

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdel Hafid Boussouf University - Mila



Institute of Literature and Languages

Department of Foreign Languages

Branch: English

**The Role of Code-Switching in Fostering Learners' Speaking in
EFL Classroom**

The Case Study of Third Year Students of English at Mila University Center

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by

1) Safaa HADDAD
2) Nesrine DJEMAOUNE

Supervisor

Dr. Amina AGGOUNE

Board of Examiners

Chairman: Messouada Boudjerida

Supervisor: Dr. AGGOUNE Amina

Examiner: Nihada Laouar

2024_2025

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Safaas' Dedication

First and foremost, I would like to praise Allah for His blessing given to me during my journey.

Furthermore, I dedicate humble work to

The most precious people in my life:

To my beloved parents, my unique father "Zoubir" and my dearest mother "Djahida" without whom my studying journey would not be completed. I would like to deeply thank them for their infinite, prayers, support, trust and love.

To my precious brothers my source of motivation "Ossama", "Zakaria", "Mouhammed Lamin", "Bader Eldine"

My sisters' in law "Ibtessam", "Noura"

A special dedication to my dearest and kind partner of this work "Nesrine", thank you for standing by me and for your constant support every step of the way.

I dedicate it also to all best friends Kiki, Accil, Asma, Hanadi, Hassen, Rayan and whole family of "HADDAD"

Without forgetting anyone especially my dearest cousin Takwa

For her help and support .

Nesrines' Dedication

First and for most, I would like to express my gratitude to God for granting me the strength and courage to successfully complete this modest work.

I would like to express my deepest gratitude to my wonderful mother "Soriya", whose unwavering faith and constant encouragements gave me the strength and resilience to reach this point. I love you and pray for you health and happiness.

To my father "Belgassem" your support has been a guiding light through my journey. May God protect and bless you.

To my beloved sister "Nassima". Thank you for your presence and support.

To my brothers "Mounir", "Khaled " and "Mohammed". Your belief in me have meant more than words can express.

To my dear fiancé "Ghanou" my partner in life and the other half of my soul, thank you for support, love and patience. Your presence has been a big source of my success.

My sisters' in law "Wafaa" and "Fatma"

To my best friend and partner "Safaa", you have been my confident and my greatest supporting. Through every laugh, every challenge, you make my life brighter. So grateful for you.

Acknowledgements

In the name of Allah, the most Merciful, the most Compassionate

First and foremost, we must acknowledge our limitless thanks to Allah for his help, bless and guidance.

*We seize this opportunity to express our endless gratitude to our revered teacher and **supervisor***

***Dr. Amina AGGOUNE**, for the time and effort she spent in correcting this work.*

*We would extend our thanks to the board of **examiner: Dr.Nihad Laouar** and **the the chairman:***

*Dr.Messouada **Boudjerida** for their precious efforts in reading and correcting our dissertation.*

Special thanks to both third-year teachers and learners of English of Mila University Centre Abdelhafid Boussouf for their participation and collaboration for the process of data collection.

Abstract

Code-switching, a prevalent sociolinguistic phenomenon is increasingly observed in Algerian classrooms where English is taught as Foreign Language (EFL). Both teachers and learners often shift between English and other languages primarily Arabic or French to enhance understanding, clarify meaning, and support language learning. Its widespread use across various educational stages underscores its role in overcoming linguistic challenges and improving communication in EFL contexts. The core aim of the current study is to explore the existence and the reasons behind the use of code-switching as well as to investigate its role in facilitating interaction and comprehension in the EFL classroom. Accordingly, this study seeks to address the following research questions: 1) Do EFL teachers and students code-switch? 2) In what way does code-switching facilitate comprehension and communication in multilingual classroom? 3) Which role does code-switching play in peer interaction and collaboration among language learners? In response to these questions and to fulfill the aim of the study, two questionnaires are designed. The first one is administered to the teachers of English and the second questionnaire is delivered to third-year English students in the Department of Foreign Languages at Mila University Centre Abdelhafid Boussouf. The findings indicated that code-switching is an effective strategy for bridging lexical gaps and enhancing comprehension and communication among teachers and students. It is recommended that classroom code-switching should be used to improve students' speaking skill and comprehension, as it serves several functions that promote the acquisition of foreign languages in Algerian EFL classroom contexts.

Keywords: speaking skill, code-switching, EFL classroom, fostering speaking.

List of Abbreviations

CS: Code-Switching

AL: Audio Lingual

EFL: English as a Foreign Language

Etc: to name only few

FL: Foreign Language

i.e.: That is

L1: First Language

L2: Second Language

OE: Oral Expression

Q : Question.

%: Percentage.

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ملخص

Résumé

General Introduction

To learn a foreign language means to acquire and develop the four skills which are the heart of any language. Speaking is one of the most essential skills that is required in Communication. It is considered an important skill which enables one to communicate fluently. Learners often evaluate their success in learning a language on the basis of the improvement in their oral production. In this regard, Baker and Westrup (2003) claimed that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion” (p.5). Hence, mastering speaking offers golden opportunities in future for a better life. Teachers can face problems in their classroom and that is what makes them use different ways of teaching and methods to explain lessons such as: code-switching. This 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 EFL class, where students and teachers 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. For that reason, this study will explore whether code-switching is used by teachers and students in the classroom, provide valuable insights into the benefits and challenges of code-switching in educational settings such as :the luck of time to do an observation with students it take three months or more . Additionally, it will explore the reasons behind this phenomenon, and its role in improving and fostering student’s speaking skills in EFL classroom context.

1. Statement of the Problem

Although one of acknowledge that code-switching can be beneficial, researchers and educators still debate whether, how, and to what extent it actually helps learners to improve their spoken language skill. This ongoing debate signals a gap in clear evidence or unified understanding in the field. Algeria is multilingual society where speakers tend to use different

context and code-switching during speaking. This aims to explore this sociolinguistics phenomenon in the process of learning foreign language, where both teachers and students are concerned with language alternation during the learning process.

2. Research Aims

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

3. Research Questions

The present study attempts to answer the following questions:

1. Do EFL teachers and students code-switch?
2. What the reasons behind using code switching in EFL classroom?
3. In what way does code-switching facilitate comprehension and communication in multilingual classroom?
4. Which role does cod-switching play in peer interaction and collaboration among language learners?

4. Research Methodology

To answer the research questions and reach the aims of the study, a descriptive method is adopted with two questionnaires: a teachers' questionnaire and a learners' questionnaire as a quantitative method. The first one is planned for teachers of English and the second one is designed for third year students of English at Mila University Centre in order to figure out their points of view concerning the use of code switching and its role in improving student's speaking skills in EFL classroom context.

5. 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 speaking skill in 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. The second chapter is about the practical part; it also consists of two sections namely: teachers 'questionnaire and students' questionnaire. It provides a whole description of the research methodology, administration, analysis and discussion of the results of both questionnaires to answer the research questions and reach the aim of the work. The chapter concluded with recommendations addressed to both teachers and learners and limitations of the study.

Chapter One: Theoretical Part

Introduction

Since different language teaching approaches considered speaking as an important skill of learning FL, the mastery of language can be measured by how fluent and accurate the learners speak. From this start, teaching speaking plays a fundamental role in developing a conversation of a language. In addition, when thinking about university-level teaching and learning, it comes to one's mind the methods and approaches that would best help the students in mastering the subject presented and the skills to be required. One of those skills in the context of EFL is speaking. This is about the first section while 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.

The first chapter divided into two main sections. The first section devoted to present brief descriptions of the speaking skill and its types, in addition to its elements; fluency, accuracy, grammar, pronunciation, content and comprehension. Moreover, it shed light on teaching and learning speaking; the different methods that are used by instructors and the roles of both teachers and learners. Furthermore, it underlines the speaking difficulties that may be encountered within EFL classrooms. In section two explained code-switching with using different definitions and social perspectives mentioned by many sociolinguistic scholars and highlight some core concepts of language contact which are: code mixing, borrowing situation and diagnosis. To conclude with the role of code-switching in EFL classroom and the disadvantages of code-switching.

1.1. Section One: The Speaking Skill

1.1.1. Definition of Speaking

It is widely recognized that speaking is a process of producing speech sounds in a way to express personal thought, ideas, feelings, etc. Also motivate students to use their foreign language is regarded as one of the main challenges which teachers face today in language teaching. They should be aware of their aims to use language. So speaking According to Oxford Basic English dictionary is “to know and use the language” (Waters, 2006, p.364). According Nunan and Bailey (2003, p.48), the speaking skill is “the productive oral skill; it consists of producing systematic verbal utterances to convey meaning”. While Flores (as cited in Bailey, 2000, p.2) defined the speaking as “an interactive process of constructing meaning that involves producing and receiving and processing information, it is often spontaneous, open-ended and evolving”. Rivers (1981) stated that speaking is used twice as much as reading and writing in our communication. Cohen (1994) emphasized that speaking should be fluent and use vocabulary and structure in suitable situations. It means that the individuals must know how to use how to use the appropriate vocabulary in different situations and not just employ lexis randomly. Hedge (2001, p.261) defined speaking as “skill by which people are judged while first impressions are being formed”. So, the first thing people they are noticing others ways of speaking and this is what Cohen meant.

From another perspective, by Gate (1987) confirmed that speaking is a solid bridge among people to communicate in varied domains of life by saying that:

Speaking is the vehicle par excellence of social solidarity, of social ranking, of Professional advancement and of business. It is also the medium through which much language is learnt and which for many is particularly conducive for learning, perhaps then, the teaching of speaking merits more thought. (p.1)

In addition, Dell Hymes developed a mnemonic device to describe the elements that makes up any speech. He refers to this as the speaking model and the parts are as follows: speaking as an explanation: setting, scene, participants, ends, acts, sequence, key, instrumentalities, norms and gender. The speaking model is used by linguistics anthropologists to analyze speech events (one or more speech acts involving one more participants) as part of Ethnography. According to Luoma (2004, p.10), “speaking is foreign language is very difficult and competence in speaking takes a long time to be developed”. Additionally, Poulston (1978) argued that when speaking interact and talk with each other they share information and follow social rules. Chaney (1998) had also talked about speaking, “the process of building and sharing meaning through the use of verbal and nonverbal symbols into variety of context” (p.13). Moreover, speaking is a basic skill that language learners should master with other language skills. It has been defined by Rebecca (2006, as cited in Efrizal, 2012, p.5) “speaking is the first mode in which children acquire language, it is a part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact”.

To concluded, speaking is the process of expressing thoughts and emotions, conveying ideas, sharing opinions, and exchanging information which involves using verbal and nonverbal language.

1.1. 2.Types of Speaking

Within communication, there are varied forms of the spoken language. Brown (2004, p.141) differentiated five types of speaking:

1.1.2.1. Imitative Speaking. It is the ability to phonetically parrot back performance in accordance to some grammatical properties. So there would be no interference to participate or to convey meaning, but rather to imitate.

1.12.2. Intensive Speaking. The second type of speaking is used to test the competence of the speaker to produce short stretches of language in narrow band of grammatical, phrasal, lexical, or phonological relationships in which he is aware of its semantic manning. It includes

small interactions just in a way of responding tasks such as reading aloud and dialogue completion.

1.1.2.3. Responsive Speaking. It is a limited interaction through very short conversation made of two followed up questions used in greeting or small talk.

1.1.2.4. Interactive Speaking. It differs from responsive speaking in terms of length and complexity. It includes more than two participants and multiple exchange of information; either interpersonal exchanges in order to encourage social relationships, or transactional exchanges to seek factual information.

1.1.2.5. Extensive Speaking. It is a monologue used in speeches, presentations, and storytelling, either planned or to there is no interaction between the speaker and the hearer; the hearer processes information without interrupting the speaker.

1.1.3. Importance of Speaking Skill

Speaking is an important skill among all the four language skills to communicate well in this global world. As English is widely used over the world, there is a need for learners to acquire the communication skills to get success in their respective fields. Thus the classroom is the ideal platform to acquire good communication skills, especially the speaking skill which holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important”. Reading outside the classroom had significant influence on oral communication ability. Students who read a lot are likely to speak well (Lechmann, 2007). A student through reading develops in both fluency and accuracy of expression in their speaking. Also in the traditional methodologies, special emphasis is put on reading and writing in many classrooms, where there is little or no focus on speaking proficiency and students do not get opportunities to speak either in or outside the classroom. As an example grammar translation method, Richards and Rodgers (2001, as cite in Inkauicem, 2009, p20) gave the priority to reading and writing skills with ignorance to speaking and listening. The communicative approach is based on the idea that learning language effectively comes through communicating

and uttering words which means supporting speaking skill furthermore, learners are encouraged to speak and interact with each other while the teacher will speak less in the classroom(In kuicem,2009,p.21).Celce-Murcia(2001,as cited in Inkauicem ,2009,p.23)argued that for most people “the ability to speak a language is a synonymous with knowing that language since speech is the most basic means of human communication”. It means that majority of people take speaking and knowing a language as synonyms. Moreover, the main question often given to foreign language learner ‘said “do you speak English?” Or “do you speak French?”, and not “do you write English?” In addition, speaking is being capable of speech, expressing or exchanging thoughts through using language. It has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities; and fluency, considered being “the ability to keep going when speaking spontaneously”.

Strong speaking skills are essential for building and maintaining relationships, both personal and professional. They allow learners to articulate the thoughts and feelings clearly, fostering empathy and understanding. Beyond the practical benefits, speaking well also contributes significantly to personal development. It builds confidence, empowers people to advocate for themselves, and allows contributing meaningfully to our communities.

1.1.4. Elements of Speaking Skill

‘Practice’ Makes ‘perfect’ is a proverb which expresses that when people practice a language, they would use it perfectly. For instance, speaking in the English language as much as possible would enable them to communicate fluently and correctly. To speak any language, firstly must know the elements of speaking: fluency, accuracy, grammar, comprehension, pronunciation and content. Also Heaton mention the elements of speaking skill (1988, as cited in Bnitahir, 2011, p.11).

1.1.4.1. Accuracy. It is “the ability of the learner to produce grammatically correct Sentence” (Srivastava, 2014, p.18). It means that when someone can produce utterances that is

free from grammatical mistakes. One of main definitions for accuracy in speaking is that Miller-Lachmann (1992) where he suggested that it is the mastery of grammar rules not to mention one ability to produce grammatically correct sentences which it may not include the ability to speak or write fluently and required a certain amount of linguistic competence. While accuracy as Byrne (1986) said is considered as being able to speak correct from of phrases and sentences where it contains no mistakes or errors at the level of grammar, vocabulary and pronunciation. That is meant that a good accuracy is when speaking with good pronunciation, a correct grammar, and appropriate vocabulary; the focus on producing valid rules in accordance to language system.

1.1.4.2. Fluency. It is one of the main elements of speaking that learners should achieve. It refers to the fact of speaking comfortably and confidently. Language fluency is the term used to refer to the speed and coherence of the speaker when using a language. Means that the learners are fluent when he/she can produce and use the language automatically without hesitation or pauses. A fluent speaker employed language freely as native speakers. In other word fluency is the ability to communicate using the language rapidly and freely without getting afraid of making errors or a lot of uncertainty. Stoval in Ansi (2007, as cited in Bin Tahir, 2011, p.12) defined fluency as “the ability to converse with others much more than the ability to read, write or comprehend oral language”.

Also Fillmore (1979, p.93) suggested four aspects of fluency:

- **Speed:** a fluent speaker has to speak quickly and fills time with talk.
- **Coherence:** it is the ability of a speaker to talk in logical and meaningful sentences.
- **Language knowledge:** the speaker must be knowledgeable in different contexts.
- **Creativity:** the speaker has to use his imagination and original ideas in the use of language.

1.1.4.3. Pronunciation. It is an important aspect of measuring how the language is mastered. It is the clear production of words and utterances which influences the meaning of the conveyed message in addition to the phonological process of the language which helps in differentiating words patterns and plays a vital role in the presentation of speech (Kline, 2001, p).

Thus, a wrong pronunciation of words will create a misunderstanding between the speaker and the hearer.

In addition Crumbled and Carter (2001) affirmed that pronunciation comprises of 3 elements which are:

- **Sounds:** sounds consist of consonants, vowels and consonant clusters.
- **Intonation:** it refers to the changes in pitch; there are two patterns: falling and rising intonation.
- **Rhythm:** it appears according to the position of the stress in the word, which moves according to the position to the meaning, students' needs to be aware of the fore-mentioned three elements. So they pronounce utterance correctly and produce native like speech.

1.1.4.4. Grammar. It plays a key factor in forming the structure of any language. According to Harmer (2001), the grammar of language can be described as the manner of how words and expressions can be changed and combined to form sentences. That is; grammar is a way to describe the structure of language and rules that every learner should follow to conduct language. In the same line of thought Nelson (2001) explained that grammar is the description of how words are joined together to form sentences. Thornbury (2005) differentiates some features of spoken grammar from written grammar. First, the clause is the basic unit of construction. Also, direct speech is used. Additionally, ellipsis and question tags are used as well. Furthermore, the use of performance effects such as hesitation, false starts, incompleteness, and syntactic blends.

EFL learners need to master a few elements to truly produce an appropriate spoken language, according to Harmer (2001), those language elements are stated below:

- **Connected speech:** EFL learners need to produce both of English phonemes and forms of connected speech examples: (I'd, I've).
- **Expressive speech:** native speaker of English express their feelings by changing the pitch and stress within the word.
- **Lexic and grammar** speech traced back to the use of: the success of automatic common lexis and phrases.

1.1.4.5. Comprehension. It is another important component of the speaking skill. It is defined as the ability to process discourse to formulate meaning of sentences; the listener's competence to understand what the speaker says (Harris, 1974). In other words, it is the ability to produce meaningful sentences with correct language include intonation, stress, grammar, with suitable words in order to make meaning of what she/he says clear and easy to the listener to make sense of the speakers' speech, in short comprehension is mastering the art of speaking. In addition, comprehension means that the speaker understands the idea or the topic he/she talking about it, so he/she can express it freely and correctly even if it is complicated, so the listeners can make sense without any difficulties.

1.1.4.6. Content. The speaker should send clear, complete, and unified messages to the listener which are not vague, so that the listener can receive them easily as they are in addition to that, the user should give attention to the way of explaining the content since it can influence how well the listener understand the speech (Jacop, 1981,as cited in Bni Tahir,2011,p.15).

1.1.5. Characteristics of Speaking Skill

The characteristics of effective speaking skill encompass a range of abilities that contribute to clear and successful communication. Brown (2000) identified same characteristics of the spoken language that many make speaking easy as well as make it difficult in the student's learning process.

1.1.5.1. Clustering. It is the task of grouping a set of objects in such a way that objects in the same group. It can be considered the most important unsupervised learning problems; during speaking, students may face problem. They usually divide their speech into words or phrases and they may face problem of organizing their speech, this leads to awkward and hesitant speech. Thus "fluent speech is phrasal, not word by word" (Brown, 2000, p.27).

1.1.5 .2. Redundancy. It is the act of using a word, phrase etc. So it impossible for learners to repeat, rephrase and sometimes they may use some expressions such as 'I mean' or 'you know' so as to make the meaning clear.

1.1.5.3. Reduce Forms. Reduce forms are words used by native speakers, they are not written words but spoken ones. For example, gonna, wanna, gotta etc. So these reduce forms might be difficult for foreign language student who have studied a full forms of language. Bailey (2000, p.14) claimed that “reduced forms are actually systematic, rule governed variants that are natural in spoken English.”

