, write in English in the classroom

X: to focus on one language and improve our skills.

Y: because repetition makes your skills developed.

Z: because we need to learn how to use the language in every situation.

The students stated multiple reasons supporting the importance of speaking only English in the classroom, including the opportunity to practice and improve English language skills, communicate effectively, develop fluency, expand vocabulary, gain confidence in using the language, and receive corrections to learn from mistakes which emphasize the necessity of English immersion for language learning. Additionally, others highlighted the benefits of repetition, practice, and exposure to real-life language situations. While, two (02) students think

that they need the help of the native language to learn a second language, adding that when the teacher obliges them to speak English only they prefer to keep silent because they can't talk a complete sentence in English. Overall, the responses underscore that speaking only English in the classroom facilitates language acquisition and proficiency.

Q08: Have you ever noticed your classmates or your teachers switching from one language to another during English classes?

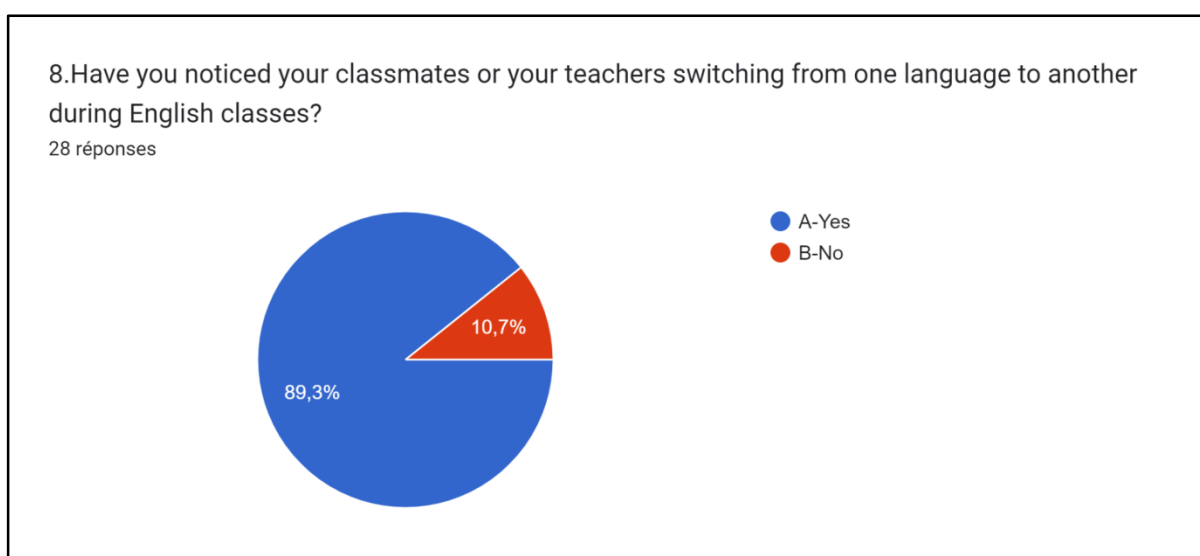


Figure 06: Observations of Code-Switching Among Classmates and Teachers in English Classes

This question examined observations of language code-switching among classmates and teachers during English classes. On one hand, the majority of students (89%) noticed their classmates or teachers switching between languages during English classes, indicating a common occurrence and prevalence of code-switching in the classroom settings. On the other hand, the minority (10%) who did not observe such language switching may not have been attentive to language usage during classes.

Q09: How does it make you feel?

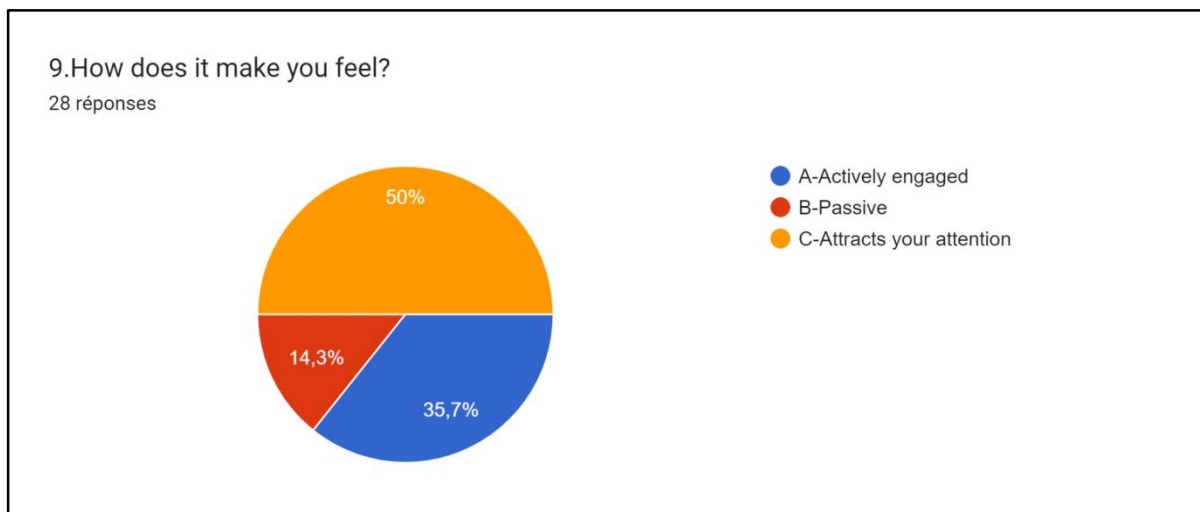


Figure 07: Emotional Responses to Language Code-Switching in the Classroom

This question aimed to measure the emotional responses elicited by instances of language code-switching in the classroom. The majority of students (50%) feel that code-switching attracts their attention, which suggests that it may serve as a stimulus that draws their interest during English classes. It also indicates that students are aware of and responsive to the use of multiple languages in the classroom. Additionally, a significant portion of students (35.7 %) feel actively engaged when language switching occurs, suggesting that they may perceive it as an opportunity for active interaction or engagement in the learning process. Also, this response indicates a positive attitude towards code-switching in the classroom. A smaller percentage of students (14.3%) feel passive when language switching occurs, implying that they may lack interest or involvement in the multilingual aspects of the classroom environment.

Q10: Do you prefer when the teacher speaks and explains:

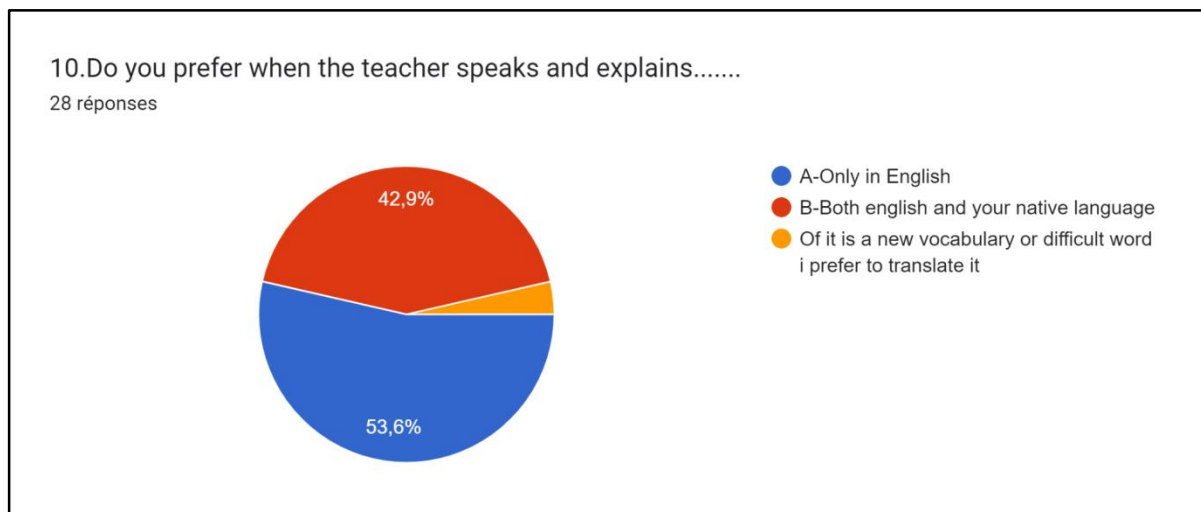


Figure 08: Preference for Language of Instruction

This question explored preferences regarding the language of instruction, whether it's English only, a mix of English and the native language. A slight majority of students (53.6%) expressed a preference for the teacher to speak and explain only in English. This preference suggests a desire for immersion in the target language, which may facilitate language learning and proficiency. While a significant portion of students (42.9%) preferred explanations that incorporate both English and their native language. This preference might be a desire for clarification or comprehension, especially when encountering new or difficult vocabulary. One student mentioned preferring translation for new or difficult vocabulary. This response highlights the importance of understanding, particularly in language acquisition contexts where comprehension plays a crucial role in knowledge acquisition.

