

The Effects of Code-mixing among Béchar University Students in Learning EFL, Case of Study: First Year Master Students of EFL

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Abstract:

Algerian society is one of the societies that speak more than one language, i.e., multilingual society; one of the important factors that led to this phenomenon is the historical background. Algerians were compelled to speak the French language and to use it in most domains especially official once; even teachers were obliged to use French instead of Arabic. To teach a foreign language i.e., the English language in such circumstances will not be an easy task because a teacher must not only be a master of the material but also an effective communicator, especially when he/she has to face several phenomena such as code-mixing that may arise in a multilingual society.

In this study, the focus is on having an idea about the utilization of code-mixing among Tahri Mohammed University students, and to investigate the effects of such phenomenon on both teachers and students. This research paper is divided into three main sections. The first section will be about the literature review; various definitions of scholars and researchers will be stated concerning code, code-mixing, types of code-mixing, and the other terms that are related to it such as code-switching and borrowing, also the functional aspects of code-mixing in the classroom, CM as a communicative strategy, student's attitude towards CM, and its effect. The second section is concerned with the methodology and data collection; a description of the authentic results drawn from the questionnaire answered by the target population, and the classroom observation. The third and last section deals with the analyzed data, providing results, solutions, and recommendations of the whole study.

Keywords: Tahri Mohamed University Bechar, code-mixing, EFL.

1. General introduction

Algerian society is one of the societies that speak more than one language, i.e., multilingual society; one of the important factors that led to this phenomenon is the historical background. Algeria had a long colonial history. It begins from Phoenicians, Arab rule, Ottoman rule and ending by the French colonization that lasted for one century and thirty years- from 1830 to 1962, the date of recovering independence. In this era, Algerians were compelled to speak the French language and to use it in most domains especially official once, even teachers were obliged to use French instead of Arabic. The historical factors may be considered as a strong impact that may have led to language change. To teach a foreign language i.e., the English language in such circumstances will not be an easy task because a teacher must not only be a master of the material but also an effective communicator, especially when he/she has to face several phenomena such as code-mixing that may arise in a multilingual society.

In this study, the focus is on having an idea about the utilization of code-mixing among First-year Master Students of the English as a Foreign Language at Tahri Mohammed University, and to investigate the effects of such phenomenon on both teachers and students.

Research questions:

- Do the First-year Master EFL Students of Tahri Mohammed University use code-mixing?
- What are the effects of code-mixing among the First-year Master EFL Students of Tahri Mohammed University?

Research hypotheses:

This research paper aims at either confirming or denying the following hypotheses:

- Code-mixing will help the learners to learn the English language effectively
- Code-mixing can be considered as a teaching strategy during the English language learning process.

Limitation of the study:

This study can only be applied to bilingual or multilingual learners. It is based on the answers of First year Master Students of EFL at Tahri Mohammed University on the questionnaire, in addition to the classroom observation. The outcomes or solutions cannot be applied to all kinds of learners or teachers.

2. Section One

2.1. Introduction

To teach or to learn a foreign language is difficult, in which the teacher or the learner has to adopt certain methods and approaches for good teaching and learning processes. English is being used in different forms, in bilingual or multilingual societies. In this section, the light will be shed on several points that consist of the scholar's and researchers' points of view about code-mixing, how can this phenomenon be defined? What are the types of code-mixing? What is the difference between code-mixing, code-switching, and borrowing? What are the functions of code-mixing? Can it be considered as a communicative strategy? What are the attitudes of scholars and researchers towards this phenomenon?

2.2. Nature and scope

2.2.1. Definitions of code

Before stating researchers' various definitions of code-mixing, a clear clarification about the term "code" is needed. Ayeomoni (2006, p. 91) defines code as "a verbal component, that can be as small as a morpheme or as comprehensive and complex as the entire system of language". Besides, the Cambridge dictionary defines code as "a system of words, letters, or signs used to represent a message in secret form, or a system of numbers, letters, or signals used to represent something in a shorter or more convenient form". According to Wardhaugh (2010) code is defined as the particular dialect or language one chooses to use in any given occasion and communication system used between two or more parties.

2.2.2. Code-mixing

Several linguists and scholars tried to high light the meaning of code-mixing. According to Mary W.J. Tay (1989,p.408), "Code-mixing involves the embedding or mixing of various linguistics units, i.e.

morphemes, words, phrases and clauses from two distinct grammatical systems or sub-systems within the same sentence and same speech situation." For further explanation Bokamba (1989,p.278) says: "Code mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes) phrases and clauses from two distinct grammatical (sub) systems within the same sentence and speech event. That is, CM is an intrasentential switching." Along with the preceding clarification, In 1997, Bakker asserts that code-mixing is the usage of items existing in a particular language with affixes from another language. Still with the definitions of code-mixing; in 1993 Myers-Scotton asserts that code-mixing is the utilization of more than one language item such as words, affixes, phrases and clauses in the same sentence.