1.1.5.4. Performance Variables. Foreign language learners may face hesitation, pauses when they are speaking; thus, it is good for learners to think when they hesitate or stop of using ‘umm, uh, I mean etc. Have time to reorganize their thoughts. So, teachers should help their student learn how to pause and how to hesitate in order to overcome speaking difficulty. “One of the most salient differences between native and nonnative speakers of language is in their hesitation phenomena” (Brown, 2000, p.270).

1.1.5.5. Colloquial Language. In oral performance, it is hard for learners to use the phrases of colloquial language such as idioms; stings. The teacher’s role is to get students communicate using these forms.

1.1.5.6. Rate of Delivery. It is the number of words spoken by minute. FL learners may face the problem of communicative fluency in using a language as native speakers. Rate of delivery is one of the characteristics of fluency. So, teachers should speak and help their student use language faster or slower depending on the context and content of speech. Exploring FL learners to authentic sources of spoken language reveals better results at the level of their utterances.

1.1.5.7. Stress, Rhythm, and Intonation. They are the most important characteristics of English language pronunciation, and they are crucial in delivering and understanding one’s messages. These three fractures indicate the interlocutor’s mood, honesty, validity, and even the quality of speech.

1.1.5.8. Interaction. It is also extremely significant for speakers; it plays a crucial role in developing speaking and discovering new words. When speakers interact with each other, they learn new expressions; they develop new speaking strategies, and build new relationships with different people.

1.1.6. Teaching and Learning Speaking

Through the history of teaching and learning languages, teachers' prime focus was on teaching writing and reading. However, after the emergence of the communicative approaches, teaching speaking and learners' roles become more significant.

1.1.6.1. Approaches to teaching Speaking. Teaching and learning the speaking skill has been influenced through time by different language teaching approaches. Uso-Juan and Flor Martinez- (2004, p.140-146) described the way speaking is thought within the environmentalist, innatist, and interactionist approaches.

1. Speaking Within the Environmentalist Approach

The first approach of learning considers learning language as a formation of habits. Since learning for environmentalists is conditioned by external factors and environment rather than mental process, learning speaking follows the same pattern as stimulus-response-reinforcement. Learners are provided by an input which is equivalent to stimulus, and then they respond by imitating and repeating the information to be reinforced positively later on. This approach had seen speaking as a process to facilitate memorizing language forms rather than a discourse skill. In the sense that, speaking was associated with providing language input on the term of just memorizing pronounced words and not a discipline where to study different aspects of language (Uso-Juan & Martinez –Flor, 2004, pp.140-141).

2. Speaking Within the Innatist Approach

By the appearance of Chomsky's cognitive theory of innate capacity, which assumed that children are born with an innate prospect of acquiring language, speaking can be learnt through thinking and producing new forms rather than imitating and memorizing them. Hence, the assumption of the AL method was replaced by "an interest in cognitive methods which would enable language learners to hypothesize about language structures and grammatical patterns" (Uso-Juan & Martinez-Flor, 2004, pp.141-142).

Speaking for innatists does not take into consideration the different aspects of using language to communicate; it just promotes the production of grammatically structured sentences as an obstructed isolated system (Uso-Juan & Martinez-Flor, 2004, pp.141-142).

3. The Speaking Within the Interactions Approach

The integrationist approach has influenced teacher's perspectives on learning by recognizing both human's natural ability to acquire language and the role of environment factors in shaping speech production. According to this approach, speaking is a process that unfolds in four stages depending on social and contextual conditions. Levelt (1989) described these stages as follows: first, speakers select relevant content based on the context; next, they articulate the message using their speech organs; finally, they monitor and correct any errors. Since the primary goal of speech is to convey intended meaning, the interactionist perspective also highlights the functional aspect of language in communication. Consequently, speakers develop the ability to express meaning effectively through various communicative functions within specific contexts (Uso-Juan & Martinez-Flor, 2004, pp.142-146).

1.1.6.2. Teacher's Roles in Teaching Speaking

Teachers have different roles that are summarized as follows (Harmer, 2007):

1. A controller

In the controller role, teachers act as leaders in the classroom. As Harmer (2007, p.108) explained, the teacher becomes the central figure, introducing the language by providing explanations, structuring questions, and delivering lectures. This approach positions the teachers as the dominant authority, which can limit student's opportunities to participate and practice speaking.

2. A prompter

Teachers play a supportive role during classroom activities. Sometimes when learners suffer from the lack of vocabulary in which they cannot perform well, the teacher has to encourage them by giving hints to the next steps whenever it is necessary without direct interference.

3. A participant

Both students and teachers take part in classroom activities. As Harmer (2007, p.209) stated, teachers can enhance the learning environment by actively engaging in discussions, role plays, and group decision –making tasks. Instead of merely encouraging students from the sideline, the teacher participates in conversation from within the group. However, to prevent becoming overly dominant, the teacher assumes a minor role, allowing students to take the lead.

4. Resource

The teacher cannot always be controller, prompter, and or participant. In some kind of activities learners unwelcome the other roles of their teachers, but rather they ask for help and need their teacher to be a resource of information. Harmer (2007, p.110) states that the teacher in this role encourages learners to use resource materials; so that, they will be able to depend on themselves and stop being spoon fed from teachers. In other words, the teacher can be a resource of both information and materials.

5. Tutor

Being a tutor means to adopt two roles of a resource. Within long working activities, the teacher should group learners into small groups to provide them effectively with resources and help. Being a tutor is difficult but when teachers go around the class and offer guidance to each

small group, learners will feel supported and a good class atmosphere would be enhanced. So, the teacher has to balance between prompting and acting as a resource; i.e, neither too much intrude nor little help (Harmer, 2007, p.110).

To summarize, teachers should be able to switch between the mentioned roles in the classroom depending on the nature of activities and the types of students they are teaching. Consequently, both teachers and learners will be comfortable and the classroom will be easily managed.

1.1.6.3 Learners' Roles in speaking classes. Like teachers, learners also have responsibilities during speaking sessions. Learners obviously tend to speak and communicate with each other, much the same they are communicators. Larson –Freeman (1986) pointed out that:

Students are, above all, communicators. They are actively engaged-negotiating meaning –in trying to make themselves understood even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Since the teacher's role is less dominant than in a teacher – centered method, students are seen as more responsible managers of their own learning. (p.131)

This means that learners should achieve interdependence. Similarly, Candling (1996, pp.67 - 90) described the learner as a negotiator in his own learning process, in interaction with mates, and in the activities in classroom. In other words, the learner has to learn in an independent way as much as he works cooperatively and participates actively within learning activities.

The other roles are mentions under categories to develop the speaking skill by learners in the classroom. Brown (1994, as cited in Bahadorfar & Omidvae, 2014, p.10) summarizes them as follows:

- **Intensive:** the learners had to be competent in forming correct grammar structures and well-pronounced utterances.
- **Responsive:** the learner has to react with what the teacher says even with short replies.

- **Transactional:** it can be seen as an extended responsive role by which the learner should use language to exchange information or to convey meaning.
- **Extensive:** the learner has to use the language in a formal and planned manner within specific classroom activities as speeches monologues, etc.

1.1.7. Classroom Activities to Develop the Speaking

The Speaking is an important skill in any language which students should focus on. In fact, the aim of any second/foreign language learners is to master it. Speaking usually was meant repeating after the teacher, reciting a memorized dialogue. In relation to the activities for developing the speaking skill, there are many communicative activities to use in the classroom for enhancing oral skills. Communicative activities are any activities that encourage and require a learner to speak with and listen to other learners. Communicative activities aim to find information, talk about self, learn about cultures, turn English classroom into active and healthy place where the students can find themselves comfortable to communicate using language easily and learn what they need and want to learn. Communicative activities provide opportunities for students to use the language with one another because they are designed to be lively, fun, and interactive. The following are some of these activities (Harmer, 2001).

1.1.7.1. Telling Stories. People often spend time telling stories about their experiences. Students also may tell stories to their classmates to become fluent. One way to push students to tell stories is to put them in groups and give them objects or pictures to speak about. Another way to do that is to encourage them to speak about the best story or novel that they have read. Moreover, the more the student is familiar with the story that he/she narrates the easier for him/her to tell the story. It is, generally, enjoyable to talk about our own experiences.

1.1.7.2. Stimulation and Role Playing. According to Bailey (as cited in Nunan, 2015, p.57) role play is “a speaking activity in which the students take the part of other people and interact using the characteristics of those people”. For developing speaking skill, role play and simulation

considered to be good activities in the classroom. They are practice activities in that they help students acquire the speaking skill and oral fluency because speaking requires more practice. Similarly, Baker and Westrup (2000, p. 92) stated that “role plays are useful because students have to think about how their character will react. Also, some students participate better when they are pretending to be someone else”. Simulation is “a real life encounter” (Harmer, 2001, p. 274). It is similar to role play, except that learner’s act as themselves rather than adopting the role of another character. Here, the student thinks of himself that he is a real participant in the simulation. They are very important in teaching speaking because they are practice activities and they give students an opportunity to practice communication in different social contexts and in different social rules. In role-plays, students are given different characters in different situations with different sentences to say. They may be assigned roles from different professions (doctor, teacher, president, parents, patient...etc.). Ur (1981 as cited in Ur, 1999, p.54) stated that “The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in classroom”. Harmer (2001, p.247) maintained that “many students derive great benefits from simulation and role play”. He adds “simulation and role play can be used to encourage general oral fluency”. Hence, according to him, role play and simulation have three advantages; they make students’ interaction fun and motivating in addition, they help hesitant student to be more fluent and confident speaker because he does not take the responsibility of what he is saying. They also allow students to use varieties of language in different contexts and involve them in real communication (Harmer, 2001, p.275). Role play and simulation help students improve not only their interpersonal relations, but also they learn to work together. From another perspective, Dobson (1981, p .47) argued that:

Dialogues and improvisations are, in effect, forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Thus far, we have spoken of role-playing involving two students only, but of course several people can interact in a role playing situation. This brings us to the matter of plays. Plays are 27 especially popular activities in conversation clubs where the group has sufficient time to devote to the study, practice, and Staging of a play.

(p19)

1.1.7.3 Using Videos. The use of videos in the classroom has many benefits for students and for learning and teaching speaking. One of the main advantages of such usage is seeing language in use; here, it allowed student not just to hear language, but to see it too. This adds more comprehension since they can see the gestures, body language, and facial expression. So, the student can interpret the text more deeply and easily. Cross-cultural awareness is another advantage from using videos inside the classroom; videos allow students to see and to know different cultures. The students can see how different people from different cultures speak and behave in different context. Videos also motivate students and make them interested in learning and speaking (Harmer, 2001).

1.1.7.4. Questionnaires. Questionnaires are useful as communicative tool in the classroom. They develop students' speaking skills, they ensure that "both questioner and respondent have something to say to each other" (Harmer, 2001, p.274). In this activity, the students can design questions on any topic that is appropriate, then the questioner asks and the respondent answers. So, in order for students to develop their speaking skills, they have to practice as often as possible, because speaking is a practical skill not a theoretical one and it is not an academic subject, it is not something you read from the book. Finally, practice makes students perfect in achieving speaking not only inside the classroom, but also outside the classroom.

1.1.8. Learners Speaking Difficulties

The main goal of any speaker is to communicate appropriately. But EFL students confront many difficulties when interacting in the foreign language. Hence, teachers should have an overall understanding of what are the challenges that may meet the learners when developing their speaking ability because the former has an important role to the students in speaking English activities. Luoma (2004, p.1) reports that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". In teaching speaking, teachers should take into consideration students' Weaknesses and strengths of oral interaction and they must know what the speaking is, in addition of knowing how to develop students

speaking performances”. In language teaching and learning, speaking is considered as a skill to be practiced. To achieve proficiency in the speaking a FL learners face some difficulties:

1.1.8.1. Psychological Problems

- **Shyness**

It is one of the barriers that complicate the learning process. Juhana (2012, p.101) advocated that “shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class”. In a few words, this syndrome can be a source of problems for students’ speaking performance. Likewise, Ur (2000, p.111) stated that “Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.” So, shyness is the cause of hesitance in speaking for EFL learners. Moreover, Baldwin (2001, as cited in Al Machala, 2016, p. 102) confirmed that the feeling of shyness in front of people leads learners to forget what they are saying and makes them incapable to speak freely. Hence, this phobia of being evaluated by others affects the speaking performance negatively.

- **Lack of the Motivation**

Motivation is a major factor which plays a crucial role in success or failure in FL learning. Dörnyei (2001, p. 05) stated that “Without sufficient motivation, however, even the brightest learners are unlikely to persist long enough to attain any real useful language”. Accordingly, if the learner is not motivated, he is not going to achieve language proficiency and vice versa. Specifically, Dörnyei (1998, pp. 117-118) argued that motivation is very important in developing the speaking skill since it pushes learners to speak and allows them to discover their abilities in speaking. He adds that if someone has a strong motivation to speak a language fluently and accurately, he will practice and train well to be a better speaker. In addition, Swain (1985, p. 35) mentioned that: “we learn to speak by speaking.” As a result, the absence of motivation may lead to limit the learners’ capacities to express themselves.

Furthermore, Swain (1985, p. 35) mentioned that “we learn to speak by speaking.” So, the teacher must push his or her students to practice the language.

- **Anxiety**

It is a natural response of both the human brain and body to stress: in other words, it is the fear of apprehension of what is coming. Moreover, anxiety makes the learners lose the fluency to speak and hinders their ability to express their ideas and emotions perfectly. Spielberge (1986, p. 1) argued that “anxiety is the subjective feelings of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.” In addition, fear of making mistakes troubles the learners and draws them far from speaking in classroom in front of others because they fear the negative criticism and bad remarks from the teacher and the irony from their classmates. Hence, they prefer to keep silent all the time to avoid this and to commit no verbal mistakes. Besides, shyness which goes hand in hand with anxiety is another emotional problem the learner faces when he or she speaks in front of a group which may make his or her mind go blank. Saurik (2011) proclaimed that the majority of English learners feel shy when they use the language because they think that they will make mistakes during speaking.

- **Lack of self-confidence**

Self-confidence can be viewed as one’s ability to trust one’s own skills, capacities and competences to do whatever he wants. Confidence plays a crucial role in learning and practicing a language. In contrast, lack of self-confidence referred to the psychological state of someone who feels and believed that he/she was inferior to others or incompetent of doing or completing anything the right way. Besides, this state makes the learner avoid speaking in groups. According to Nunan (1999) whom stated that learners who lack self confidence in them -selves and their abilities witness communication trouble. In fact, lack of self-confidence is affected by the encouragements of the teachers, as Brown (2001) claimed. That is to say, the support of the teacher in the classroom can change many things in students’ personality and approach to the speaking problem.

1.1.8.2. Linguistic Problems

- **Poor English Level**

Learners encounter difficulties in speaking English due to the weakness in their level of English. Their level can be evaluated on the basis of vocabulary, pronunciation, and grammar. Nation (2001, p. 129) said that “If the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”. In other words, without vocabulary, the learners cannot produce and demonstrate their intended meaning. However, recent studies show that EFL learners are unable to open a conversation in English because of the low knowledge of grammar structures. They are afraid of making grammar mistakes; thus, they avoid potential embarrassment when they speak (Alqahtani, 2019, p. 54). Moreover, mispronunciation is considered as one of the main factors that reduce students’ participation since pronunciation is viewed as a sub skill in which words’ pronunciation of English differ from pronunciation of other languages (Gilakjani &Ahmadi, 2011, p. 74).

- **Pronunciation**

Language is a system to communicate effectively with others. Knowing a foreign language is not enough to interact with people. Learners have to master the pronunciation of that language as native speakers to convey comprehensible messages. They must take into consideration, when they speak, the correct production of sounds as vowel, consonants along with stress and intonation. In the same view, Hinkel (2011, p. 491) believed that second language learners should have sufficient knowledge of the sounds of the new language. Furthermore, Mantle-Bromely (2001, p. 473) claimed that it is essential for the English learners to gain:

- The ability to produce English sounds.
- The ability to produce comprehensible speech that gave the listener the opportunity to understand what learner’s means.
- The ability to express the aim one’s speech so that the listener can understand it

Moreover Kelly (2000, p.11) stated that “learners who mispronounce a range of phonemes can be extremely difficult for a speaker from another language to understand”. Students mispronounce sounds which they are not familiar with. Pronunciation problems are also due to mother tongue interference, especially for Arab students they replace /p/ with /b/ for example the words “people”, “pen”, “paper”. They pronounce them as: /bju: bl/, /ben/, /beibe /. Therefore, good pronunciation gives students “extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility” (Harmer, 2001, p.183).

- **Nothing to Say**

One of the difficulties that hinder learners from participation is that they have nothing to say. Learners’ lack of participation is not caused only by shyness or low self-confidence, but also because they lack ideas to share. According to Baker and Westrup (2003, p. 28), “it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say”. Learners may say nothing at all because of the teachers’ choices of uninterested or unknown subjects to discuss.

- **Lack of Grammar and Vocabulary**

(Harmer, 2001, p.12) declared that “If grammar rules are too carelessly violated, communication may suffer”. The mastery of grammar rules and good knowledge of vocabulary are very important to speak a FL. However, the lack of grammatical rules may affect learners’ speaking, and makes them hesitate in speaking and design so many rules in their minds before speaking. Grammar competence has also a crucial role to convey meaning, it is very important for learners to be able to relate words, phrases, and sentences correctly while communication. Similarly, Littlewood (1981, p.6) claimed that “the learner must attain as high degree a possible of linguistic competence”. Lexis is as important as grammar and vocabulary, it is how words are combined together, and it is crucial in any language-learning syllabus (Harmer, 2001). Because the lack of grammar and vocabulary, students speak inaccurately and feel ashamed, so they avoid speaking in the classroom in front of their peers.

- **Shortage of Listening Practice**

Harmer (2001, p.204) claimed that “the more students listen, the more language they acquire, and the better they get at listening activities”. When speaking, learners may face difficulties not only because of pronunciation problems, but also because of poor listening practice since listening to native speakers gives a great opportunity to students to develop their speaking skill. Lack of listening practices would lead to poor speaking competence, because of the strong relationship between these skills (listening and speaking) besides, without the receptive skill; which is listening; students may not produce an utterance successfully. Moreover, Clare (2001, p. 80) said “listening and speaking are usually practiced together”. In addition, Students who rely only on the teacher as a source of speaking would not benefit a lot, because teachers are not native speakers. Hence, learners should know and care about the significance of the listening skill, and listening to native speakers in different contexts because it motivates them to acquire the sounds as pronounced by native speaker. So, successful listening leads to successful speaking as Harmer (2001, p. 271) argues “effective speaking also involves a good deal of listening”.

1.2. Section Two: Code-Switching

1.2.1. Definitions of Code-Switching

It is typically occurs when speakers of two languages or dialects alternate between them. In this context “code” refers to any language or language variety used by individuals or speech community to communicate. Essentially, humans use codes for communication, which can include a language, dialect, register, or style. In code switching study, it refers to the instance when a speaker alternates between two distinct varieties during their discourse. This is common among bilinguals, who often switch between their two languages within a single conversation; a clear indicator of code switching .It is a result of bilingualism and multilingualism. When switching from one language to another, speakers typically choose the language that their conversation partner understands.

