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Biskra Faculty of Letters and  
Languages Department of Foreign  
Languages

## MASTER THESIS

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Submitted and Defended by  
Mr. Foudhail Loubza

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### **The Effect of Code-switching as a Linguistic Phenomenon among EFL Learners' Speaking Skill**

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A dissertation submitted to Mouhamed Kheider University Biskra in partial  
fulfilment of the requirements for degree of Master Two in (Science of Language).

#### **Board of Examiners:**

|                             |     |        |            |
|-----------------------------|-----|--------|------------|
| <b>Dr.</b> Said Slimani     | MCB | Biskra | Rapporteur |
| <b>Dr.</b> Youcef Laala     | MCB | Biskra | Examineur  |
| <b>Mrs.</b> Samira Messaibi | MAA | Biskra | Président  |

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## **Declaration**

I, Mr Foudhail Loubza, declare that:

The dissertation entitled

**THE EFFECT OF CODE-SWITCHING AS A LINGUISTIC PHENOMENON AMONG EFL  
LEARNERS' SPEAKING SKILL**

I declare that it is my own work and it has not been submitted before.

Again, this work was carried out by Mr. Foudhail Loubza, Master Two student at the English department at the University of Mohamed Kheider Biskra.

## **Dedication**

**The greatest thanks would be to ‘Allah, the almighty Who gave me power, patience, and strength to complete this work. I dedicate this work to:**

- ❖ My precious family.**
  
- ❖ My lovely parents, my dear father Abdelkader, and my sweet mother, Fatima.**
  
- ❖ My wonderful brothers Mahdi and Fika, and my sister Aya.**
  
- ❖ To all my lovely friends and every person who stood beside me, and supported and all those who contributed in my success.**
  
- ❖ I also would like to dedicate this work to all my university teachers of the English department, as well as all Master Two classmates.**
  
- ❖ To my close friends Islam, Raouf, Oussama, Akram, whom I shared such unforgettable memories.**

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## **Abstract**

The current study investigates the students' use of code-switching to enhance their speaking skill in EFL classrooms. The main aim of the study is to investigate and examine code-switching as a linguistic phenomenon and its impact on EFL learners in enhancing and fostering their speaking skill at the University of Biskra by showing its importance in providing more opportunities to engage in classroom speaking activities and improving EFL students' speaking skill. In this research study, the researcher has opted for the descriptive statistical method because this research aims to describe the impact of code-switching as a linguistic phenomenon among EFL learners' speaking skill. The research study is only concerned with EFL teachers and EFL learners of Mouhamed Kheider University of Biskra to gain valid and adequate results. Accordingly, we hypothesized that there are cases when code-switching can be acceptable and satisfactory for EFL learners to enhance their speaking skill, using the mother tongue to use the target language appropriately. Likewise, when teachers use code-switching to facilitate communication during EFL classes, students will increase their speaking skill. Therefore, the students' questionnaire was designed to get concrete descriptions of the students' use of code-switching. However, the interview was administrated to five (05) sociolinguistics teachers to collect data about the students' switching behaviour and why this switching occurs. researcher will analyse and interpret the data collected from both teachers' interview and the students' questionnaire about code-switching as a linguistic phenomenon among EFL learners' speaking skill. The former was given to a randomly chosen sample of thirty-two (32) students. The findings revealed that most participants switch to other languages for different reasons and in different situations to hide vocabulary gaps and communicate freely to enhance their speaking skill. Finally, it is found that Code-switching plays a

prominent role in ensuring continuity in the flow of communication. Moreover, the results of the findings confirm that code-switching helps EFL learners to understand and to be understood when foreign expressions occur. However, all of the participants agree that its overuse may impact language acquisitions but does not neglect its importance as a helping strategy to enhance the speaking skill. Therefore, code-switching should be considered as a helpful strategy when used efficiently to get the learners quickly involved in the interaction without being afraid of language barriers. As a result, code-switching enhances language skills, especially the speaking skill.

## **List of Abbreviations and Acronyms**

**FL:** Foreign Language.

**TL:** Target Language.

**LMD:** Licence, Master, Doctorate.

**EFL:** English as a Foreign Language.

**MT:** Mother Tongue.

**CS:** Code-switching.

**L1:** First Language.

**L2:** Second Language.

**(L):** Low Variety.

**(H):** High Variety.

**Q:** Question

**&:** And

**N°:** Number

## **Definitions of Key Terms**

### **Code-switching:**

Code-switching could be defined as switching from one language code to another during a single communicative event. It is also comprised of alternation between languages or dialects during a conversation among people who commonly have more than one language in use.

### **EFL Learners:**

It is the abbreviation of 'English as a foreign language'; it is defined as English in non-English-speaking countries. Thus, EFL is the teaching of the English language to people whose first language is not English.

### **Speaking Skill:**

Speaking skills are defined as skills that allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. Speaking skills also help to assure that the listener of the speech will not misunderstand one.

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## **General Introduction**

One of the main concerns of sociolinguistics in multilingual classrooms is where the English language is viewed as a second or foreign language when combining and switching between languages among EFL students to express their linguistic ideas and thoughts. When it is necessary, this linguistic phenomenon names code-switching, and it has been recently given much importance by many sociolinguist scholars and researchers who tried to understand the various use of this linguistic phenomenon. For example, Milroy and Muysken (1995, p.7) have defined code-switching as alternative use by bilinguals who speak two or more languages in the same speech.

Nowadays, many researchers such as Gumperz (1982) have viewed code-switching simply as an essential ability to switch from one language or dialect to another during communication. However, some linguists claim that code-switching is a direct sign of one's language incapacity. Thus, some people would say that if we live in a bilingual world, it is obvious using two or more languages or dialects within a single communicative process.

Hence, code-switching in EFL classes at the University of Biskra makes it a real laboratory for sociolinguistic studies. On this interest and based on previous investigations and research have done in the field, the following study is an attempt to find out whether code-switching during EFL classes would enhance EFL student's speaking skill to communicate effectively and easily when breakdowns occur.

### **1. Statement of the Problem**

In the Algerian educational system, the English language is considered a second foreign language besides French. Therefore, novice English students at the university level attempt to rotate through words, phrases, and speech among the target language and the first language to overcome specific difficulties and obstacles within the foreign

language by holding and mixing both languages' structure to fulfill their linguistic needs communicative functions. Hence, the present study investigates this linguistic phenomenon and tries to see how EFL learners can use it effectively.

## **2. Aims of the Study**

This study aims:

- To understand the phenomenon of code-switching and its impact on EFL student's speaking skills.
- To discuss the reasons that allow first-year EFL students at the University of Biskra to code-switch.
- To allow students to use code-switching when facing difficulties concerning the use of the target language.

## **3. Limitation of the Study**

The research study focused on code-switching as a linguistic phenomenon among first-year English students at the University of Biskra. It tends to examine code-switching during a classroom interaction; besides, the appropriate use of the English language. The selected group of study are first-year English students at the University of Biskra because they are novice learners. They must have issues concerning the varieties and the use of the second language as a foreign language.

## **4. The Research Questions**

This research is supposed to answer the following questions:

**Question1:** To what extent does code-switching as a linguistic phenomenon affect EFL classroom learners?

**Question2:** How would EFL learners react towards code-switching when facing difficulties while using the target language?

**Question3:** How would EFL students benefit from using code-switching?

## **5. The Research Hypothesis**

Based on the aim of our study and what we already mentioned above, we hypothesize that there are cases when code-switching can be acceptable and satisfactory for EFL learners to enhance their speaking skills using the mother tongue to facilitate the use of the target language appropriately.

## **6. Significance of the Study**

The main concern of the research is to investigate code-switching as a linguistic phenomenon and its impact on first-year EFL learners of the English language at Biskra university. This study will declare that code-switching helps EFL learners develop and enhance their competency level; thus, this investigation can motivate them to be student-centered in the classroom rather than teacher-centered. Furthermore, it is agreed that code-switching is seen as a strategy rather than a problem during the EFL classroom atmosphere, especially using the second language between teacher and learners. Finally, we summarize that this research is worth undertaking as it is concerned with investigating, highlighting, and solving this linguistic phenomenon's main problems encountering both EFL students and teachers.

## **7. Research Methodology**

### **a- The Structure of the Dissertation**

The research study is divided into three essential parts: a theoretical part that will include two chapters centered on code-switching as a linguistic phenomenon: an overview, historical background, definitions, and its impact on EFL learners. In the second part of the dissertation, the researcher will describe the EFL learner's speaking skills during the EFL class. The third part of the dissertation will discuss all the data-gathering tools. The researcher mentions the pedagogical settings (University of Biskra), including the sampling and study population's presentation. The results of data

gathering will be taken under analysis, discussion, and interpretation since the research study will investigate code-switching as a linguistic phenomenon and its impact on EFL learner's speaking skill.

#### **b- The Research Method**

This investigation has relied upon a mixed methodology because studying such sociolinguistic phenomenon requires both descriptive and statistical facts. In this research study, the researcher follows the descriptive method because this research aims to describe code-switching as a linguistic phenomenon among EFL learners' speaking skill. The research study is only concerned with EFL teachers and EFL learners of Mohamed Kheider University of Biskra to gain valid and adequate results

#### **c- Data Collection Methods**

In this research, the data needed to be collected using two data collection methods; first, a semi-structured interview will be directed to five sociolinguistics teachers to collect and produce the needed data about code-switching as a linguistic phenomenon and the impact it has on EFL learners' speaking skills at the University of Biskra. Second, a questionnaire will be created for EFL learners to discover students' varieties using code-switching when facing communication difficulties, especially in speaking. Also, to know how they react to this linguistic phenomenon.

#### **d- Population and Sampling**

According to Herdiansyah (2010, p.103), the population is the whole object or element examined. The current study population is undertaking code-switching as a linguistic phenomenon on 1<sup>st</sup> year EFL students at the University of Biskra since they are exposed to the English language for the previous years. Besides, they still have various obstacles and difficulties using this foreign language because of a lack of speaking skill, which enables them to fall into the trap of code-switching. Therefore,

the current study sample includes thirty-two (32N) first-year EFL students of the English language. They are chosen randomly to fill in the questionnaire in addition to five EFL teachers of sociolinguistics at the University of Biskra, whose opinions may enrich the research with valuable data from the interview.

- **Students**

The whole population of first-year students of the English department of Biskra is about three hundred and fifty-five (355) students (males and females). Therefore, selecting the research population is randomly done where thirty-two (32) EFL students were picked up. This type of selection occurs when first-year LMD students are motivated to use code-switching to enhance their speaking skills and boost their communication because they are inspired and exposed to the English language for years.

- **Teachers**

The whole population of the teachers of the English department is about forty-two (42) teachers. Therefore, the selection has focused on five (05) sociolinguistics teachers. The researcher has chosen this sample to investigate a sociolinguistic phenomenon which is code-switching. Furthermore, EFL teachers (sociolinguistic teachers) know when and where this linguistic phenomenon may take place. The researcher has found the needed feedback for the data collection analysis from the teachers' interview information.

Chapter One:  
Code-Switching as a Linguistic Phenomenon

## **1. Introduction**

Code-switching is a phenomenon in which speakers use more than one language in a speech or a conversation. In the Algerian Community, the use of mother tongue in both teaching and learning is somehow acceptable and worthy of investigation to facilitate the interaction between EFL students and teachers. This chapter aims to discuss the phenomenon of code-switching and provide some definitions of its general concepts according to sociolinguistics. Besides that, it is going to mention the different types of code-switching, as well as the reasons why EFL students tend to code-switch during specific situations. Furthermore, the chapter introduces the various linguistic contact processes such as Bilingualism, Multilingualism, and Diglossia. The last section of the present chapter is concerned with making a summary and brief conclusion about the phenomenon of code-switching.

### **1. Definitions of Sociolinguistics**

There are many definitions of sociolinguistics that make it a discipline to the link between sociolinguistics and sociology. It is concerned with how language is used since every society has its linguistic codes used for interaction.

Hudson (1996,p, 4) defines sociology as studying the relationship between languages and social factors such as class, age, gender, and ethnicity. It means that sociolinguistics shows how groups in a given society are different and separated by certain social conditions like ethnicity, religion, level of education, gender, age, and status. Trudgill (2000,p, 7) defines it as studying the effect of all aspects of society, includes cultural norms, expectations, or context, on the way language is used. At the same time, Van Dijk (2009) states that it is studying language with its socio-cultural context.

Moreover, Wardhaugh (2010. P, 12) explains that sociolinguistics is concerned with investigating the relationship between language and society to understand better the structure and languages match communication. However, sociolinguistics studies language and society to know more about language and its functions. Therefore, it can be deduced that all researchers agreed on the definition of sociolinguistics by studying the relationship between languages and societies.

## **2. Bilingualism**

The study of bilingualism is multi-dimensional and connected to different areas related to applied linguistics, sociolinguistics, and psycholinguistics. However, in the present study, bilingualism is discussed in sociolinguistics because it explores the sociolinguistic functions of code-switching among EFL learners during their classroom interaction.

Suan (1990) agreed that bilingualism refers to the fact that there are significant language alternations in terms of phonology, morphology, and syntax identified in the verbal behavior of a particular population. Kinginger (2004) suggested that bilingualism means that the speaker can speak or use two languages with some degree of proficiency at any time. Although, the term bilingualism is the ability to use and speak two languages simultaneously.

Baker (2001, p.266) has states that the term equilingual or true bilingual are terms used to refer to a speaker who has equal fluency in the two languages he speaks. Complete bilingualism refers to a person who is as competent as a native speaker in both languages.

### **3. Multilingualism**

Multilingualism is the mastery of an individual speaker or a community of speakers to communicate effectively in more than one language, unlike *monolingualism*, in which the speaker can use only one language. For example, Algeria was well known as a colonized country in which the French Community has forced their language into Algerian people for years; consequently, the French language becomes a second language in the Algerian Community. According to many scholars and linguists, Multilingualism has various dimensions, and it can be defined in different ways.

Sridhar (1996, p.50) has agreed that Multilingualism involves a balanced, native-like command of all languages. Typically, the differences in the various languages might range from command of a few lexical items to formulaic expressions such as greetings and rudimentary conversational skills to excellent commands of the Grammar and Vocabulary and specialized register and style. Herdina & Gessner (2000, p.93) define Multilingualism as the art of balancing communicative requirements with language resources. They also agreed that a person who can speak several different languages is known as a polyglot or multilingual person, in contrast with monolingualism, in which the speaker can speak only one language.

### **4. Diglossia (Diglossic Code-switching)**

Diglossia is such an essential branch of sociolinguistics that it cannot be separated. The Algerian Community is known as one of the diglossic communities in North Africa because it uses two languages within the same country. The high variety (H) is the variety of the modern standard Arabic; however, low variety (L) of the Algerian Arabic.

Fishman (1972) said that diglossia not only exists in multilingual societies which recognize several languages and not only in societies that employ several dialects, registers, styles, or functionally differentiated of whatever kinds. Ferguson (1959,

p.336) defined diglossia as related to the stable language situation. According to him, diglossia refers to standardization where two varieties of one language exist together throughout the community.