2.2.3. Types of code-mixing

Some researchers listed various types of code-mixing, according to their perspectives. Mysken (2000) defines three distinct types of code-mixing (insertion, alternation, and Congruent lexicalization), that are constrained by diverse structural conditions, and occurring in different ways in particular bilingual situations:

Insertion is the injection of lexical materials, items, or an entire constituent from one language into the structure of another one, regardless of the size and the type of the inserted elements, for example, noun versus noun phrase. In this case, the process of code-mixing is conceived to be related to borrowing.

Alternation: is the succession of structures between the two involved languages, in terms of compatibility or equivalence at the switch point. In this perspective, code-mixing is similar to the switching of codes in turns and utterances, but Mysken avoided using the term code-switching for the general process of mixing; besides he considered switching just as an appropriate term for the international type of mixing. The concept code-switching is less neutral in two different ways; it offers something like alternation, but it separates code-mixing too strongly from borrowing and interference.

Congruent lexicalization: it is the employment of items from diverse lexical inventories of a language being shared with another one, at the surface of the grammatical clause.

While Hoffman (1991) shows many types of code-mixing based on the juncture or the scope of switching where language takes place:

Intra-sentential switching/code-mixing: this type occurs within a phrase, a clause, or a sentence boundary. As the following example illustrated by Wardaugh and cited in Hoffman's work: "Estaba training para polar": "He was training to fight."

Intra-lexical code-mixing: it occurs within a word boundary, such as in shoppā (English shop with the Panjabi plural ending) or kuenjoy. (English enjoy with the Swahili prefix ku, meaning 'to').

Involving a change of pronunciation: it is closely related to the phonological level. For instance, the word 'strawberry' is pronounced as 'stroberi' by the Indonesian people, because they tend to modify any English word according to their Indonesian phonological structure.

2.3. The difference between code-mixing, code-switching, and borrowing

2.3.1. Code-switching

For a clear cut distinction between codes that exist in the language; certain definitions must be clarified to distinguish this code from other codes. Many researchers argued about the explanation of code-switching.

Hudson (1996, p.53) discusses Code-Switching as "the inevitable consequences of bilingualism, as anyone who speaks more than one language chooses between them according to circumstances", also Crystal (1995) defines code-switching as the alternative use of two languages by a bilingual individual while communicating with another one. A different point of view given by Halliday (1978, p.65) in which CS is defined as "code-shift actualized as a process within the individual: the speaker moves from one code to another and back, more or less rapidly, in course of a single sentence".

In 1998, Spolsky defines code-switching as the phenomenon occurring when bilingual switches between two common languages they share, during the conversion process. This switch takes place within sentences, including phrases, words, and parts of words. Additionally to Spolsky's claim, Weinreich (1953, p.73) elaborates, "The ideal bilingual switches from one language to another according to appropriate changes in a speech situation, but not in unchanged speech situation and certainly not within a single sentence". Also, Gal (1988, p.247) defines code-switching as "a conversational strategy used to establish, cross or destroy a group of boundaries; to create, evoke or change interpersonal relations with their rights and obligations".

Nevertheless, Gingras (1974, p.167) defines code-switching as "the alternation of grammatical rules drawn from two different languages which occur between sentence boundaries".

2.3.2. Code-mixing VS code-switching

Initially, there are two distinct views concerning the difference between CM and CS that needs to be mentioned. Some scholars like Kachru (1983), Annamali (1989), Bokamba (1988), Sridhar and Sridhar (1980), Hamers and Blanc (1990), Bhatia (1992), Poplack (1980) agree that CM and CS are two distinct phenomena. Whereas, other scholars such as Eastman (1992), Scotton (1992) say that it is no difference between them.

One of the linguists who supports the idea that there is a distinction is Kachru (1983, p.193) observes, "There is a distinction between CM and CS, though they have been treated as the language contact phenomenon. The CS entails the ability to switch from code A to code B. The function, the situation and the participants determine the alteration of codes. It refers to the categorization of one's verbal repertoire in terms of functions and roles. The CM, on the other hand, entails transferring linguistic units from one code into another."

While maintaining a difference in CM and CS, Bokamba (1989) notes three points:

The two phenomena (CM and CS) must be outstanding because each makes a different linguistic and psycholinguistic demand. For instance, CS does not necessitate the interaction of the grammatical rules of the language pair involved in the speech event, whereas CM does.