Moreover, various scholars have offered different definitions of code switching. For example, Gumperz (1982) described it as “The juxtaposition within the same speech exchange of passages belonging to different grammatical systems or subsystems” (p.59), emphasizing that code switching occur when switching between languages, either orally or in writing. Similarly, Myers-

Scotton (1993, p.1) suggested that the switch can occur within a conversation or even within a single utterance. In addition, Haugen(1956) viewed it as a process in which a bilingual introduces a word from another language that hasn't been fully assimilated into their speech (p.40), focusing on the bilingual's ability and motivation for code switching .Poplack (1980) defined it as "The alternation of two languages within a single discourse ,sentence or constituent ? , which in balanced bilinguals is governed by both extra linguistic and linguistic factors" (p, 224.), meaning switched sentences consist of elements from different dialects. Additionally, Thomason (2001, p132) pointed out that:

Code switching is the use of the material from two (or more) languages by a single speaker in the same conversation. By implication, the same conversation means that all the other participants also speak, or at least understand, both (or all) languages.

1.2.2. The Development of Code-Switching

The study of code-switching has undergone a significant evolution in the field of linguistics, moving from marginal consideration to a well-established area of research. Initially, code-switching was perceived as a random, informal and even deficient use of language, particularly among bilingual speakers (Santos, Godàs, & Lore, 2006). Scholars who did not recognize its systematic or rule-governed nature.

However, early foundational work by Ronjat (1913) and Leopold (1939) laid the groundwork for future investigations through diary studies that offered valuable insights into bilingual language development and the grammatical patterns associated with language alternation (Santos, Godàs,& Nilep, 2006, p.19). These studies though not explicitly focused on code-switching as a formal concept, provided important data that later informed more targeted research. A major turning point came with Uriel Weinreich's seminal work *languages in contact* , which examined the effects of language contact, including phenomena such as borrowing, interference and code-switching. Weinreich's work is widely regarded as one of the first

systematic approaches to understanding the mechanisms of language interaction (Broersma, Carter, Donnelly & Knopka, 2020, pp295-308). Following this, Hausvogl (1954) was among the first scholars to explicitly use the term “code-switching”, thereby contributing to the formalization of the concept within linguistic discourse (Lee, 2021).

The publication of Blom and Gumperz’s (1972) article marked a critical moment in the academic legitimization of code-switching. Their study introduced key distinctions between situational and metaphorical code-switching, emphasizing the functional and socially conditioned aspects of language alternation. This work was instrumental in shifting scholarly attention toward the pragmatic and sociolinguistic dimensions of CS and laid the foundation for numerous subsequent studies. Since the 1970s, research on code-switching has expanded across disciplines, including sociolinguistic, psycholinguistic, education, and linguistic anthropology. It is now recognized as a complex, rule-governed practice that reflects speaker’s linguistic competence and sociocultural awareness.

1.2.3. Types of Code-Switching

There are various types of code-switching, and researchers use different terms to describe them. According to Poplack (1980) and Romaine (1995), these include tag-switching, inter-sentential switching, and intra-sentential switching.

1.2.3.1. Tag Switching. It is referred to as label switching, this involves switching a phrase, Word, or both from one language to another. This type includes not only tags but also discourse markers such as ‘well’, ‘right’, ‘so’, or interjections like ‘ah’, ‘oops’, or ‘oh’. Poplack (1980, p.605) defined tag-switching as the use of interjections, fillers, tags and idiomatic expressions, which can be used in a second language with minimal knowledge of its grammar. Therefore, this type of code switching does not violate the grammatical rules of L2. Tag-switching is simple, allowing the speaker to switch languages freely.

1.2.3.2. Inter-Sentential Switching. This occurs when a speaker switches languages at the beginning or end of sentences, phrases, or clauses. Sometimes called “mechanical

switching”, it is often unconscious. Poplack (1980) suggested that inter-sentential switching requires more proficiency in both languages than tag-switching. Jendra (2010, p.76) further explained that this type of switching happened when a complete sentence in a foreign language is inserted between two sentences in the base language.

1.2.3.3. Intra-Sentential Switching. Myers (1997, p.04) explained that intra-sentential Switching happened within the same sentence or sentence fragment. Also known as code-changing, this type involved switching languages in the middle of a sentence without hesitation, pauses or interruptions. The speaker is often unaware of the switch. Intra-sentential switching carries a higher syntactic risk compared to the other types, as it required a high level of fluency in both languages to avoid breaking the grammatical rules of either.

1.2.4. Reasons for using Code-Switching

Bilingual speakers switch between languages for various reasons, such as conveying precise meaning or expressing solidarity with a social group, whether from the same or different ethnic backgrounds. Holmes (2000) explained that a speaker may switch languages as a way to signal group membership and shared ethnicity with the listener. Additionally, people may switch languages when discussing specific topics. Another major reason for code-switching is its persuasive power, often used in speeches to capture attention and convene an audience. It can also help individuals engage in social interactions and express emotions such as happiness, anger, love, or sadness.

In many cases, bilingual speakers find certain concepts easier to express in one language than in another. Code-switching can facilitate communication when speakers struggle to find the right words or lack vocabulary in one language. Some scholars argue that code-switching helps fill gaps in vocabulary, while others believe it occurs because certain words do not have exact equivalents in another language. While Gumperz (1982) provided several reasons why speakers code-switching, including:

- Reaching precise meanings

- Conveying communication
- Strengthening a point or making communication more effective
- Identifying with a particular group
- Bridging social status differences
- Establishing goodwill and support

Also Thurdgill (2000) stated that speakers adjust their language based on the situation and purpose. Similarly, Auer (2002) suggested that code-switching carries a certain prestige, as bilinguals often use it to differentiate themselves from other social classes. According to Lipski (1985), people may code-switch in various settings, whether at home with family and friends or in professional environments.

From another perspective, Spolsky (1998.p, 49) stated some reasons that lead bilinguals to code switch. For a bilingual, shifting for convenience choosing the available word or phrase on the basis of easy availability is commonly related to topics. Showing the effect of domain differences a speaker's vocabulary will develop differentially for different topics in the two languages. Thus, speakers of a language who have received advanced education in a professional field in a second language will usually not be able have the terms in their native language. While, Hoffman and kosno (2012) categorized reasons for CS as:

- Discussing a specific topic
- Quoting someone
- Emphasizing a point
- Using sentence fillers or connectors
- Clarifying speech through repetition
- Ensuring the listener understands
- Expressing group identity

Ultimately, the primary function of code-switching is facilitating effective, communication between speakers and listeners. It is also valuable in language learning especially in classroom

settings. Furthermore, Crystal pointed out that there are two several reasons why people engage in code switching.

Firstly, a speaker might switch between languages when they struggle to express themselves in one language. This helps compensate for any linguistic limitations they may have. As result, the speaker might unconsciously transition into another language while speaking, especially when they are emotional, upset, or confused. Secondly, code-switching often happens when individual wants to express a sense of belonging or solidarity with a particular social group. It helps build rapport between the speaker and the listener, especially when the listener responds similarly. Additionally, code-switching can be used to exclude those who do not understand the second language from the conversation.

1.2.5. Code-Switching and other concepts

1.2.5.1 Code Mixing. It is when a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation. To get the right effect the speakers balance the two languages against each other as a kind of linguistic cocktail-a few words of one language, then a few words of the other, then back to the first for a few more words and so on. In addition, code mixing is where lexical items and grammatical features from two languages appear in one sentence. Hudson (1996) stated that code mixing is a condition where a fluent bilingual talking to another fluent bilingual changes language without any change at all in the situation.

1.2.5.2. Borrowing Situation. According to Winford (2003), language maintenance may involve a scenario where the vocabulary and structure of an endangered language are affected by the foreign language it interacts with, a phenomenon known as borrowing. Borrowing refers to the process by which linguistic elements are transferred from one language to another due to contact.

In borrowing situations, the intensity of contact plays a crucial role in the extent to which the maintained language is influenced by the external language. Cemented (1996, p.47) argued that the degree of contact depends on both time and the level of bilingualism among the speakers of

the borrowing language. He suggests that if only a few speakers of the borrowing language are bilingual in the source language, the borrowing will typically be limited to individual words. However, if there is widespread bilingualism and persists over time, structural borrowing is more likely.

Moreover, Winford(2003,p.12)noted that borrowing can vary in both type and degree, ranging from casual to intense lexical borrowing, and from minimal to significant incorporation of structural elements. When contact is not strong, lexical borrowing tends occur, typically involving open-class items like nouns, adjectives, and adverbs. In such cases, structural borrowing is rare (Clements, 1996).However, when contact is intense significant structural borrowing, such as the adoption of phonological, morphological, and syntactic features, is more likely to occur.

1.2.5.3. Diglossia. It is a sociolinguistics phenomenon where two distinct varieties of language coexist within a speech community, each serving specific social functions. The high "high" (H) variety is typically used in formal contexts such as education, government, and literature, while the "low" (L) variety is reserved for everyday, informal communication. According to Ferguson (1959), diglossia involves a highly codified H variety that differs significantly from the L variety in terms of grammar, vocabulary, and function, and is usually acquired through formal education. Additionally, Fishman (1967) expanded this concept to include cases where entirely different languages, rather than varieties of the same language, fulfill the high and low roles, emphasizing the functional distribution rather than linguistic similarity. This structured language use reflects social hierarchies and often perpetuates inequalities in access to education and formal institutions.

1.2.5.4. Code-Switching Vs Code Mixing. These two terms are influenced by social and psychological factors and are sometimes used interchangeably by scholars. Often, the term code mixing used synonymously with metaphorical code switching. In the field of language contact , there has been confusion between code-switching and code –mixing .Some linguists argue that they represent distinct phenomena at the “inter-sentential and intra-sentential levels», while others believe they are simply two sides of the same coin .On one hand ,scholars like Sridhar and

Sridhar (1980), Poplack (1980), Kachru (1983), Bokamba (1988), Bhatia (1992), and Muysken (2000) viewed code-switching and code-mixing as separate and different phenomena. On the other hand, scholars such as Scotton (1992) and Eastman (1992) believe there is no distinction between the two. From another perspective, Kachru (1984, p.65) distinguished between code switching and code-mixing based on the degree of code sharing between participants:

Code-switching refers to the alternation in which the speech event does not necessarily require that the speaker and hearer share identical code repertoires.

The user may be bilingual and the receiver monolingual. On the other hand, in code-mixing, the codes used and the attitudinal reactions to the codes are shared both by the speaker and hearer.

It is important to differentiate between code-switching and code-mixing because code-mixing involves grammatical aspects, whereas code-switching does not, according to Sridhar (1996). Furthermore, Clyne (2003, p.75) suggested using different terms, such as "transversion", when a speaker completely shifts to another language. However, other scholars like Hill and Hill (1980, p.122) argued against making a distinction and use the terms interchangeably without recognizing any difference between them.

Peccei (2006, p.38) demonstrated the term of code-switching and code-mixing that are sometimes used interchangeably, hesitated that:

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

1.2.5.5. Code-Switching Vs Borrowing. Code switching and code borrowing are common occurrences in situations involving language contact and bilingualism. While these phenomena are often confused in literature, many scholars have attempted to distinguish between them. Gumperz (1982, p.66) stated that:

Borrowing can be defined as the introduction of single word or short, frozen, idiomatic phrases from one variety (i. e, language), into other. The borrowed items are fully integrated into the grammatical system of borrowing language and they are treated as if they are part of the lexicon of that language and share the morphological and phonological systems of that language.

Accordingly, Schmidt (2014, p.20) claimed,

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

In addition, Hornby (2005, p.169) defined borrowing as “a word, a phrase or an idea that SM [some body] has taken from another person’s work or another language and uses in their own”. Additionally, a traditional definition of borrowing refers to the process by which a word or phrase is taken from one language and integrated into speech of a monolingual speaker of another language (Mahootian, 2006).

1.2.5.6. Code-Switching Vs Diglossia. Diglossia is characterized by stability and institutionalization. The H and L varieties are not in competition; rather, they distributed across different spheres of life in a complementary fashion. According to Wardhgh and Fuller (2015), this distribution is often reinforced by education systems, religious institutions, and media, which elevate the H variety and preserve its prestige. This division often mirrors social hierarchies, as fluency in the H variety may be associated with higher status, education, or authority.

In contrast, CS is a dynamic, often spontaneous practice in which bilingual or multilingual speakers alternate between two or more languages or dialect within a single conversation, sentence or even clause. As Poplack (1980) noted, CS is common behavior among bilingual speakers and reflects a high level of linguistic competence. For example, a bilingual Spanish-

English speaker might say: “Vamos al mall porquetengoque compare shoes”. This type of sentence, which blends English and Spanish, showcases both the speaker’s fluency in both languages and their ability to navigate between linguistic codes fluidly.

Unlike diglossia, this involves the societal division of language varieties, CS a conversational strategy. It can serve a variety of functions, such as emphasizing a point signaling group identity, switching topics, or expressing solidarity. Holmes (2013) argued that CS is not random but motivated by specific social, pragmatic, or contextual factors. For instance, switching to a particular language can indicate intimacy in personal relationships or align with cultural expectations in a given setting. A critical distinction between diglossia and CS lies in their scope and stability. Diglossia is a community-wide phenomenon, often persisting over generations, with clear boundaries and relatively fixed functions for each variety. In contrast, CS is individual and fluid, with no rigid role assignments. It reflects moment-to-moment choices made by speakers, often unconsciously, as they navigate social interactions.

1.2.6. Functions of Code-Switching

Code-Switching is when someone switches between languages during a conversation. It played different roles on how people communicate and connect, especially when more than one language is involved. One of the main purposes is showing who you are. People often change the way they talk to show where they are from, what cultural they belong to or their regional roots. According to Holmes(2013) suggested that the way people choose their words can show which group they belong to and help them connect with others in that community, in places where people speak more than one language, they might switch between them just to make their point clearer or to add some extra emphasis. Poplack (1998) noted that people often switch to another language to emphasize a point, show importance, or make what they are saying clearer especially when the second language has a more exact or emotionally meaningful way of saying something. Another key function is how easily someone can find the right words to express themselves,

when someone has trouble remembering a word in one language or feels it's easier to say something in another, they might switch languages so the conversation keep going smoothly. Myres-Scotton (1993) called this a way to keep conversations smooth, especially when someone feels more confident or familiar with one language on certain topics. CS can also be a way people send social signals, like showing they belong or making it clear they are staying out. Gumperz (1982) pointed out that the way switch languages can show how or distant they feel from others. Sometimes, folks switch codes to connect someone or to set themselves apart in chat.

In addition, CS can be used when quoting speech or reporting dialogue. Auer (1998) pointed out that people often switch to another language when quoting someone who originally spoke in that language. This helped to keep the quote feeling genuine and make sure to the context is not lost. These functions show that CS is not just random or a sign of not knowing enough language. Instead, its intentional way people communicate, revealing their social, emotional, and language goals.

1.2.7. Code-Switching in EFL Classrooms

Educators and researchers have expressed diverse perspectives regarding the role of CS in EFL classrooms. Students also hold varying beliefs about whether the use of the first language (L1) facilitates or hinders the process of acquiring a second language (L2). According to Ustunel (2016), scholarly opinions typically fall into three categories:

- The use of L1 should is not restricted.
- While L1 can serve as beneficial resource, its impact on L2 acquisition should be clearly articulated.
- As L1 may potentially obstruct L2 learning, it should be avoided altogether.

Furthermore Ustunel (2016) Referred to Arnett (2013), who maintained that the use of L1 might impede language development and therefore should not be employed in L2 classrooms.

Conversely, numerous students perceive the use of their native language as advantageous, as it enhances comprehension and provides cognitive support during complex tasks. This perspective aligns with Richard and Rodgers (2001) who advocated for the grammar translation method. This approach involves explaining foreign language vocabulary and grammar in the learner's native tongue, thus facilitating understanding. For example, in a French language lesson, a teacher might explain the term "Maison" by stating, "Maison is what we call 'house' in English ", thereby making the concept more accessible to students.

Furthermore Cook (2010) posited that the use of L1 is inevitable during the learning process and can, in fact, support language acquisition. Nevertheless, excessive reliance on CS raises concerns, as it may diminish learner's comprehension and inhibit the development of fluency and productive language skills. Therefore, it is recommended that CS be applied with careful consideration _intentionally and infrequently to avoid limiting student's engagement with the target language.

Al-Hourani and Afiza (2013) emphasized that code –switching should be reserved circumstances and not employed routinely Similarly, Asali (2011) asserted that code-switching ought to be used only in challenging situations where comprehension is significantly at risk. Alkhresheh (2015)reached a comparable conclusion, suggesting that although code-switching can advantageous, its misuse may obstruct language development.

1.2.8. The disadvantages of Code-Switching

While CS is widely acknowledged as a pragmatic and socially expressive strategy among bilingual, it is not without its disadvantages, especially in formal or academic settings. One significant concern is that frequent code-switching may impede language development, particularly among students in educational environments where the dominant language of instruction differs from the home language. According to Reyes (2004), students who habitually switch between languages may struggle with mastering the grammatical and lexical norms of either language fully; this can lead to incomplete proficiency. This is especially problematic when students are expected to demonstrate a high level of academic competence in the standard or dominant language.

Moreover, CS can contribute to confusion and inconsistency in language use among young learners. In multilingual classrooms, the blending of two or more languages may hinder comprehension, especially for students who have not yet achieved fluency in either language. Garcia (2009) pointed out that while transplanguaging can be empowering in some contexts, it also has the potential to disrupt structured language acquisition if not strategically implemented. When educators or learners CS unpredictably, it can dilute the effectiveness of language immersion and reduce opportunities for sustained practice in the target language. Another disadvantage lies in the perception of CS as a marker of linguistic deficiency or lack of discipline. In many formal and professional environments, CS is still stigmatized, often being viewed as a sign of poor language skills or lack of seriousness. As Myer's-Scotton (1993) explained, although CS serves communicative functions, it may be misinterpreted as linguistic laziness or incompetence, particularly by monolingual speakers or those unfamiliar with bilingual norms. This negative perception can affect bilingual individual's confidence and social mobility, particularly in settings where monolinguals is the norm.

Additionally, CS may reinforce social and linguistic hierarchies, especially when one language is associated with higher status. In post-colonial societies, for example, the use of colonial languages such as English or French in tandem with indigenous languages often reflects deeper power dynamics. According to Philipson (1992), such practices can perpetuate linguistic imperialism, where the dominant language is continually privileged, and the local language is relegated to informal or subordinate roles. This dynamic not only marginalizes native languages but also affects speaker's linguistic identity and cultural self-esteem.

In summary, while CS offers various communicative advantages, it poses notable disadvantages in academic, social and institutional settings. From impeding language acquisition and reinforcing linguistic inequality to provoking misunderstandings and negative stereotypes CS must be understood critically and applied with care especially in formal educational contexts where linguistic competence and clarity are paramount.

1.2.9. Speech Patterns Influence Code-Switching Dynamics

In bilingual and multilingual contexts, code-switching is the practice of alternating between two or more languages or dialects within a conversation which has been widely studied as

linguistic, phenomenon with significant implications for oral communication. Its relationship with speaking skills is complex and multifaceted, encompassing cognitive, linguistic and sociocultural dimensions.

1.2.9.1. Code-Switching as an Indicator of Linguistic Proficiency. Code-switching is often viewed as a marker of advanced linguistic competence. Proficient bilinguals engage in code-switching not out of deficiency, but as a communicative strategy to enhance clarity , emphasize particular points, or better align with their interlocutors linguistic backgrounds, research has shown that intentional and contextually appropriate code-switching reflects a speaker's ability to manage multiple linguistic systems and demonstrates a high level of met linguistic awareness (Poplack,1980 ;Grosjean,1982).

1.2.9.2. Code-Switching and Oral Fluency. The use of code-switching can also support fluency in spoken interaction .When speakers encounter lexical gaps or momentary retrieval difficulties in one language , switching to another allows for continuity in discourse . This form of compensatory strategy helps maintain the flow of conversation and reduces communicative breakdowns, particularly in spontaneous speech (Myers-Scotton, 1993).