Fezzioui (2007) declares that diglossia is the existence of two language varieties in a speech community in which each variety has its function. The high variety (H) is the codified one, and it is used for legal or formal purposes; however, the low variety (L) is used for informal settings. Bonvillain (2003, p.407) defines diglossia as a pattern of language use in a bilingual community in which two languages (two dialects of the same language) are systematically employed in a different social context. The High variety is used in formal situations such as university lectures, personal letters, administration like (political speeches and sermons in a mosque). It is never used in ordinary situations since it is prestigious. Also, it is learned at schools, and the government standardizes it, and it is stable. However, (L) variety is the first language acquired at home and used in the street with friends and family members.

##### **5. Definitions of Code-Switching (Scholar's review of the Related Literature)**

In many cases, the speaker may shift from one code to another, intentionally or unintentionally. This shift may occur from switching one language to another. From a dialect to another, and from one style to another. for many different reasons. A bilingual teacher in class may switch the language to elaborate on specific points he/she is explaining. Many sociolinguistic scholars have studied the phenomenon of code-switching using interlocutors of a speech event and have offered numerous definitions for the phenomenon that depends on the nature of their studies.

Sichyova (2005); Wardhaugh (2010) declare that code-switching could be defined as switching from one language to another during a single communicative event. It is also comprised of alternation between languages or dialects during a conversation

among people who commonly have more than one language. Sankoff & Poplack (1981, p.10) look at code-switching as a specific phenomenon that shows a certain circularity of design, where two or more languages are assumed to pre-exist in a bilingual's speech. Therefore, it is not surprising that the data are explained due to switching from one system to another to argue convincingly against the existence of code-switching constraints and code-switching grammars based on the two monolingual ones.

Auer (1998), Milroy & Muysken (1995) also see code-switching as the alternative use of two or more languages in the same conversation by bilinguals. They stated that sometimes a switch might occur between different speakers in the same conversation or a speech, sometimes between utterances within a single turn and sometimes within the same utterance. In multilingual settings, code-switching is a central part of the bilingual or multilingual discourse. Zuraidah (2003) declares numerous ways to look at code-switching, which is not surprising considering that the occurrence is so prevalent.

Schmitt and McCarthy (1997, p. 2) state that a learner's L1 is one of the most critical factors in learning L2 vocabulary. Teachers use code-switching to make students understand complex and new vocabularies in the text. They use contextual references using their L1 to make the topic enjoyable. Norrish (1997) claims that teachers code-switch when the level of English used in the textbook or to be taught on the other side of the learner's ability, also when teachers have exhausted; the means is to adjust their speech to the learner's level. Situation or learning context creates significant pressure on the teachers to use L1 in the classroom. Poplack (1980, P.1) stated that code-switching to the mixing by bilingual or multilingual of two or more languages in a speech or a conversation or discourse with no interlocutor or topic changes; such mixing might occur at any level of linguistic structure. Chad Nilap (2006) claimed that code-switching is a communicative strategy used by speakers within a

linguistic situation where two or more languages exist within one society's confine.

All previous scholars share the same opinion that code-switching is sometimes a valuable and helpful strategy to get better results in EFL classrooms. However, some of them view it as beneficial to keep communication continuous, but rather a problem hindering student's acquisition in EFL class. Even they accepted the idea that it facilitates the students' communication, but it does not help students acquire the target language since they remain slaves to other languages they master well

## **6. Code-switching in EFL Classroom**

According to Milroy and Muysken (1995, p. 90), code-switching in the classroom has been conducted for almost two decades. Simon (2001, p.313) claims that there has been a development in the research of code-switching in foreign language learning. The language classroom has become attractive for the researcher. What happens when students do code-switch in the foreign language classroom?

Daily-O'cain (2005, p.234) suggests that foreign language EFL learners switch back to their native language when facing obstacles in the target language conversations. Sert (2005) has come up with some categories of code-switching in a foreign language classroom. The first category, called the *Equivalence category*, occurs when the students lack competence in the target language when they feel they are not competent enough to clarify or explain something in the target language. Therefore, the student instead uses lexical items from the native language. According to him (2005), this process is called a sort of defensive mechanism. The second category is called the *floor-holding category*, in which the student uses native language vocabulary to fill gaps while speaking, avoid breaks and open spaces within the conversation. Again, Sert claims that this process may negatively affect language learning if students keep following this type of code-switching for a long time. Thus, they may use the

competence of fluency in a conversation. The third category is called the *Reiterationcategory*, in which the student uses this function to boost up and clarify a message.

In addition, Sert claims that students may repeat words and phrases in their native language because they feel that they did not clarify a message appropriately in the target language. At the same time to persuade the teacher that they understood the task or content in a particular situation perfectly. It has been noticed that these categories suggested by Sert are beneficial to a reasonable extent because they represent a way to express certain items using students L1.

### **7. Code-switching in EFL Classroom is it Positive or Negative?**

There have been previous researches about positive and negative aspects of code-switching in forging language classrooms. For example, many researchers such as Gumperz and Hernandez-Chavez (1972, p.586) claim that code-switching would mess out the conversation and cannot speak the language properly.

Thomas (2001, p.137) maintains that code-switching is even seen as something unacceptable in some communities. However, some researchers see code-switching in a positive light. For example, Sert (2005) suggests that code-switching can positively affect; when we code-switch, we build a bridge from the known, native language to the unknown target language. In addition, he claims that code-switching is a helpful tool for creating linguistic solidarity, especially between individuals who share the same ethnocultural identity.

Nevertheless, Simon (n. d, p.318) claims that code-switching in a foreign language classroom has been forbidden for a long time. At the end of the 19th century, using a native language in a foreign language classroom was taboo. The aim was to let the student be surrounded by only the target language to be much focused and involved

with using the target language as possible as they can.

## 8. Types of Code-Switching

Based on the phenomenon of code-switching, there are some types explained by many sociolinguists such as Bloom and Gumperz (1972) which are the first linguists who introduced the concept of settings, situations, and events taken as stages to analyse the meaning of choice between the two varieties as for examples situational switching and metaphorical switching. However, the writer only discusses the types of code-switching that are related to his appropriate study. For example, Hamers and Blanc (2003) differentiate code-switching into three types: inter-sentential code-switching, intra-sentential code-switching, and tag switching.

### a- Inter-Sentential Code-Switching

Inter-sentential code-switching occurs when the speaker speaks one clause in one language and uses a different clause in a different language. Thus, the utterances consist of two different sentences in two different languages. According to Hamers and Blanc (2003), inter-sentential code-switching switches at clause or sentence boundary. Appel and Muysken (1987) declared that inter-sentential code-switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed, and the following sentence starts with a new language.

Poplack (1980) has mentioned that inter-sentential code-switching takes place between sentences. It involves a significant amount of syntactic complexity and conformity to the rules of both languages; therefore, speakers performing this kind of switching are usually proficient in the participating languages. E.g., **makalah ta'ab rouhek ana nefrihalek. Do not bother yourself; I will do it for you.** In this example, when one sentence is in one language (first language) and the other is in another (second

language), the speaker is fluent in both languages.

### **b- Intra-Sentential Code-Switching**

Intra-sentential code-switching occurs within the same clause or a sentence that contains elements of both languages. The shift occurs precisely in the middle of the sentence with no interruption, hesitation, or pause indicating the shift. At the same time, the speaker may not be aware of the shift. Koban (2013) Yletyinen (2004) have mentioned that intra-sentential code-switching switches from one language variety to another at the clause, phrase, or word level within a single utterance.

Poplack (1980) states that intra-sentential code-switching requires much integration. Hamers and Blanc (2003) state that intra-sentential code-switching occurs within the clause boundary, including the word boundary (nd. p.260). In a sentence, the speaker inserts single words or phrases from another language. For example, the word "sorry" is an adjective in English. Some people in Algeria simply mean a common word for an apology in a non-formal commination. In intra-sentential code-switching, both speakers do not have to be bilinguals; it only puts a single common word or a phrase in different languages that people usually know.

E.g., **Ma'alihecheta'atini telecommande rahou tah't tabla. Could you give me the remote control? It is under the table.** In this example, the speaker switched between two languages (Arabic and French) within the same sentence boundary.

### **c- Tag-Switching**

Tag-switching can be described as the insertion of a tag from one language into an utterance of another language. Hamers and Blanc (2003, p:260) state that tag-switching is a switch where a speaker puts a tag from one language into an utterance of another language. Besides, Hamers and Blanc (2003) have mentioned that tag-switching involves inserting a tag or short phrase from one language to an utterance that is

otherwise entirely in another language. This type of code-switching occurs the most easily that tags typically contain minimal syntactic restrictions. This type of code-switching often occurs in daily life, as an example of the Algerian population, which uses tag-switching in daily conversations.

E.g., **Subhan Allah!** Look at these bee cells, which means **Glory to be to Allah.**

**Allah a'alam!** How many eggs does the parrot give? Meaning **Only God knows.**

### **9. Reasons of Code-Switching**

There must be a reason why a speaker is switching from one language to another. Hoffman (2009) has mentioned several reasons why the speakers use code-switching in their utterances. The reasons why speakers tend to code-switch classified as follows:

#### **a- Talking about a Particular Topic**

The speaker sometimes feels more comfortable talking about a particular topic in different languages with different styles to express emotional feelings in another language, not the mother tongue but a new language. For example, the speaker uses another language when talking about personal issues such as marriage, family, and business. Janet Holmes says 'people may switch code within a speech event to discuss a particular topic' Holmes, (2000). Furthermore, speakers may use more than one language within one utterance according to the topic. In many cases, bilinguals may tend to talk about one particular topic in a language rather than another.

#### **b- Quoting Somebody Else**

Nowadays, The English language is prestigious in use, especially in the social media era. Many people tend to make their opinion in the English language. The speaker does switch code to quote a famous expression, proverbs or saying some known figures. The switch involves just words that the speaker is claiming or what the quoted person has said. The switch is like a set of quotation marks.

### **c- To Show Solidarity**

The speaker switches from the second language to the first language because the speaker feels more convenient to be emphatic in the second language rather than the first language. In her e-book introduction to sociolinguistic, Janet Holmes mentions that a speaker may switch to another language to signal group membership and shared ethnicity within an address Holmes, (2000). Code-switching could be used to express solidarity among people whom from different or the same ethnic groups. Hewitt gives examples of code-switching in many cases. He gives the examples of two young boys from different ethnicities using the same Jamaican creole:

'White boy: Oh! Royston, ya goin' football on Saturday?

Black boy: Mi na go football! Who for?

White boy: Check some gyal later.

Balck boy: Na. Mi na wan check gyal now.

White boy: Rassclaaht! Fink ya bnt' Hewitt, (1986)

In this example, Hewitt has mentioned that it can be noticed that 'White boy' uses the creole of the Black Jamaican boy to cut through the barrier between the local black and white communities, which means to establish and show solidarity.

### **d- To Reflect Social Status**

Shabt (2007) mentions that speakers sometimes use different languages to imply a certain social status or distinguish themselves from other social classes. In his book, *Code-switching in Conversation: Language Interaction and Identity*, Professor Peter Auer says that 'code-switching carries a hidden prestige made explicit by attitudes' Auer, (2002). Besides Dr. Hayat Al Khatib, in specific research that she conducted that speaker may use code-switching to show power over people who are less powerful Al-Khatib, (2003), I can know to connect switching codes to reflect one social class. A

speaker who can code-switch implies that he is a well-educated person who is competent in two languages or even more. Therefore, code-switching could be looked upon as a way to distinguish oneself. Yasser Souleiman says that the phenomenon of code-switching is widespread and is looked upon as something prestigious and a sign of education and competence of more than one language' Soleiman, (1999).

#### **e- To Persuade the Audience**

According to Janet Holmes, 'code-switching is often used in speech and rhetoric, on purpose to attract attention and persuade an audience Holmes, (2000). Adina Nerghes also has commented on the effect of code-switching in persuasion to grab the audience's attention by saying that codes-witching will draw the participant's attention and enhance their motivation o carefully scrutinize the participant message presented Nerghes, (2011). She also has mentioned that when a speaker uses code-switching in persuasion, they will reach their goals in persuading the audience. Code-switching grabs the audience's attention and reflects precisely the socio-economic identity, giving the speaker more reliability and credibility Nerghes, (2011).

#### **Additional Reasons**

- To convey precise meaning.
- To emphasize a specific point.
- To capture and get attention, i.e., stylistic, emphatic.
- To establish goodwill and support.
- The use of repetition for a clarification
- Real lexical needs.
- To soften or to strengths, request, or command.
- To express group identity.

## **10. Conclusion**

As I have discussed in the introduction, code-switching is a common phenomenon among students in EFL classrooms, which may be positive or negative for them according to their needs. In addition, I have defined some subfields related to the phenomenon of code-switching, such as Bilingualism, Multilingualism, Diglossia. Code-switching, in general, would be beneficial for EFL students rather than it could be a phenomenon or a problem because it makes the student more competent in using the target language appropriately. The chapter also reviewed the history and development of code-switching, its definitions, types, approaches, and reasons for code-switching. The writer has also mentioned code-switching and its relation to sociolinguistics and its characteristics in the EFL classroom. The main goal of this research study is to investigate the effect of code-switching as a linguistic phenomenon on EFL classroom speaking skills. However, the researcher had some questions that were already answered in the chapter's content. In addition, one central hypothesis has already been tested. In the next chapter, the writer will carry out the research by investigating and discussing the EFL classroom speaking skills.

Chapter Two:  
EFL Learner's Speaking Skill

## **1. Introduction**

Teaching the English language as a foreign language (EFL) may require the learner to expose the four language skills: listening, speaking, reading, and writing. Speaking is an essential skill in foreign language learning to develop students' ability and use the target language for communicative purposes. The speaking skill is considered the primary source or tool of communication that allows people to transmit and receive information, ideas, and thoughts. As long as speaking is concerned, it is regarded as a significant skill needed to be developed because it is necessary for displaying language proficiency because most of the time, learners are going to put in a situation where communication in English is needed.

In this chapter, the researcher will overview the speaking skill by dealing with its essential elements. The first part of the chapter handles some definitions of speaking skills to make them more precise and more understandable. The second part will investigate the element of speaking and the language features. The rest of the chapter will discuss the types of speaking and speaking characteristics used in EFL classrooms to enhance learners' speaking skills. The last chapter of the dissertation will be focusing on the framework of the research study and the data analysis.

### **1. Definitions of The Speaking Skill**

Speaking skill is one of the essential language skills needed to be developed in using the target language. It is considered a productive skill in which learners can use the speech/oral language to explore feelings, intentions, thoughts, and ideas. Speaking involves not only pronouncing words but also a communicative ability to produce and receive information.

According to Brown (2001), speaking is at the heart of second language learning. That involves producing, receiving, and processing information; its meaning and form depend on the context where it occurs, including the participants, collective experience, the purpose of speaking, and the physical environment. Speaking skill emphasizes the language used when learning in possible situations using various structures and performing actions commonly in an interactive talk.

Hudge (2000, p.261) mentions that speaking is an act of making vocal sounds and converse or express one's thoughts, feelings, and believes in spoken language. He also says that speaking skills are the skills that give the ability to communicate effectively. These skills allow the speaker to deliver his message in a passionate, thoughtful, and convincing manner also help to assure that one will not be misunderstood by those who are listening.