Q11: Do you think you need your teacher to switch to other familiar languages when explaining the lesson, giving examples, for clarification, or when announcing exams, tests or projects?

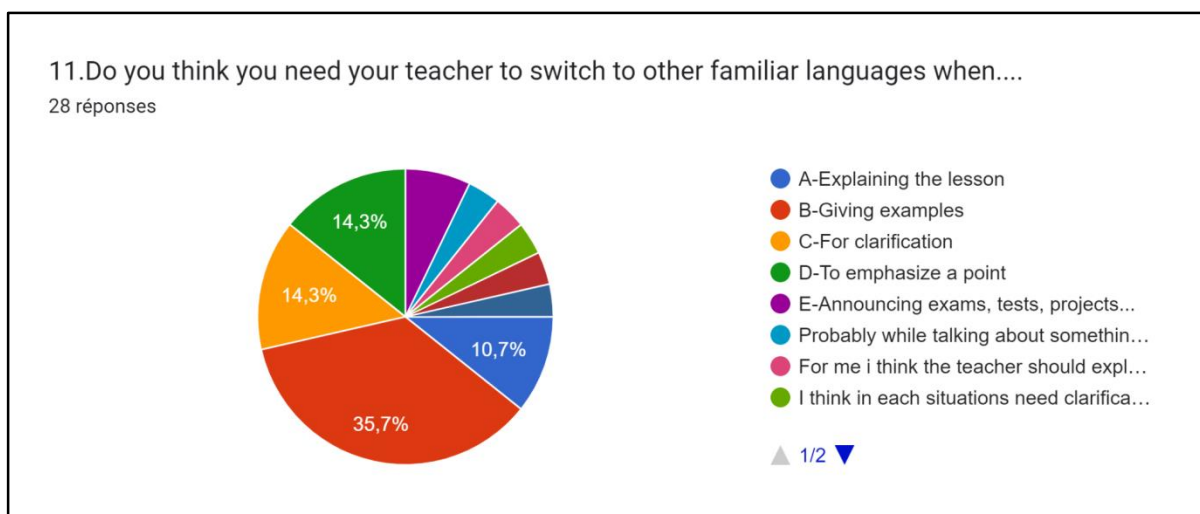


Figure 09: Perceived Need for the Teacher to Use Familiar Languages

This question investigated the perceived necessity of using familiar languages for the mentioning reasons. A small percentage of students (10.7%) believed that it's necessary for the teacher to switch to other familiar languages when explaining the lesson, which indicates that they may find some aspects challenging. Whereas, a large portion of students(35.7%) feel that it's necessary for the teacher to switch languages when giving examples, which indicates that students may benefit from having examples presented in familiar languages to enhance understanding and application of concepts. For clarification (14.3%), and to emphasize the point (14.3%), these two portions of students think that they need language switching for clarification and emphasis during instruction. This indicates that students value clear communication and the reinforcement of key points, which may be achieved through language switching. However, announcing exams, tests, projects...etc (7.1%) proposed that some students may see the need for language switching when important announcements are made, maybe to ensure comprehension

and clarity regarding important course-related information. There was other answers mentioned by students including: probably while talking about something out of the lesson, or it's better to use English in every situation, for me I think the teacher should explain and give examples and clarifications in English so we can acquire the language from different contexts, I think in each situations need clarification even something about lesson or out the lesson, for clarification and while explaining the lesson, because sometimes if we don't understand a word we can't understand all the idea, in personal experiences only or in case of misunderstandings.

Q12: Do you think switching from one language to another helps you understand English better?

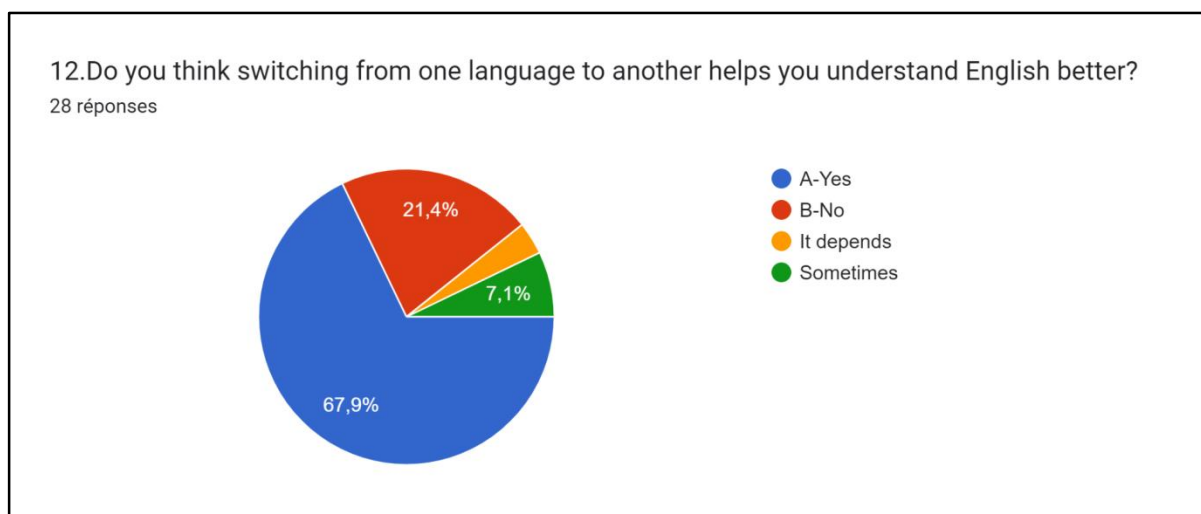


Figure 10: Perceived Impact of Language Switching on English Comprehension

This question assessed the perceived impact of language switching on English comprehension. The majority of students (67.9%) believed that switching from one language to another helps them to understand English better, which suggests that many students perceive language switching as a beneficial tool for comprehension. A smaller portion of students (21.4%) disagreed and do not believe that language switching contributes to a better understanding of English. This viewpoint may reflect a preference for immersion in English or a belief that

language switching can be distracting or negative. Some students (7.1%) acknowledged that the effectiveness of language switching may vary depending on the situation or individual preferences. Also, one student provided a response indicating that the effectiveness of language switching depends on certain factors or circumstances. This response indicates the complexity of language learning and the variability in individual learning strategies and experiences.

Q13: Why or why not?

A: If I'm not familiar with some English words and the teacher switches to another language that I'm familiar with, I will be able to understand more.

B: Because it can be useful to clarify point of view in English, but it shouldn't be always.

C: No, because we need to learn how to deliver or understand a message in English no matter what.

D: it attracts my attention which makes me an active learner.

E: Personally, it was helpful when I was a beginner but when I aimed to improve my English.

F: I didn't depend on my native language to improve. I think thinking in English and looking for explanations or definitions of unfamiliar words is better than depending on your native language. I think it slows the process of learning the target language.

G: Because sometimes we cannot understand the new words in English so when the teacher switches from English to Arabic for example that's leads to acquiring and learning this word easier without feeling disappointed because sometimes when we don't know some words we feel disappointed.

H: To understand some new vocabulary.

I: For example, if I know the translation of a word I can remember it better.

J: It makes it complicated.

K: Because I can't understand everything in English.

L: Because it makes things more clear.

M: To understand and clarify.

N: It for sure does as it can clarify any confusion.

O: Because learning a new language needs the native language for example we need translation for certain difficult concepts

P: Each language operates differently, and to be able to master English perfectly one needs to produce it solely as much as possible without switching.