1.2.9.3. Code-Switching in Language Development. From a developmental perspective, code-switching can facilitate language acquisition and speaking skill enhancement. By drawing on their full linguistic repertoire, learners may increase their exposure to and practice with both languages, thus reinforcing oral skills. However, overreliance on code-switching may inhibit full linguistic immersion and limit vocabulary expansion in the target language, especially if learners routinely avoid linguistic challenges (MacSwan, 2000).

1.2.9.4. Sociolinguistic Competence and Pragmatic use. Effective code-switching also signals a speaker's sociolinguistic competence, the ability to adjust language use based on context, audience, and communicative purpose. Skilled bilinguals often regulate their use of code-switching according to social norms, employing it more it more freely in informal settings

while avoiding it in formal discourse. This pragmatic awareness underscores an advanced dimension of speaking skill, integrating linguistic proficiency with cultural sensitivity (Blom & Gumperz, 1972).

Conclusion

To conclude, speaking is a highly-demanding and complex skill for both native and non-native speakers of English. It is a basic skill that requires learners not only to be aware of grammar rules and vocabulary but also to be accurate and produce error-free utterances. Moreover, 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, Bloom, 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: Practical Part

Introduction

2.1 Section One: Teachers' Questionnaire

2.1.1 Administration of the Teachers' Questionnaire

2.1.2 Description of the Teachers' Questionnaire

2.1.3 Analysis and Interpretation of the Results

2.1.4 Discussion of the Results

2.2 Section Two: Learners' Questionnaire

2.2.1 Population and Sample

2.2.2 Description of the Learners' Questionnaire

2.2.3 Analysis and Interpretation of the Results

2.2.4 Discussion of the Results

Conclusion

Chapter Two: Practical Part

Introduction

This chapter presents the practical part of the research. Which deals with the theoretical part of the research, the current chapter presents its practical part. It is primarily introduced to present and analyze the gathered data to treat the problem of code-switching, answer the research questions, and accomplish the aims of the research. The present study employs two questionnaires as a data collection method directed to third year students and teachers in the Department of Foreign Languages at Mila University Center. Concurrently, this research tries to explore the existence and the reasons behind the use of code-switching as well as to investigate its role in facilitating interaction and comprehension in the EFL classroom.

The current chapter provides a detailed analysis of both teachers' and students' questionnaires. It started by identifying the population and sample chosen for studying. Then, describing both questionnaires in details. Moving to the analysis and interpretations of the result obtained results ,the chapter highlights key patterns, draw comparisons between teachers's and students' responses,and discusses how these findings relate to the aims of the study. Last, it ends by discussing the data gathered from both questionnaires.

2.1. Section One: Teachers' Questionnaire

2.1.1 Administration of the Teachers' Questionnaire

For the purpose of gathering information about how teachers view the role of code-switching in fostering learners' speaking skill. A questionnaire is administrated to teachers who have been taught different modules in the Department of Foreign Languages at Mila University Center. Specifically chose those teachers due to their experience with learners' difficulties in speaking and the way to deal with them. It delivered to 11 teachers using hard copies, Google forms, and emails on a span of nearly one month.

2.1.2 Description of Teachers' Questionnaire

The questionnaire is made up of an overall sixteen questions which are divided into four parts. These questions are either closed; in which teachers choose “yes” or “no” or select alternatives, or open ended; in which they give their own answers and justify them whenever necessary.

- **Section One: Background Information (Questions 1-3)**

This section aims to get the general information about the participants’ background information like: choice, level.

- **Section Two: Teaching Speaking (Questions 4-6)**

This part is structured to investigate the teachers’ views about teaching speaking and their awareness about learners.

- **Section Three: Code-Switching (Questions 7-18)**

This section tackles the teachers’ perspectives about the use of code switching by EFL students in classroom.

- **Section Four: Teachers’ Suggestions (Question 19)**

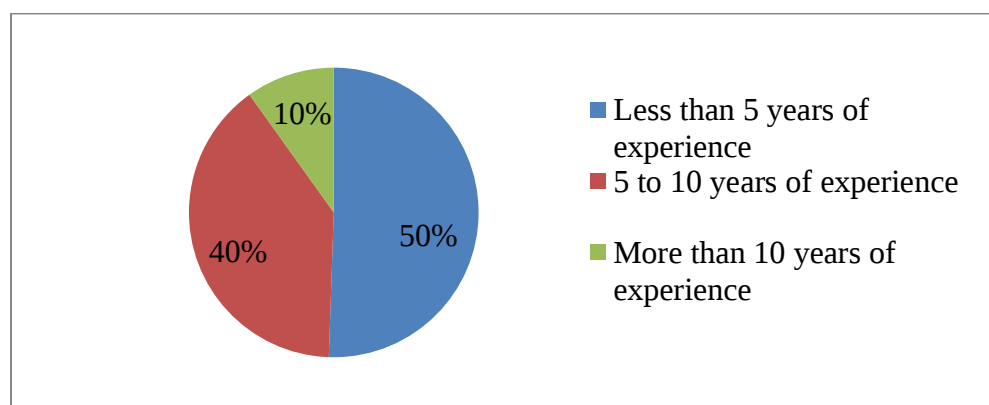
This part offers the opportunity for teachers to provide extra suggestions about the role of code-switching in EFL in fostering speaking.

2.1.3. Analysis and Interpretations of the Results

Section One: Background Information

Q1-: How long have you been teaching English?

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

Figure 1*Teachers' Experience of Teaching*

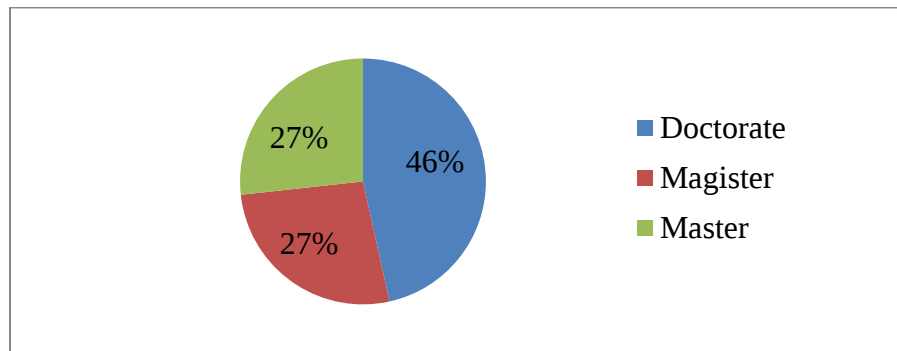
The first question aims to gather information about the teachers' work experience. The results indicated that 46% of teachers have taught for one to five years, 36% had more than six years of experience, and only 9% of teachers had more than ten years of experience. This suggests that the majority of teachers in this sample have considerable experience in teaching and learning the English language.

Q2- Which academic degrees do you hold?

- A) Master
- B) Magister
- C) Doctorate

Figure 2

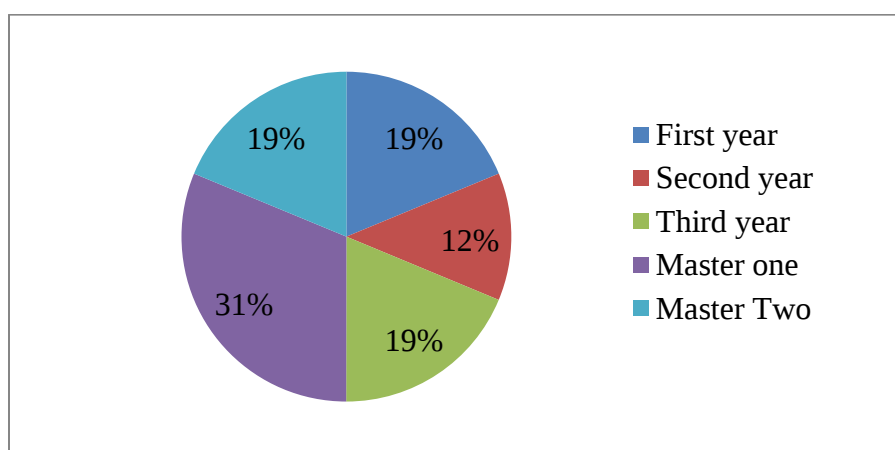
Teachers 'Academic Degrees



The aim of this question is to identify the academic qualification of the teachers. The result show 46% of the teachers (3 teachers) hold a doctorate degree, while 27% (3 teachers) had magister degree, and another 27% (3 teachers) had a master's degree. This indicated that the sample includes teachers with diverse academic backgrounds, which contributes to a variety of perspectives in teaching.

Q3_ Which levels did you use to teach?

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

Figure 3*Levels of Taught Students*

The Third question aim to determine the academic levels 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. This indicates that the participants are involved in teaching a wide range of student levels.

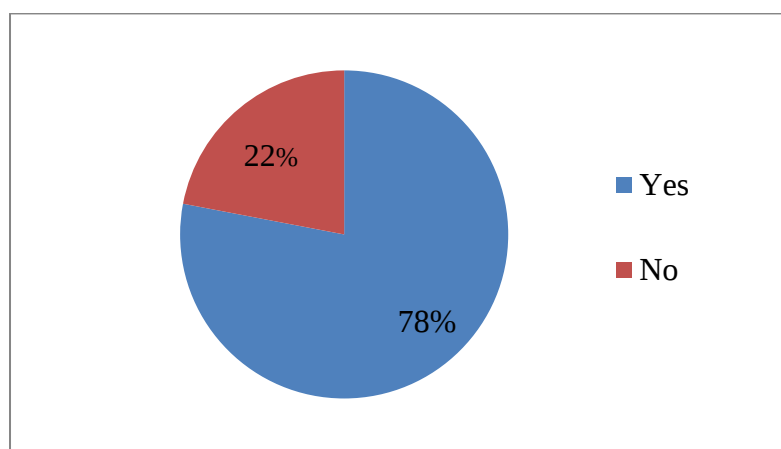
Section Two: Teaching Speaking skill

Q4-Do you find difficulties delivering the message to your students?

- a) Yes
- b) No

Figure 4

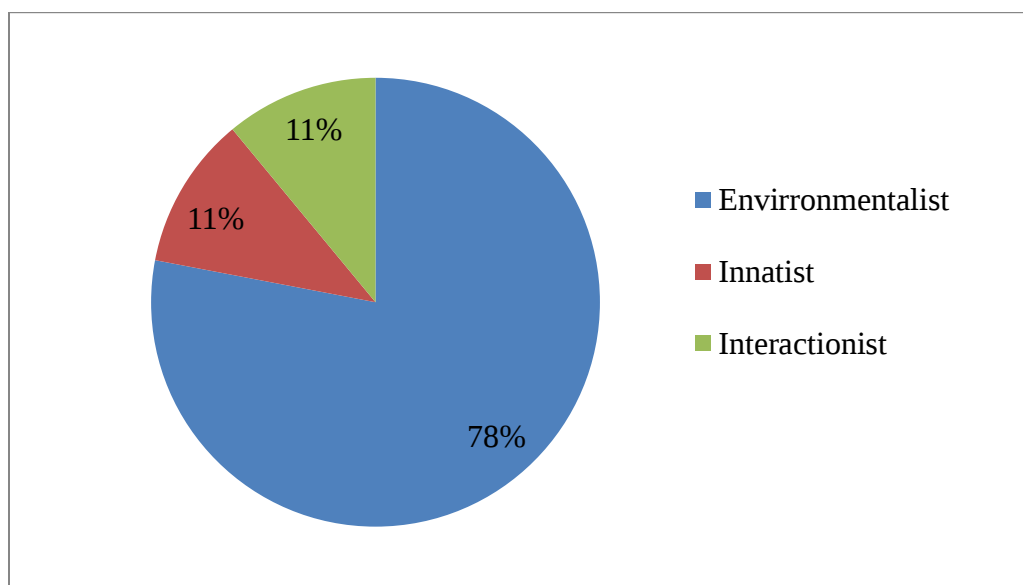
Teachers 'Difficulty to Deliver the Message to Students



The fourth question is structured to know whether the teachers face difficulties in teaching speaking skill or not. From the results in figure 4, the majority of the respondents (78%) declared that they face difficulties in teaching speaking; whereas, only 22% of them do not face any. These findings assert that speaking is a difficult skill to be taught.

Q5_When teaching the speaking skill, which of the following methods do you adopt?

- a. The Environmentalist method
- b. The Innatist method
- c. The Interactionist method

Figure 5*Methods Used in Teaching Speaking*

The fifth question aims to obtain information about which method of teaching speaking is preferred by the teachers. The results in figure 5 show that 78% of teachers prefer to use the interactionist method. While 11% of instructors use both innatist and interactionist methods, 11% of them adopt the thereof methods; environmentalist, innatist , and interactionist . However, none of them use environmentalist or innatist independently. These results indicate that most of the teachers are aware of the importance of teaching speaking in different contexts by using communicative strategies such as interaction.

Q6_What are the speaking activities you often rely on? Explain why, please?

From the responses, it is obvious that all the teachers agree upon the use of discussion and debate, in addition to the presentations as the main speaking activities to be relied on during the OE sessions. Role play and simulation as well are reliable activities in OE classes. Since discussions and debates allow students to interact and express themselves, they are considered as

the best activities to be used because they are more provocative and raise the student's awareness. Discussions used to create a competitive atmosphere in the classroom that makes the learners at ease to express and exchange ideas with one another and also develop their critical thinking. Students tend to participate more in such activities. In addition to discussion and debate, presentations are also followed by many teachers because in this type of activity, in particular, helps students to develop fluency and self-confidence. Additionally, knowing how to convey messages and ideas may help them to develop speaking skill. While all of them referred to free discussion and debate along with presentations as the main activities to be used, one teacher mentioned dialogue. However, another teacher stated that, from time to time, he relayed on role plays and classroom performance. From the answers, noticed that teachers of OE sessions vary the speaking activities in order to deal with both communicative and grammatical task.

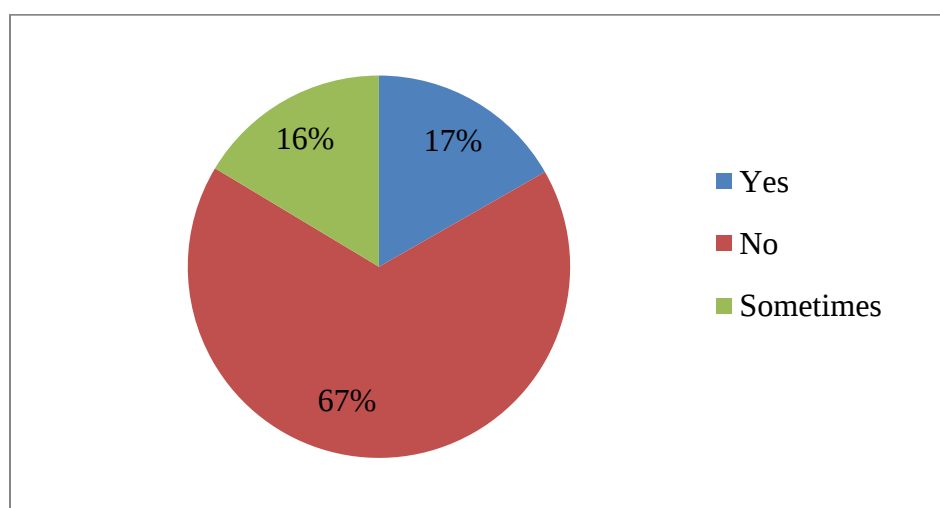
Section Three: Code-Switching

Q7_Do you code switch to solve this problem?

- a- Yes
- b- NO
- c- Sometimes

Figure 6

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



This question is 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.

Q8-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.

This question is 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.

Q9-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

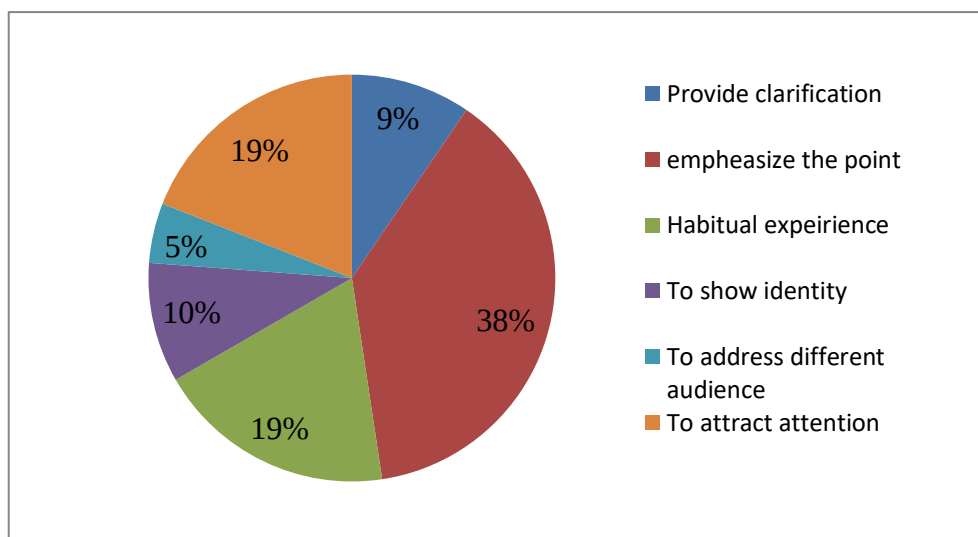
The ninth question was about how frequently teachers observe CS occurring in their classroom, teachers stated that they rarely to sometimes observe the occurrence of CS in their classroom, while one of them said that he/she use CS from time to time.

Q10- 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

Figure7

The Most Prevalent Situations of CS



This question is about the reasons behind using code-switching in EFL classroom, the most prevalent situations that teachers use CS in providing 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.

Q11-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 tongue

This question is 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.

Q12-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 77

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

This question is 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.

Q13-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.

This question is about if CS has 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.

Q14- 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

This question is about the teachers' behavior 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

Q15-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.

This Question is 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.

Q16-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 multilingual 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.

This question is 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 was against.

Q17-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

This Question is 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.

Q18-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.

This Question aims to explore if students' proficiency in their native language affect their tendency to code switch. Five teachers agreed that CS affected the students' tendency to code-switching, while others were against.

Section four: Teacher's suggestions

Q19-Please, add any further suggestion or comment.

This question is an open question; give to teachers to provide further suggestions concerning the role of code-switching in fostering learners 'speaking. Only three teachers answered this question. The main suggestions are summarized in the following points:

3 responses

A: Student and teaching alike should receive adequate training about the code-switching learning teaching strategies and techniques. Code switching can be risky practice when over-used.

B: Students should avoid code-switching in the classroom because it can be hinder the process of their language learning.

C: Code-switching is natural and has to be

1.2.4. Discussion of the Results

Teachers' questionnaire is designed to explore the role of code-switching in EFL classrooms, and the study findings showed the existence of code-switching and revealed a significant positive correlation between its usages when speaking in the classroom. Furthermore, these 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, this study highlighted the importance of this sociolinguistic phenomenon in enhancing students' speaking skill and comprehension.

Additionally, in the second question of section 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 section of the hypothesis states that teachers of English Language at Mila University Center use code-switching. 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 speaking skill.

2.2. Section Two: Students Questionnaire

2.2.1. Population and Sample

This study is conducted at the Mila University Centre, specifically within the Institution of Letters and Languages, Department of Foreign Languages. The target population comprises third-year students enrolled in the English program during the academic year 2024-2025. The total population consists of 150 students divided into four groups. From this population, a sample

of 80 students was selected to participate in the study. The choice of third year students is justified by the relation of the topic on their academic program and their accumulated experience in learning English.