Chaney and Burk (1998, p.13) declare that speaking is the process of building and sharing meanings through verbal and non-verbal symbols in a variety of contexts. Chaney added to his words that speaking refers to constructing meaning among the interlocutors in different real-life situations. In addition, speaking is a fundamental skill that language learners should master with the rest of the other language skills, and it is defined as a complex process and sending and receiving messages via verbal forms of expressions. However, it also includes non-verbal forms and symbols such as gestures, facial expressions, and body language. Thus, it is called "*paralinguists*," which form the communication process.

Luoma (2004, p.1) also defines speaking as one of the primary skills required to communicate in any language. Speaking is a practical skill that non-native speakers need to develop because it requires continuous practice. In addition, Luoma says that speaking involves not only pronouncing words but also the ability to sending and

receiving information. He also mentions that speaking in a foreign language is very difficult, and competence in speaking takes a long time to develop. Being competent in a foreign language takes much time because it needs to know how this language system works and learn its rules to use them appropriately.

In addition to these scholars' definitions, we confirm that these scholars agree that speaking skills are the primary source of communication that allows people to transmit and receive thoughts, information, and ideas. However, none of them is protesting about speaking as one of the essential language skills needed to use the target/second language appropriately.

## **2. Elements of Speaking**

To use the second language appropriately and accurately, EFL learners need to know the needed elements that are very important to enhance their speaking skills. Harmer (2001) mentions these elements in which they refer to the language features that EFL learners should know about.

### **a. Language Features**

The primary known language features in which they are essential for effective speaking are as following: Connected Speech, Expressive Devices, Lexis and Grammar, Negotiation Language.

- **Connected Speech**

Richard (2019) mentions that connected speech is spoken language continuously, as in everyday conversation. Besides, it is called connected discourse. There is often a significant difference in how words are pronounced in isolation and how they are pronouncing in the context of connected speech. Therefore, in the connected speech, the words or syllables are clipped, phrases match together, words are stressed differently than they would be in writing.

- **Expressive Devices**

Fabian and Schubert (2003-2004) mention that native speakers use expressive devices using the phonological rules that refer to pitch, stress, volume, speed, and non-verbal means. Foreign language learners should change the pitch and stress of a particular part of an utterance. These devices help them convey and transmit their intended meaning, while students need to employ such devices if they want to be an effective communicator.

- **Lexis and Grammar**

Willis (2003, p.1) writes that whenever we do anything in the classroom, we are acting on our beliefs about language and language learning. In lexis and grammar context, EFL learners are able to produce some language functions; they often use the same lexical structures. The teachers' role then is to provide them with different phrases that carry different functions to use them in different communication and interaction stages. In addition, lexis and grammar are very important in performing and using the target language.

- **Negotiation Language**

Cohen (2001) writes that when negotiation occurs across languages and cultures, the scope of misunderstanding increases. Negotiation language enables EFL learners to benefit from its use because they ask for clarification when they listen to others talk simultaneously; teachers must provide the necessary expressions that EFL learners need the most when they ask for clarification from other speakers. Through the negotiation language, learners attempt to seek clarification and show the structure of what they are meant to say, and their utterances should be adequate. EFL learners need to be well performed in their utterances if they seek to be understood, especially when they see that the other's interlocutors did not get attention.

### **3. Types of Speaking**

As we mentioned above, speaking skills are considered the primary productive skill of acquiring a new language. Lindsay and knight (2006, p.57) agreed that speaking involves putting the messages together, communicating the message, and interacting with other people. The primary speaking skills are as following: Imitative Speaking, Intensive Speaking, Responsive Speaking, interactive Speaking, and Extensive speaking.

#### **a- Imitative Speaking**

Brown (2004, p.141) mentions that imitative speaking is the listener's ability to repeat the other's sounds or speech as a word, phrase, or sentences in which that the speaker must be a good listener to their pronunciation to help EFL learners to be more comprehensible for the others. In addition, Brown (2001, p.271) states that imitation of this kind is carried out not for meaningful interaction but for focusing on the same particular element of language form. Finally, Brown added that drills allow learners to listen and repeat some language forms that can cause difficulties for language learners.

#### **b- Intensive Speaking**

Brown (2004, p.141-142) mentions that intensive speaking goes one step beyond imitative to include any speaking performance designed to practice some grammatical aspects of language. Brown also says intensive speaking requires students to make a short stretch of the oral language demonstrating grammatical, phrasal, or phonological (intonation, rhythm, juncture, and stress). In addition, this type of speaking has some assessment tasks in which the speaker is obliged to read out loud sentences and dialogue.

### **c- Responsive Speaking**

Responsive speaking may be formed as a question's response or a meaningful reply to a specific speech in which it should be a short one that cannot be extended to a dialogue. Brown (2004, p.142) says that this type of speaking involves brief interactions and should not exceed the pattern of concise conversation ranging from greetings and small talk to simple requests and comments to preserve authenticity. As an example:

A: Teacher: are there any absentees today?

B: Students: no, sir, everyone is present.

### **d- Interactive Speaking**

Brown (2004, p.142) states that interactive speaking differs from the previous types in the term of length, interaction, and the way of responses. It involves two styles of language; transactional and interpersonal language. The first one aims to exchange precise information during the speech; however, the second aim is to maintain hugging social relationships. Interpersonal language can be more complex in terms of using various colloquial languages, ellipses, and slang. Interactive speaking is mainly used in role-plays, interviews, and classroom discussion activities.

### **e- Extensive Speaking**

Extensive speaking is based on oral presentation formed as telling stories in which the speaker's speech is more precise and limited to a specific topic while the used language is more official and formal. It is also called monologue speaking. Brown (2004) mentions that this type of speaking includes extensive monologue or oral production, which can be mainly realized by giving speeches, oral presentations, and storytelling, where students acquire more opportunities for classroom interaction in which planning and interaction are involved.

#### **4. Characteristics of Speaking**

The main characteristics of speaking are classroom activities that occur during EFL classroom between teacher and EFL learners; they are as follows: accuracy, fluency, grammar, vocabulary, and pronunciation. These characteristics are designed to complete each other in which EFL learners can distinguish between them to become effective speakers in using the target language.

##### **a- Fluency**

Fluency is considered one of the main characteristics of speaker performance in which EFL learners need to be developed for better communication. Hughes (2002) mentions that fluency is the ability to express oneself in an intelligible, reasonable, and accurate way without so much hesitation; otherwise, the communication will break down because listeners will lose interest. Furthermore, Hughes added that fluency refers to speaking at an average level of continuity without any effort. Also, he mentions that with fluency, learners are able to link the ideas together in a coherent way.

Hudge (2000, p.54) has mentioned that the term fluency is related to the production, and it is typically reserved for speech. It is the ability to accord units of speech together with facility and without hesitation. Thornbury (2005, p.120) has argued that fluency needed speed in using words as a speech, in which speed is an essential factor in fluency because speakers need to take a breath after on. Native speakers also need to pause sometimes to let the interlocutor catch what they are talking about. However, frequent pausing indicates that the speaker has such a speaking problem that they need to make a pause. Thornbury added that production strategies or tricks are the ability to fill pauses. The most common pause fillers are "uh" or "um"; they are used to make pauses to let the interlocutor catch the speech or give them the turn to talk. In addition to these definitions and above's citations, fluency is the ability of an EFL learner to link

words together and form speech sentences. Also, the use of stress and intonations, considering that pronunciation is an essential tool for better understanding by the interlocutors. Fluency must occur quickly in a spontaneous way and continuously speech.

### **b- Accuracy**

Accuracy is considered one of the main characteristics of speaker performance in which EFL learners need to be developed for better communication. Without the proper accurate structuring of the speech, speakers will not be well understood by their interlocutors. Skehan (1998, p.23) defined accuracy as how well the target language is produced concerning the rule system of the target language. Furthermore, EFL learners must focus on some elements in their production of the spoken language. In addition to the grammatical structures, vocabulary, and pronunciation for better communication using the target language. Skehan confirmed that accuracy refers to how advanced learners use the target language system, including grammar, vocabulary, and pronunciation. The learners might be fluent; it means to make their meaning clear and understandable but not accurate because they may make many mistakes during the speech.

### **c- Grammar**

According to Vappingo (2011), grammar is a linguistic tool that determines the rules for presenting sentences correctly. It involves many related subfields that include syntax, phonetics, morphology, and semantics. However, grammar to one person might be, well, something entirely different for another one. Vappingo illustrates two views of grammar: descriptive grammar and prescriptive grammar.

Vappingo (2011) defined descriptive grammar as generally preferred by linguists and people who study linguistics because it involves scrutinizing words and sentences

based on how they are used by the people who speak that specific language. Linguists are interested in descriptive grammar, study how people use it daily, and identify a set of rules governing such usage. They are not mainly concerned only with an individual's grammar usage, and they are more interested in the realities of its use. For example, a sentence like: "What did you do that for?" is commonly spoken, and it is considered to constitute an accurate language. However, an individual who follows a prescriptive approach to grammar would argue that a sentence is grammatically incorrect because it ends with a preposition. However, a descriptive grammarian would not be concerned about that; they would be interested because many people end a sentence with a preposition.

However, prescriptive grammar is very much concerned with grammar rules as recorded by authoritative sources, such as academic institutions and various social areas. Thus, an individual interested in adhering to prescriptive grammar conventions would insist that standardized rules are followed in all written communications. That generally find teachers follow a prescriptive approach and that, in the main, so do editors and proofreaders.

E.g., let us say a man try to warn his wife that the fire was hot:

**"woman" "big" "fire" "hot"**

Did he warn the big woman that fire is hot? Did he warn the woman that the big fire is hot? Depending upon how she interpreted his warning, he may just have found himself being hit around the head with a heavy stick. One of the main problems with words without grammar is that they cannot handle complicated situations very well. Placing a group of words together without mention that there is an appropriate consideration of syntax, phonetics, morphology, and semantics, the meaning of these words can be open to interpretation and easily confused.

#### **d- Vocabulary**

Vocabulary is considered one of the main characteristics of speaker performance in which EFL learners need to be developed for better communication. It is also the ability to select appropriate words during speaking to achieve better accuracy during speech. Hamad (2013) agrees that vocabulary is a crucial issue in the speaking performance of EFL learners. Schmitt (2008) has explained that learning vocabulary is essential as it is a vital indication of language proficiency. While learning any foreign language is fundamentally associated with vocabulary knowledge. Without adequate vocabulary knowledge, the learner may not show the desired results in the language learning process and its competence in EFL learning. However, other authors suggested more complex definitions of the term vocabulary. For example, Henricsen (1996) defines vocabulary as the very close to the truth or the accurate number understanding, translating the word-based items into L1.

In addition to the above's definitions, vocabulary is one of the main parts of learning a foreign language because it shows the language words and their meanings. However, if not knowing them may lead to the impossibility of doing anything in the foreign language.

#### **e- Pronunciation**

Pronunciation is one of the essential characteristics in speaking that is needed to acquire and develop for better understanding, using the target language appropriately. Vrchota (2007, p.107) argued that pronunciation is imperative that using the correct word in the correct instance with the correct pronunciation. However, if the pronunciation is incorrect, speakers will not be understood; therefore, accuracy is not achieved. In pronunciation, the words that are difficult to pronounce are more

challenging to learn because the structure of these words is complex for EFL learners in which that it needs more time to master its actual pronunciation.

## **5. Classroom Speaking Activities**

In EFL class, most classroom interaction between teacher and student is based on various classroom activities to make EFL learners more engaged in the classroom. These classroom activities are formed as follows: Group work, pair work, Role-play, asking questions, using body language, and enhancing the relationship between teacher and student.

### **a- Group Work**

In classroom speaking activities, the tutor should divide students into primary groups to perform/do a specific task. Brown (1998, p.55) defines group work as a generic term covering a multiplicity of techniques in which two or more students are involved in the task involving collaboration and self-initiated language. Brown also added that it implies small subgroups of six students or fewer. There must be shy or passive students in huge groups who fall into silence while the other talkative members do the task. Nunan (1999, P.157) pointed that one of the classroom variables that has had a marked effect on student participation in written activities has been group size. Besides, students who remain silent in ten members or more will contribute actively to discussions when the group size is reduced to five or three.

### **b- Pair Work**

Pair work is considered one of the main effective strategies in classroom speaking activities that enhance speaking skills for students who prefer to work in pairs. Harmer (2001) mentioned that pair work activity is quick and easy to organize because it helps the teacher do his/her task in the form of pairs to divide and facilitate the work among EFL students. In addition, Harmer has mentioned that pair work helps shy students

work with others and gain more confidence by preventing them from being passive. Moreover, pair work provides learners with the opportunity to learn and exchange knowledge from each other. However, Harmer said that sometimes pair work becomes very noisy, especially when teachers cannot control the classroom atmosphere when EFL students are more talkative.

#### **c- Role-Play**

During EFL class, role-play occurs when a group of students act or perform a part of a person or character until they succeed in doing the specific task. Ladousse (1987, p.5) describes role-playing as a group of students carrying out a successful role play in a classroom with much in common with children playing school, doctors, nurses, or a star war. Klippel (1984, p. 121) declares that this activity is composed of both "realistic short scenes" where learners act out real-life situations and "fantasy short scenes" when learners act out non-existing scenes in reality. It means that students have the chance to play real-life situations with an imaginary one during the performance of the role plays.

#### **d- Asking Questions**

Asking questions is crucial to how teachers manage the class, engage students with content, encourage participation and increase their level of understanding. Teachers ask many questions related to a specific topic to check students' understanding during the classroom activity. Asking questions is one of the effective strategies used by EFL teachers to control and promote the student's participation and increase the level of classroom interaction in which EFL students can correct another student's mistakes and vice-versa. Every question demands a response (except in requests and suggestions) that questions inevitably generate communication. However, the number of questions asked needs to be considered to general time constraints and keep the speech of teacher time to a minimum while maximizing learner contributions.

### **e- Using Body Language**

Dr. Hayat Bint Ali Bint Hassan (n. d) mentioned in her book "The Body Language" that body language is non-verbal communication that involves body movements. It can be named Gesturing, which is a non-verbal means of communication. People in their workplace can convey a great deal of information without even speaking through non-verbal communication. Hayat also said that not all values, beliefs, thoughts, and intentions are communicated verbally. In non-verbal communication, our human body expresses our feelings and intentions through conscious and unconscious movements and postures accompanied by gestures, facial expressions, eye contact, and touch.

### **6. Enhancing the Relationship between Teacher and Student**

In EFL class, enhancing teacher and student's relationship is very important for better successful classroom interaction. Carbonaro (2004, p.6) mentioned that when students believe that their relationship with their teachers offers support and encouragement, they are more likely to try hard in school. Carbonaro added that expectations for students might also encourage them to try harder in school, which they may respond with more effort when they realize that their teachers aspire them to attend college. Teachers might be more effective in eliciting more significant student effort and perceiving them as legitimate authority figures. A teacher may draw on his/her authority to convince students to work hard because they believe that teachers are the source of inspiration and have the best interests.

## **7. Conclusion**

As I have mentioned in the introduction, speaking is an essential skill in foreign language learning to develop and enhance the students' ability and facilitate the use of the target language for communicative purposes. In this second chapter of this research study, the researcher has defined the speaking skill according to multiple scholars related to the field of language skills, especially the speaking skill. This chapter is divided into three parts. The first part of the chapter handles some definitions of the speaking skill to make the reader aware that the researcher is conscious and awake on his writing, more precise, and more understandable. The second part investigates the element of speaking and the language features in which they are essential to enhance and develop speaking skills. The rest of the chapter discusses the types of speaking and their characteristics in EFL classrooms in enhancing the learners' speaking skills. The last chapter of this research work will discuss the framework of the study and the data analysis.