Q: It can be a good tool for those who do not have a good level of English and fosters confident for those who fear participation in class.

R: Yes, to memorize the words easily.

S: Yes, especially when I was a first year student.

T: Explaining some difficult concepts.

U: It attracts my attention so then I will be automatically engaged with the lesson.

V: Only when the teacher gives example.

W: Sometimes we need other languages to clarify.

X: It's better to always use English.

14. Can you share a situation using words from your native language or other languages to help you communicate or understand something in English?

This question aimed to gather personal experiences where using words from one's native language or other languages has facilitated communication or comprehension in English.

A: For example: I had to say lay down but I forgot this word so I asked the teacher in French how we can say s'allonger in English.

B: For example, in translation sessions we have to use words from other languages, it was helpful during conversation.

C: It was when I first started learning English. I used to explain every word I didn't understand but I quit doing that when I reached b1 level.

D: Yeah especially in oral expression when I loved the topic and I tried to share my view so I start in English and when I don't know some words I change the setting in French or Arabic then I return it into English.

E: Discuss the importance of English اتقان in accessing and contributing to global advancements in technology, science, and الابتكار.

F: When my teacher of oral expression said an idiom in English i couldn't understand it, until she explained its meaning in Arabic.

G: When I am obliged to speak I need to use both languages to give my idea.

H: In language and society lectures we used examples from Algerian dialect to explain the relationship between language and society or culture.

I: The only situation that I can mention is that I used some Arabic words in the oral expression session about the war in Gaza as I didn't know word الوسيط in English so I used Arabic.

J: Sometimes when I'm speaking I keep silent for seconds because I couldn't find the word in English so I need to speak in Arabic or French to carry on my idea.

K: In lexicology class, it was interesting to know an equivalent of a word in our native language, or dialect.

L: For example, a word is not common for students; teachers seek to use the native language

M: I can use them both especially the Arabic language, it helps me a lot.

N: Linguistic teacher used to say the words in French sometimes, and that help us recognize them.

O: Using native language words in a study group helped clarify complex English grammar rules.

P: Maybe in literature sometimes I don't understand a new word for example absurdity.

These examples highlighted students' experiences in which using their native language or other languages contributed to language learning and understanding, which demonstrate the value of incorporating linguistic diversity into the educational experience.

Q15: How do you think using a mix of English and other languages affects your learning in English?

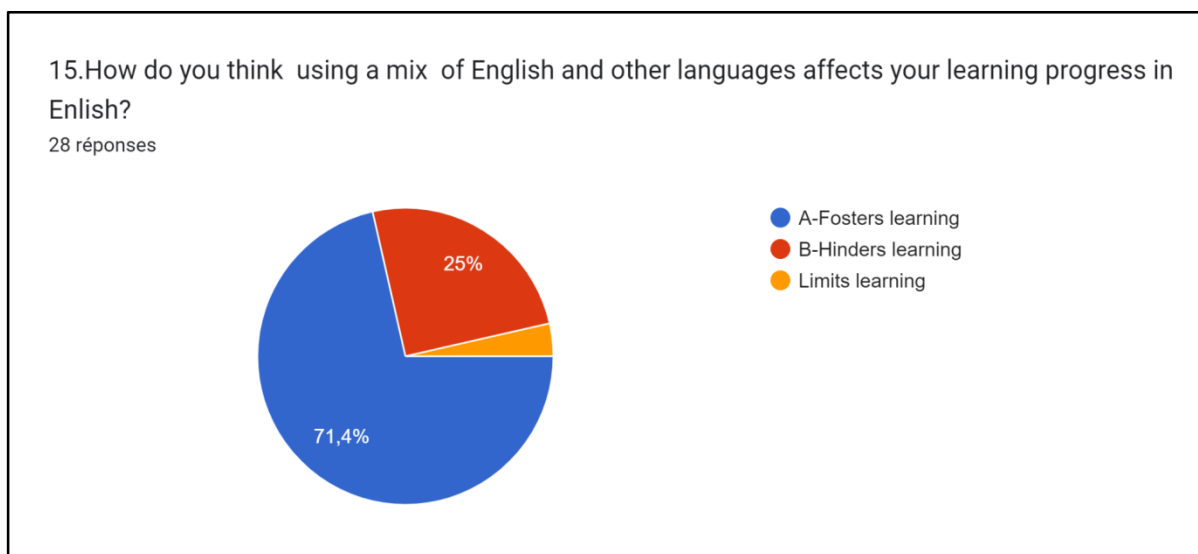


Figure 11: Perceived Effects of Multilingual Usage on English Language Learning

This question explored perceptions of how multilingual usage influences the learning process of English language acquisition. The majority of students (71.4%) believed that using a mix of English and other languages fosters learning progress in English. This suggests that they perceive code-switching as a beneficial aspect of language acquisition. A notable portion of students (25%) feel that using a mix of languages hinders learning progress in English. This viewpoint may indicate confusion, interference, or distraction caused by language switching, which could hinder language acquisition or proficiency. One student expressed the belief that using a mix of languages limits learning progress in English. This perspective suggests a more negative view of code-switching in the learning process.

Q16. What advice would you give to other students who are learning English about using words from their native language during lessons?

This question aimed at providing advice for students who learning English regarding the use of words from their native language during lessons.

A: If you are familiar with words in other languages use it to clarify and understand more the language you are learning.

B: You must be careful about using other words from your native language, it could be helpful sometimes but it prevents us in improving our English speaking skills.

C: In my opinion, it is better to avoid using other languages, this way they will learn how to use English in every situation. In the long term the learning process will be strengthened and they can speak English freely.

D: I would like to advise them to practice their English no matter what their level is and to use their native language only in urgent situations, for example when there's confusion in the lecture or there's a misunderstanding in the classroom.

E: I'm one from those students but I'm trying the maximum to use the direct method which is the using of the English language only and I'm trying even on the house or with my friends to improve my English language and I don't see that it's matter to use words from our native language but we should not rely on it.

F: Try to avoid it the maximum as they can.

G: It will help them in some cases like translation for example but they should not depend on it fully.

H: Not always, but if you need to.

I: It is a good strategy that we use our mother language to learn another because if we learn words by heart without knowing their meanings we will not be able to memorize them.

G: Try to reduce using your native language to be more fluent in the target language.

K: Don't use that a lot focus more in English language.

L: Learning English should be via English because when learning it using our native language we'll always be dependent on it and we'll also think in Arabic more than in English.

M: My advice is to not rely on our native language to learn English except in the very beginning of the learning process.

N: Of course the native language is important but it is better to do not rely on it every time.

O: Try as much as possible to minimize the use of your native language and maximize the use of the target language for a better and more correct way of learning and language transfer.

P: I advise them to use when it is necessarily only or not knowing the word in English.

Q: Avoid this because it affects your learning negatively try as much as you can use English only.

R: Try to use your native language sparingly.

S: I advise them to learn more and devote a lot of time to get good results.

T: It's good to mix language sometimes to get to the meaning deeply but not always.

U: Sometimes I use the native language to explain some examples or difficult words.

V: Use native language words initially, transition to English gradually for effective learning.

W: You can use your words from your native language only if it necessary.

X: Try to be away from translating English to your native language rather than translating to another synonym you know mmm that's all.

Y: It's better to avoid that.

Advice vary, some students approved the careful use of native language words, suggesting that exaggerated reliance on them can hinder English language proficiency. Others recommend minimizing the use of the native language or other languages to foster English fluency. However, some advice against using the native language totally, which emphasize the importance of learning English in English to avoid dependency and promote effective language acquisition. Additionally, a few respondents acknowledged the advantage of the native language for clarification or comprehension, but they are against overreliance. Consequently, advice emphasized the importance of using English occasionally during lessons to enhance learning, and reduce dependency on the native language.

2.2.2 The Analysis of the Teachers Questionnaire

- **Section one:** this section aimed at gathering some personal information about the teachers in the study. It contained two (02) questions.