2.2.2. Description of the Students' Questionnaire

The student's questionnaire consists of 22 questions which includes close and open ended questions. The questions are grouped into four main sections:

Section One (1-3)

The first section includes questions about general information about students. It involves their choice of English and level.

Section Two (4-9)

The second section is to understand students' participation, frequency, difficulties, and suggestions related to practicing spoken English, especially within and outside the classroom.

Section Three (10-21)

This section of the questionnaire focuses on CS, the practice of using words or phrases from one's native language or other languages while speaking English. It aims to explore students' language use habits, coping strategies, and attitudes toward mixing languages in English classroom.

Section Four (22)

This part of questionnaire, which asks for comments or suggestions on how CS can foster learners' speaking, invites participants to reflect and give their opinions to the topic.

2.2.3. Analysis and Interpretation of the Results

Section One: Background Information

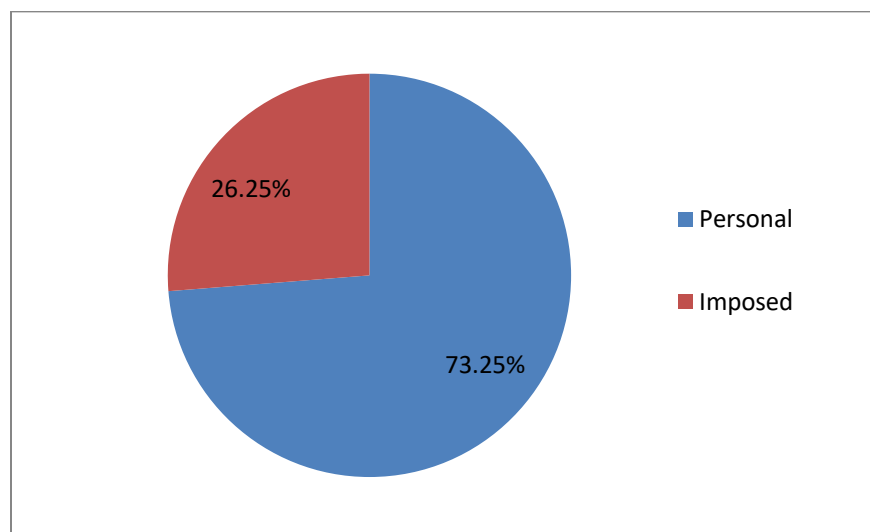
Q1. Your choice of studying English at university was?

A: Personal

B: Imposed

Figure8:

Students' choice of Studying English



This question aim to determine whether students willingly chose to study English or were compelled to do. The results show that 73.5% of respondents chose to study English by personal decision, while 26.25% were obliged to do. This indicates that the majority of students are intrinsically motivated, which positively impacts their engagement and willingness to improve their English skills, particularly in speaking. However, the notable percentage of those who did not choose it voluntarily suggests that some students may lack motivation and may require more encouragement and support from teachers.

Q2.How do you rate your level in English?

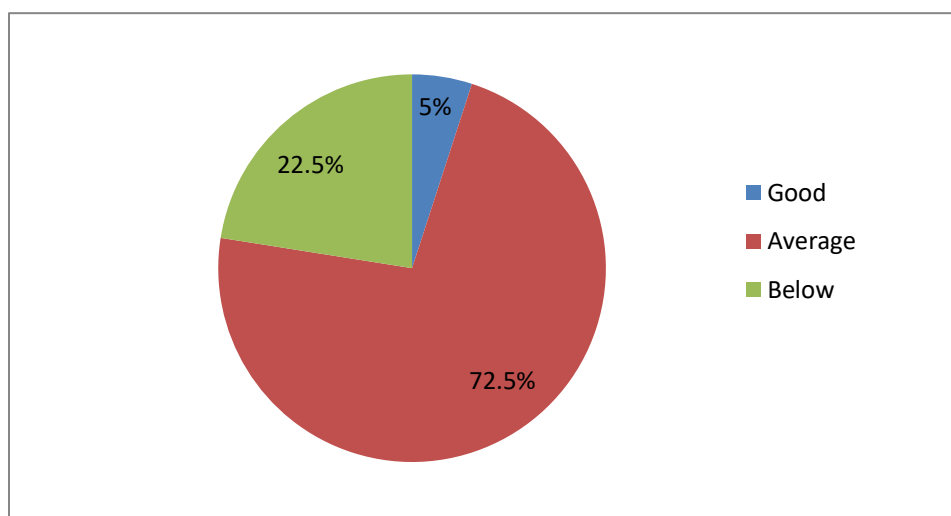
A: Good

B: Average

C: Bellow average

Figure9

Students Assessment of their Level in English



The second question aims to identify the students' self-assessment of their English proficiency. The results reveal that the vast majority (72.5%) of students rated their level as average, while 5% considered their level high, and 22.5% assessed it as low. These findings indicate that most students recognize their English skills as being moderate, suggesting a need for targeted support to strengthen areas like speaking and writing. The low percentages for both high and low ratings also reflect a degree of modesty and realism in students' self-perception.

Q3.How did you acquire your English Language?

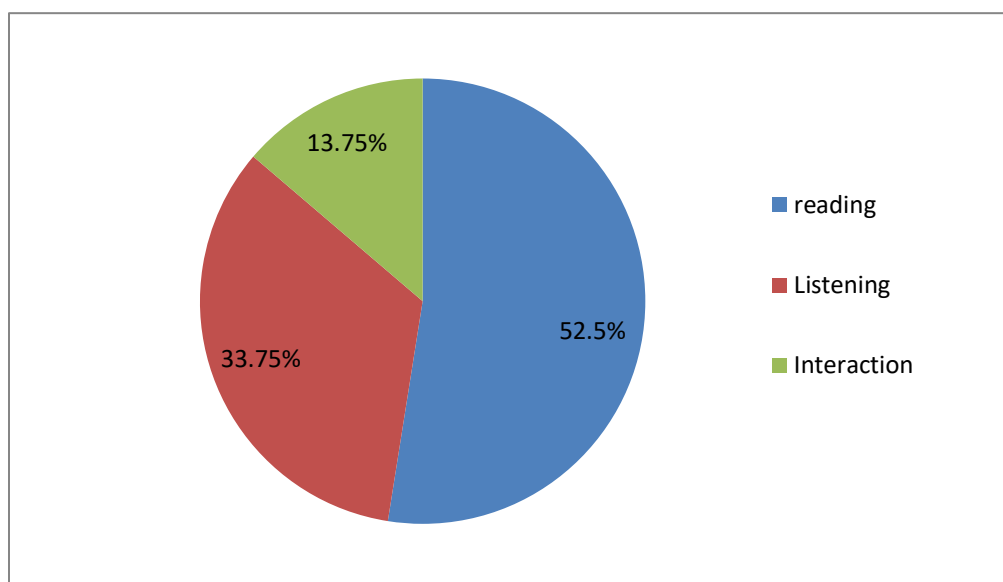
A: Reading (books, novels, stories comic books)

B: Listening to music and watching (movies, videos....)

C: Interaction with native speakers

Figure10

Students' Sources of English Language Acquisition



The aim of third question is to explore the main sources through which students have acquired their English skills. According to the responses in figure 10, a significant majority of 52.5% of students reported that they acquired English mainly through reading materials such as books, novels, stories, and comic books. In contrast, 33.75% learned through listening to music and watching videos or movies, and only 13.75% acquired the language through interaction with native speakers. These results indicate that reading plays a central role in the students' language development, while opportunities for authentic oral interaction with native speakers remain limited.

Section Two: The Speaking Skill

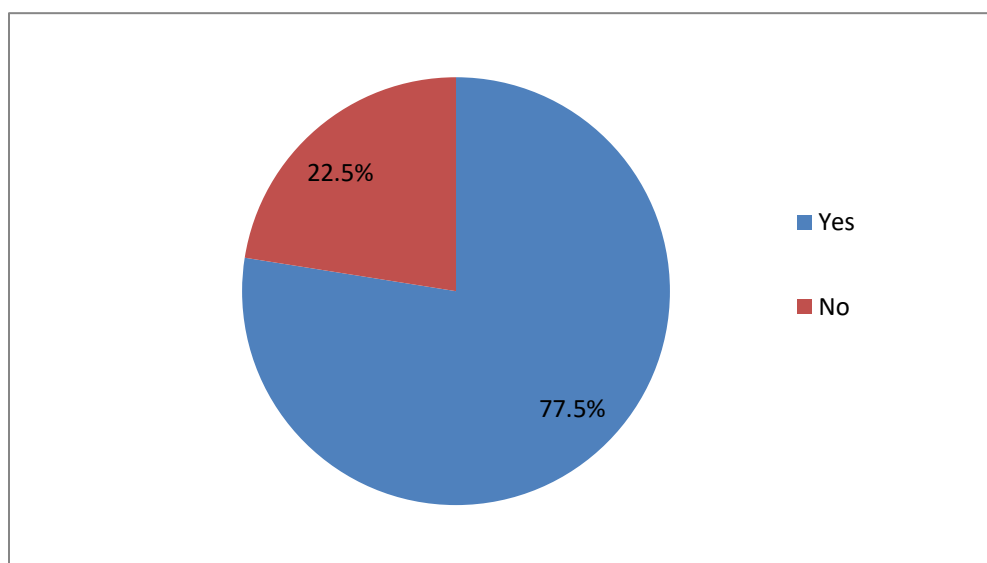
Q4.Do you participate in the speaking sessions?

A: Yes

B: No

Figure 11

Students' Participation in Speaking Sessions



This question aim to find out whether students take part in speaking activities during class, as participation is important for improving speaking skills. The results show that 77.5% of the students said "yes", while 22.5% said "no". This means that most students are willing to speak and participate in class, which is good sign of interest and motivation. However, the number of students who do not participate is still important and suggests that some may feel shy, unconfident, or unprepared. Teachers should encourage all students to take part by creating a safe and supportive classroom environment.

Q5. How often do you speak English outside the classroom?

A: Sometimes

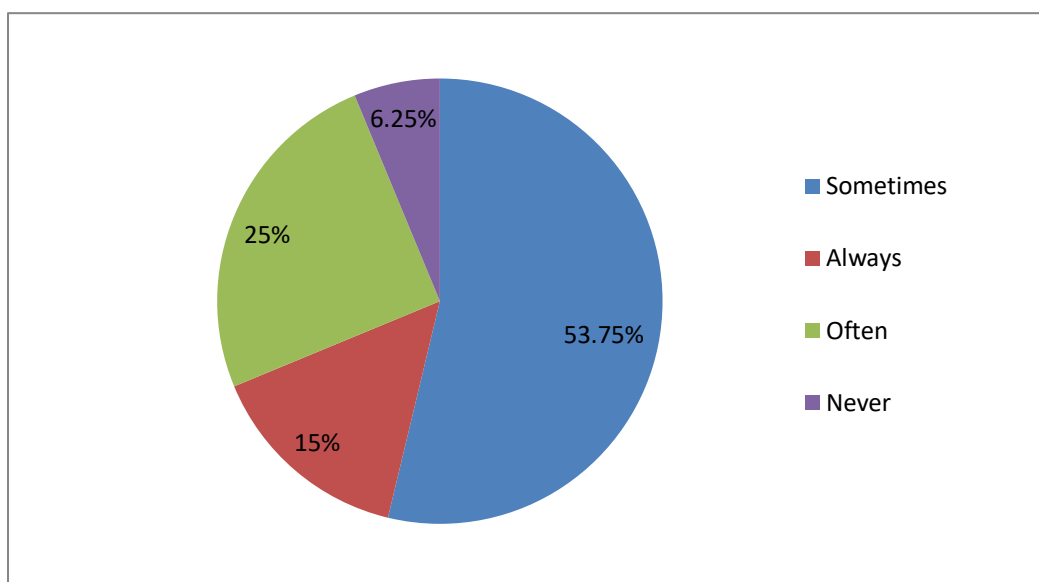
B: Always

C: Often

D: Never

Figure 12

Frequency of Student's English Use outside the Classroom



This question is designed to explore how frequently students use English in real life situations beyond the classroom, which is important to developing fluency and confidence in speaking. The findings show that 53.75% of students said they sometimes speak English outside class, 25% said often, 15% reported always, and only 6.25% said never. These results indicate that most students' use English outside the classroom to some extent, which helps them practice speaking in more natural settings. However; the low percentage of students who speak English always suggests that opportunities for real life practice may be limited. Teachers can encourage students to seek more speaking chances outside the classroom, such as joining conversation clubs or using English in online communities.

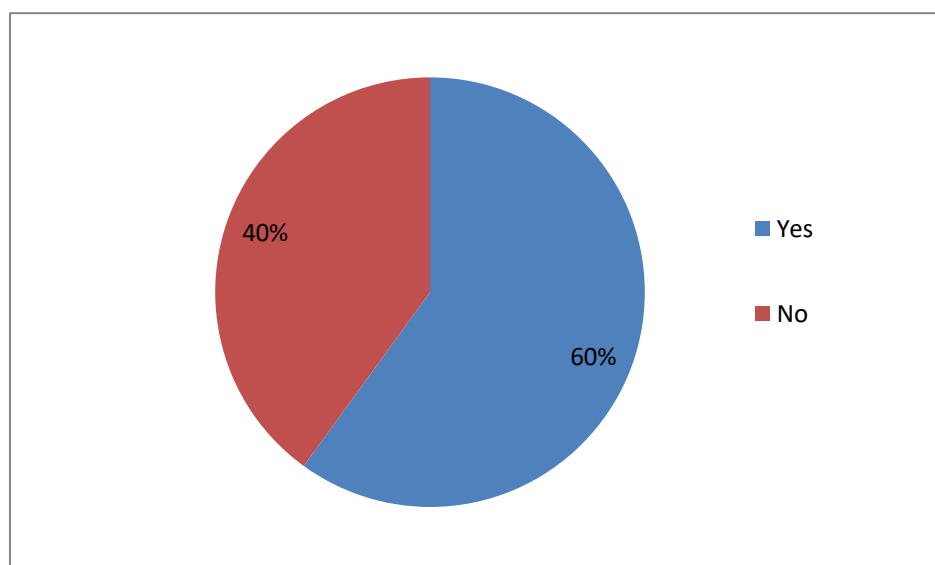
Q6.Do you find difficulties when you practice speaking in the classroom?

A: yes

B: no

Figure 13

Students' Difficulties in Practicing Speaking in the Classroom



This question aimed to identify whether students face challenges during speaking practice in class, which can affect their progress in oral communication. The result show that 60% of students answered yes, indicating they experience difficulties, while 40% said no. These findings suggest that more than half of the students struggle when speaking in class, which could be due to reasons such as lack of vocabulary, fear of making mistakes, or low confidence. The fact that 40% do not face such issues is encouraging, but the high number of students who do highlights the need for teachers to provide more support, build students' confidence, and foster a low-anxiety classroom environment conducive to effective oral communication.

Q7.What is the language difficulties that you usually face in speaking? (You may select more than one option)

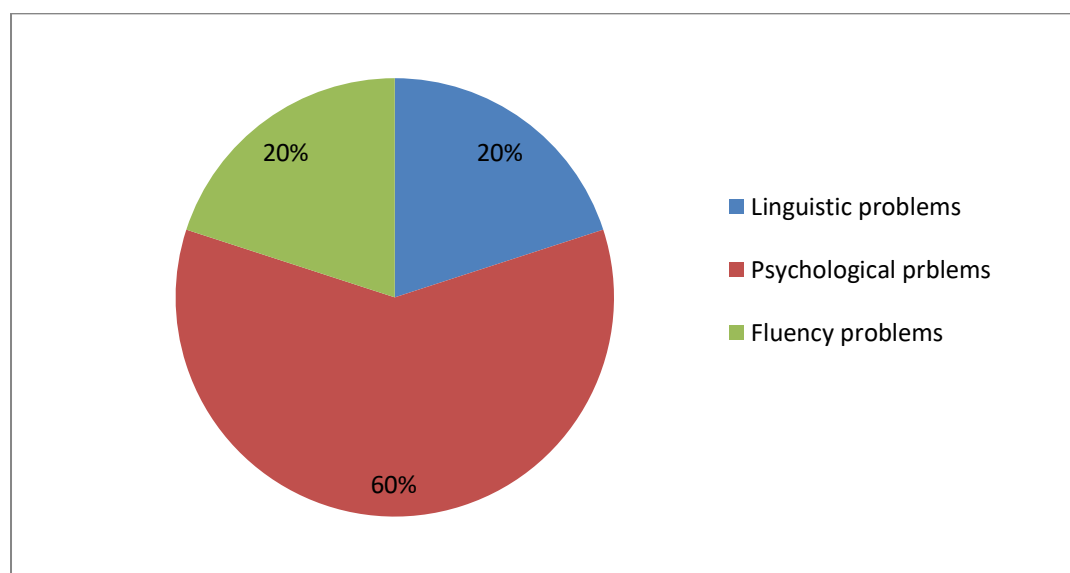
A: Linguistic problems (grammar, vocabulary, pronunciation)

B: Psychological problems (shyness, lack of motivation, lack of confidence)

C: Fluency problems

Figure14

Types of Language Difficulties Faced by Students in Speaking



The aim of question 7 is to identify the major problems that students face in speaking English in class. The results show that 60% of the students reported psychological problems (shyness and lack of confidence), which was the most common problem. In comparison, 20% reported linguistic issues (grammar, vocabulary, pronunciation), and 20% reported fluency problems. These findings suggest that psychological inhibitions are a stronger obstacle to speaking than the linguistic competence and also emphasize the importance of achieving an encouraging and low anxiety classroom environment in improving students' performance in speaking.

Q8.What solution do you suggest to overcome those problems?

A: Prepare talk before class

B: More practice out class

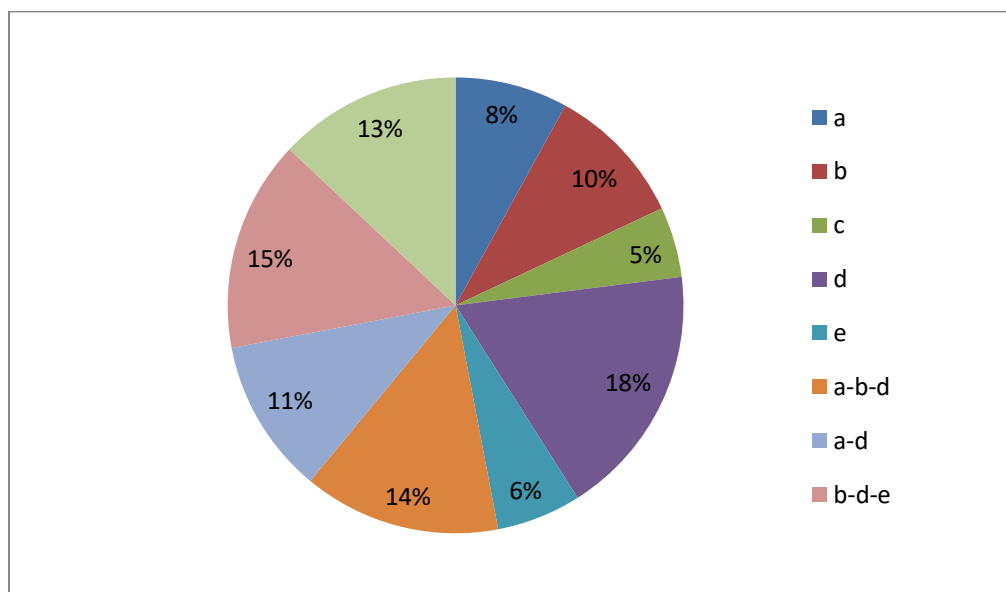
C: Teacher's aide and support

D: Interacting with peers

E: More, please specify

Figure 15

Students' Suggested Solution to Overcome Speaking Difficulties



This question explores solutions proposed by students to handle their identified problems with speaking. The collected data revealed that 18% of participants described peer interaction as their most preferred solution. The data showed that 15% of students favored practicing English outside of class in addition to peer interaction, while 14% preferred preparing their speeches beforehand and practicing more while working with classmates. The data showed 13% of participants who recommended peer interaction alongside different methods and 11% who suggested preparation combined with peer assistance. The data revealed that 10% of students concentrated on using English outside the classroom while 7% of participants focused on preparation as an essential step before speaking. Students who presented alternative methods 6% suggested reading for vocabulary expansion and listening to music or native speakers for fluency improvement as well as more engaging teachers. The survey results show that 5% of students find teachers help as their optimal method for resolving speaking problems. Based on student

feedback, peer interaction emerges as top solution because it helps students control anxiety and boost speaking abilities.