**Chapter Three:  
Framework of the Study and Data Analysis**

## **1. Introduction**

This research study is about interpreting and extracting data from both teachers' interview and the students' questionnaire about the effect of code-switching as a linguistic phenomenon among EFL classroom's speaking skill. The data collected are essential to confirm or disconfirm the research hypothesis, which is as follows: there are cases when code-switching can be acceptable and satisfactory for EFL learners to enhance their speaking skill using the mother tongue to facilitate the use of the target language appropriately. Likewise, when teachers use code-switching to facilitate communication during EFL classes, students will increase their speaking skill. Therefore, the researcher will analyse and interpret the data collected from both teachers' interview and the students' questionnaire about code-switching as a linguistic phenomenon among EFL learners' speaking skill.

In this chapter, the researcher will mention the research methodology in which it is essential for conducting any research; then, he will mention the population and sampling of this research work. The second part will handle the data collection tools (students' questionnaire and teachers' interview). Each one of these instruments is going to be described and investigated. The last part of the chapter will talk about the results of the data analysis and discussions, besides suggestions and recommendations that will take place at the end.

## **2. Review of the Research Methodology**

### **a- Research Method**

This investigation has relied upon a mixed methodology because studying such sociolinguistic phenomenon requires both descriptive and statistical facts. In this research study, the researcher follows the descriptive statistical method because this research aims to describe code-switching as a linguistic phenomenon among EFL

learners' speaking skill. The research study is only concerned with EFL teachers and EFL learners of Mouhamed Kheider University of Biskra to gain valid and adequate results.

### **b- Population and Sampling**

According to Herdiansyah (2010, p.103), the population is the whole object or element examined. The current study population is undertaking code-switching as a linguistic phenomenon on 1<sup>st</sup> year EFL students at the University of Biskra since they are exposed to the English language for the previous years. Besides, they still have various obstacles and difficulties using this foreign language because of a lack of speaking skill, which enables them to fall into the trap of code-switching. Therefore, the current study sample includes thirty-two (32N) first-year EFL students of the English language. They are chosen randomly to fill in the questionnaire in addition to five EFL teachers of sociolinguistics at the University of Biskra, whose opinions may enrich the research with valuable data from the interview.

- **Students**

The whole population of first-year students of the English department of Biskra is about three hundred and fifty-five (355) students (males and females). Therefore, selecting the research population is randomly done where thirty-two (32) EFL students were picked up. This type of selection occurs when first-year LMD students are motivated to use code-switching to enhance their speaking skills and boost their communication because they are inspired and exposed to the English language for years.

- **Teachers**

The whole population of the teachers of the English department is about forty-two (42) teachers. Therefore, the selection has focused on five (05) sociolinguistics teachers. The researcher has chosen this sample to investigate a sociolinguistic phenomenon which is code-switching. Furthermore, EFL teachers (sociolinguistic teachers) know when and where this linguistic phenomenon may take place. The researcher has found the needed feedback for the data collection analysis from the teachers' interview information.

### **3. Student's Questionnaire**

#### **a- Aims of the Questionnaire**

The questionnaire was designed in google form due to the pandemic (Covid-19) and time limitation. The purpose of this questionnaire is to investigate code-switching as a linguistic phenomenon and its impact on EFL learners in enhancing their speaking skill at the University of Biskra. The questions are in the form of multiple choice. The researcher chose this method of questions to confirm or disconfirm whether EFL students are using code-switching to enhance their speaking skills.

#### **b- Administration of the Questionnaire**

Since we live the days of Covid-19 and a minimal time, the questionnaire was done in google docs; it is a new strategy to gain time while gathering the needed data of the research study. The researcher has gathered the needed information in a few days to complete his research work and the data analysis. Also, he has reached the number of the needed sample, which contains thirty-two (32) participants. Finally, it was administrated to the first-year students and shared via online platforms (Facebook groups, Telegram groups, and personal E-mails).

### **c- Description of the Questionnaire**

The questionnaire consists of sixteen questions (16) divided into three (03) main sections: the first section is concerned with the general information of the EFL students. The second section investigates the phenomenon of code-switching, and the last one is about the EFL learners' speaking skill.

- **Section One: General information (Q1-Q5)**

The first section of the students' questionnaire contains five (05) questions where students were asked about their gender, age, mother tongue, their level in acquiring English as a foreign language; finally, they were asked to mention the reasons for choosing to learn English.

- **Section Two: Code-switching as a linguistic phenomenon (Q6-Q11)**

The second section of the students' questionnaire investigates the phenomenon of code-switching (Brief description). Code-switching could be defined as switching from one language code to another during a single communicative event. It is also comprised of alternation between languages or dialects during a conversation among people who commonly have more than one language in use. This part contains six (06) questions. For instance, students were asked about the language they use in classroom conversations and whether they code-switch during these conversations or not. Also, students were asked about their reactions when using code-switching. Finally, students were asked about the type of code-switching they prefer and why they make them code-switching.

Furthermore, students were asked about using language in a classroom conversation; since they are EFL learners, it is more formal to use English than Arabic. In this part, the participants were asked if the teacher also uses code-switching or not. In addition, to know the students' reaction when teachers do code-switch in the

classroom. For instance, students are asked to discuss the reasons that lead EFL students to code-switch and confirm if they benefit from its use to enhance their speaking skill. Finally, EFL students are asked about the use of types of code-switching and which type suits them the most.

- **Section Three: EFL Learner's Speaking Skills (Q12-Q16)**

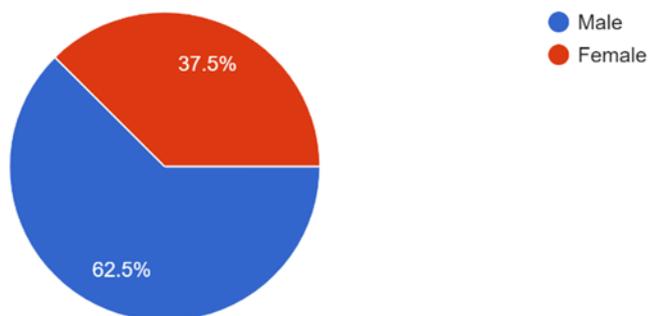
The third section of the students' questionnaire investigates EFL learners' speaking skill (Brief description): Speaking skill is defined as skills that allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand. The speaking skill also helps to assure that the listener of the speech would understand. This part contains five (05) questions designed to discuss EFL learners' use of the speaking skill. At the very beginning, students were asked to classify themselves as speakers during class in order to know whether these EFL students are extrovert or introvert learners. After that, they were asked about their teacher's role during the students' speaking phase and the reasons that prevent them from speaking. Finally, in this section, students were asked to mention the topics that may enhance their speaking skill and the activities they prefer the most during speaking.

**d- Analysis of the Student's Questionnaire**

All results gathered from the students' questionnaire is illustrated in pie charts; after that, they are analysed and interpreted as follows:

- **Section One: General Information**

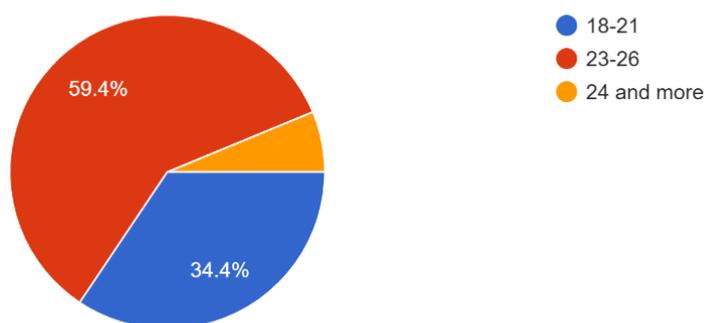
**Item (01): Students' Gender**



**Figure 1.1: Student's Gender Distribution**

The obtained results show that 62.5% of the sample are males (20); however, 37.5% are females (12). These varieties in gender show that the statistics of males in the English department (first-year) are higher in percentage. However, females are decreasing compared to males. These statistics confirm that males do code-switch more than females during EFL classes since most participants were males.

**Item (02): student's age**

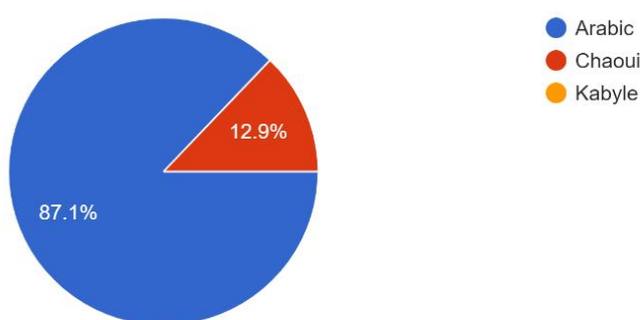


**Figure1.2: Student's Age Distribution**

The researcher has selected this question to see if age will influence the students' acquisition of the English language and their attitudes and opinions toward English as a foreign language. The pie chart shows that most of the selected sample is young (19),

taking 59.4% of the whole participants. Another number of students (11) aged between 18-21 took 34.4% of the whole sample. Finally, those between 23-26 took 59.4%, and the rest (2) who are above 24 took 6.3%. As a result, the statistics show that most first-year EFL students of the English department of Biskra are young in which they are qualified to use code-switching as a tool of communication to enhance the use of speaking skill.

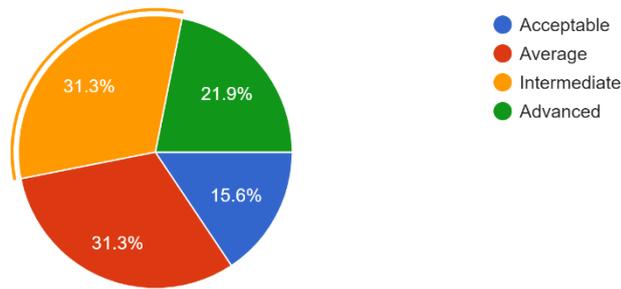
**Item (03):** What is your mother tongue?



**Figure 1.3: EFL Student's Mother Tongue**

This question is designed to observe if the mother tongue of the EFL students would influence the use of English as a foreign language learning. In the English department, the mother tongue of EFL students is varying into three languages: Arabic, Chaoui, and Kabyle. The statistics show that most EFL students (27) who speak Arabic only represent the highest percentage (87.1%), compared to the rest of the participants (04) in which they speak Chaoui, and they took 12.9% of the whole sample. However, the Kabyle speakers (0) are not found in the sample where they took 0.0%. The results confirm that the variety of the use of the mother tongue of EFL students does not affect learning English as a second language since they are first-year students.

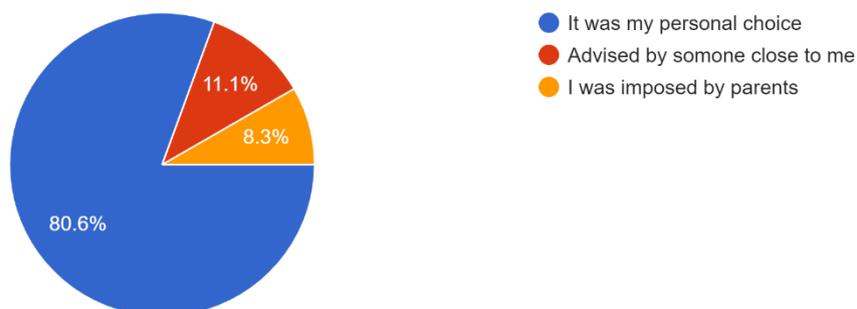
**Item (04):** How do you assess your English level?



**Figure 1.4: Student's Level of the English Language**

EFL students have shown a variety of their English levels depending on each student's effort and the strategies used in enhancing English as a foreign language. The results show that the level of students varies between average (31.3 %) and intermediate (31.3 %), whereas the level of the remaining participants is just average (21.9%). The results confirm that the level of EFL students is acceptable as first-year EFL students in which they are considered new language learners (English as a foreign language). In conclusion, knowing the level of students is helping the researcher imply the use of code-switching as a linguistic phenomenon in enhancing their speaking skill.

**Item (05):** Why have you chosen to study English at University?

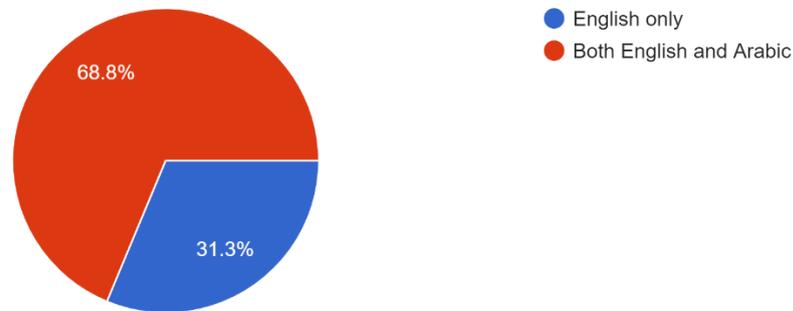


**Figure 1.5: Student's Inspiration of Studying English at University**

The researcher has asked this question to discover how EFL students get inspired to choose English as a branch at the university. The results show that there is a variety of EFL students and how they are inspired to study English as a second language. The pie chart shows that most of the participants (29) have chosen to study English at university freely (it was their personal choice) in which they took the highest percentage of the whole sample (80.6%), whereas the rest of them are divided between those who are chosen to study English because they were advised by someone and 11.1% who inspired and convinced them to learn English as a university branch. At the same time, only one (01) participant's choice was imposed by his/her parents (8.3%) and was pushed by force to study English as a foreign language. The results confirm that most participants have chosen to study English as a personal choice, which means that they are inspired to master the language and enhance their language skills, precisely the speaking skill. Knowing the reasons for students' choice to study English as a second language would facilitate applying code-switching as a communication tool in enhancing the students' speaking skill.

- **Section Two (02): Code-switching as a Linguistic Phenomenon**

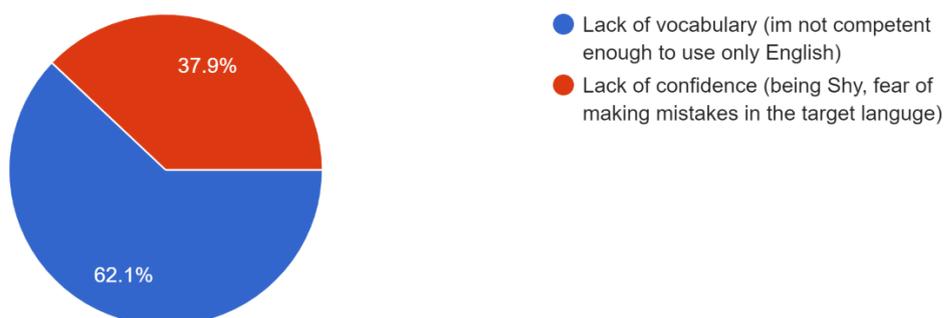
**Item (01):** As an EFL student, what language do you usually use during classroom conversations?