Q1: You have:

- Less than 5 years of experience
- 5 to 10 years of experience
- More than 10 years of experience

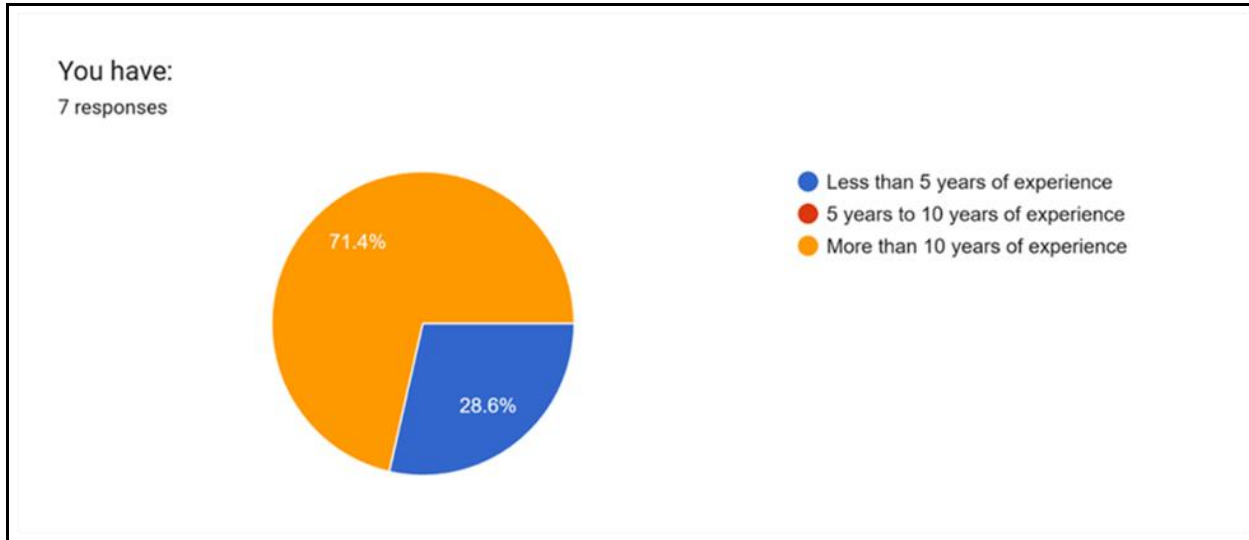


Figure 12: Teachers' Experience of Teaching

The first question was about the teachers work experience, (28.6%) of the participants declared that they have an experience of less than 5 years. And (71.4%) of participants stated that their experience period exceeded 10 years.

Q02: Which levels did you use to teach?

- First year students
- Second-year students
- Third year students
- Master one students
- Master two students

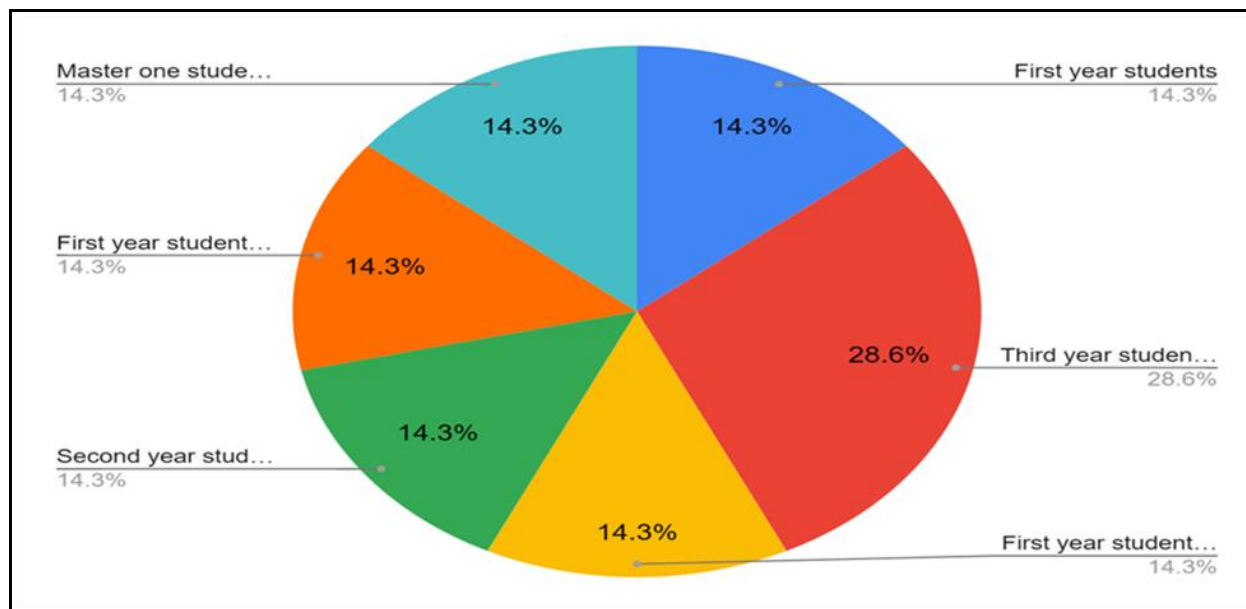


Figure 13: Levels of Taught Students

The second question was about the level of students that each participant teaches, (42.9%) of the teachers taught first year students. (28.6%) taught second-year students and the rest of them (42.9%) taught third year students. moreover, (71.4%) used to teach master one student, and (42.9%) taught master two students.

- **Section two:** this section was about the teachers' perspectives about the use of code-switching by EFL students in classroom; it contained thirteen questions.

Q01: Do you find difficulties delivering the message to your learners?

- Yes
- No
- Sometimes

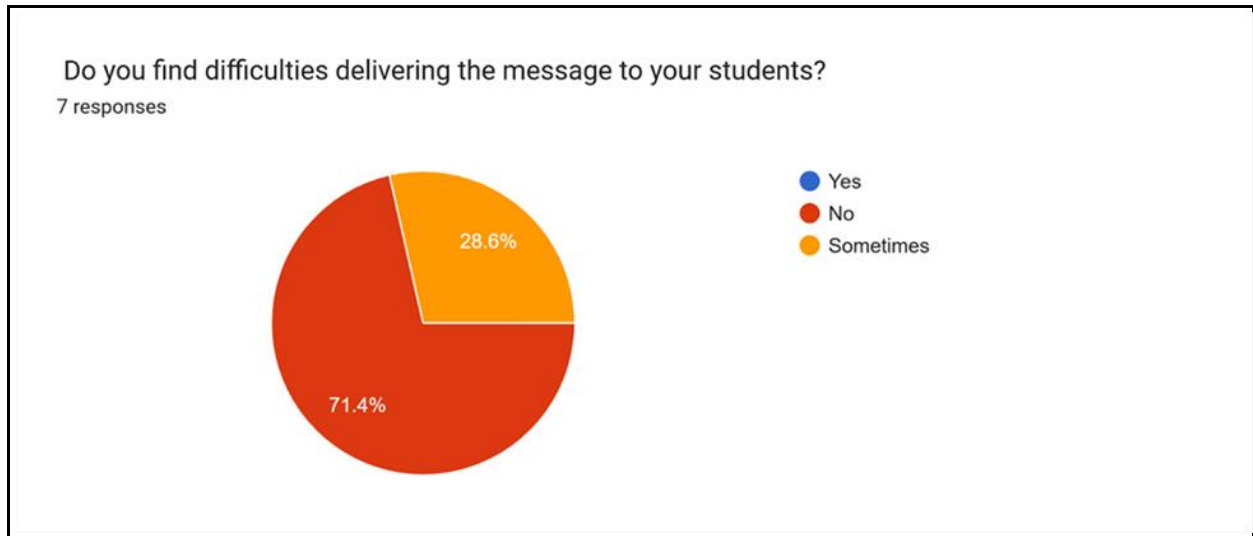


Figure 14: Teachers Difficulty to Deliver the Message to Students

The first question was about having a difficulty in delivering the message to students, (71.4%) of participants said that they didn't face any difficulties in delivering the message to their students while (28.6%) of them stated that they sometimes face this problem.

Q02: do you code switch to solve this problem?