Q9. Rate the elements of speaking according to their importance.

In this question, students were asked to rate the elements of speaking according to their importance. Different opinions are observed in the students' answers; hence, it was recommended to categorize the findings in different tables.

A- The importance of fluency according to the students

Table1

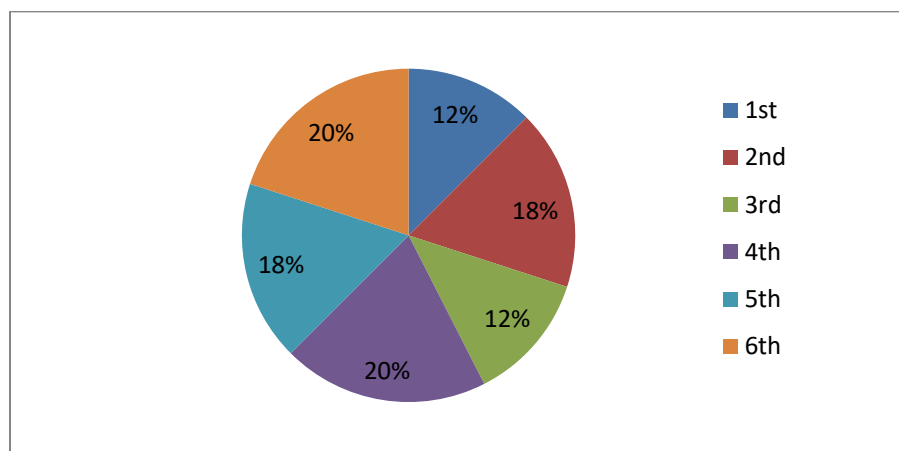
The importance Rate of Fluency According the Students

Fluency							Total
Positions	1st	2nd	3rd	4th	5th	6th	\
Numbers	10	14	10	16	14	16	80
Percentages	12.25%	17.5%	12.5%	20%	17.5%	20%	100%

As far as the importance of fluency is concerned, the respondents' answers were varied: 10 students (12.5%) found fluency very significant, 14 respondents (17.5%) rated in the second position, 10 (12.5%) students ranked it in the third position, 16 ones (20%) assigned it the fourth position, 14 others (17.5%) put it in the fifth position, and 16 (20%) of the subjects put it in the sixth position. In fact, more than half the participants do not bestow on fluency much importance.

Figure16

The importance of Fluency According the Students



B- Accuracy

Table2

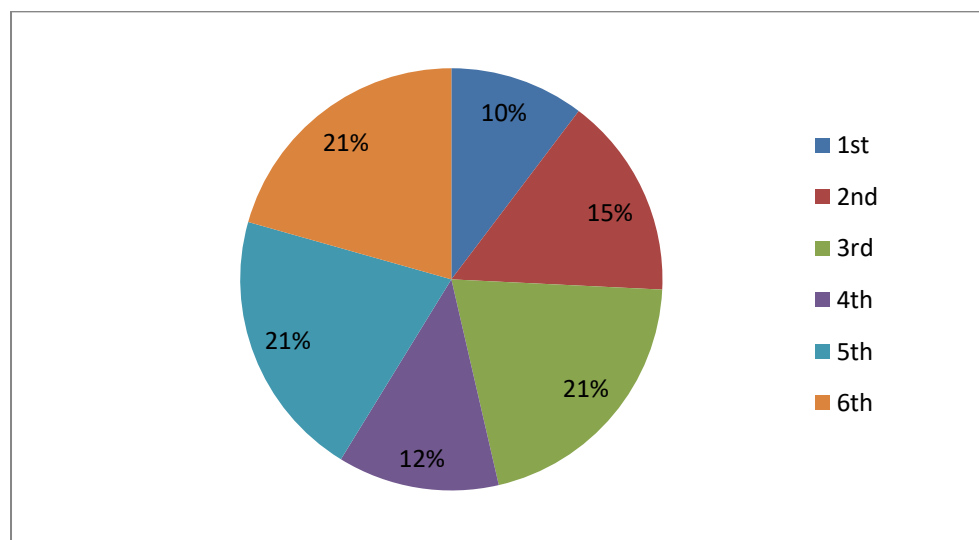
The Importance of Accuracy According the Students

Accuracy							Total
Positions	1st	2nd	3rd	4th	5th	6 th	\
Numbers	8	12	16	12	16	16	80
Percentages	10%	15%	20%	12%	20%	20%	100%

Ten percent of the students have given accuracy the first place for its importance they think it has, 15% rate did second, and 20% gave it the third, 12% in the fourth, 20% in the fifth and another 20% in the sixth. Most of the respondents gave accuracy minor importance over other elements of speaking

Figure17

The Importance of Accuracy according the students



C- Pronunciation

Table 3

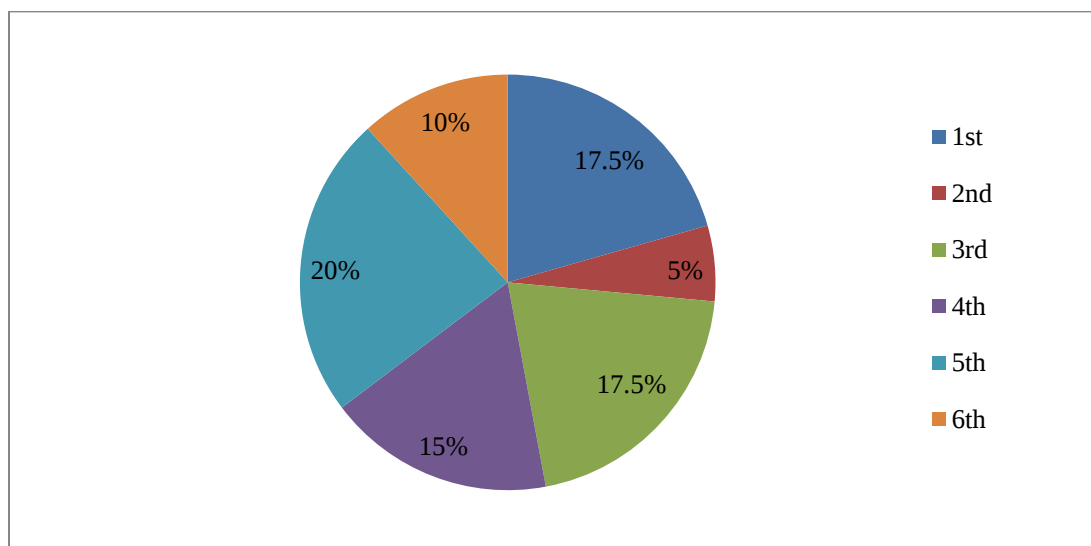
The Importance Rate of Pronunciation According the Students

Pronunciation							Total
Positions	1 st	2nd	3rd	4th	5th	6th	\
Numbers	14	2	14	6	16	8	80
Percentages	17.5%	5%	17.5%	15%	20%	10%	100%

The results show that 17.5% of students consider pronunciation the most important part of speaking, while smaller groups (5%) place it second. Another 17.5% ranked it third, and 15% put it in fourth place .20% of students, pronunciation was fifth in important, ranking it sixth. Additionally, 15% of the students did not answer this question.

Figure18

The Importance Rate Pronunciation According the Students.



D- Vocabulary

Table4

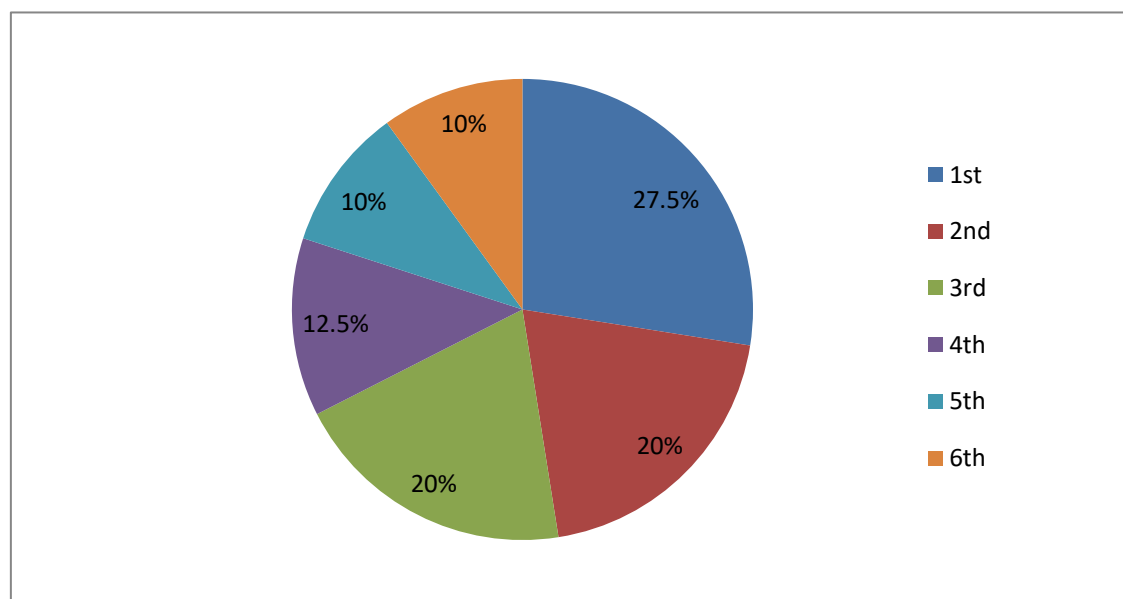
The Importance Rate Vocabulary According the Students

Vocabulary							Total
Positions	1st	2nd	3rd	4 th	5th	6 th	\
Numbers	22	16	16	10	8	8	80
Percentages	27.5%	20%	20%	12.5	10%	10%	100%

As for vocabulary, it is seen as more essential by many students. 27.5% ranked it as the most important, with 20% placing it second and another 20% third. Smaller percentage (12.5%) gave it fourth place, while 10% each rate it fifth and sixth. These results show that more than half of the student's view vocabulary as a key element in speaking, emphasizing its role in effective communication.

Figure19

The Importance of Vocabulary According the Students



E- Grammar

Table5

The Importance Rate of Grammar According to the Students

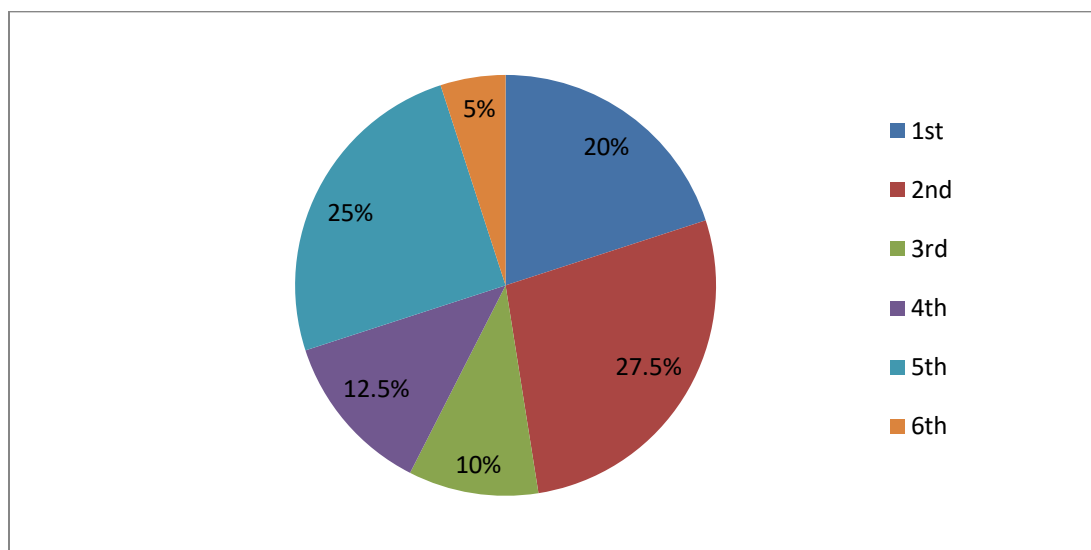
Grammar							Total
Positions	1st	2 nd	3rd	4th	5th	6th	\
Numbers	16	22	8	10	20	4	80
Pcentages	20%	27.5%	10%	12.5%	25%	10%	100%

When it comes to grammar, 20% of the students ranked it as the most important element in speaking, while the largest group (27.5%) places it in second. Around 10% saw it as the third

most important, and 12.5% ranked it fourth. A quarter of the students (25%) place it fifth, and only 5% thought it was the least important. These results suggest that most learners see grammar as an essential part of speaking English correctly and effectively.

Figure20

The Importance of Grammar According the Students



F- Ideas

Table 6

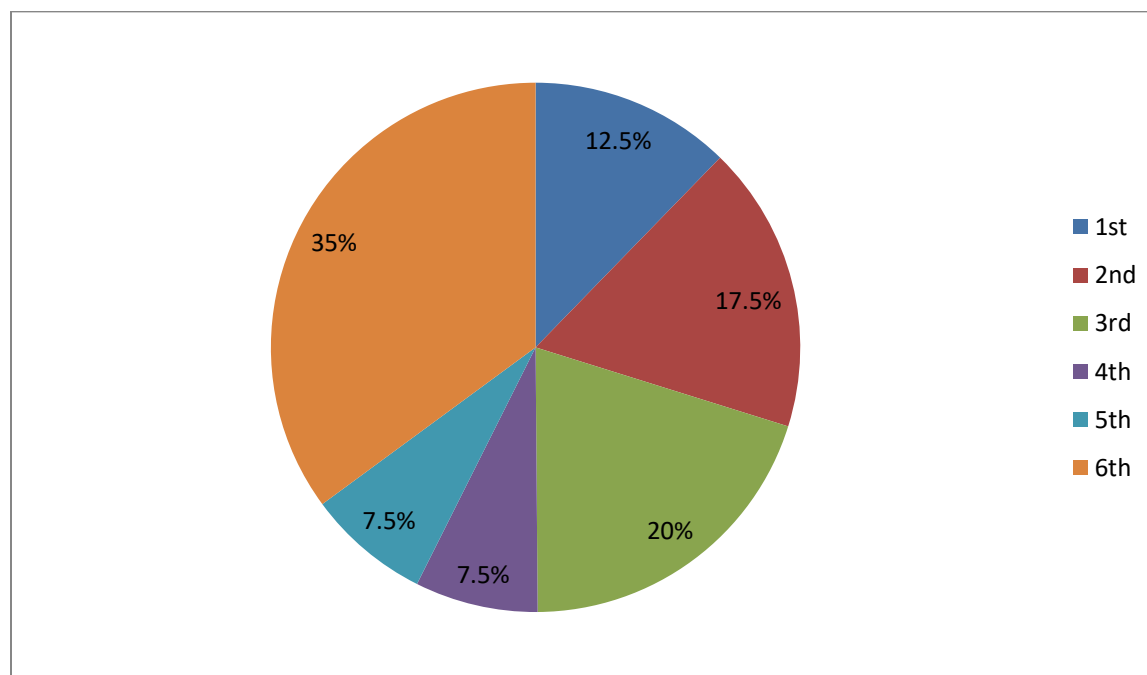
The Importance of Ideas According the Students

Ideas							Total
Positions	1 st	2nd	3 rd	4th	5th	6th	\
Numbers	10	14	16	6	6	28	80
Percentages	12.5%	17.5%	20%	7.5%	7.5%	35%	100%

As for ideas, only 12.5% of students said they were the most important aspect of speaking. About 17.5% put them in second place, and 20% ranked them third. Smaller groups gave them fourth and fifth places (7.5% each), but large portion 35% placed ideas last. This shows that while students recognize the value of having ideas when speaking, they tend to prioritize other elements like grammar, vocabulary, and pronunciation more highly.

Figure21

The Importance of Ideas According the Students



Section Three: Code-Switching

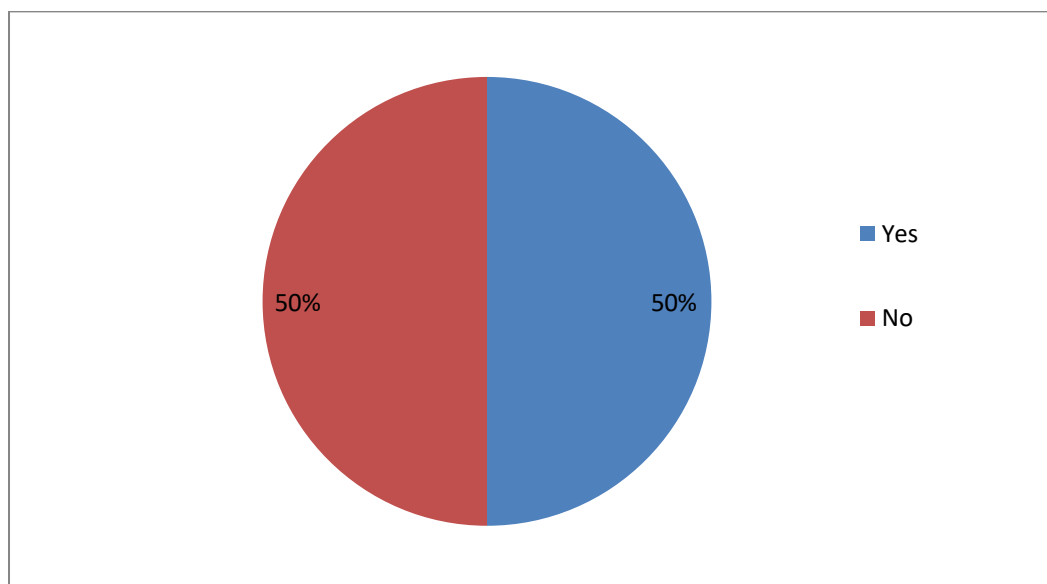
Q10. Do you use words or phrases from your native language or any other languages when speaking English in class?

A: yes

B: no

Figure22

Students Use of Native or other Language Phrases during English Speaking in Class



This question aims to find out whether students switch to their native language or another language while speaking English in the classroom, which helps understand how often CS occurs in speaking situations. The results show an equal response: 50% of students said yes, and 50% said no. This balance indicates that CS is common but not universal practice among students. Half of the learners rely on it, possibly to express themselves more clearly or when they lack the right English word. The other half may be more confident in using only English word. The other half may be more confident in using only English or prefer to avoid mixing languages. These findings suggest that CS can be a helpful strategy for some students, but its role and impact may depend on individual language ability, confidence, and classroom norms.