CM illustrates the most developed degree of bilingualism to the extent that it is considered competent in the concurrent processing of the grammatical rules of the language pair. [cf. Kachru (1978, 1982 a), Sridhar and Sridhar (1980), Poplack (1990), Sankoff and Poplack (1981) and Bokamba (1988)].

Although code-mixing is occasionally used, it typically inserts the alternative usage of two languages and regardless of the use of several languages included in the conversation, the host language where the grammatical structures are provided and embedded into the guest language. (Sridhar and Sridhar, 1980).

For other researchers, there is no clear difference between the two concepts. Eastman (1992) notes that urban language contact phenomena do not make a difference between CM, CS, and Borrowing. The urban settings where people from different linguistic and cultural backgrounds, they frequently communicate and interact and make it plentifully simple in daily conversations, tools from many languages, may be included in a matrix language automatically and unexceptionally.

2.3.3. Borrowing

It is difficult to find generally accepted terminology of borrowing because several scholars and researchers tried to extract the meaning of this phenomenon. According to Hall, Borrowing can be defined as "when any part of the structure of a language is changed by the importation of features, whether from some other part of the same language or some other external source, the imported features are said to be borrowed"(1967, p.319). In addition to Hall's definition, Hock says: "the term 'borrowing' refers to the adoption of individual words or even large sets of vocabulary items from another language or dialect" (1986, p.280). For more details; Mesthrie, Swann, Deumert & Leap (2000, p.249) view borrowing as "a technical term for the incorporation of an item from one language into another", i.e. they consider borrowing as a way of enriching one's language. Baker also defines borrowing as a "single-item terms that are proper nouns or names of particular places or things, items that cannot be translated" (1980, p.6).

Thomason and Kaufman (1988, p.37) define borrowing as follows: "Borrowing is the incorporation of foreign features into a group's native language by speakers of that language: the native language is maintained but is changed by the addition of the incorporated features." In other words, when an individual adds a word from any other language to the native language, it will change.

One of the prominent purposes that lead the speakers to use borrowing is mentioned in Hudson's claim as the vital aim or motive that can be either the intention to be identified with the native speakers or non-existing words in the same language(1980).

2.3.4. Code-mixing VS borrowing

Scholars and researchers view borrowing as a related concept to code-mixing and code-switching, according to kachru "code-mixed language types can easily be considered as examples of extended borrowing not restricted to the lexical level of a language. Borrowing is the initial step toward code-mixing" (1978, p.31).

Despite the relation between CM and borrowing, each phenomenon has distinctive features. Hudson (1996, p.55) says: "whereas code-switching and code-mixing involved mixing languages in speech, borrowing involves making the systems themselves because an item is "borrowed" from one language to become a part of the other language". Holmes asserts that borrowed words are generally adjusted to the speaker's first (native) language. They are maintained and utilized syntactically as though they were part of the speaker's first (native) language. Whereas, code-mixing proposes that the speaker is mixing up codes aimlessly or as a consequence to the incompetence (1992).

Unlike borrowing, which may exist in the speech of monolingual "said of a person/community with only one language, also unilingual" (Crystal, 1987, p. 425)

, code-mixing and code-switching are used only by bilingualism bilingual is "the person who is capable of functioning equally well in either of his languages in all domains of activity and without any traces of the language in his use of the other" Beardsmore (1982,p.7)

or multilingualismCrystal (1987, p. 318) stated that: "multilingualism (n.) A term used in sociolinguistics to refer (as an adjective) to a speech community which makes use of two or more languages,"

(Walwadkar 2013).

2.5. Conclusion

This section was about stating the previous scholars' and researchers' definitions; in other words, it is a literature review, which provides reliable sources for a clear image of the theme that is aimed to be tackled.

Indeed, this section treated diverse points that are related to this phenomenon, like defining code, code-mixing, code-switching and the comparison between them. Furthermore, the researchers' opinions concerning the attitudes that both of the teachers and the students have developed in the class were important in the tackled topic, as well as the functional side of this phenomenon. It is intentionally considered to be a guide for the reader, and to be a path towards the next sections.

3. Section Two

3.1. Introduction

After concluding the first section which was a key to open the doors for the next one, a research methodology is needed, to achieve the objectives of the research study. It gives a clear idea about which methods and materials the researcher is going to use, and the credibility to the whole efforts of the researcher.

In this section, several issues will be tackled as follow, the mixed methods research, sampling, classroom observation, tools and instruments, and finally the questionnaire. Those processes and methods are what made the research paper reliable and organized for the reader.