- Yes
- No
- Sometimes

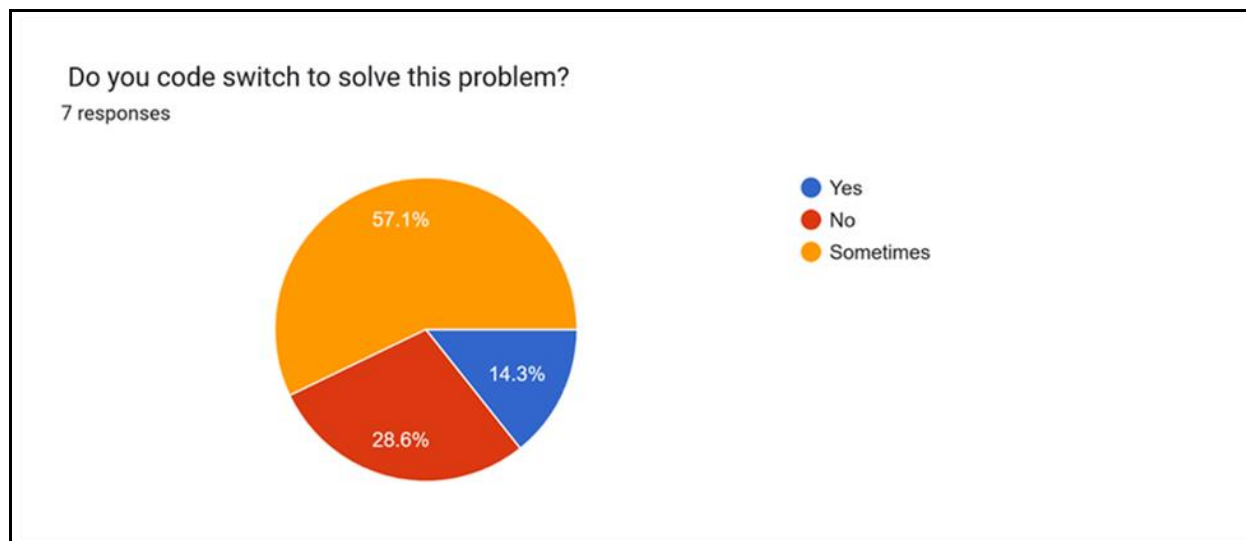


Figure15: Code-Switching as a Solution to Solve Teachers' Problem in Delivering the Message to Students

The second question was about whether teachers use code-switching to solve the problem of delivering the message to their students or not, only (14.3%) code switch to solve this problem, and (57.1%) of them sometimes resort to code-switching to solve their problems in delivering the message to their students, but (28.6%) of them did not.

Q03: if no, what is your overall perception of code-switching in the English foreign language classroom?

4 responses

A: Sometimes it is necessary to code switch to first year students because they find it difficult to adjust to academic jargon

B: I prefer using English only

C: Code-switching is effective with beginners, with advanced levels we can opt for other techniques

D: I can consider it as a linguistic strategy to overcome problems if understanding some difficult words

The third question was about teachers' perceptions about CS that prevent them from using it in classroom, one of teachers said that he/she didn't use code-switching in classroom and prefers to use only the target language, while the other ones perceived code-switching as a viable tool for learning a second language especially for early undergraduate age or beginners

Q04: how frequently do you observe code-switching occurring in your classroom?

6 responses

A: Quite often

B: Rarely

C: Sometimes

D: Sometimes

E: I do use it from time to time

F: sometimes

The fourth question was about how frequently teachers observe CS occurring in their classroom, teachers stated that they rarely to sometimes observe the occurrence of CS in their classroom, while one of them said that he/she use CS from time to time.

Q05: In what situations do you find code-switching most prevalent?

- Provide clarification
- Emphasize the point
- Habitual experience
- To show identity
- To address different audience
- To attract attention
- To reflect the mood of the speaker
- To give feedback
- Lack of facility

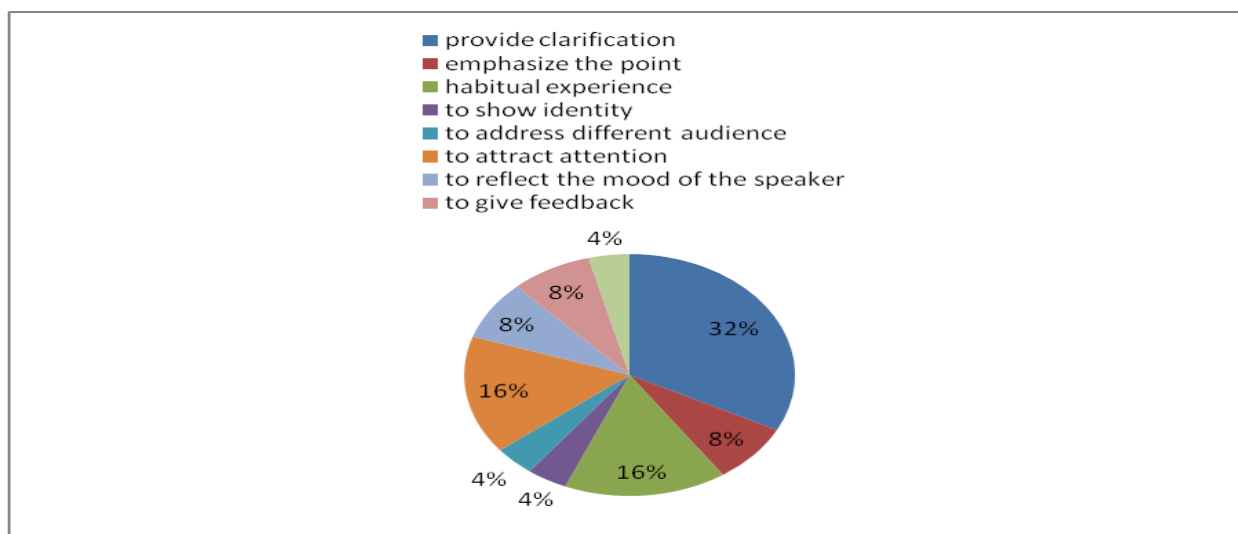


Figure 16: The Most Prevalent Situations of CS

The fifth question was about the reasons behind using code-switching in EFL classroom, the most prevalent situations that teachers use CS in were provide clarification (32%) also to attract the students' attention (16%), and for habitual experience (16%), teachers also resorted to

code-switching for emphasizing a point also to give feedback or to reflect the mood of the speaker.

Q06: What languages do students typically code switch between in your classroom?

6 responses

A: English - Arabic

B: Arabic

C: Arabic, French

D: English and Algerian dialects

E: They generally switch between Arabic and English

F: French and mother langue

The sixth question was about the languages that students alternate between in classroom, this question was answered by six teachers, most students code switch between the target language English and their native language which is Arabic or their Algerian dialect, they sometime use French.

Q07: Do you believe code-switching facilitates or hinders language learning? Please explain your reasoning?

6 responses

A: I believe it must be minimized

B: It hinders language learning

C: It facilitates language learning.

D: It can facilitate language learning for beginners because they are still in the interlanguage phase so linking their target language to the native one can help them remove misunderstandings and get E: new knowledge.

F: if it happens between two closely related languages, it can serve understanding. But if it happens between two distant languages, it becomes a problem

G: Sometimes, there are some expressions or words that may better explain them using the original language

The seventh question was about CS effect if it hinders or facilitates language learning, this question was answered by seven teachers, and some of them believed that CS switching facilitates language learning especially for beginners, but the other ones stated that it must be minimized because it hinders language learning.

Q08: Have you noticed any specific benefits or drawbacks associated with code-switching in the language learning process?

6 responses

A: By the second semester they do not use code-switching as much as they did 1st semester

B: Yes, I did

C: Yes, I have noticed that.

D: Benefits as I explained before, for the drawbacks it can become a habit for language learners and it hinders them from learning the new language

E: in some contexts, it helps in understanding meaning and transmission of correct information

Code switch techniques used to facilitate the mode of teaching and learning

The eighth question was about if CS had any specific benefits or drawbacks associated with language learning, this question answered by six teachers, each one has his own view about

CS some said that it has some drawbacks and it hinders language learning while the others stated that CS is beneficial for language learning.

Q09: How do you address code-switching when it occurs in your classroom?