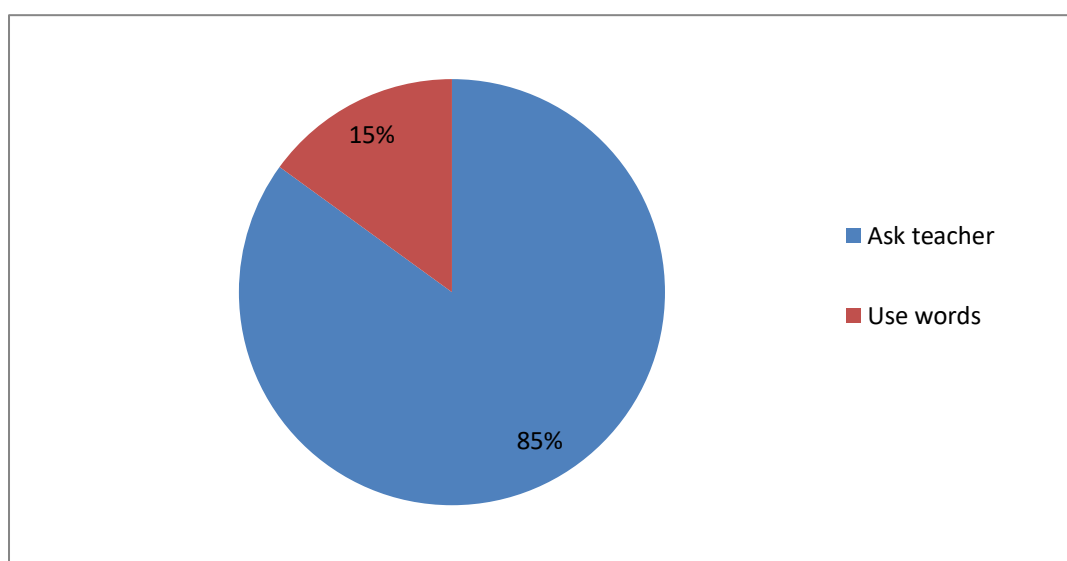
Q11. Which strategy do you use when you don't know an English word?

A: Ask the teacher

B: Use a words from your native language

Figure23

Student's Preferred Strategies



This question aims to explore how students react when they face vocabulary gaps during speaking, revealing their preferred strategies for overcoming language difficulties. According to the results, 85% of students said they ask the teacher for the correct word, while only 15% reported that they use a word from their native language. These results show that most students prefer to seek help and stay within the English language, which indicates a strong effort to improve accuracy and avoid dependency on their native language. On the other hand, a small percentage uses CS as a quick solution, possibly to maintain fluency or avoid silence. This suggests that while most learners' value teacher support to improve their vocabulary, some still rely on native language use to keep communication flowing.

Q12.How do you react when you don't know an English word and need to use a word from another language instead?

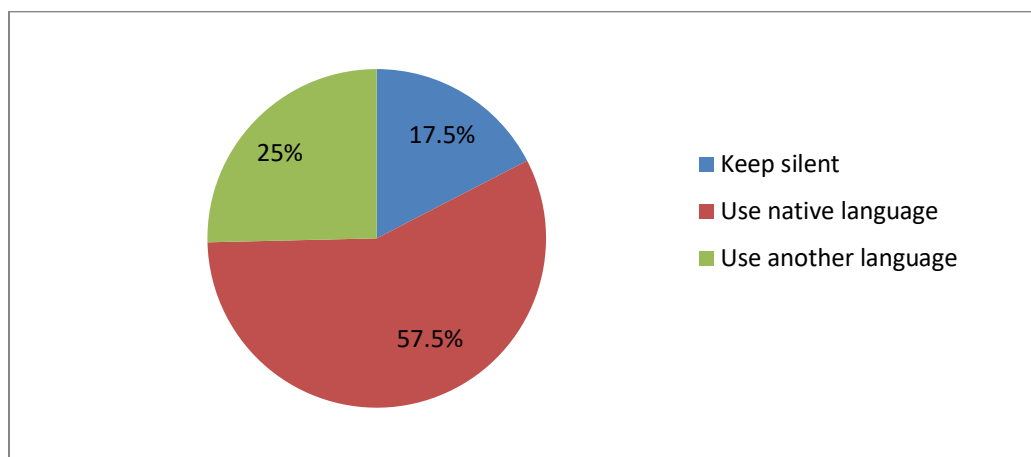
A: Keep silent

B: Use your native language

C: Use another language other than the target language

Figure24

Students' Reaction When Lacking a Word in English



This question aims to understand students' natural responses to communication breakdowns, specifically when they forget or do not know a word in English. The results show that 57.5% of students prefer to use their native language, 25% choose to use another foreign language, and 17.5% keep silent. These responses reveal that most students rely on CS to continue speaking rather than stopping the conversation. This reflects a practical approach to communication, where fluency is prioritized over strict language boundaries.

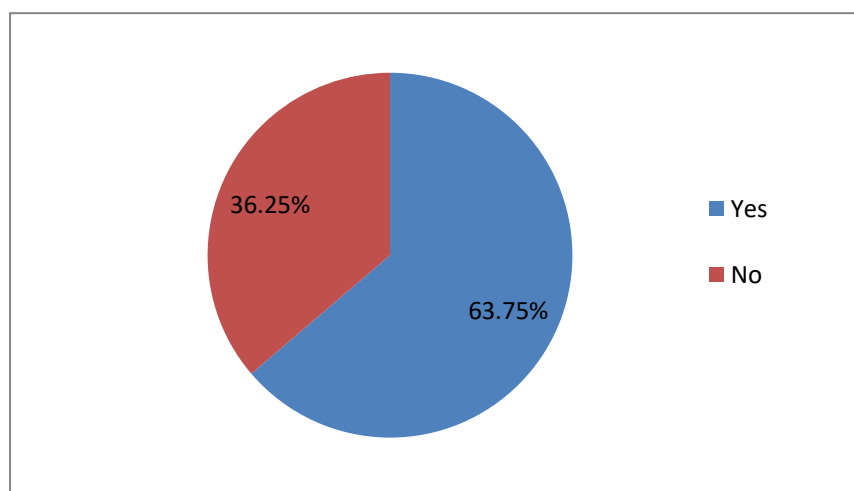
Q13. Do you think it's important to try and speak only English in the classroom?

A: yes

B: no

Figure25

Students' Opinion towards the Use of English in the Classroom



The question aims to understand students' attitudes toward using English exclusively during class and whether they see value in avoiding other languages. The results show that 63.75% of students answered yes, meaning they believe it is important to speak only English in class, while 36.25% said no. These results suggest that most students recognize the importance of full exposure to the target language for better fluency and confidence. However, more than one third of the students still feel that using other languages in the classroom may help with understanding or communication. This indicates that while English only environments are encouraged, some students still find CS useful, especially when they struggle with comprehension or expression.

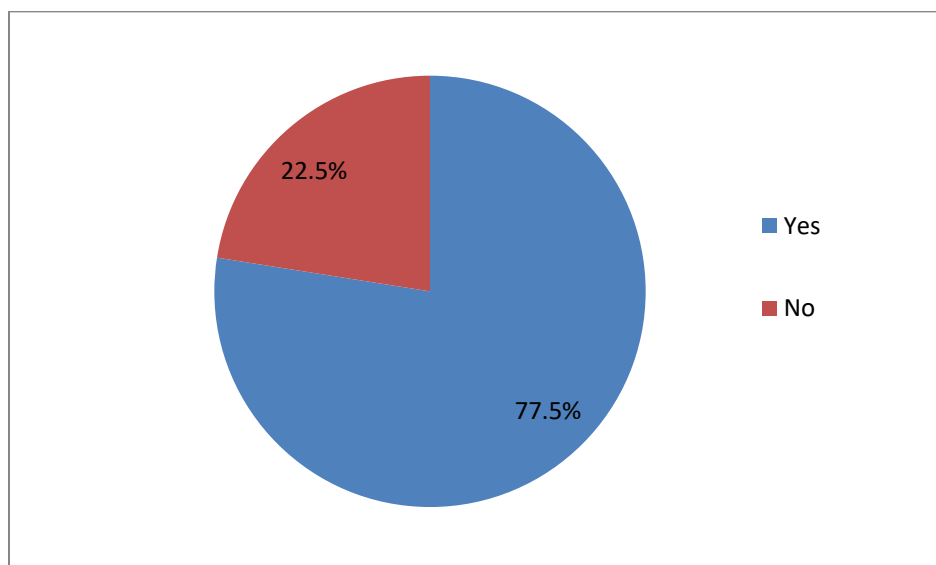
Q14. Have you noticed your classmates or teachers switching from one language to another during English classes?

A: yes

B: no

Figure26

Students' Observation of Code-Switching in Classroom.



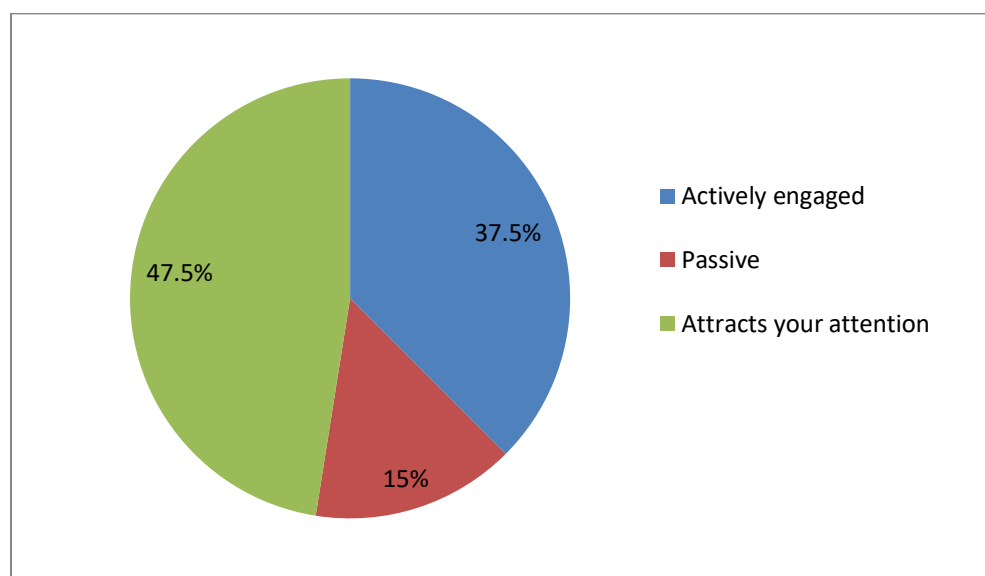
This question aims to explore how frequently students observe CS in classroom by either teachers or peers, which helps understand the classroom language environment. The results show that 77.5% of students responded yes, while 22.5% answered no. These findings reveal that CS is common and noticeable practice during English lessons. Its frequent use by teachers and classmates may serve as a tool to aid understanding, clarify difficult content, or manage classroom interaction. This high percentage reflects that CS is likely an accepted and perhaps even expected part of classroom communication, supporting students who struggle with full English immersion.

Q15.How does it make you feel?

A: Actively engaged

B: Passive

C: attracts your attention

Figure27*Students' Feelings towards Code-Switching*

This question aims to explore students' emotional and cognitive reactions to CS in the classroom, which helps understand its impact on engagement and attention. The results show that 37.5% of students feel actively engaged, 47.5% said it attracts their attention, and 15% feel passive. These findings indicate that for the majority of students, CS has positive effect; it either keeps them involved or draws their focus to what I being said. Only small group of students feel passive, suggesting that CS does not negatively affect most learners. Overall, these responses imply that switching languages in class may be an effective strategy to keep students interested and focused, especially when used at the right moments.

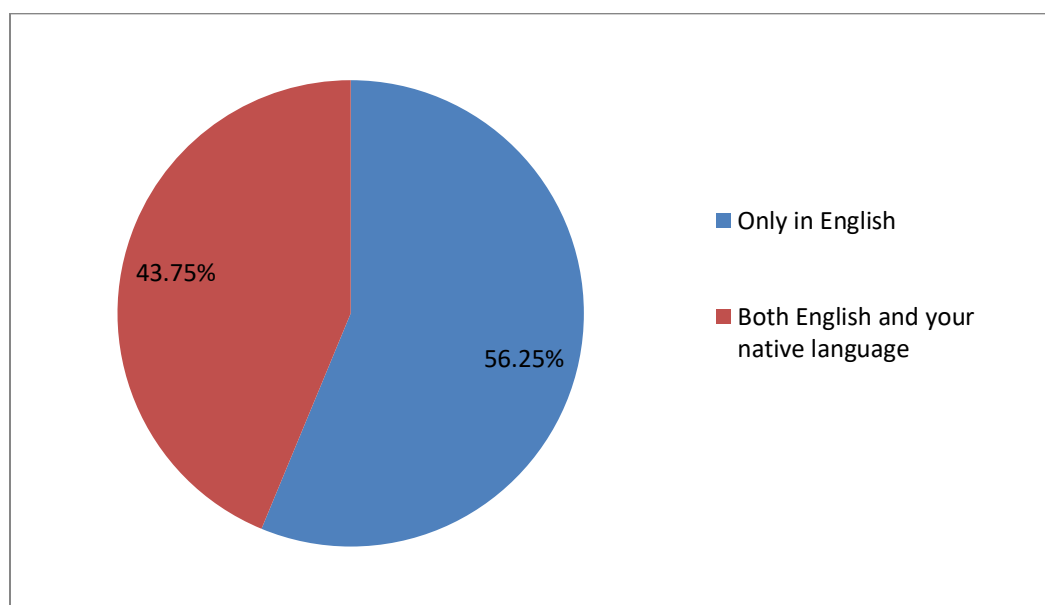
Q16.Do you prefer when the teacher speaks and explains only in English or both English and your native language?

A: Only in English

B: Both English and your native language

Figure28

Students' Preference for the Language of Instruction



This question aims to understand students' preferences regarding the language of instruction, particularly whether they favor full English immersion or bilingual teaching approach. The results show that 56.25% of students prefer the teacher to speak only in English, while 43.75% prefer a mix of English and their native language. These findings suggest that just over half of the students value full exposure to the target language, possibly to improve fluency and listening skills. However, a considerable percentage still feels more comfortable when their native language is included, likely for better understanding and clarity.

Q17. Do you think you need your teacher to switch to other familiar languages when:

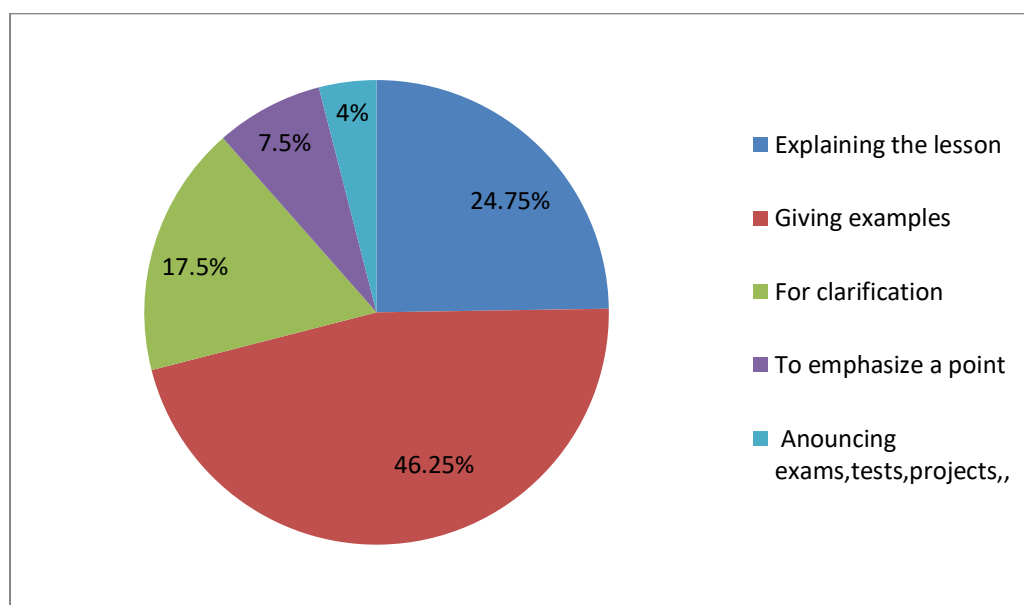
- A: Explaining the lesson
- B: Giving examples
- C: For clarification

D: To emphasize a point

E: Announcing exams, tests, project...

Figure 29

Situations where Students Prefer Teachers to Use Code-Switching



This question look at when students think it is helpful for teachers to use other familiar languages in class. The results show that most students (46.25%) prefer the teacher to switch languages when giving examples. This shows that examples are easier to understand when explained in a language students know well. Around (28.55%) said it helps during lesson explanations, and 17.5% prefer it for clarification. Only 7.5% think it useful for emphasis. These answers suggest that students mostly find CS helpful for understanding content, especially when learning something new or complex.

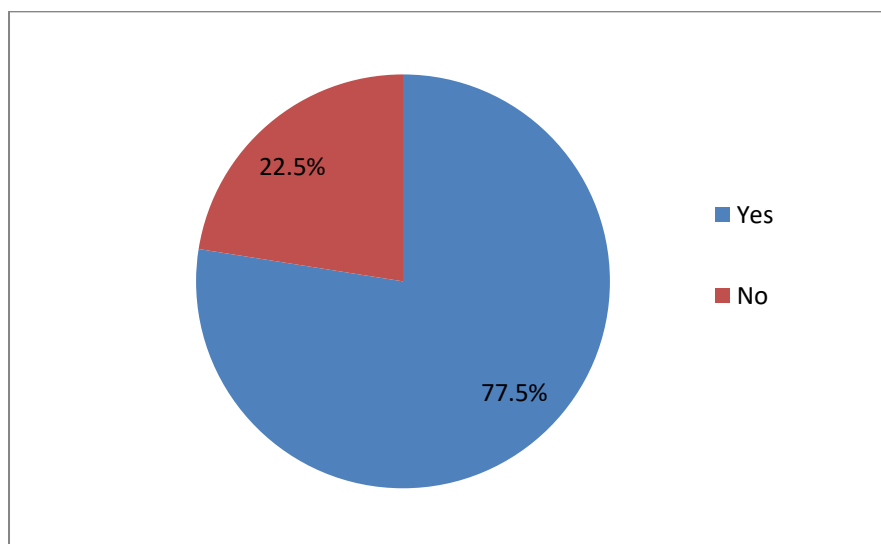
Q18.Do you think switching from one language to another helps you to understand English better?

A: yes

B: No

Figure30

Students 'Perception of Code-Switching's Effect on Understanding English



The aim of this question is to determine whether students believe that switching between languages helps them better understand English. As illustrated in figure, the majority of respondents (77.5%) answered "yes", indicating that they perceive CS as a useful strategy for enhancing their comprehension in English. In contrast, 22.5% of the participants responded "no", suggesting that a portion of students may prefer complete language immersion or believe that switching languages may interfere with their learning process. These findings reflect a strong inclination among learners toward CS as a practical and supportive approach in the EFL classroom.

Q19.Can you share a situation where using words from your native language or other languages helped you communicate or understand something in English?

The aim of the 20 question is to explore real life situations where students used their native language to help them understand or express something in English.