**Figure 1.6: Student's Used Language During Classroom Conversation**

First-year EFL students of the English department are using both English and Arabic languages during classroom speaking. However, they sometimes switch to Arabic to show solidarity with other students who may not be fluent in speaking English. The pie chart shows that the students (22) who speak English and Arabic take the highest percentage (68.8%) compared to the rest (10) who speak only English (31.3%). The results confirm that first-year EFL students use English and Arabic during classroom speaking instead of only using English. As a result, knowing the used languages during classroom speaking would facilitate applying code-switching as a communication tool to enhance the students' speaking skill. At the same time, code-switching is occurring, and it is used as a strategy to enhance speaking skill among first-year EFL students.

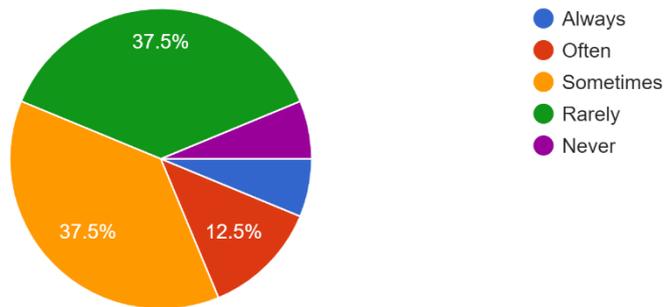
**Item (02):** Why do you use Code-switching during classroom conversation?



**Figure 1.7: Student's Use of Code-switching During Classroom conversation**

As we have seen in the above question, students usually switch from one language to another when facing obstacles in speaking the language. Therefore, students who are switching a lot must be missing the use of academic vocabulary. The results show that the students (18) who suffer from the lack of vocabulary took the highest percentage (62.1%) from the selected sample are using code-switching because they are not competent enough to use the English language only when they speak. However, the rest of the selected first-year students (11) use code-switching because they lack self-confidence while using the language (shy and afraid of making mistakes). Therefore, they took the lowest percentage (37.9%). The results confirm that code-switching is a very effective tool for learning because it helps learners who do not understand English understand it. Code-switching helps students understand the lecture and allows them to express themselves comfortably, especially when they do not know what words to use in English, they switch languages.

**Item (03):** During an EFL class, how often does your teacher use code-switching?



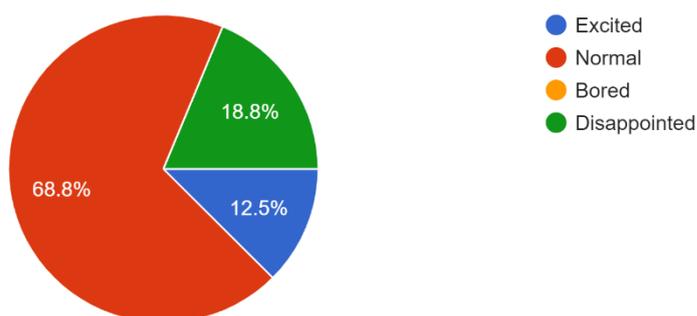
**Figure 1.8: Student's Attitude Toward Teacher's use of Code-switching**

During an EFL class, most teachers use code-switching to help students understand the lecture's content. At the same time, the teacher maintains a good relationship with students and provides them with the most suitable classroom environment. In addition, some teachers do not prefer to switch to another language in order not to put the students in informal situations. The pie chart shows that most participants (24) have agreed that teachers sometimes use code-switching during class (37.5%) because it helps the EFL learners understand the classroom instructions and guess the meaning of the unfamiliar words. The use of code-switching helps students to feel encouraged and supported. At the same time, the comforting familiarity of the native language gives the student the missing confidence. Few participants (02) have agreed that teachers never use code-switching during classroom speaking activities to focus more on the target language. However, that does not neglect its use and its importance as a linguistic strategy.

In contrast, (02) participants have agreed that teachers are always (6.3%) using the switch between languages. The results confirm that there is a variety of using code-switching during EFL classes; both teachers and students do code-switch according to their needs; most of the time, they switch back to the mother tongue to explain

something very ambiguous in the target language. Finally, knowing the reasons for teachers' use of code-switching would facilitate applying it as a communication tool in enhancing the students' speaking skill.

**Item (04):** How do you feel when teachers switch to their/your mother tongue during class?

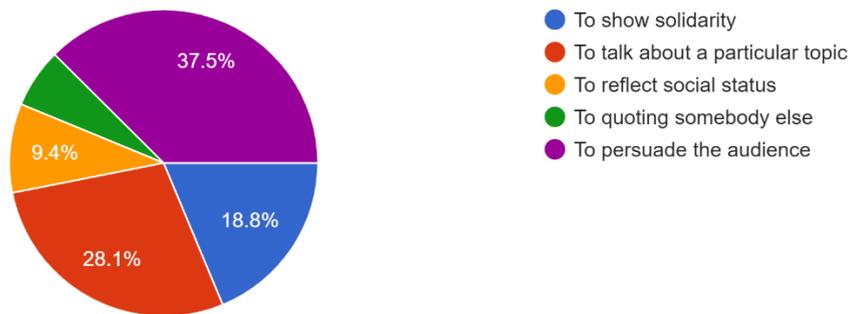


**Figure 1.9: Student's Attitude Toward the Use of the Mother Tongue**

EFL teachers switch back to their mother tongue to clarify misunderstanding issues during a lecture and overcome obstacles during classroom speaking. Therefore, the majority of EFL students are satisfied when teachers switch back to their mother tongue. The pie charts show that EFL students (22) who feel normal when teachers switch back to their mother tongue take the highest percentage, 68.8% of the whole sample. Students (04) who feel excited take 12.5% because when teachers switch back to their mother tongue, students respond quickly and understand better the target language. The percentage of the participants (0) who feel bored is 0.0%; it shows that most EFL students are motivated when the teacher uses code-switching. The rest of the selected participants (06) feel disappointed (18.8%) when teachers switch in their mother tongue during speaking. They are non-motivated learners when code-switching occurs during EFL classes. Therefore, they are fearful of mixing the use of both their mother tongue and the target language. The results confirm that code-switching makes

EFL students satisfied because it enables them to enhance their speaking skill by switching back to the mother tongue when facing difficulties in the target language.

**Item (05):** Which one of the following reasons do you think is helping the most in using code-switching?



**Figure 1.10: Student's Reasons for Using Code-switching**

During an EFL class, students or teachers are using code-switching for many reasons. First, teachers use code-switching to promote second language learning while improving their comprehension and enhancing English as the second language. The results show that 37.5% of students (12) use code-switching to persuade the audience, which is the highest percentage of the whole sample. Second, students (09) who use code-switching to talk about a particular topic took 28.1% in which they switch from English to their mother tongue (Arabic) to explain something or describe someone who is not present in EFL class, so they are forced to use Arabic instead of English. Students (06) who use code-switching to show solidarity have taken 18.8%, whereas students (03) who switch languages to reflect the social status have taken only 9.4% of the whole sample. Finally, the rest (02) have taken the lowest percentage, (6.3%), which they use code-switching as a tool to quote from somebody else's speech. The results confirm that all reasons that allow EFL students to code-switching are all put together, which helps develop the students' perception of the second language and enhance their

speaking skill. Finally, knowing that teachers' use of code-switching would facilitate applying it as a communication tool in enhancing the students' speaking skill.

**Item (06):** What type of code-switching do you prefer to use most?

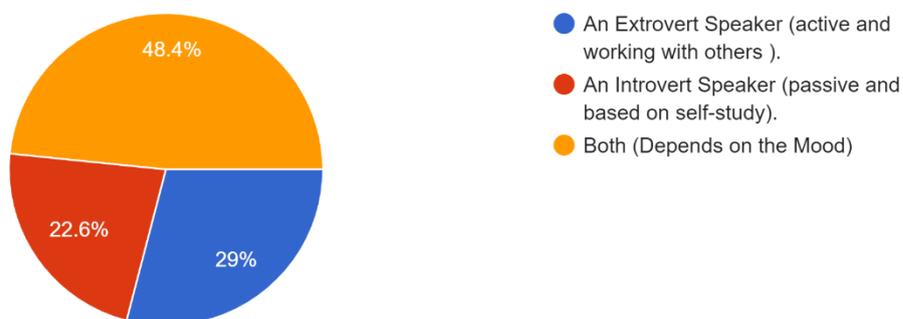


**Figure 1.11: Student's use of the Code-switching types**

In the phenomenon of code-switching, there are three types of switches that EFL students prefer to use to overcome speaking difficulties and obstacles that may be facing them in using English as a second language. The pie chart shows that most EFL students (18) use the intra-sentential type of switching (56.3%) because the switch occurs in sentences containing both languages (English and Arabic). In contrast, some students (08) use the inter-sentential type of switching (25%). The structure of this type of switching uses two different sentences in two different languages. Therefore, the rest of the participants (06) prefer to choose the tag-switching because they prefer a switch when there is a tag of different languages at the same time which they took the lowest percentage of 18.8% from the whole sample. Finally, the results confirm that all these types of switching are completing each other when code-switching occurs during EFL classes. Therefore, students become more motivated when they use code-switching as a tool/strategy of communication in enhancing the speaking skill of the target language.

- **Section Three (03): EFL learner's speaking skill**

**Item (01):** As an EFL student, how do you classify yourself as a speaker during class?



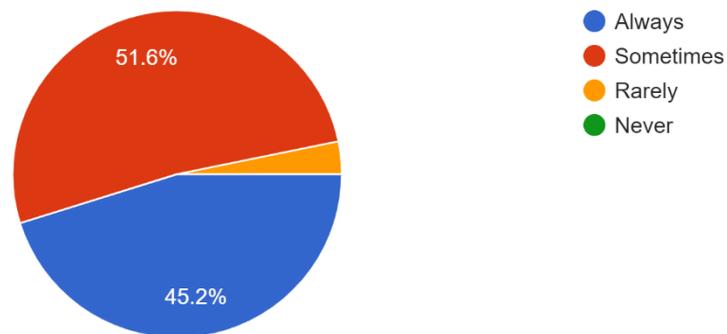
**Figure 1.12: Student's Attitude Toward Speaking English**

Most EFL speakers have participated during class, and there is a variation in how they perform the speech. Since the first-year student is new at the English department, they may have difficulty speaking in front of a group, friends, or juries. However, some of them is being able to overcome these difficulties easily. The results show that participants (15) are mixed between Extrovert and introvert speakers (48.4%) in expressing themselves during public speaking or classroom speaking, which takes the highest percentage of the whole sample. Furthermore, the results show that extroverted speakers (09) who are active and prefer to work with others have taken 29%, whereas EFL students who are introverted speakers (07) have taken 22.6% because they are passive and based self-study.

The results confirm that This study investigates whether there is a significant difference between extrovert and introvert students in improving speaking skills. English teaching aims to improve the students' ability to use English as a means of communication. Therefore, EFL students must communicate with others to increase their speaking ability in the classroom. The results have shown that some students who

speaking a lot are extroverts because they can socialise with others. Also, they have a sense of humour, and they are passionate and optimistic, indicating a people who appreciate their relationships with others. Finally, knowing the type of students during EFL classes would facilitate applying code-switching as a communication tool to enhance the student's speaking skill.

**Item (02):** How often Does your teacher give you the chance to speak during class?

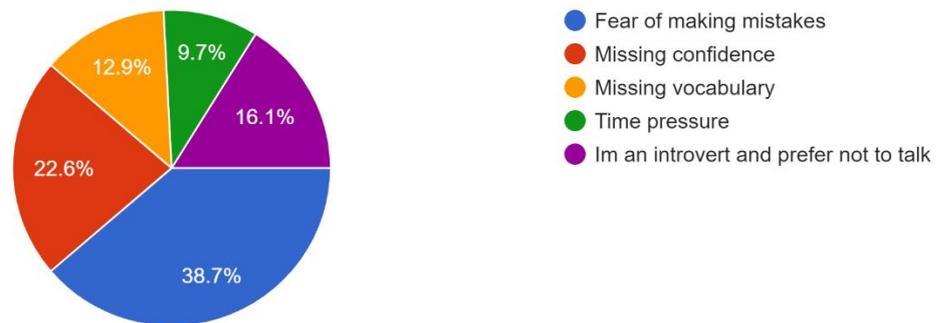


**Figure 1.13: Student's Participations with the EFL Teacher**

During EFL classes, teachers are the most dominant which they choose specific strategies in managing the lecture or the course among students in the classroom. Many teachers give students a chance to participate during class; however, others force students to participate without giving a chance to the active volunteers. The results show that teachers are sometimes (51.6%) giving the EFL students (16) a chance to speak during a classroom conversation, while 45.5% of the participants (14) have voted that teacher is always allowing students to express themselves with no hesitation to their speech. A small number of participants (01) have voted that teacher rarely (3.2%) give students a chance to express themselves and validate their speech during EFL class. None of the selected sample (0) 0.0% have mentioned that EFL teachers are never given a chance to speak during class.

The results confirm that EFL teachers are the source of motivation of the EFL students in which they are giving them a chance to express themselves and participate during classroom talking.

**Item (03):** Which one of the following reasons prevents you from speaking English during class?

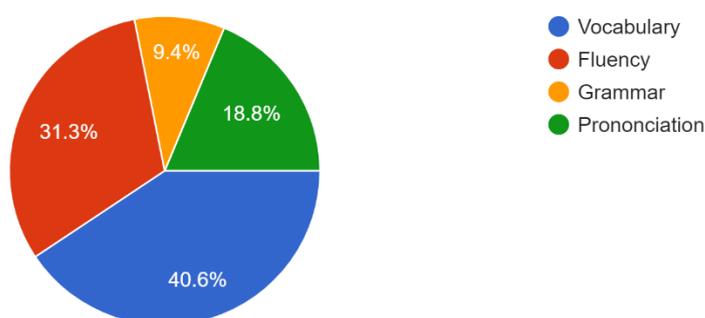


**Figure 1.14: Student's Reasons that Prevent them from Speaking English**

This question was created to show that many students are afraid of speaking during EFL class because they are new language learners and unfamiliar with its structures. Sometimes the environment does not provide courage for learners to speak confidently. As a result, they become passive students. The results show that students (12) who do not speak in class fear making mistakes (38.7%), which is the highest percentage of the whole sample. Some students (07) are passive because they lack confidence (22.6%) in expressing themselves to others. Students (04) who miss vocabulary (12.9%) have no courage to speak and express themselves with others. In addition, few students (03) are pressured by the time (9.7%) during speaking; as a result, they prefer not to speak at all. Finally, some students (05) are advanced in the English language, but they prefer to keep silent because they are introvert speakers (16.7%). The results confirm that many reasons make the EFL student chained in which he/she cannot speak or practice the second language, so they become poor

language learners. The lack of vocabulary is a dangerous obstacle that prevents the students from improving their second language. Nevertheless, these reasons do not stop the learners from improving their English if they knew how to overcome it with the appropriate strategies that make EFL learners proficient in using the target language.