6 responses

A: Trying to make them use the new vocabulary in paragraphs or explanation

B: By saying use English only

C: Sometimes with correction or translation.

D: When the students are advanced, I advise them to use the target language only.

E: I accept it if it happens between French and English

F: Referring them as example of feedback

The ninth question was about the teachers' behaviour when they face code-switching in their classes, this question was answered by six teachers each one of them address the occurrence of CS differently.

Q10: Do you incorporate any specific strategies or interventions to manage or utilize code-switching effectively?

6 responses

A: No

B: No

C: Generally, I did not

D: I do not manage to use it at all, but it happens occasionally and spontaneously

E: Highlighting them or using repetition

F: Encouraging students to not be ashamed when they don't know how to utter a word

Question ten was about the teachers' strategies that they incorporate in classroom to manage the use of CS by students effectively, two teachers stated that they Encourage students to not be ashamed when they don't know how to utter a word, and Highlight them or use repetition, the other did not have any specific strategies because they didn't use CS in classroom.

Q11: In your opinion, to what extent should code-switching be encouraged or discouraged in the English foreign language classroom?

6 responses

A: Depends on the level: for university students it definitely must be discouraged

B: Code-switching shouldn't be present in English classrooms

C: Moderately.

D: It should be encouraged in certain contexts to teach certain modules. But got advanced students, it would be better to discourage it.

E: you cannot control this phenomenon because it is frequently used among bilingual and multi lingual speakers

F: It's beneficial technique but it cannot implemented as teaching or learning techniques students can learn better through target communication that it would reflect his communication skills afterwards

The eleventh question was about the teachers' opinion about CS if it should be encouraged or not, some of teachers said that it should be encouraged while the other were against

Q12: How do you balance the use of code-switching with the goal of promoting English language classroom interaction?

5 responses

A: Encouraging students to speak without regard to mistakes

B: By eliminating its use

C: No idea.

D: I can accept it if it encourages interaction and facilitates communication

E: Using wide range of techniques that contribute the classroom interaction without supporting some over others

Question twelve was about how teachers balance between the use of CS and the goal of promoting the use of English language in classroom interaction, each one of teachers said his own opinion about the use of code-switching and promoting language learning.

Q13: Do you think students' native language proficiency affects their tendency to code switch?

6 responses

A: Yes

B: Yes

C: Yes, of course.

D: Yes, it does

E: No, I do not

F: Indeed

Question thirteen aimed to explore if students' proficiency in their native language affect their tendency to code switch, five teachers agreed that CS affects the students' tendency to code-switching, while one was against.

Section Three: Data Interpretation and Results Discussion

2.3.1 Summary and Interpretation of the Results

2.3.1.1 Summary of the Results

Based on the findings of the study, classroom code-switching is predicted to improve students' acquisition of foreign languages, because it serves a number of functions, including attracting students' attention and encouraging their active participation, clarification, and helping them in understanding complex concepts or instructions by communicating in a language or

dialect that they are familiar with which promotes interaction (Lin, 2008). It serves also helping them speaking confidently. Changing to L1 facilitates language learning, as numerous studies believe (Mattson and Breinholt, 1999; Ferguson, 2009; Üstünel, 2016; Seed house, 2004) through facilitating comprehension, clarifying meaning, building solidarity in the classroom environment, forming and emphasizing group membership. However, the study's outcomes showed that using a mix of English and other languages may have a negative effect and hinders learning progress in the target language. Hence, it should be used correctly and only when it is necessary, and if they were more mature students, they would be more careful about enhancing their English level.

Basically, teachers can use code-switching as a way of applying scaffolding to develop the students' levels. For example, using it and allowing its use, and then gradually decreases the assistance and encourages learners to take more responsibility. That's the reason the teacher manages the amount of scaffolding as well as the amount of code-switching in the class.

The study showed also the importance of improving classroom interaction and comprehension in the process of learning. Teachers should foster a lifetime love of learning in their students, in addition to encouraging academic learning by skilfully employing the right strategies to promote successful students' interactions.

To improve interaction in the classroom, teachers should concentrate on a variety of areas, involving skill development, psychological support, and instructional techniques. For example, to foster pleasing relationships with students, teachers may attend seminars and training sessions focused on improving communication skills, comprehending the psychology of students, and implementing effective techniques for instruction (Jones, 2020). Also, teachers can work alongside colleagues to organize observational sessions that can offer insightful feedback

on their instructional strategies and interpersonal interactions. Additional successful strategies to keep students interacted in the classroom include promoting active learning, integrating technology, and giving differentiated instruction (Davis, 2017). Furthermore, according to the research literature, educators can enhance classroom interaction by taking into consideration emotional support, classroom organization, and instructional assistance (Lee, 2022), because, creating a welcoming and inclusive learning environment in the classroom provides students a sense of community and motivates them to actively participate (Andrini,2016).

The research provided significant insights into the role of code-switching in the dynamics of language learning environments. For instance, when introducing new vocabulary or teaching grammar, it helps non proficient students in understanding explanations more effectively. Additionally, it facilitates providing instructions and feedback, interpreting negotiations, maintaining a peaceful atmosphere, and reducing stress about face threatening and ambiguity. Furthermore, code-switching increases self-esteem and confidence, promotes a feeling of belonging and trust, and stimulates interaction among students.

2.3.1.2 Discussion of the Results

In this study, we explored the role of code-switching in EFL classrooms interaction, and the study findings showed the existence of code-switching and revealed a significant positive correlation between its usage and interaction in the classroom. Furthermore, our results indicated that code-switching has many reasons that motivate students to use it in their conversations among each other and with their teachers, illustrating their competence and non-competence. Overall, our study highlighted the importance of this sociolinguistic phenomenon in enhancing students' interaction and comprehension.

The observation proved the existence of code-switching in EFL classrooms interaction. Most of the students use CS to interact (pp 40-49), whether among each other, or with their teacher. They switch almost between three languages which are their mother tongue (standard and Algerian Arabic), French, and English. Question two in students' questionnaire was "do you sometimes use words or phrases from your native language or any other languages when speaking English in class?" its answer was "Yes" by the majority of participants (57.1%) who confirmed the usage of CS with giving the reasons behind why they are using it or not, and with stating examples where CS contribute to their interaction and learning process. Moreover, in question 04, the majority of students (42.9%) answered by using a word from their native language when they don't know an English word, which means that they consider CS as a strategy to fill a lexical gap when facing lack of facility as it has been approved in the observation, in question eight, the large portion of students answers (89%) noticed their classmates and teachers switching from one language to another during English classes, indicating the existence of CS in EFL classrooms

Additionally, in the second question of section two in teachers' questionnaire (71.4%) of teachers stated that they sometimes use CS in their classroom in order to deliver the message to their students; also they stated that they sometimes faced the occurrence of CS by students. These results confirm the first part of the hypothesis that states that teachers and students of English Language at DridAbdelmajid University in Tebessa engage in code-switching.

The use of code-switching in EFL classroom interaction could have many reasons that illustrate their competence or incompetence. The elements of the designed observation checklist discussed this point. The elements were as follow: clarification, to emphasize the point, to attract the attention, lack of facility, mood of the speaker, to give feedback, to show identity, as it was

shown in the data analysis. These elements were captured as reasons that motivated students to code switch in order to interact in classroom, they tend to use their first or second language to convey and communicate their ideas. Also, Teachers stated that the most prevalent situations that teachers use CS in are attracting the students' attention and for habitual experience. Teachers also resorted to code-switching for clarification and emphasizing certain point and to reflect the mood of the speaker or to give a certain feedback. From the above analysis, it is evident that there are many reasons for teachers and students to engage in code-switching, all of which support classroom interaction.

Code-switching improves interaction and comprehension between teachers and students in EFL contexts. The questionnaires and classroom observation showed that the examined students tried to understand the vocabulary of the target language by translating to L1 and L2 from time to time. The teacher and more proficient students in the target language helped the others providing the Arabic or French equivalents. In question nine, some students (42.9%) with inadequate level of the language preferred the teacher make explanations and give feedback in L1 for them. Also, in question 11, students answered that they need their teachers to switch to other familiar languages when explaining the lesson, giving examples, for clarification, or when announcing exams, tests or projects...etc, because it helps them understand English better.