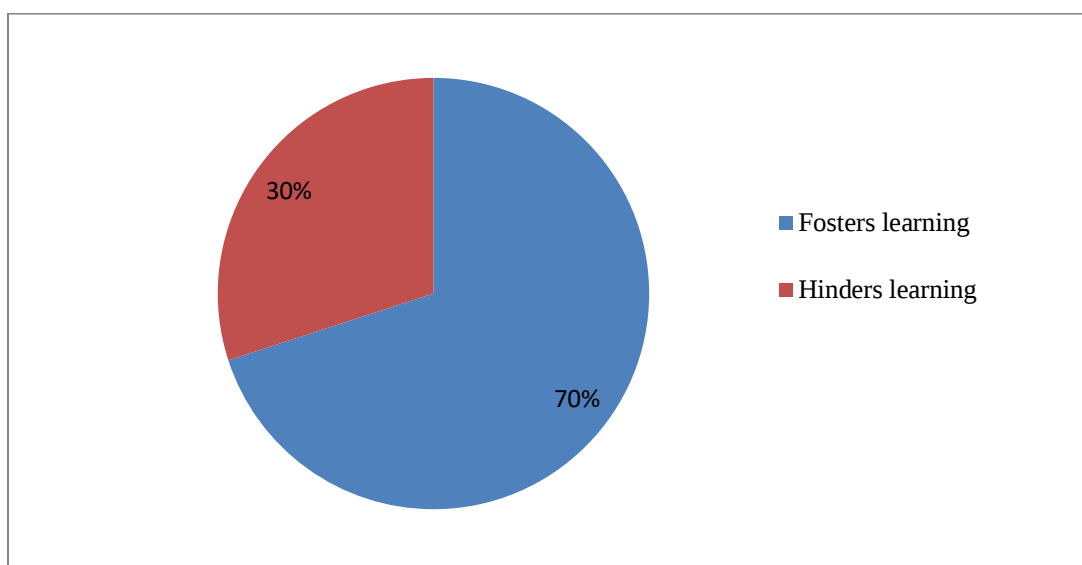
- A: When forget an English word during a class discussion and used the native word instead.
- B: While asking the teacher to explain difficult grammar point.
- C: During group work when needed to clarify instructions with classmate.
- D: When translating a vocabulary word to better understand its meaning.
- E: While giving an example in class but could not find the exact English term.
- F: In peer conversations to explain ideas more clearly and quickly.
- G: It was when first started learning English. I used to explain every word did not understand it but quit doing that when i reached b1 level.
- H: When my teacher of oral expression said an idiom in English could not understand it, until she explained its meaning in Arabic?
- I: When obliged to speak need to use both languages to give my idea.
- J: The only situations that can mention is that used some Arabic words in the oral expression session about the war in Gaza as i did not know word

Q20.How do you think using a mix of English and other languages affects your learning progress in English?

- A: Fosters learning
- B: Hinders learning

Figure31

Students' Opinion on the Impact of Code-Switching on Learning Progress



The purpose of this question is to explore students' perceptions of how CS influences their English language learning progress. As shown in figure, a significant majority of students (70%) believe that using a mix of English and other languages fosters learning. This suggests that they view CS as a helpful strategy that supports comprehension and participation in learning. On the other hand, 30% of respondents stated that it hinders learning, possibly reflecting concerns about over reliance on the native language or reduced exposure to English.

Q21. What is the advice would you give to other students who are learning English about using words from their native language during lessons?

The aim of this question is to provide advices for students who learning English regarding the use of words from their native language during lessons.

A: 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.

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: Use your native language only when absolutely necessary, tries to express yourself in English first.

D: Don't be afraid to CS if it helps you understand something better or avoid staying silent.

E: Try to learn the English equivalent of any word use in your native language.

F: Ask your teacher to explain unfamiliar words instead of always switching language.

G: Practice speaking English equivalent of any word you use in your native language.

H: Balance is important: use CS for support, not as a crutch.

I: Keep notebook of commonly used native language words and their English translations.

G: Remember that it's okay to make mistakes, its part of learning a new language.

H: 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 is confusion in the lecture or there is a misunderstanding in the classroom.

I: Not always, but if you need to.

J: Try to avoid it the maximum.

Section Four: Students' Suggestions

Q22.Would you please add any comments or suggestions on how the role of code-switching fostering learners speaking?

This question is an open-ended question. It is mainly asked to get students' additional suggestions concerning the code-switching. The suggestions are summarized in the following points

A: I did not find it effective, but it is helpful especially in explaining and giving examples.

B: Code-Switching or using both languages can help learners speak more easily. It lets them say what they want without feelings stuck. But it's important to use more English as they get better so, they can speak it more confidently.

C: Code-Switching is important for develop skills in learning.

D: To get more idea and information when you did not understand and a point in the lesson.

E: Code-switching can foster your English when you know when to use it, if someone uses only code-switching mostly he cannot understand in English and he will get lost.

F: It may make the person in hyper attention to the words and how they are pronounced. So he can switch from a language to another comfortably especially for multilingual.

G: The role of code-switching is making the explanation easier for learner or student.

H: It can be a valuable tool in acquisition of the English language, it facilitate communication.

2.2.4 Discussion of the Results

The analysis of the students' questionnaire provided meaningful insights into their experiences with speaking English and the use of CS in the classroom. The majority of students reported that their decision to study English was based on personal interest rather than obligation. This reflects a high level of intrinsic motivation, which is a positive indicator of their engagement with the learning process. Despite this, most students rated their English proficiency as average, suggesting that while motivation is present, challenges in skill development particularly in speaking remain. Furthermore, the most frequently reported obstacle to speaking was related to psychological factors, such as shyness, lack of confidence, and low motivation. These were cited more often than linguistic issues like grammar or vocabulary, and fluency difficulties. This indicates that emotional barriers can significantly hinder speaking performance, highlighting the importance of creating a low stress, supportive classroom environment that encourages student participation.

When asked about possible solutions to overcome these difficulties, many students emphasized peer interaction and practicing English outside the classroom. These strategies align with communicative and learner centered teaching approaches, which promote active use of language in real life contexts and support the development of fluency and confidence through collaboration. Regarding the components of speaking, students ranked vocabulary and grammar

as the most important, while fluency and ideas were given lower priority. This may reflect a focus on accuracy over spontaneous communication, possibly influenced by traditional language instruction that emphasizes form over function.

Moreover, the questionnaire also explored students' perspectives on CS. Responses revealed that the half of the participants use words or phrases from their native language when speaking English in class. A majority expressed the belief that CS helps them understand English better, especially during explanation and when examples are provided. These responses suggest that CS serves as a useful support strategy in learning, particularly for learners who are still developing their proficiency. In addition, students open ended comments reinforced this view, noting that CS can reduce confusion and help express ideas more clearly. At the same time, some students acknowledged the need to limit reliance on their native language and strive for greater use of English as proficiency improves. This reflects an awareness of the balance needed between support and language immersion.

In summary, the results highlight that while students face both emotional and linguistic challenges in speaking English, they recognize effective strategies such as peer collaboration, real life practice, and the mindful use of CS to support their learning. It, in particular, is viewed by most students as a helpful tool in early language development, but its use should be carefully managed to encourage progressive fluency and independence in English.

2.2.4. Limitations of the Study number

Despite the outcomes of this investigation, there are some limitations worth mentioning. Initially, the sample size of the teacher questionnaire was limited, with only eleven 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.

In this research, we opted for a questionnaire one for teachers and another for students as the tools to collect quantitative and qualitative data because they are less time consuming. However, if we had more time, observation or focus group discussions would provide more insightful data about the topic.

2.2.5. 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 Reinhold, 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.

2.2.6. Recommendations for Further Research

The findings of this study provide valuable insights into the role of code-switching in EFL classroom in fostering learners speaking, 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 include English departments at Mila University Center. Furthermore; future studies should increase the sample size and use more objective measures of data collection.

In order to reduce the overdependence on CS, teachers should try to overcome the lack of instructional aides by using body language, tone of voice and choosing examples relevant to the

students' everyday life so that to keep them engaged and help them understand lessons without having to translate in L1 or other languages which learners master. For instance, teachers could use mimics, gestures, facial expressions and simpler words to express an idea and explain a new concept to learners. Moreover, learners enjoy the teachers' use of CS and regard it as a positive tool to communicate in the EFL classroom; they ought to realize that the frequent use of L1 is detrimental to their learning. Understandably, learners find communicating using solely the target language to be challenging but shying away from challenges will not sustain learners' confidence nor produce any growth in their linguistic abilities. In addition, more research is due on the use of CS in the EFL classroom. Firstly, more light should be shed on the advantages of this practice. If teachers feel that CS is inevitable, they, perhaps, should not blame themselves for it. Rather, researchers should provide them with a theoretical framework that tells them how and when to code switch. Secondly, the disadvantages of CS should be put under scrutiny so that to measure the amount of the damage. In This regard, experimental studies are appropriate.

Conclusion

This chapter is based on a case study in which two questionnaires were chosen as research tools to collect data in order to be analyzed, interpreted, and discussed. The questionnaires were delivered to EFL teachers and 3rd year students of English language at Mila University Center. The sample is selected randomly. In this context, the results that were obtained after analyzing the data collected from the classroom 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 speaking and comprehension. 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.

General conclusion

In EFL classrooms, interaction is essential in language learning because it allows students to speak, 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 speaking skill, 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) 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 speaking, 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 were chosen as research tools to collect data in order to be analyzed, interpreted, and discussed. The questionnaires were delivered to EFL teachers and 3rd year students of English language at Mila University Center. The sample is selected randomly. The major concern of this study is to investigate the role of code-switching in EFL classroom in fostering speaking skill. It aims to address the research questions and find answers to. Besides, the research tools were designed to test the following hypothesis: EFL teachers and students engage in code-switching because it fosters classroom speaking by facilitating participation and comprehension among teachers and students.

Also, the gathered data from questionnaires confirms the usage of CS with stating examples where CS contributes to their speaking professions and learning process. Which means

that they consider CS as a strategy to fill a lexical gap when they face lack of facility, 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 Mila University Center use code-switching.

The questionnaires show that 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.

The key findings of this study make several significant contributions to our understanding of code-switching and its impact on the EFL classroom speaking skill. 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 illustrated 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 fostering learners speaking.

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 Mila University

Center 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: Teachers' Questionnaire

Appendix 02: Student's Questionnaire

Appendix 01: Teacher's Questionnaire

Dear Teachers

This questionnaire is part of master's degree research project titled "The Role Of Code-Switching in Fostering Learners Speaking in the EFL Classroom. "The study focuses on third year English students at Abed Elhafid Bousouf University Center, Mila. It seeks to explore the extent to which teachers employ code-switching in their classrooms and how such practices may support the development of learner's speaking skills.

Your insights and experiences are invaluable to this research. We kindly request your participation in completing this questionnaire. You're honest and thoughtful responses will contribute significantly to a deeper understanding of the topic and to the overall success of the study.

Section one: Background Information

1. Have You:
 - a. Less than 5 years of experience ☐
 - b. 5 years to 10 years of experience ☐
 - c. More than 10 years of experience ☐
2. Which academic degree do you hold?
 - a. Master ☐
 - b. Magister ☐
 - c. Doctorate ☐
3. Which levels did you use to teach?
 - a. First year students ☐
 - b. Second-year students ☐
 - c. Third year students ☐

d. Master one student ☐

e. Master two students ☐

Section Two: Teaching Speaking

4. Do you find difficulties when you teach the English language?

a. Yes ☐

b. No ☐

c. Sometimes ☐

5. When teaching the speaking skill, which the following methods do you adopt?

a) The Environmentalist method ☐

b) The Innatist method ☐

c) The Interactionist method ☐

6. What are the speaking activities you often rely on? Explain why, please?

.....

.....

.....

.....

Section Three: Code-Switching

7. Do you code switch to solve this problem?

a. Yes ☐

b. No ☐

c. Sometimes ☐

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

.....

9. Frequently do you observe code-switching occurring in your classroom?

.....

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

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

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

.....

.....

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

.....

.....

.....

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

.....

.....

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

.....

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

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

.....

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

.....

.....

Section four: Teacher's suggestions

19. Please, add any further suggestion or comment.

.....

.....

*Thank you for the thought, time, and effort you have put into completing this
Questionnaire*

Appendix 02 : Student's Questionnaire

Dear Student,

We would be very grateful if you could answer the following questionnaire which is a part of research work. It aims at exploring the role of code-switching in fostering learner's speaking in EFL classroom, and its importance in speaking proficiency. We kindly request your valuable input, as your responses are crucial to the validity of our study. Please be assured that all answers will remain confidential and will be used solely for the purposes of this research.

Please, tick the appropriate box (✓) and make full statements whenever necessary.

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

Section One: Background Information

1-Your choice of studying English at university was

- a. Personal ☐
- b. Imposed ☐

2-How do you rate your level in English?

- a. Good ☐
- b. Average ☐
- c. Below average ☐

3-How did you acquire your English language?

- a- Reading (books, novels, stories comic books) ☐
- b- Listening to music and watching (movies, videos) ☐
- c- Interaction with native speakers ☐

Section Two: The Speaking Skill

4-Do you participate in the speaking sessions?

a. Yes ☐

b. No ☐

5- How often do you speak English outside the classroom?

a. Sometimes ☐

b. Always ☐

c. Often ☐

d. Never ☐

6- Do you find difficulties when you practice speaking in the classroom?

a. Yes ☐

b. No ☐

7- What are the language difficulties that you usually face in speaking? (you may select more than one option)

a- Linguistic problems concerning(grammar, vocabulary, pronunciation) ☐

b- Psychological problems(shyness, lack of motivation, lack of confidence) ☐

c- Fluency problems ☐

Other: please specify:

.....

.....;

8-What solution do you suggest to overcome those problems? (you may select more than one option)

a. Prepare talk before class ☐

b. More practice out class ☐

c. Teacher's aide and support ☐

d. Interacting with peers ☐

e. More, please specify: ☐

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

9-Rating the elements of speaking according to their importance.

- | | | | |
|------------------|--------------------------|---------------|--------------------------|
| a. Fluency | ☐ | d. Vocabulary | ☐ |
| b. Accuracy | ☐ | e. Grammar | ☐ |
| c. Pronunciation | ☐ | f. Ideas | ☐ |

Section Three: Code-Switching

10-Do you use words or phrase from your native language or any other languages when speaking English in class?

- a. Yes ☐ b. No ☐

- If yes, can you give an example?

.....
.....

11-Which strategy do you use when you don't know an English words?

- a. Ask the teacher ☐
b. Use a words from your native language ☐

12- 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 ☐

13- Do you think it's important to try and speak only English in the classroom?

a. yes

b. No ☐

Explain

.....

14- Have you noticed your classmates or teachers switching from one language to another during English classes?

a. Yes ☐

b. No ☐

15- How does it make you feel?

a. Actively engaged ☐

b. Passive ☐

c. Attracts your attention ☐

16- Do you prefer when the teacher speaks and explains.....

a. Only in English ☐

b. Both English and your native language ☐

17- 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... ☐

18- Do you think switching from one language to another helps you to understand English better?

a. Yes ☐

b. No ☐

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

.....

.....

.....

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

- a. fosters learning ☐
- b. Hinders learning ☐

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

.....

.....

Section Four: Students' Suggestions

22-Would you please add any comments or suggestions on how the role of code-switching fostering learners speaking?

.....

.....

.....

Thank you for being helpful

ملخص

يلاحظ أن ظاهرة تبديل الرموز ظاهرة لغوية اجتماعية منتشرة بشكل متزايد في الفصول الدراسية الجزائرية التي تدرس فيها اللغة الإنجليزية كلغة أجنبية، وغالبا ما يقوم كل المعلمين والمتعلمين بالتبديل بين اللغة الإنجليزية واللغات الأخرى وعلى رأسها العربية أو الفرنسية لتعزيز الفهم وتوضيح المعنى ودعم تعلم اللغة، ويؤكد استخدامه على نطاق واسع في مختلف المراحل التعليمية على دوره في التغلب على التحديات اللغوية وتحسين التواصل في سياقات اللغة الإنجليزية كلغة أجنبية. ويتمثل الهدف الأساسي للدراسة الحالية في استكشاف وجود وأسباب استخدام تبديل الرموز وكذلك استكشاف دورة في تسهيل التفاعل والفهم في الفصول الدراسية للغة الإنجليزية كلغة أجنبية. وبناء على ذلك، تسعى هذه الدراسة إلى معالجة أسئلة البحث التالية: (1) هل يقوم معلمو اللغة الإنجليزية كلغة أجنبية وطلابها بتبديل الرموز؟ (2) ماهي الطريقة التي يسهل بها تبديل الرموز للفهم والتواصل في الفصول الدراسية متعددة اللغات؟ (3) ما هو الدور الذي يلعبه تبديل الرموز في تفاعل الأقران والتعاون بين متعلمي اللغة؟ للإجابة على هذه الأسئلة ولتحقيق هدف الدراسة، تم تصميم استبيانين. تم توزيع الاستبيان الأول على معلمي اللغة الإنجليزية، والاستبيان الثاني على طلبة السنة الثالثة للغة الإنجليزية في قسم اللغات الأجنبية في المركز الجامعي بميلة. أشارت النتائج إلى تبديل الرموز استراتيجية فعالة لسد الفجوات المعجمية وتعزيز الفهم والتواصل بين المعلمين والطلاب. ويوصى بضرورة استخدام تبديل الرموز في الفصول الدراسية لتحسين مهارة التحدث والفهم لدى الطلاب، حيث يخدم عدة وظائف تعزز اكتساب اللغات الأجنبية في سياقات الفصول الدراسية الجزائرية في اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية : مهارة التحدث، تبديل الشفرة، الفصل الدراسي للغة الإنجليزية كلغة أجنبية، تعزيز التحدث.

Résumé

L'alternance codique, un phénomène sociolinguistique courant, est de plus en plus observée dans les salles de classe algériennes où l'anglais est enseigné comme langue étrangère (EFL). Les enseignants et les apprenants passent souvent de l'anglais à d'autres langues, principalement l'arabe ou le français, pour améliorer la compréhension, clarifier le sens et soutenir l'apprentissage de la langue. Son utilisation répandue à travers les différentes étapes de l'éducation souligne son rôle dans la résolution des défis linguistiques et l'amélioration de la communication dans les contextes d'EFL. L'objectif principal de cette étude est d'explorer l'existence et les raisons de l'utilisation de l'alternance codique ainsi que d'étudier son rôle dans la facilitation de l'interaction et de la compréhension en classe d'anglais langue étrangère. En conséquence, cette étude cherche à répondre aux questions de recherche suivantes : 1) Les enseignants et les étudiants d'anglais langue étrangère pratiquent-ils l'alternance codique ? 2) De quelle manière l'alternance codique facilite-t-elle la compréhension et la communication dans une classe multilingue ? 3) Quel rôle l'alternance codique joue-t-elle dans l'interaction entre pairs et la collaboration entre apprenants en langues ? Pour répondre à ces questions et atteindre l'objectif de l'étude, deux questionnaires ont été élaborés. Le premier est administré aux professeurs d'anglais et le second aux étudiants d'anglais de troisième année du département des langues étrangères du centre universitaire de Mila. Les résultats indiquent que l'alternance codique est une stratégie efficace pour combler les lacunes lexicales et améliorer la compréhension et la communication entre les enseignants et les étudiants. Il est recommandé d'utiliser l'alternance codique en classe pour améliorer les compétences orales et la compréhension des étudiants, car elle remplit plusieurs fonctions qui favorisent l'acquisition des langues étrangères dans les classes d'EFL algériennes.

Mots clés : compétence d'expression orale, alternance codique, classe d'anglais langue étrangère, encouragement à l'expression orale.