3.2. Observation

Human beings are born with curiosity to know about their environment, to observe the world in which they live. Observation is one of the most important research methods that are widely used in every research paper. It can be suitable almost for every research topic/subject such as classroom studies that are often found in educational researches; in which the researcher describes the interactions, the behaviors, and actions that occur in a classroom.

To answer the research questions presented as follow, do the First-year Master Students of English as a Foreign Language in Tahri Mohammed University use code-mixing in the classroom, whether it is tolerated by their teachers or not, and what are students and teachers attitudes toward this phenomenon, the direct observation is needed.

The direct observation method is used when the researcher observes directly behaviors, interactions or processes as they occur. This method allows the researcher to see directly what individuals do rather than depending on what individuals say they may do; to check for nonverbal expression of feelings, determine the mutual interactions, and grasp how participants communicate with each other.

The attendance of more than 10 courses with various teachers and students facilitates the mission to test the research paper hypotheses. Note-taking was an efficient tool to collect data for this study.

3.3. Questionnaire

The questionnaire is composed of nineteenth various questions. Each one aims at gathering statistical data concerning the effect of code-mixing English with other languages inside classrooms. The two first questions are related to the respondent's personal and educational background, i.e. their gender and field of specialty.

As an English language student, do you use code-mixing in classroom conversations?

This is the third question; it is a Multiple Choice Question, which aims to function as a framework that leads to finding out whether First year Master Students of English as a Foreign Language of Tahri Mohammed University use code-mixing and to measure the number of its users in their daily classrooms conversations.

Which languages do you use when you codemix?

As a multilingual society, students speak more than one language. The aim of the fourth question (Multiple Choice Question) is to determine which of these languages; Standard Arabic, French or Dialect students tend to mix with the English language.

In what subject areas do you find yourself using code-mixing?

Discovering the area and the subject where students feel free to code-mix and express their thoughts and ideas whether in oral or written tasks. This is the aim of the fifth question, which is a Multiple Choice Question.

Why do you use code-mixing?

Selecting the main reason and the respondents' intention behind utilizing code-mixing is the purpose of the sixth question that is the MCQ.

Could you give us three examples using code-mixing?

The aim of this Open-Ended Question (seventh question) is to check out if students can state instances of code-mixing used in their daily classroom discourse.

When the teacher mixes standard Arabic/ dialect /French and English in their lectures, I tune out.

This MCQ (the eighth) purposes to discover the students' excitement, interaction, engagement, and integration in the lectures, especially when their teacher mixes English with standard Arabic, French, or Dialect.

Does code-mixing help you to clarify an idea in a classroom task?

During a lecture, students use several methods that help them to solve the classroom practice, i.e. the ninth question that is the MCQ that intends to figure out if students consider code-mixing as a helpful way to explain ideas during classroom task.

Does your use of code-mixing in the classroom annoy your teacher?

The tenth question is a Closed-Ended question, purpose to figure out whether participants noticed any negative attitude/reaction of their teachers in the classroom towards the use of code-mixing.

Do you feel that code-mixing helps you to convey the meaning of a certain concept?

There are many ways, which students use to convey the meaning of a term or a concept. This eleventh question (MCQ) is about the possibility of considering code-mixing as a method to convey a meaning of a particular term used by the student, i.e. they tend to use code-mixing as a tool to clarify ambiguous words.

During lectures, do your teachers tend to code mix to transmit a message, especially when it is not fully understood in English?

The aim of the twelfth question (MCQ) is to see if the Teachers of English as a Foreign Language of Tahri Mohammed University develop the attitude of using code-mixing in their lectures to transmit the message, especially when the information is not well-received.

Do you think that code-mixing affects you negatively during the English learning process?

The thirteenth question is a closed-ended question that seeks to check- out if the level of students is decreased because of the utilization of code-mixing throughout the English language learning process.

In your opinion, teachers can use code-mixing as a classroom management strategy?

The purpose of the fourteenth question (Closed-ended) is to check out the students' points of view upon their teacher's strategies of management in the classes, and if code-mixing is one of them.

Does code-mixing help students to express themselves more easily and clearly?

The fifteenth question is also a closed-ended question, which aims to discover whether code-mixing helps students to express themselves in a clear, easy way.

When your teacher gives you pair work, do you communicate with your colleagues using code-mixing?

The aim of the sixteenth question (MCQ) is to find out if the students take advantage of working in pairs to communicate with their classmates using code-mixing.

Do you consider code-mixing as a tool to gain more vocabulary items?