Some students were afraid of making mistakes while speaking which prevented them to participate when they could not find the appropriate word in English. In question 4 in students' questionnaire, (28.6%) of students chose to keep silent when they don't know an English word. It was a kind of face-threatening among classmates. And inserting Arabic utterances might save their faces. Additionally, it was observed that they switch to their mother tongue in words or sentences they are not confident about. As well, in question nine, (35.7%) of students feel

actively engaged when noticing their classmates or teachers switching from one language to another during English classes. Switching to L1 was a way of getting the support when needed. Thus, they felt relaxed when they were allowed to speak Arabic or when their teachers used some Arabic or French words.

2.3.2 Pedagogical Implementations

Based on the findings of the study, classroom code-switching is predicted to improve students' acquisition of foreign languages, because it serves a number of functions, including attracting students' attention and encouraging their active participation, clarification, and helping them in understanding complex concepts or instructions by communicating in a language or dialect that they are familiar with which promotes interaction (Lin, 2008). It serves also helping them speaking confidently. Changing to L1 facilitates language learning as numerous studies believe (Mattson and Breinholt, 1999; Ferguson, 2009; Üstünel, 2016), through facilitating comprehension, clarifying meaning, building solidarity in the classroom environment, forming and emphasizing group membership.

However, the study's outcomes showed that using a mix of English and other languages may have a negative effect and hinders learning progress in the target language. Hence, it should be used correctly and only when it is necessary, and if they were more mature students, they would be more careful about enhancing their English level.

Basically, EFL teachers, and all teachers from any departments or fields can use code-switching as a way of applying scaffolding to develop the students' levels. For example, using it and allowing its use, and then gradually decreases the assistance and encourages learners to take

more responsibility. That's the reason the teacher manages the amount of scaffolding as well as the amount of code-switching in the class.

2.3.3 Recommendations for Further Research

The findings of this study provide valuable insights into the role of code-switching in EFL classroom interactions, but further research is justified to expand our understanding of this phenomenon. Future studies could explore the role of code-switching on student learning outcomes and engagement over a longer period. Also, the extent is open to expansion to include other departments at LarbiTebessi University. Furthermore; future studies should increase the sample size and use more objective measures of data collection.

2.3.4 Limitations of the Study

Despite the outcomes of this investigation, there are some limitations worth mentioning. Initially, the sample size of the teacher questionnaire was limited, with only seven respondents, which may have affected the generalization of the results to a larger population. Moreover, since this study relied on self-reported data, there is a possibility of bias influencing the results due to scheduling constraints, there were three evening sessions during the observations, when students were fatigued and less responsive, hindering our ability to capture instances of code-switching effectively. Lastly, the observation was not supported by a recording because the teacher prevented the researchers to record anything from the sessions since it is illegal.

General conclusion

In EFL classrooms, interaction is essential in language learning because it allows students to interact, discuss, and negotiate meaning with teachers and peers. In addition to improve students' motivation, engagement, and language skills, effective interaction in EFL classes can foster positive attitudes toward both teaching and learning. However, there are several difficulties that teachers and students might encounter in fostering a meaningful and communicative environment in EFL classes. Thus, teachers can foster a dynamic and communicative atmosphere that supports students' academic achievements and language development by actively enabling meaningful interactions, because a friendly and engaging classroom environment is essential for enhancing EFL learners' potential and advancing overall success in language acquisition, whatever their potential difficulties.

Code-switching is defined by different scholars (see section two, page 26-27) as the phenomenon of switching or alternating between two or more languages within a conversation or between different interlocutors or situations. CS can be an effective strategy for EFL teachers to enhance students' engagement, understanding, and interaction in classroom, the research results indicate that when CS used strategically can be a valuable pedagogical tool in EFL classroom interaction

This piece of research is based on a case study in which two questionnaires and an observation were chosen as research tools to collect data in order to be analysed, interpreted, and discussed. The questionnaires were delivered to EFL teachers and 2nd year students of English language at DridAbdelmajid-Pole, CheikhLarbiTebessi University, Tebessa. The sample is selected randomly. In this context, the results that were obtained after analysing the data

collected from the classroom observation notes and the questionnaires confirms the existence of CS and that students have positive attitudes towards its usage. It helps in knowing the main reasons behind using code-switching in their interactions and its positive role in facilitating comprehension and interaction.

The major concern of this study is to investigate the role of code-switching in EFL classroom interaction. It aims to address the research questions and find answers to. Besides, the research tools were designed to test the following hypothesis: Algerian EFL teachers and students engage in code-switching because it fosters classroom interaction by facilitating participation and comprehension among teachers and students.

The observation results prove the existence of code-switching in EFL classrooms interaction. Also, the gathered data from questionnaires confirms the usage of CS with stating examples where CS contributes to their interaction and learning process. Which means that they consider CS as a strategy to fill a lexical gap when they face lack of facility, as it approved in the observation, Additionally, teachers' questionnaire states that teachers sometimes use CS in their classroom in order to deliver the message to their students; also they state that they sometimes face the occurrence of CS by students. These results answer the first research question and confirm the hypothesis that teachers and students of English Language at Drid Abdelmajid-Pole, University of Tebessa use code-switching.

The use of code-switching in EFL classroom interaction could have many reasons that illustrate their competence or incompetence. The elements of the designed observation checklist discussed this point. The elements were as follow: clarification, to emphasize the point, to attract the attention, lack of facility, mood of the speaker, to give feedback, to show identity, as it is

shown in the data analysis, these elements were captured as reasons that motivated students to code switch in order to interact in classroom, they tend to use their first or second language to convey and communicate their ideas. Also, Teachers states that the most prevalent situations that teachers use CS in are attracting the students' attention and for habitual experience. Teachers also resort to code-switching for clarification and emphasizing certain point also to reflect the mood of the speaker or to give a certain feedback. From the above analysis, the second part of the hypothesis is also confirmed and the previous are some reasons that lead both teachers and students to use CS.

The questionnaires and classroom observation show that the examined students tried to understand the vocabulary of the target language by translating to L1 which is their standard Arabic and L2 which is English language, also they use French from time to time. The teacher and the students who tend to be more proficient in the use of the target language helped the others providing the Arabic or French equivalents. Some students with inadequate level of the language preferred the teacher to make explanations and give feedback in L1 for them. Also, they answered that they need their teachers to switch to other familiar languages when explaining the lesson, giving examples, for clarification, or when announcing exams, tests or projects...etc, because it helps them understand English better. Some students were afraid of making mistakes while speaking which prevent them to participate when they could not find the appropriate word in English. They choose to keep silent when they don't know an English word. It is a kind of face-threatening among classmates. And inserting Arabic utterances might save their faces. Additionally, it is observed that they switch to their mother tongue in words or sentences they are not confident about. As well, they feel actively engaged when noticing their classmates or teachers switching from one language to another during English classes. Switching to L1 is a

way of getting the support when needed. Thus, they feel relaxed when they were allowed to speak Arabic or when their teachers use some Arabic or French words, which confirm the hypothesis that CS facilitates interaction and comprehension among teachers and students in EFL classes.

The key findings of this study make several significant contributions to our understanding of code-switching and its impact on the EFL classroom interactions. First, the detailed analysis of how teachers and students use code-switching provides empirical evidence of the strategic and pedagogical functions of this instructional approach. In addition, the exploration of students' perceptions and experiences with code-switching illustrates the potential benefits and challenges of code-switching from the learner's perspective. Collectively, these findings advance the scholarly discourse on the role of code-switching in facilitating language acquisition and classroom interaction.

To conclude, the study offers valuable insights into the strategic and pedagogical uses of code-switching, as well as the perspectives of students, contributing to a deeper understanding of this instructional practice in EFL classrooms. English Language students at DridAbdelmajid-Pole, CheikhLarbiTebessiUniversity use CS as a means to interact and comprehend in their learning process guaranteeing its positive effect on their active engagement in the courses.