**Item (04):** While speaking, which one of the following is most important for you?

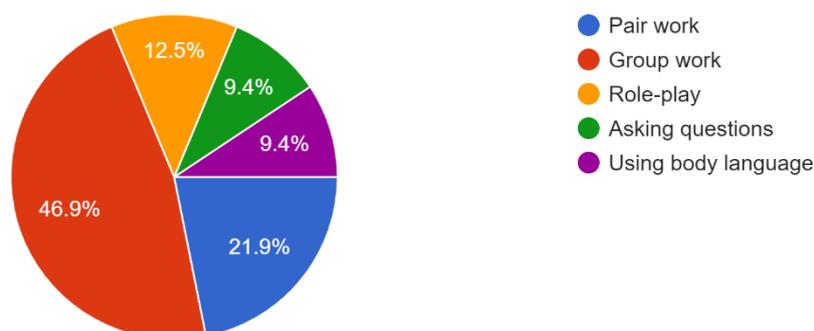


**Figure 1.15: The Use of Language Features in Enhancing the Speaking Skill**

This question was designed to investigate the importance of language features in enhancing speaking skill. Also, to know when and in which situation EFL students use these features. The statistics show that students (13) who use vocabulary, which is the most critical feature in enhancing their speaking skill which it has taken the highest percentage (40.6%) from the whole sample, whereas students (10) who voted for fluency has taken 31.3% because they have taken into consideration that to be an effective speaker, you must be fluent in using the target language. In addition, students (03) who picked up grammar (9.4%) as an essential language feature for enhancing speaking skills are thinking that grammar is the most helpful feature for better communication. On the other hand, the rest of the EFL students (06) have voted for Punctuation (18.8%) and consider it essential. Therefore, the results confirm that the appropriate use of the language features makes the EFL learner proficient in using the target language. Therefore, making students speak more English in the classroom is not

only a matter of forcing them to speak nevertheless, it demands a good preparation of proper material, and implementation must be progressive and systematic, which demands more from teachers to focus on using the language features to enhance the student's speaking skill.

**Item (05):** Which one of the speaking activities you prefer to use the most?



**Figure 1.16: Student's Use of the Classroom Speaking Activities**

During an EFL class, teachers should create a classroom environment where EFL students have real-life communication and authentic speaking activities. These activities contribute to enhancing the student's speaking skill and motivating them to produce the target language. At the same time, the role of the teacher as a class dominant is almost needed.

This question was created to investigate the classroom speaking activities that EFL learners use as an effective tool to enhance speaking skills. Each student has chosen a suitable activity in which he/she can participate easily during classroom speaking sessions. The pie chart shows that students (07) prefer to choose group work (21.9%) as a classroom speaking activity whereas (15) of the EFL students prefer to choose group work (46.9%), which is the most effective strategy to manage a classroom speaking activity. In addition, Participants (04) have chosen to role-play (12.5%) because they think that role-play is a classroom activity that gives more the chance to

practice speaking in a real-life situation. A few participants (03) prefer to use the question-asking strategy because effective question strategies capture students' attention, boost student involvement, and facilitate a positive and active learning environment in the EFL classroom. At the same time, others (03) have chosen to use the body language strategy (9.4%) because they may think that the body language can help the speaker engage with the audience and be confident during his/her speech. As a result, the speaker enhances the speaking skill unconsciously.

#### **4. Teacher's Interview**

##### **a- Aims of the Interview**

The interview was designed in google forms due to the pandemic (Covid-19) and the shortness of time. The purpose of this interview is to investigate code-switching as a linguistic phenomenon and its impact on EFL learners in enhancing speaking the skill at the University of Biskra by collecting data from five (05) sociolinguistics teachers. In which their answers submission is critical and helpful to complete this research study. The questions are in the form of multiple-choice questions and four (04) open-ended questions. The researcher chooses this method of question to confirm or disconfirm whether EFL students are using code-switching to enhance their speaking skills.

##### **b- Administration of the Teacher's Interview**

Since we live the days of (Covid-19) and the shortness of time, the interview was done in google docs; it is a new strategy to gain time while gathering the needed data of the research study. In few days, the researcher has gathered the needed information to complete his/her research work and the data analysis. Also, he has reached the number of the needed populations, including the target sample, which contains forty-two (42) teachers as participants. Finally, the interview was administered to five (05) sociolinguistics teachers at the English department of Biskra in the forms of google

docs via online platforms (Teacher's Facebook accounts and E-mails).

### **c- Description of the Interview**

The interview was designed in eleven forms of eleven (11) questions, including three (03) main sections: the first section deals with the EFL teacher's general information. The second section investigates four (04) questions of the phenomenon of code-switching, and the last one contains four (04) questions about the EFL learner's speaking skills.

- **Section One: General information (Q1-Q3)**

The first section of the teacher's interview contains three (03) questions where students were asked about their Gender, degrees that they held, and the years of experience in teaching English as a second language.

#### **Section Two: The Phenomenon of Code-switching (Q4-Q7)**

The second section of the teacher's interview investigates the phenomenon of code-switching. This part contains four (04) questions. For instance, teachers were asked about their feelings when code-switching occurs between both English and Arabic languages. Also, teachers were asked about the time and the circumstances that allow them to code-switch during EFL classes. Furthermore, teachers were also asked about the student's use of code-switching and how they feel when the switch occurs in class. Finally, EFL teachers were asked if they once have fallen into the trap of code-switching or they have never done that before.

- **Section Three: EFL Learner's Speaking Skills (Q8-Q11)**

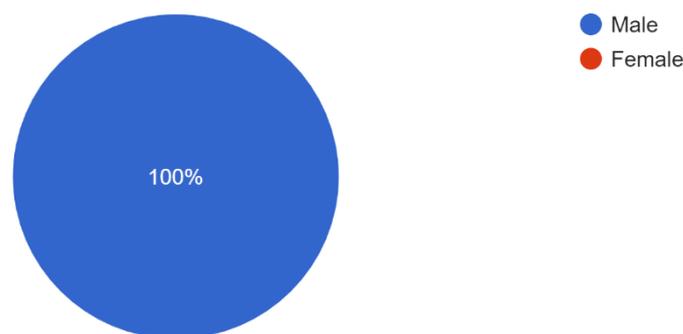
The third section of the student Interview investigates EFL learners' speaking skills. This part contains four (04) questions designed to discuss speaking skills among EFL learners in enhancing their speaking skills. First, teachers were asked about the use of language skills in teaching English as a second language. Also, they are asked to describe EFL student's level in the speaking tasks according to their ability to use the target language. Furthermore, teachers were asked about the classroom speaking activities and their use during EFL classes. In enhancing the speaking skill. Finally, EFL teachers were asked about using code-switching as a helping tool in enhancing the student's speaking skills.

**d- Analysis of Teacher's Interview**

All results gathered from the teacher's interview will be illustrated in graphs; after that, they will be analysed and interpreted.

- **Section One: General information**

**Item (01):** Teacher's Gender distribution

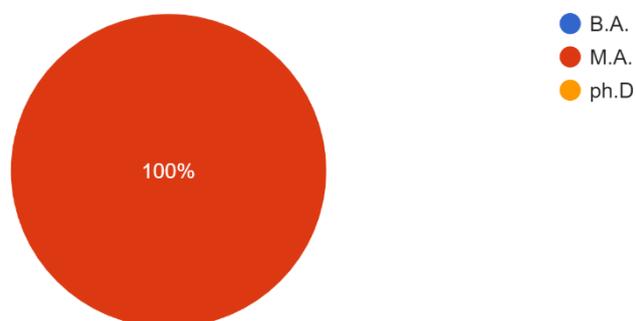


**Figure 2.1: Teacher's Gender distribution**

The pie chart shows that all the participants (05) are males that they took 100% of. In contrast, none of the females (0) is found in the sample (0.0%). The researcher has selected this type of question to notice if age would influence the teacher's experience

in teaching English as a second language.

**Item (02):** Degree (s) held



**Figure 2.2:** Teacher's Degree

The pie chart results show that all the participants (05) have master's degrees, which took the maximum percentage (100%) of the whole sample. While none of both B. A (0) and Ph. D (0) teacher's degree is selected (0.0%.) This question was asked to confirm or disconfirm that EFL teachers are qualified and skilled in teaching English as a second language. Also, knowing the level of the teacher's degree would affect the research study.

**Item (03):** As an EFL teacher, how many years of experience have you taught English?

**Teacher (01):** Less than 15 years

**Teacher (02):** Less than 15 years

**Teacher (03):** Less than 15 years

**Teacher (04):** Less than 15 years

**Teacher (05):** Less than 15 years

The statistics above show that most EFL teachers (05) are used to teaching English with less than 15 years of experience (100%), which they took the maximum percentage of the whole sample. This question was created to see the variables of the teacher's experience and show how skillfully they are because their experience determines how well teachers are mastering the English language in teaching the EFL students. The results imply that their level of experience is acceptable to teach English. Most EFL teachers are recently graduated in which they show great interest in teaching English (teach first-year students) as a second language at the English department. None of the participants, which their experience in teaching English is between (15-20 years) or more than (20 years) gives 0.0% of the whole participants. The results confirm that teachers' years of experience do not affect their jobs as EFL teachers, whose roles as classroom assessors and controllers to improve the student's speaking skills in using the target language.



**Figure 2.3: Teachers' Years of Experience**

- **Section Two: Code-switching as a linguistic Phenomenon**

**Item (01):** what is your feeling when your learners code-switch in your English class?

**Teacher (01):** It seems pretty natural because my students sometimes face difficulties expressing an idea, so they code-switch.

**Teacher (02):** I feel normal because when code-switching occurs, it is very helpful in enhancing the use of the target language.

**Teacher (03):** I feel normal.

**Teacher (04):** It feels normal; code-switching is an effective strategy that implies using the target language besides using the mother tongue.

**Teacher (05):** Students do code-switch because they want to persuade something that is not understandable in the target language, so they switch back to the mother tongue.

This question investigates how and why EFL students use code-switching as a strategy to enhance their speaking skills. Most EFL teachers (participants) have assured that they accept the use of code-switching. The results confirm that this linguistic phenomenon can help students to improve their speaking skills and strategies. Also, code-switching boost up the student's self-confidence for a better classroom environment.

**Item (02):** During your EFL classes, when do you code-switch, and what makes you do so?

**Teacher (01):** I rarely switch to the Arabic language only when expressing new terms or explain unfamiliar words or scientific statements.

**Teacher (02):** I always use code-switching to overcome some difficulties in using the target language.

**Teacher (03):** Sometimes, I do a code-switch when I could not understand new words in English, I switch into the mother tongue to check the terminology of that word

**Teacher (04):** sometimes, I feel embarrassed when I cannot interact with the teacher when he asks something in the target language that I could not answer, so I use code-switching to processing the speech.

**Teacher (05):** Only sometimes when I get forced to switch to illustrate something

non-understandable in English.

The above results confirm that all EFL students use code-switching because it provides learners to build their known native language to the unknown target language. That means when students switch to their mother tongue, they can improve the target language by improving their speaking skills. Furthermore, code-switching helps maintain the target language by overcoming EFL learners' obstacles while using the target language. In conclusion, EFL students use switching languages to fill the vocabulary gaps and hide linguistic incompetence. Code-switching occurs when students face communicative problems and expressing ideas in the target language. The following findings confirm that code-switching is the most effective strategy among EFL learners in enhancing their speaking skill.

**Item (03):** As an EFL teacher, why most of your students use code-switching in class?

**Teacher (01):** as I have noticed, my students tend to switch between languages because this makes them relaxed and comfortable to talk freely.

**Teacher (02):** EFL students use code-switching because they feel comfortable using the mother tongue; they also do code-switch because of lack of vocabulary since they are first-year learners.

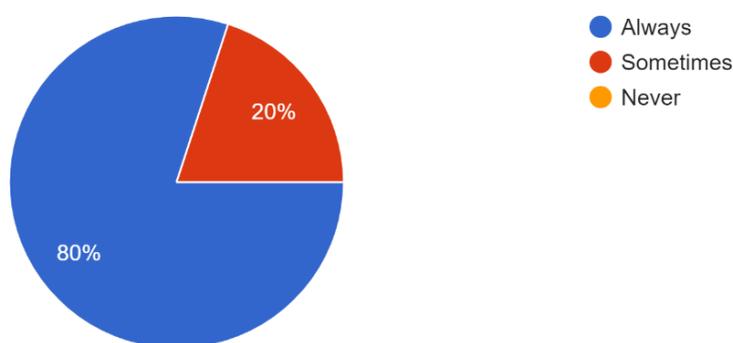
**Teacher (03):** students use code-switching to overcome speaking difficulties in the target language.

**Teacher (04):** EFL students do code-switch to make a quotation from someone's talk, so they switch back to their mother tongue for more explanation

**Teacher (05):** Most students are doing the language switch to clarify misunderstanding issues during a lecture and overcome obstacles in classroom speaking activities.

The above results show that the interviewees have agreed on using code-switching between languages to keep the flows of connection among students. Also, they consider it a strategy rather than a problem in enhancing language skills, especially speaking skill. The participants assure that code-switching sometimes may help students assimilate the strategies and ideas used during the lecture. EFL teachers have revealed that they will no longer speak during EFL class if they force students to speak only the target language. In conclusion, all the participants have shared the same opinion that code-switching is a helpful strategy for getting better results in EFL classes. The majority of the interviewed teachers view that code-switching is an excellent strategy for EFL classrooms because it is beneficial to boost both communications and students' acquisition of the target language.

**Item (04):** As an EFL teacher, how often did you fall into the trap of code-switching before

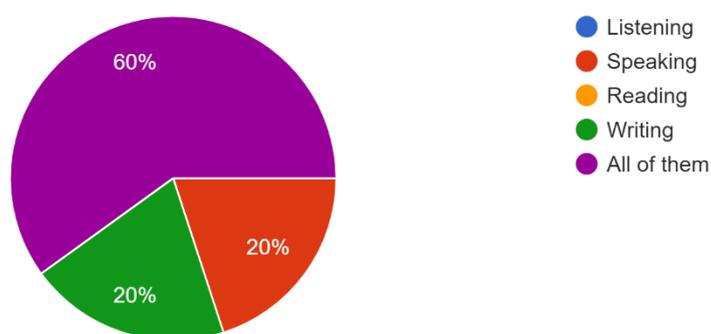


**Figure 2.4: Teacher's use of Code-switching During EFL Class**

The results show that 80% of the participants (05) always use code-switching during EFL classes. However, 20% of them are sometimes switching languages during EFL classrooms. (0.0%). The results confirm that all EFL teachers (interviewees) have argued that code-switching can be an essential element in contributing to English language teaching and learning. It allows the effective transfer

of the information from the senders to the receivers. Code-switching can be classified as a teaching method for teaching second languages or ease language development to provide language comprehension. Code-switching provides a means for communication with one another in creating a third space in which both languages could be mixed to make the meaning clear. Doing that can lead to changes in the use of both languages by its native speakers, leading to contributing of the language variations.

**Item (05):** As an EFL teacher, on which skill are you focusing the most?



**Figure 2.5: Teacher's Evaluation of the Language Skills**

This question was designed to investigate the language skills used by EFL teachers in teaching English as a second language. The pie chart shows that 60% of the participants (03) use all four languages simultaneously. However, the rest (1) use only speaking (20%); as a result, they become competent in the speaking activities. Others (01) use only the writing skill (20%). The results confirm that the four traditional language skills are essential components of integral EFL classes. They are enough to help EFL students become communicatively competent. In other words, they are the skills used in the language system in any circumstance. The language skills cannot stand as isolated because they develop each other. In order to become a successful EFL teacher, the classroom environment should be applied to all the language skills to better balance comprehension of the second language.