The seventeenth question (MCQ) checks whether code-mixing can be considered as a helping way for gathering new vocabulary items.

In your perspective, is it possible to consider CM as a translation method?

The aim of the eighteenth question (MCQ) is to emphasize students on CM as a way to translate their ideas from one language to another.

A sense of comfort is felt when things are discussed in two languages like Arabic and English instead of one language.

The aim of the last question (MCQ) is to find out the psychological explanation when students mix English with other languages like Arabic. A kind of satisfaction is felt in one way or another.

3.4. Sampling

Sampling is when the researcher chooses a group of people for the study; he needs to take into consideration the target population or samples that are intended to investigate and to confirm or deny the hypotheses set on advance through the data collected from the target population.

The sample population that is the body of this study is the First year Master Students of English as a Foreign Language at Tahri Mohammed University. The choice of the sample was non-random, and it is based on several purposes; the major purpose of this choice is that the target population is divided into three various specialties: Didactics, Translation, and Literature. It will be beneficial and fruitful for the study to know the different effects of code-mixing in each speciality. The total sum of this target population is of 137 students, 74 for the Didactics, 40 for the Translation, and 23 for the Literature.

3.5. Limitations and problems

In any study, the researcher may face several problems and limitations during the research process. In this research study, the absence of the Translation students during the observational procedure was the major continuous obstacle that the researchers had to face; it was very difficult to reach them since they did not start their courses on time.

The limited numbers of students present during the observational process in the three specialties were only 40 out of 74 in Didactics, 11 out of 23 students of Literature, and 15 out of 40 in Translation. There were also obstacles in terms of the questionnaire that was distributed by the researchers because not all of the participants have answered it.

3.6. Conclusion

To conclude, this section covers all the information about the collected data. It is mixed methods research, which includes the analysis and the integration of quantitative, and qualitative research. In addition to the direct observation, and the semi-structured questionnaire.

The use of methods and tools is very important in any study, it what makes the research paper organized. Without the methodology, the findings of this study will not be reliable. The researcher needs to take into consideration the choice of the research methodology because not all the methods may accommodate with any research.

The description of the different methods used in this research paper that took place in the second section, clears the path for the analysis, findings, and discussion of the collected data that will be provided in the third section.

4. Section Three

4.1. Introduction

The majority of researchers' studies needs analysis, to have reliable results, to see whether the hypothesis that the researchers' states are confirmed or denied. In the third section, the results were sorted out from the analysis of the observation and the questionnaire; they are presented in the form of graphs and text. A discussion will be made to answer the research questions and to look for solutions, and to provide some recommendations.

4.2. The Findings of the observation and the questionnaire

4.2.1 Observation within the Didactics stream

Observation in this research paper is vital to see the interaction between students and teachers, the attitude of both when using code-mixing in the classroom, and to find out if the use of CM by students is tolerated by their teachers.

In the first lecture, the teacher gave the students an exercise which is choosing the right word that corresponds to the sentence. One of the students said: "the right word is native" **واه** she mixed the Algerian Dialectal Arabic with English in the sentence. Another student also mixed the Algerian Dialectal Arabic with English she said: "نقول tutor أنا". Students tend to use CM to communicate with each other, for example, one of the students were looking for the attendance sheet she said: "please I need to sign" **وين راها** "الورقة". In this lecture, the teacher did not accept the use of CM.

In the second lecture, in a reading task, one of the students while reading pronounced some words in the French language instead of English, for example, the word method|'mɛθəd| pronounced it /métòd/, the word procedure |prə'si:dʒə| pronounced it /pròsédyr/. The teacher in this lecture was against using code-mixing in the classroom.

In the third lecture, the lesson was about language varieties, the teacher is the one who used code-mixing, he gave some examples to explain the term dialect, and he said: "قالوله you speak like a book", another example that the teacher provided when he was talking about the British accent and he said: "British language is **بنينة**". The use of code-mixing in this lecture was accepted and done by the teacher.

In addition to the previous lectures, in this lecture, the teacher used code-mixing while he was explaining the lesson. He said: "ماشي غي" the performance that we need to concentrates on"; he means that not only the performance that we need to concentrate on. He also gave another example, "people in Algeria tend to say uneven": said the teacher. The teacher knows that the Malian students acquired some words in the Algerian Dialectal Arabic that is why he asked him: "what is meant by **معليش**". He also said: "intuition is **الحس**"; he had translated the word intuition in Arabic by using code-mixing.

4.2.2. Observation within the Literature stream

The outcomes of the observational part consisted of teachers' and students' attitudes toward the use of CM inside the EFL classroom, and during teaching and learning of the English language.