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Appendices

Appendix 01: Observation Check-list

<u>Observation Grid</u>							
Date: .../.../2024— .../.../2024		Time: 1h30min		Place: English department		Observer: NASRI Chadia	
Subject: oral expression				Topic:			
Class: Group 03		Students no.....		Teacher: Miss Bouhleyes Samira			
The Course Nature							
The elements	clarification	Emphasize the point	Attract the attention	lack of facility	Mood of the speaker	give feedback	Show identity
Teacher							
Student 01							
Student 02							
Student 03							
Student 04							
Student 05							
Student 06							
Student 07							
Students 08							

Student 09							
Student 10							
Student 11							
Student 12							
Student 13							
Student 14							
Student 15							
Student 16							
Student 17							
Student 18							
Student 19							
Student 20							
Student 21							
Student 22							
Student 23							
Student 24							
Student 25							
Student 26							
Student 27							
Student 28							

Appendix 02: Teachers' Questionnaire

In the preparation for the master's degree dissertation entitled: "Exploring the Use of Code-Switching in EFL Classroom Interaction: case study of second-year students of English at Cheikh Larbi Tebessi University, Drid Abdelmadjid-Pole, Tebessa." Your honest and thoughtful responses will greatly enrich our understanding of this topic.

We genuinely appreciate your time and consideration in completing this questionnaire. Your contribution will make a significant difference in advancing our research.

Section One: General Information

You have: less than 5 years of experience

5 years to 10 years of experience

More than 10 years of experience

Which levels did you use to teach?

First year students

Second-year students

Third year students

Master one students

Master two students

Section Two: code-switching in EFL classroom

1. Do you find difficulties delivering the message to your students?

Yes

No

Sometimes

2. Do you code switch to solve this problem?

Yes

No

Sometimes

3. If no, what is your overall perception of code-switching in the English foreign language classroom?

4. How frequently do you observe code-switching occurring in your classroom?

5. In what situations do you find code-switching most prevalent?

provide clarifications	
emphasize the point	
habitual experience	

to show identity	
to address different audience	
to attract attention	
to reflect the mood of the speaker	
to give feedback	
lack of facility	

6. What languages do students typically code switch between in your classroom?

.....

7. Do you believe code-switching facilitates or hinders language learning? Please explain your reasoning.

.....

8. Have you noticed any specific benefits or drawbacks associated with code-switching in the language learning process?

.....

9. How do you address code-switching when it occurs in your classroom?

10. Do you incorporate any specific strategies or interventions to manage or utilize code-switching effectively?

11. In your opinion, to what extent should code-switching be encouraged or discouraged in the English foreign language classroom?

12. How do you balance the use of code-switching with the goal of promoting English language classroom interaction?

13. Do you think students' native language proficiency affects their tendency to code switch?

Appendix 03: Students' Questionnaire

This is a questionnaire about the use of code-switching in EFL classes. Please, choose the suitable choice.

NB: Code-switching is the practice of alternation between two or more languages or dialects within a conversation.

1. How often do you participate during English language sessions?
a- always b- sometimes c- never
2. Do you sometimes use words or phrases from your native language or any other languages when speaking English in class?
A-yes b-no
3. If yes, can you give an example?
.....
4. What strategies do you use when you don't know an English word?
a-ask the teacher b-use a word from your native language
5. How do you react when you don't know an English word and need to use a word from another language instead?
A-keep silent b-use your native language c-use another language other than the target
6. Do you think it's important to try and speak only English in the classroom?
A-yes b-no
7. Why or why not?
.....
.....
8. Have you noticed your classmates or teachers switching from one language to another during English classes?
A-yes b-no
9. How does it make you feel?

A-actively engaged

b-passive

c-attracts your attention

10. Do you prefer when the teacher speaks and explains.....

A-only in English

b-both English and your native language

11. Do you think you need your teacher to switch to other familiar languages when:

A-explaining the lesson b-giving examples

c-For clarification

d-To emphasize a

point

e-announcing exams, tests, projects...

12. Do you think switching from one language to another helps you understand English better?

A-Yes

b-No

13. Why or why not?

.....

14. Can you share a situation where using words from your native language or other languages helped you communicate or understand something in English?

.....

15. How do you think using a mix of English and other languages affects your learning progress in English?

a-fosters learning

b-hinders learning

16. What advice would you give to other students who are learning English about using words from their native language during lessons?

.....

Résumé

Le code-switching, en tant que phénomène sociolinguistique, est devenu courant dans les classes d'anglais langue étrangère (EFL) en Algérie. Cette recherche vise à explorer l'existence et les raisons de l'utilisation du code-switching parmi les enseignants et les étudiants dans ces classes. L'objectif principal est d'examiner le rôle du code-switching dans la facilitation de l'interaction et de la compréhension dans le contexte des classes d'EFL. Pour ce faire, une approche qualitative est adoptée. Une enquête est menée pour recueillir des données numériques et non numériques à travers deux questionnaires distribués à un groupe d'étudiants de deuxième année (groupe 03), composé de 35 participants, et à tous les enseignants d'anglais de l'Université de Cheikh Larbi Tebessi_Drid Abdelmadjid-Pole, Tebessa (Département d'anglais). De plus, des observations ont été faites auprès du même groupe d'étudiants. Les résultats indiquent que le code-switching est une stratégie efficace pour combler les lacunes lexicales et améliorer la compréhension et la communication entre les enseignants et les étudiants. L'analyse qualitative et descriptive soutient ces conclusions. Il est recommandé d'utiliser le code-switching en classe pour améliorer l'interaction et la compréhension des étudiants, car il remplit plusieurs fonctions qui favorisent l'acquisition des langues étrangères dans les contextes de classe EFL en Algérie.

Mots-clés:code-switching, phénomène sociolinguistique, classe EFL, interaction en classe, étudiants de deuxième année

الملخص

قد انتشر التبدل اللغوي كظاهرة لغوية اجتماعية في الفصول الدراسية للغة الإنجليزية كلغة أجنبية في الجزائر. يهدف البحث إلى استكشاف وجود التبادل اللغوي في الفصول الدراسية للغة الإنجليزية كلغة أجنبية في الجزائر وأسباب استخدامه بين المعلمين والطلاب. الهدف الرئيسي من البحث هو استكشاف دور هذه الظاهرة في تسهيل التفاعل والفهم في سياق الفصول الدراسية للغة الإنجليزية كلغة أجنبية. ولتحقيق هذا الهدف تم اعتماد المنهج النوعي، حيث تم إجراء استطلاع لجمع البيانات الرقمية وغير الرقمية من خلال استخدام استبيانين لاستكشاف التبدل اللغوي في عملية تدريس وتعلم اللغة الإنجليزية كلغة أجنبية. وقد تم توزيع هذه الاستبيانات على العينة؛ مجموعة من طلاب السنة الثانية (المجموعة الثالثة) تكونت من 35 مشاركاً، وجميع أساتذة اللغة الإنجليزية بجامعة الشيخ العربي التبسي_ قطب دريد عبد المجيد تبسة (قسم اللغة الإنجليزية). بالإضافة إلى ذلك، تم إجراء ملاحظة لطلاب نفس المجموعة. من المفترض أن يكون تبادل الرموز بمثابة استراتيجية تسهل التفاعل والفهم بين المعلمين والطلاب، وقد أثبتت النتائج صحة ذلك حيث يعتبرونها استراتيجية لملء فجوة معجمية عندما يواجهون نقصاً معجمياً أثناء تفاعلاتهم، وكإستراتيجية لتسهيل الفهم والتواصل في الفصل الدراسي. استناداً إلى التحليل النوعي والوصفي للنتائج؛ من خلال تصنيف وتفسير البيانات النصية والتمثيلات الرسومية، فمن المستحسن أن يؤدي التبدل اللغوي في الفصل الدراسي إلى تحسين تفاعل الطلاب واستيعابهم لأنه يخدم عدة وظائف، مما يشجع على اكتساب اللغات الأجنبية في سياقات الفصول الدراسية للغة الإنجليزية كلغة أجنبية في الجزائر.

الكلمات المفتاحية: التبدل اللغوي، الظاهرة اللغوية الاجتماعية، فصول اللغة الإنجليزية كلغة أجنبية، التفاعل

الصفحي، طلاب السنة الثانية