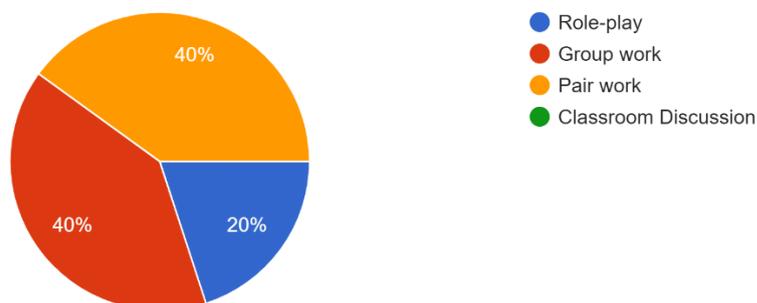
**Item (06):** As an EFL teacher, how could you assess your student's level in speaking tasks?



**Figure 2.6: Evaluation of the Student's Level**

This question was made to investigate the variation of the student's level of learning English as a second language. The pie chart shows that the level of first-year students is ultimately 100% average since they are new language learners. The rest of the sample indicates that none of the participants (0) is advanced or excellent (0.0%) in the second language proficiency. In addition, they can use the normal basics of the English language in both reading and writing without facing any difficulties. The graph above confirms that first-year students can start learning English as a second language with full inspiration since they choose the English language branch even though most of them are average in using it.

**Item (07):** as an EFL teacher, on which skill are you focusing the most?



**Figure 2.7: Teacher's Use of the Classroom Speaking Activities**

This question was designed to investigate the classroom speaking activities that the EFL teachers use in teaching English as a second language at the English department of Biskra. The statistics show that EFL teachers (04) are primarily based on pair work (40%) and group work activities (40%) as helping strategies in managing the EFL classes. The rest (1) uses the role-play (20%) activity as the first primary strategy in helping to get better classroom management. In contrast, none of the participants (0) use the classroom discussion activity, which takes the lowest percentage of the whole sample. In conclusion, EFL language teachers must pay attention to teaching English as a second language rather than leading students to pure memorisation, in which they are providing a rich environment where meaningful communication occurs is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. Furthermore, these activities make students more active in the learning process and make their learning more meaningful and fun.

**Item (08):** Does the use of code-switching influence the speaking skill?

**Teacher (01):** of course, it does, some people try to do their best to speak natively, but the mother tongue affect the speaking process, especially in complex situations, like, a student does not guess the meaning of something, or they cannot engage more with the teacher since they have a limited vocabulary knowledge.

**Teacher (02):** Yes, it does because code-switching occurs during EFL class in which students can Simultaneously vary the switch between the use of mother tongue and the English language. Also, the main reason that allows EFL students to code-switch is that they have a limited vocabulary.

**Teacher (03):** Code-switching should be seen as a way to improve communication.

**Teacher (04):** Code-switching helps learners understand difficult aspects of the lesson and enables them to participate orally in the EFL class. It also helps them in making connections to their prior knowledge.

**Teacher (05):** Code-switching makes learners express themselves without the fear of lbeing stuck in speech. As a result, they overcome the fear of speaking in public and enhance their speaking skill.

The question above was made to confirm or disconfirm that code-switching can enhance students' speaking skill and improve their proficiency during EFL classes. The results show that code-switching appears to be used by both students and teachers. Teachers may also use code-switching as a teaching strategy to introduce concepts or words when a new lecture or a course occurs. In addition, the use of code-switching enables the teacher to convey the precise meaning, which helps enhance the student's skills, especially the speaking skill. Also, code-switching during EFL classes closes the status gap between the teacher and the students by enhancing the relationship between both teachers and EFL learners; as a result, students gain -self-confidence while

speaking English. In conclusion, knowing a teacher's use of code-switching would facilitate applying it as a communication tool in enhancing the student's speaking skills.

## **5. Discussion of the Results**

The statistics have revealed from the analysis and interpretations of both learner's questionnaire and teacher's interview that most participants who use code-switching are males. Also, age variation may affect students' attitude, motivation, and interaction during EFL class because student gave different and multiple perspectives about using code-switching as a linguistic tool in enhancing their speaking skills. The variation of the use of the mother tongue of first-year students at the English department occurs by switching back to the Arabic language when they find difficulties expressing themselves in English. Moreover, code-switching is considered an essential strategy in EFL classes. Students use it as a communicative tool to enhance their language skills, especially speaking skills; however, teachers tolerate its use for a better strong relationship between the EFL students and their teacher and get more learners involved in developing speaking skills.

Using code-switching in a class allows students to express themselves easily without being afraid of language obstacles. Besides, using the mother tongue is curative and usually unconscious as it is a part of their identity. The reasons that allow students to code-switching in English classes at Biskra University are clarifying and illustrating ideas, points of view and persuading the EFL teacher with illustrated examples. Also, they code-switching because they want to express a word that does not have a direct equivalent in English. In addition, EFL students like to convey precise meaning and avoid misunderstanding language. Also, to fill their vocabulary gaps in which these gaps are considered as language learning obstacles. All of these reasons for using code-

switching are to achieve effective communication between the teacher and EFL students. As a result, the relationship between the pedagogical member (EFL teachers and EFL students) enhances.

Our sample has given multiple answers about the phenomenon of code-switching and its use in enhancing the students speaking skills. Participants agreed when asking them if they like their teacher's use of code-switching within the classroom. Therefore, most participants agreed when their teachers switch back to Arabic or French in their lectures because they get the idea faster and easier to help them understand the lecture or the course. In addition, code-switching allows the continuity of the flow of communication and simplifies the non-understandable words in English. However, the minority disagrees and reject this idea of using code-switching inside the classroom and do not like their teacher back-switching of the Arabic and French in class because they think that they are only EFL students that the existence of other languages cannot help them to learn vocabulary appropriately in developing their communicative skills.

The obtained results from the teachers' interview revealed that both students and teachers use code-switching as a tool of enhancing communication skills, and none of them disagrees or neglects its importance as a linguistic strategy. Most teachers explained why students' code-switching in the classroom is due to their lack of knowledge or skills to express their thoughts in the target language effectively. In addition, they code-switch because they find difficulties in expressing themselves in the target language; this is due to the lack of vocabulary and insufficient knowledge of grammar. Code-switching is one strategy EFL students use to seek help and clarifications when they do not understand the target language. In addition to the results above, code-switching is an essential sociolinguistic phenomenon, which the learners frequently practice in their EFL classes. It is used as a linguistic tool to communicate

thoughts and ideas without fear of falling into vocabulary gaps or communication obstacles. All the interviews tolerate using code-switching because it can encourage shy or anxious students to interact and share their ideas with others. Most teachers asserted that when they tolerate other languages in the EFL classroom, they perceive ease of expression, and more students are taking part in the classroom talk. Switch back to other languages make students express themselves freely and transmit their ideas and messages effectively. So, allowing the use of other languages (code-switching) in EFL class makes the students engage more in enhancing their speaking skills and master better the target language during EFL class because it helps them fill in their vocabulary limitations and communicative gaps that occur in the target language.

Approximately, the interviewees share the same opinion that code-switching is Valuable and helpful to get better results in EFL class. Therefore, it is beneficial to keep communication continuous. Hence, they use strategies to make students participate and communicate, such as tolerating their mistakes, providing well-organised lessons, offering varied exercises, and answering their questions. In addition, teachers suggested other classroom speaking activities such as group work, pair-work, role-play, and classroom discussions to get the students involved with speaking skills as the primary strategy to develop the target language.

In conclusion, most interviewed teachers view that code-switching is an excellent strategy to enhance speaking skills. Some teachers think code-switching enhances the students speaking skills because students feel at ease by expressing their thoughts and needs freely. In addition, Code-switching extends the duration of the communication process by avoiding what blocks the process. However, few participants disagree and state that code-switching does not help students acquire the target language. Therefore, they consider it an obstacle for EFL learning; however, their answers do not neglect

that code-switching is the first linguistic strategy that enhances the students speaking skills that they become fluent in the target language.

## **6. Conclusion**

The last chapter of the dissertation confirms that the researcher scrutinised and confirmed the discussed study and the result's analysis; the researcher has concluded that EFL student's code-switching serves as a strategy to better communicate in enhancing speaking skills by keeping on the flow of conversation in EFL classes. However, codeswitching has negative impacts when EFL students overuse it, but this does not neglect that code-switching is the first linguistic strategy that enhances the students speaking skills in which it allows students to become fluent in the target language. Thus, the research hypothesis is confirmed, and all the questions are answered. Finally, the researcher ends the study by listing the pedagogical implications, suggestions, and recommendations for future research works.

## **General Conclusion**

The present study has investigated the use of code-switching as a linguistic phenomenon to better enhance EFL students' speaking skill and communicate in English as a foreign language classroom among first-year EFL students at the department of English of Biskra University. Accordingly, the researcher based his study on one hypothesis, which is: there are cases when code-switching can be acceptable and satisfactory for EFL learners to enhance their speaking skill using the mother tongue to facilitate the use of the target language appropriately. Likewise, when teachers use code-switching to facilitate communication during EFL classes, students will increase their speaking skill.

Moreover, the researcher will analyse and interpret the data collected from both teachers' interview and the students' questionnaire about code-switching as a linguistic phenomenon among EFL learners' speaking skill. The main aim behind conducting this study is to shed light on the possibility of integrating code-switching as an effective strategy to enhance and foster EFL students' speaking skill for better communication in EFL classes. Furthermore, this investigation also aims to show the importance of code-switching in sociolinguistics EFL classes as a communicative and learning strategy to precisely develop EFL students' speaking skill. Thus, it allows them to speak and maintain excellent speaking performance in EFL classes. Moreover, it helps them overcome their language barriers and inability to convey meaning in the target language, impacting and maintaining a natural conversation inside the classroom.

This research encompasses three chapters. The first chapter is devoted to the theoretical background explaining the different variables of the study dealing with code-switching as a linguistic phenomenon, including its definitions, types, and the reasons behind its use for improving EFL classroom communication. The second

chapter is also theoretical; it reviews the literature, primary literature and previous studies of EFL students' speaking skill in EFL educational settings. The third and last chapter is devoted to the practical part of the dissertation and it is concerned with interpreting and discussing the different reached findings in the first section. It aims to describe the participants, methods, research design, and data collection tools and procedures used in this study to reach the final result, adding some suggestions and recommendations for further studies.

Finally, this research work is concluded with a general conclusion summarising the whole process of the investigation. This investigation has relied on a mixed method because studying such sociolinguistic phenomenon requires both descriptive and statistical facts. Thus, two research tools were used for collecting valid data, namely the students' questionnaire and teachers' interview. The questionnaire provides qualitative and quantitative data about the students' code-switching behaviour and their views about its classroom practices. The interview was conducted with five sociolinguistics teachers to obtain information about their perception and attitude towards students' code-switching practice and its use as a strategy to enhance EFL students' speaking skill for better communication in EFL classrooms.

Accordingly, the analysis of the obtained data revealed that the participants are sometimes forced switch to other languages in the EFL classroom. Thus, code-switching is an unavoidable outcome in English classes used by learners in different situations and subjects to enhance communication or clarify ideas and make them understood. Besides, code-switching boosts classroom interaction as it helps to gain confidence and motivation to take part in meaningful speech without being afraid of language barriers and vocabulary gaps. The latter are the main reasons behind the majority of code-switching situations occurring in EFL classes. In addition, the

multilingual or bilingual status of the students mainly pushes them to resort to the languages they master better to ensure ease of expressions when they cannot do so in the target language. Therefore, the findings obtained from the research instrument answer the study questions and confirm the hypothesis upon which the investigation is based. Therefore, allowing code-switching as a strategy in EFL classes to positively generate more students to participate in classroom talk. However, it is stated that its overuse may affect language acquisition to some extent.

In other words, code-switching should be viewed as a helpful tool in EFL educational settings that should be exploited efficiently and appropriately rather than a problem. The researcher has provided both students and teachers with some implications to take advantage of the research findings. First, exploit the phenomenon of code-switching to achieve better pedagogical outcomes and develop students' speaking skill. Second, teachers and educators should examine and evaluate the role of code-switching in EFL classrooms and take its merits into accounts to extend learners' target language proficiency. Third, to benefit from this linguistic feature and adopt it as a strategy to discover the students' linguistic and vocabulary lacks, either by the learners themselves or teachers. Additionally, it should be an effective way to generate students' ideas and raise their motivation to speak. Finally, as its overuse impacts language acquisition, a control should be implied over its practice to make it a facilitative tool rather than a problem.

## **Suggestions and Recommendations**

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

The first suggestion for future research is to replicate this study by investigating code-switching to better communicate in EFL classrooms using other research methods such as experimenting with an experimental and control group. Additionally, this investigation can be replicated with a large sample size or to reproduce this study at beginners' classes in secondary or middle schools.

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

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

The fourth suggestion is to conduct longitudinal studies investigating the effect of the social environment on students' code-switching practices in English as a foreign language teaching through studying bilingual, multilingual interactions to understand the role of code-switching as a linguistic strategy.

Finally, as the last suggestion, future research works can deal with code-

switching as conscious teaching and learning strategy to cater to the learners' demands of language class and expectations. In sum, in this section, the researcher has dealt with the different limitations and obstacles encountered along with the present study. After that, many implications are recommended for both teachers and students; that should be applied to improve the teaching and learning process and ensure a successful classroom interaction in an EFL setting. Finally, the researcher has provided suggestions for further research to be considered and exploited when conducting studies related to the topic.

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Appendices

## **1. Appendix N° 01: Students' Questionnaire**

The questionnaire was designed in google form due to the pandemic (Covid-19). This questionnaire aims to investigate code-switching as a linguistic phenomenon and its impact on EFL learners in enhancing their speaking skill at the University of Biskra by collecting data of the first-year students. The submission of your answers is critical and helpful to complete this research study. The questions are only in the form of multiple-choice questions. Please, answer them and tick (✓) in the corresponding box and make sure that your answers will be in an anonymous form.