For the literature stream, most of the teachers and students used only English in their lectures; they do not tend to mix English with other languages. However, in other courses, the same teachers mixed English with French, and with the Arabic language, as illustrated in the following examples:

During the first course, the teacher said "Maintenant, we should give the other students, the chance to talk", He also gave the meaning of the term "dean" in the next sentence: "dean is doyen simply هو العميد"

In the second lecture, the teacher told a story about a great man, he mixed English with French language in numerous sentences that are stated as follows: "he studied science politique", "Britain in terminal lycée have only 10-15 students in each class", "he was in the same class with me, then he was promoted to le grade militairegénéral".

In the third lecture, the use of code-mixing also took place at the pronunciation level, some students pronounced English words in a French manner such as the term absurd /əb'sɜ:d/ was pronounced as /apsyrd/, and program /'prəʊgræm/ as /prògram/. The use of code-mixing by the students was not tolerated by the teacher.

4.2.3. Observation within Translation stream

The observation was one of the methods used to tackle this theme. It took place in the classes of Tahri Mohamed University with the First-year Master Students of English as a Foreign Language. What was noticeable in this process (observation); is that the use of code-mixing existed among this sample of students. In the first lecture, both parts (teacher, and students) were ready to code mix English with Arabic. For tackling the lesson which requires the use of English as legal term in teaching legal translation such as the following instances: the teacher said: "legal drafting is الصياغة القانونية".also a student said: "capitalizing is الحرف التاجي" while answering her teacher what is capitalization in Standard Arabic during a discussion about the punctuation role in legal texts.

During the second lecture, it has been marked that also student communicates with each other using CM, like when a student told his mate: "علاش it did on purpose" referring to the use of dialect to make things well understood.

4.2.4 Findings of the Questionnaire

The graphs below present the questionnaire's results that were answered by First year Master students of EFL.

What is noticeable in this figure is that the females represent 64,3%, which is the majority of the participants, however, the males represent 35,7 %.

This figure shows that among the three specialties, Didactic is the dominant one with the percentage of 54,3%, while Literature is classified the second with 24,3% and only 21,4% for the Translation specialty.

What is remarkable in this figure is that the majority of EFL students (74,3%) occasionally use code-mixing in their conversations, while 20% always use it. Whereas, few of them (5,7%) never use it in their conversations.

What characterizes this figure is that the mixed languages that are mostly used among EFL students are French-English with a percentage of 45,7%, unlike Dialect-English with 35,7% and only 18,6 % for Standard Arabic-English.

In this figure, the majority of EFL students use code-mixing in oral expression with 97,1%, while only 2,9 % use it in written expression.

In this figure, 44,3% of participants use CM subconsciously, however, 37,1% use it due to lack of vocabulary, and only 18,6 % use it for prestige.

Figure 7. Could you give us three examples using code-mixing?

The mixed languages

Examples

French-English

We have a lecture Demain matin.

For me, the English language est très important.

Give me an adverb of manière.

This exercise is facile.

Please teacher, vous pouvez réexplique step by step this grammar rule.

Dialect-English

مكاش books that have a relation with this topic?

چيكيته kit the dictionary and I found the word.

مكاش topic of linguistics.

Standard Arabic-English

Give بحثك to the department.

In translation studies, you should use نكاءك.

The First-year Master Students of English as a Foreign Language at Tahri Mohammed University provided the examples above that show the use of code-mixing.

This figure shows the EFL students' excitement when the teacher uses CM, in which the majority of the students with a percentage of 71,4% sometimes tune out, whereas 17,1% always do, and only 11,4% never tune out.

According to EFL students, occasionally CM helps them to clarify their ideas in a classroom task (68,6%), while others always do (25,7%), and only 5,7% do not use it, as it is shown in this figure.

In this figure, 54,3% of EFL students feel that their use of CM in the classroom does not annoy their teacher, whereas 45,7% feel that their teacher gets annoyed.

In this figure, 72,9% of EFL students sometimes feel that CM helps them to convey a meaning of a certain concept, while others always feel that it do with the percentage of 24,3%, and only 2,8 % of them do not feel that it does.

In this figure, According to EFL students, during courses teachers sometimes tend to code-mix to transmit a message (72,9%), unlike others (15,7%) always do, but only 11,4% who never do.

In this figure, 52,9% of EFL students think that CM has a bad effect on their learning process, while 47,1% see CM as a positive effect.

According to students' opinion, CM cannot be used as a classroom management strategy by their teachers (51,4 %), however, others think that it can be used as a classroom management strategy (48,6%), as it is exhibited in this figure.

The majority of students (87,1%) believe that CM helps them to express themselves more easily and clearly, while 12,9 % of them do not, which is shown in this figure.

In this figure, 48,6% of EFL students always code-mix when communicating with each other for a pair of work given by their teacher, whereas 44,3% sometimes do, and only 7,1% never do.

As it is represented in this figure, 62,9 % of EFL students occasionally consider CM as a tool to gain more vocabulary items, while 21,4% of them never do, but only 15,7 always do.

CM can sometimes be considered as a translation method from the perspective of students with a percentage of 64,3 %, while 18,6 % always do, however, 17,1% never view it that way, as it is exhibited in this figure.

As it is presented in this figure, 60% of EFL students occasionally feel comfortable, when things are discussed in more than one language, while 27,1% all the time do, but 12,9% never have this feeling.

4.3. Discussion:

4.3.1 Discussion of the observation:

In the observational process, several features had been noticed such as the use of CM between the two parts (teachers and students) of English as a Foreign Language at Tahri Mohammed University, and the types of CM that had been seen in the literature review that appeared inside the classroom. Do Students of Tahri Mohammed University use code-mixing? What is the effect of code-mixing among the First-year Master Students of English as a Foreign Language at Tahri Mohammed University? To answer these research questions, a kind of discussion seems to be necessary.

The First-year Master Students of EFL at Tahri Mohammed University use code-mixing in the English language learning process; to communicate, to interact, and to be engaged in the learning environment. These results were illustrated by several examples; in terms of communication, these are the following instances:

"Please, I need to sign رها الورقة"; in this sentence, a student communicated with one of her colleagues, what she meant by this sentence is: where is the attendance sheet? please, I need to sign.

"it done on purpose?"; in this sentence, a student was communicating with a mate asking about a certain punctuation mark, the meaning of the sentence is: why it is done on purpose?

The stated examples above consisted of the use of the mixture of the Algerian Dialectal Arabic with the English language to make the communication runs smoothly and easier than communicating with one language, i.e. English.

In terms of the interaction, there was a mutual interaction between both teachers and students, which is presented in the examples below:

"The right word is native واه"; in this sentence, one of the students was answering a question asked by the teacher, she meant to say: yes, the right word is native. Another student said; "نقول أنا tutor", in which she meant to say; for me is the tutor.

"the performance that we need to concentrates on", said by the teacher to explain a certain point, in which he meant to say, not only the performance that we need to concentrate on.

"People in Algeria tend to say uneven"; in this sentence, the teacher explained the influence of the Arabic grammatical structure on both French and English languages.

"Intuition is الحدس"; in this statement, the teacher translated the word intuition using code-mixing. Another example is given by the teacher, "legal drafting is الصياغة القانونية" to translate this concept. Another teacher provided an example to translate the word dean, he said: "dean is doyen simply العميد هو". A student also used code-mixing as a translation method, she said: "capitalizing is الحرف التاجي".

These instances shed the light on the use of CM by both teachers and students, using Algerian Dialectal Arabic, Standard Arabic, and French with the English language, to explain and understand the lectures.

In terms of students' engagement, various examples will be mentioned as follow:

"British language is بنينة", in this sentence, the teacher wanted to engage the students, in which he had meant to say: British language is a wonderful language.

"What is meant by معلش" said by the teacher to the Malian student, because he knows that the Malian acquired some Algerian Dialectal Arabic words, to break the ice between the students and the teacher.

"Maintenant, we should give the other students, the chance to talk", in this sentence, The teacher was trying to give every student the chance to express themselves, ideas, and thoughts about the subject being discussed at that session. The meaning of this statement is: now, we should give the students, the chance to talk.

The teacher was telling a story and he gave different examples using code-mixing which are: "he studied science politique", i.e. he studied the political science specialty. "Britain in terminal lycée have only 10-15 students in each class", i.e. Britain in the high school terminal has only 10-15 students in each class. "He was in the same class with me, then he was promoted to le grade militairegénéral", i.e. he was in the same class with me, then he was promoted to the grade of a military general.

In these previous examples, it has been noticed that CM could be used to engage students within the lectures in forms of interacting students' attention, changing the atmosphere, and to avoid the boredom that may occur in the classroom.

Some other examples are related to the changes that take place at the phonological level, which is stated by Hoffman in the types of code-mixing that were mentioned in the first section. One of the students was reading a paragraph and she pronounced some words in a French manner rather than English. For instance, the word *method* |mɛθəd| pronounced it /métòd/, the word *procedure* |prə'si:dʒə| pronounced it /pròsédyr/. During another lecture, a student was also reading a paragraph, she pronounced the term *absurd* /əb'sɜ:d/ as /apsyrd/, and *program* /'prəʊgrəm/ as /prògram/. These examples show a bad influence on the English language, especially at the level of phonology.