### **I. Part One: General Information**

#### **1. Student's Gender**

- a. Male
- b. Female

#### **2. Student's Age**

- a. 18-21
- b. 23-26
- c. 26 and more

#### **3. What is your mother tongue?**

- a. Arabic
- b. Chaoui
- c. Kabyle

4. **How do you assess your English level?**
- a. Acceptable
  - b. Average
  - c. Intermediate
  - d. Advanced
5. **Why have you chosen to study English at University?**
- a. It was my personal choice
  - b. Advised by someone close to me
  - c. Imposed by parents

**II. Part Two: The Phenomenon of Code-switching**

1. **As an EFL student, what language do you usually use during classroom conversations?**
- a. English only
  - b. Both English and Arabic
2. **Why do you use code-switching during classroom conversations?**
- Because of:**
- a. the lack of vocabulary
  - b. the lack of self-confidence
3. **During an EFL class, how often does your teacher use code-switching?**
- a. Always
  - b. Often
  - c. Rarely
  - d. Never

4. **How do you feel when teachers switch into their/your mother tongue during class?**

- a. Excited
- b. Normal
- c. Bored
- d. Disappointed

5. **Which one of the following reasons do you think is helping the most in using code-switching?**

- a. to show solidarity
- b. to talk about a particular topic
- c. to reflect social status
- d. to quote somebody else
- e. to persuade the audience

6. **What type of code-switching do you prefer to use the most?**

- a. Inter-sentential code-switching (using two different sentences in two different languages)
- b. Intra-sentential code-switching (using a sentence that contains elements of both languages)
- c. Tag-switching (using a tag of a different language)

### III. Part Three: EFL Learner's Speaking Skill

1. **As an EFL student, how do you classify yourself as a speaker during class?**
  - a. An Extrovert Speaker (active and working with others)
  - b. An Introvert Speaker (passive and based on self-study)
  - c. Both of them (it depends on the learner's mood)
  
2. **How often does your teacher give you the chance to speak during class?**
  - a. Always
  - b. Sometimes
  - c. Rarely
  - d. Never
  
3. **Which one of the following reasons prevents you from speaking English during class?**
  - a. fear of making mistakes
  - b. lack of self-confidence
  - c. poor vocabulary
  - d. time pressure
  - e. I am introvert and prefer to keep silent
  
4. **While speaking, which one of the following is most important for you?**
  - a. Vocabulary
  - b. Grammar
  - c. Fluency
  - d. Pronunciation

**5. Which one of the speaking activities do you prefer to use the most?**

- a. Group work
- b. Pair work
- c. Role-play
- d. Using body language

## **2. Appendix N° 02: Teacher's Interview**

The interview was designed in google form due to the pandemic and limitation of time. The purpose of this interview is to investigate code-switching as a linguistic phenomenon and its impact on EFL learners' speaking skill at the University of Biskra by collecting data from five sociolinguistics teachers. Your answer submission is critical and helpful to complete this research study. The questions are only in the form of multiple-choice questions, in addition to four (04) open-ended questions. Please, answer them and tick (✓) in the corresponding box and make sure that your answers will be anonymous.

### **I. Part One: General Information**

#### **1. Gender:**

- a. Male
- b. Female

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

- a. B. A
- b. M.A
- c. Ph. D

#### **3. As an EFL teacher, how many years of experience do you have in teaching English?**

- a. Less than 20 years
- b. Between 15-20
- c. More than 20

**II. Part Two: Code-switching as a linguistic phenomenon**

1. What is your feeling when your learners code-switch in your English language classes?

.....  
.....

2. During your EFL classes, when do you code-switch, and what makes you do so?

.....  
.....

3. As an EFL teacher, why most of your students use code-switching in class?

.....  
.....

4. As an EFL teacher, how often did you fall into the trap of code-switching before?

- a. Always
- b. Sometimes
- c. Never

**III. Part Three: EFL Students' Speaking Skill**

1. As an EFL teacher, on which skill are you focusing the most?

- a. Listening
- b. Speaking
- c. Reading
- d. Writing
- e. All of them

2. As an EFL teacher, how could you assess your students' level in the speaking tasks?
  - a. Advanced
  - b. Average
  - c. Under the Average
  - d. Low
  
3. Which one of these speaking activities do you use the most in your EFL classes?
  - a. Group work
  - b. Pair work
  - c. Role-play
  - d. Classroom discussion
  
4. Does the use of code-switching influence the EFL learners' speaking skill?

.....

.....

## Résumé

La présente étude a étudié l'utilisation du changement de code comme phénomène linguistique pour améliorer les compétences orales des étudiants de l'EFL et communiquer en anglais comme classe de langue étrangère parmi les étudiants de première année de l'EFL Langue au département d'anglais de l'Université de Biskra. Par conséquent, le chercheur a basé son étude sur une hypothèse, il y a des cas où le changement de code peut être acceptable et satisfaisant pour les apprenants de l'EFL afin d'améliorer leurs compétences orales en utilisant la langue maternelle pour faciliter l'utilisation appropriée de la langue cible. De même, lorsque les enseignants utilisent le changement de code pour faciliter la communication pendant les cours EFL, les élèves augmentent leurs compétences orales.

Par conséquent, le chercheur analysera et interprétera les données recueillies à partir de l'entretien des enseignants et du questionnaire des étudiants sur le changement de code en tant que phénomène linguistique parmi les compétences orales des apprenants EFL. L'objectif principal de cette étude est de faire la lumière sur la possibilité d'intégrer le changement de code en tant que stratégie efficace pour améliorer et favoriser les compétences orales des étudiants EFL pour une meilleure communication dans les classes EFL. En outre, cette enquête vise également à montrer l'importance du changement de code dans les classes d'EFL sociolinguistiques en tant que stratégie de communication et d'apprentissage pour développer précisément les compétences orales des étudiants EFL. Ainsi, cela leur permet de parler et de maintenir d'excellentes performances orales dans les classes EFL. De plus, cela les aide à compenser leurs barrières linguistiques et leur incapacité à transmettre un sens dans la langue cible, ce qui a un impact sur une conversation naturelle à l'intérieur de la salle de classe et le maintien de celle-ci.

Le présent document de recherche comprend trois chapitres. Le premier chapitre est le contexte théorique expliquant les différentes variables de l'étude traitant du changement de code en tant que phénomène linguistique, y compris ses définitions, ses types et les raisons de son utilisation pour une meilleure communication en classe EFL. Le deuxième chapitre est également théorique il passe en revue la littérature primaire de la littérature et les études antérieures sur les compétences orales des étudiants de l'EFL dans les milieux éducatifs de l'EFL et de l'ESL. Le troisième et dernier chapitre pratique est consacré à l'interprétation et à l'examen des différentes conclusions tirées dans la première section. Il vise à décrire les participants, les méthodes, la conception de la recherche et les outils et procédures de collecte de données utilisés dans cette étude pour atteindre le résultat final, en ajoutant quelques suggestions et recommandations pour d'autres études. Enfin, ce travail de recherche se termine par une conclusion générale résumant l'ensemble du processus de l'enquête. Cette enquête s'est appuyée sur un mélange parce que l'étude d'un tel phénomène sociolinguistique nécessite des faits descriptifs et statistiques. Ainsi, deux outils de recherche ont été utilisés pour recueillir des données valides, à savoir le questionnaire des élèves et l'entrevue avec les enseignants. Le questionnaire fournit des données qualitatives et quantitatives sur le comportement des élèves en matière de changement de code et sur leur point de vue sur ses pratiques en classe. L'entrevue a été menée auprès de cinq enseignants en sociolinguistique afin d'obtenir de l'information sur leur perception et leur attitude à l'égard des élèves – la pratique de changement de code et son utilisation comme stratégie pour améliorer les compétences orales des élèves de l'EFL pour une meilleure communication dans les salles de classe de l'EFL. En conséquence, l'analyse des données obtenues a révélé que les participants passent à d'autres langues dans la salle de classe EFL.

Ainsi, le changement de code est un résultat inévitable dans les cours d'anglais utilisés par les apprenants dans différentes situations et matières pour améliorer la communication ou clarifier les idées et les faire comprendre. En outre, le changement de code stimule l'interaction en classe car il aide à gagner en confiance et en motivation pour participer à un discours significatif sans avoir peur des barrières linguistiques et des lacunes de vocabulaire. Ces dernières sont les principales raisons de la majorité des situations de commutation de code qui se produisent dans les classes EFL. De plus, le statut multilingue ou bilingue des étudiants les pousse principalement à recourir aux langues qu'ils maîtrisent mieux pour assurer la facilité d'expression lorsqu'ils ne peuvent pas le faire dans la langue cible.

Par conséquent, les résultats obtenus à partir de l'instrument de recherche répondent aux questions de l'étude et confirment l'hypothèse sur laquelle l'enquête est fondée. Par conséquent, permettre le changement de code comme stratégie dans les classes EFL pour générer positivement plus d'étudiants à participer à la discussion en classe. Cependant, il est indiqué que sa surutilisation peut affecter l'acquisition du langage dans une certaine mesure.

En d'autres termes, la commutation de code doit être considérée comme un outil utile dans les établissements d'enseignement EFL qui devrait être exploité efficacement et de manière appropriée plutôt que comme un problème. Le chercheur a fourni aux étudiants et aux enseignants certaines implications pour tirer parti des résultats de la recherche. Tout d'abord, exploiter le phénomène du changement de code pour obtenir de meilleurs résultats pédagogiques et développer les compétences orales des élèves. Deuxièmement, les enseignants et les éducateurs devraient examiner et évaluer le rôle du changement de code dans les salles de classe EFL et prendre en compte ses mérites pour étendre les compétences linguistiques cibles des apprenants.

Troisièmement, bénéficier de cette caractéristique linguistique et l'adopter comme stratégie pour découvrir les manques linguistiques et de vocabulaire de l'élève, que ce soit par les apprenants eux-mêmes ou par les enseignants. De plus, cela devrait être un moyen efficace de générer les idées des élèves et d'augmenter leur motivation à parler. Enfin, comme sa surutilisation a une incidence sur l'acquisition du langage, un contrôle devrait être implicite sur sa pratique afin d'en faire un facilitateur plutôt qu'un problème.

## الملخص

بحثت الدراسة الحالية في استخدام تبديل الشفرة كظاهرة لغوية لتعزيز مهارة التحدث لدى طالب اللغة الإنجليزية كلغة أجنبية بشكل أفضل والتواصل باللغة الإنجليزية كلغة أجنبية بين طلاب السنة الأولى في اللغة الإنجليزية كلغة أجنبية في قسم اللغة الإنجليزية بجامعة بسكرة. وبناءً على ذلك، استندت الباحثة في دراستها إلى فرضية واحدة، فهناك حالات يكون فيها تبديل الشفرة مقبولاً ومرصياً لمتعلمي اللغة الإنجليزية كلغة أجنبية لتعزيز مهارتهم في التحدث باستخدام اللغة الأم لتسهيل استخدام اللغة المستهدفة بشكل مناسب. وبالمثل، عندما يستخدم المعلمون تبديل الشفرة لتسهيل الاتصال أثناء فصول اللغة الإنجليزية كلغة أجنبية، سيزيد الطلاب من مهارات التحدث إليهم. لذلك، سيقوم الباحث بتحليل وتفسير البيانات التي تم جمعها من كل من مقابلة المعلمين واستبيان الطلاب حول تحويل الشفرة كظاهرة لغوية بين مهارة التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. الهدف الرئيسي من إجراء هذه الدراسة هو إلقاء الضوء على إمكانية دمج تبديل الشفرة كاستراتيجية فعالة لتعزيز وتعزيز مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية من أجل تواصل أفضل في فصول اللغة الإنجليزية كلغة أجنبية. علاوة على كاستراتيجية تواصلية ذلك، يهدف هذا التحقيق أيضاً إلى إظهار أهمية تبديل الشفرة في فصول اللغويات الاجتماعية وتعليمية لتطوير مهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية بدقة. وبالتالي، فإنه يسمح لهم بالتحدث والحفاظ على أداء التحدث الممتاز في فصول اللغة الإنجليزية كلغة أجنبية. علاوة على ذلك، فهي تساعدهم على تعويض الحواجز اللغوية وعدم القدرة على نقل المعنى في اللغة المستهدفة، والتأثير على المحادثة الطبيعية داخل هذه الورقة البحثية تشمل ثلاثة فصول. الفصل الأول هو الخلفية النظرية التي تشرح الفصل والحفاظ عليها المتغيرات المختلفة للدراسة التي تتعامل مع تبديل الشفرة كظاهرة لغوية، بما في ذلك تعريفاتها وأنواعها والأسباب الكامنة وراء استخدامها من أجل تواصل أفضل في الفصل الدراسي للغة الإنجليزية كلغة أجنبية. الفصل الثاني نظري أيضاً؛ يستعرض الأدب الأساسي للأدب والدراسات السابقة لمهارات التحدث لدى طلاب اللغة الإنجليزية كلغة أجنبية في البيئات التعليمية للغة الإنجليزية كلغة أجنبية والكلية الإنجليزية كلغة ثانية الفصل العملي الثالث والأخير مخصص لتفسير ومناقشة النتائج المختلفة التي تم التوصل إليها في القسم الأول. وتهدف إلى وصف المشاركين وطرق تصميم البحث وأدوات وإجراءات جمع البيانات المستخدمة في هذه الدراسة للوصول إلى النتيجة النهائية مع إضافة بعض الاقتراحات والتوصيات لمزيد من الدراسات

أخيرًا ، يختتم هذا العمل البحثي باستنتاج عام يلخص عملية التحقيق بأكملها لأن دراسة هذه الظاهرة اللغوية الاجتماعية تتطلب حقائق وصفية وإحصائية. وبالتالي ، تم استخدام أداتين من أدوات البحث لجمع البيانات الصحيحة ، وهما استبيان الطلاب ومقابلة المعلمين. يوفر الاستبيان بيانات نوعية وكمية حول سلوك الطلاب في تبديل الشفرة ووجهات نظرهم حول ممارسات الفصل الدراسي. تم إجراء المقابلة مع خمسة من معلمي علم اللغة الاجتماعي للحصول على معلومات حول تصورهم وموقفهم تجاه ممارسة تبديل الكود للطلاب واستخدامها كإستراتيجية لتعزيز مهارة التحدث لدى طالب اللغة الإنجليزية كلغة أجنبية من أجل تواصل أفضل في الفصول الدراسية للغة الإنجليزية كلغة أجنبية. وبناءً على ذلك ، أظهر تحليل البيانات التي تم الحصول عليها أن المشاركين يتحولون إلى لغات أخرى في فصل اللغة الإنجليزية كلغة أجنبية. وبالتالي ، فإن تبديل الشفرة هو نتيجة لا مفر منها في فصول اللغة الإنجليزية التي يستخدمها المتعلمون في مواقف ومواضيع مختلفة لتعزيز التواصل أو توضيح الأفكار وجعلها مفهومة. إلى جانب ذلك ، فإن تبديل الشفرات يعزز التفاعل في الفصل الدراسي لأنه يساعد على اكتساب الثقة والتحفيز للمشاركة في خطاب هادف دون الخوف من حواجز اللغة وفجوات المفردات. هذه الأخيرة هي الأسباب الرئيسية وراء غالبية حالات تبديل الشفرة التي تحدث في فصول اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك ، فإن الوضع متعدد اللغات أو ثنائي اللغة للطلاب يدفعهم بشكل أساسي إلى اللجوء إلى اللغات التي يتقنونها بشكل أفضل لضمان سهولة التعبيرات عندما لا يتمكنون من القيام بذلك في اللغة الهدف. لذلك ، فإن النتائج التي تم الحصول عليها من أداة البحث تجيب على أسئلة الدراسة وتؤكد الفرضية التي يستند إليها التحقيق. لذلك ، السماح بتبديل الكود كاستراتيجية في فصول اللغة الإنجليزية كلغة أجنبية لتوليد المزيد من الطلاب بشكل إيجابي للمشاركة في الحديث في الفصل الدراسي. ومع ذلك ، فقد ذكر أن الإفراط في استخدامها قد يؤثر على اكتساب اللغة إلى حد ما بعبارة أخرى ، يجب النظر إلى تبديل الشفرة كأداة مفيدة في الإعدادات التعليمية للغة الإنجليزية كلغة أجنبية التي يجب استغلالها بكفاءة وبشكل مناسب بدلاً من كونها مشكلة. قدم الباحث لكل من الطلاب والمعلمين بعض المضامين للاستفادة من نتائج البحث. أولاً ، استغلال ظاهرة تبديل الشفرة لتحقيق نتائج تعليمية أفضل وتنمية مهارات التحدث لدى الطلاب. ثانيًا ، يجب على المعلمين والمعلمين فحص وتقييم دور تبديل الشفرة