4. 3.2 Discussion of the Questionnaire:

As has been mentioned earlier, to answer the research question, and denying or confirming the hypotheses; a questionnaire is needed to serve as a backup to the observed outcomes.

According to the results, the majority of EFL students occasionally use CM in their classroom conversations, in which most of them mix the French language with the English one in oral expression, as it is illustrated by the examples given in the questionnaire and was mentioned in the literature review by Woon (2007). The most prominent cause behind the use of CM is due to the subconscious state of mind, in which the majority of them use it subconsciously as it is illustrated by Alabi (2007), and Walte (2006). However, the lack of vocabulary comes the second with a slight difference in the percentage, while the minority of them use it as a prestigious behavior.

The findings clear the image concerning the attitudes of students towards the use of CM in the EFL classes, in terms of the excitement and motivation felt in the classroom, the ability to express themselves freely, avoiding communication apprehension, and a sense of self-satisfaction. Surprisingly, the findings show that teachers' reaction toward the use of CM by the student was tolerated.

The results were shown in the questionnaire, regarding the strategies that help in learning and teaching English as a foreign language such as using CM to clarify ideas and explaining ambiguous concepts, to transmit messages, to enrich the vocabulary baggage, and to translate words or expressions from one language into another.

4. 4. Recommendations and solutions:

Since the phenomenon of CM exists in multilingual and bilingual societies, which is shown in this research study, it could have more negative effects than the positive ones upon the teaching and learning process. These effects could be redirected. Some recommendations and solutions could reverse the results, to be used as an effective strategy for a better quality of teaching as follow:

The teacher should know the students' weaknesses and strengths in acquiring the language, to use CM inappropriate situations.

Teachers can occasionally tolerate the use of CM in the classroom by EFL students to express themselves orally, to gain more vocabulary items, on condition that the English language will not be neglected.

The teacher could rationally use CM as a translation method, especially when particular words or expressions are not fully understood by the students.

CM could be a helpful method to create a warm atmosphere in terms of motivation, breaking the ice, avoiding communication apprehension...etc.

4.5. Conclusion:

To conclude, the final section consists of the findings of the observation and the questionnaire that are the core of this thesis. In this section, the results denied the hypotheses, and it has been found that the First-year Master Students of EFL use code-mixing in their learning process, which has a bad effect on them. However, if they use it carefully and cleverly, it will lead to an effective learning strategy, but not as an obstacle.

To sum up, the hypotheses of this research study are denied, due to the result exhibited in the questionnaire. In the first hypothesis; although, there was a slight difference between the negative and positive effect of the use of CM, code-mixing harms the learning process. In the other hypothesis, a slight difference was also found in the teaching strategy; code-mixing cannot be considered as a teaching strategy during the English language learning process.

5. General Conclusion:

To end up this research paper, a reminder of the three sections that composed the body of this research study is provided. The first one was a literature review that covered the secondary resources, which tackled several writers' and researchers' points of view about code-mixing, the differences occurred between CM, code-switching, and borrowing to make it easy for the reader, to distinguish between them. In addition to the functional aspects and the attitudes of researchers and scholars towards the use of CM.

The second was about describing the methodology used in this research paper; that is the mixed methods research and it was applied in this study. The direct observation took place within the First-year Master Students of EFL at Tahri Mohammed University (Didactics, Literature, and Translation). In addition to the questionnaire distributed through three techniques, which are the snowball sampling, collective administration, and online through the social network.

The third section is considered as the fruit of the research study. It tackled the findings of the research paper, where the research questions are answered accordingly to the outcomes. The phenomenon of code-mixing exists and it is used among Tahri Mohammed University First Year Master Students of EFL. The hypotheses are denied, in which the findings exhibit that code-mixing harms the students learning the process, though there was a slight difference in the results. The second hypothesis is also denied, in which CM cannot be considered as a teaching strategy. As a summary, it could be said that this study demonstrates code-mixing as a phenomenon that affects negatively bilingual and multilingual societies, especially in the teaching and learning process.

Although the hypotheses are denied, it is recommended to redirect the use of CM and since the students are belonging to a multilingual community, they are likely to seize the opportunity to use CM positively. Indeed, transmitting knowledge from teacher to learner is not that simple, in which teachers have to adopt certain strategies and methods to accommodate the learners' needs, without the overuse of CM.

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