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The Impact of Teacher-Initiated Code Mixing on EFL Student Learning Engagement and Motivation

Case of 3rd year Medea University English language student

Dissertation Submitted in Partial Fulfillment of Requirements for Master's Degree in Applied Linguistics

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Dedication

First of all, thank God who is always helping me to do any kind of work, and to my parents for educating me and giving me unconditional support and encouragement to pursue my interests

On this momentous occasion of my graduation, I wanted to express my deepest gratitude, love, and dedication. To my one and only hero, even though you passed away before I had the chance to make you proud, I hope I'm making you proud up there in heaven...

To my shade of gold, she's the reason why I'm still fighting, my heroine who has given all her life to be both a mom and a dad, she is the shoulder I lean on in my darkest days.

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Marwa

Dedication

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Abstract:

This dissertation examines the impact of teacher-initiated code mixing on the engagement and motivation of EFL (English as a Foreign Language) students, focusing on third-year university students. The study aims to explore how the strategic use of code mixing by teachers influences student learning experiences, motivation, comprehension, and active participation in the classroom.

Utilizing a mixed-methods approach, data were collected through interviews done with teachers, as well as questionnaires distributed to students. The findings reveal that many teachers employ code mixing to clarify complex concepts, enhance understanding, and foster a more engaging learning environment. Students generally responded positively, indicating that code mixing aids in their comprehension and encourages their participation.

However, the study also highlights some potential drawbacks. Certain teachers expressed concerns about the confusion it might cause and the possible negative impact on students' proficiency in the target language. The research discusses the delicate balance required between utilizing code mixing effectively and maintaining the integrity of language learning.

Keywords: Code mixing, Engagement, Motivation, Understanding, Learning environment.

الملخص:

تهدف هذه الدراسة إلى البحث في تجليات التداخل اللغوي الذي يمارسه معلموا اللغة الإنجليزية كلغة أجنبية أثناء تدريسهم، وهو ما يساهم في مشاركة وتحفيز الطلاب بشكل جل ي، مع التركيز على طلاب السنة الثالث ة في الجامعة.

تهدف الدراس ة إل ى استكشاف كيفية تأثير الاستخدا م الاستراتيج ي للخل ط اللغوي من قبل المعلمين على تجارب التعل م للطلاب، وفهمهم، ومشاركتهم الفعالة في الفصل.

باستخدام نهج متعد د الطرق، تم جمع البيانات من خلال مقابلات مع المعلمين والطلاب، وكذلك استبيانات وزعت على الطلاب. تكشف النتائج أن العديد من المعلمين يستخدمون الخلط اللغوي لتوضيح المفاهيم المعقدة، وتعزيز الفهم، وخلق بيئة تعليمية أكثر جذب ا . استجاب الطلاب بشكل عام بشكل إيجابي، مشيرين إلى أن الخلط اللغوي يساع د في فهمهم ويشجع مشاركتهم.

ومع ذلك، تسلط الدراس ة الضوء أي ضا على بعض العيوب المحتملة. أعرب بعض المعلمين عن مخاوفهم بشأن الارتباك الذي قد يسببه الخلط اللغوي والتأثير السلبي المحتمل على كفاءة الطلاب ف ي اللغ ة المستهدفة. تناق ش الدراس ة التوازن الدقيق المطلوب بين الاستخدام الفعال للخلط اللغوي والحفاظ على نزاهة تعلم اللغة.

الكلمات المفتاحية: الخلط اللغوي، الانخراط، التحفيز، الفهم، مناخ الدراسة.

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EFL: English as a Foreign Language

N: Number

% : Percentage

UM: University of Medea

ESL: English as Second language

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General Introduction

General Introduction

I. Introduction

In classrooms where students learn English as a second or foreign language alongside other languages, there is a common occurrence of students using different languages interchangeably to express themselves. This mixing of languages is called code mixing, and it has been a topic of interest for many researchers. "Code mixing is like a linguistic dance where speakers effortlessly transition between languages to convey their thoughts and emotions," explains Dr. Lopez, a leading expert in bilingual education. At Medea University, where English is taught as a foreign language, code mixing is a common practice among students, making it a perfect place to study this phenomenon. Building on previous research, this study aims to find out if code mixing in English language classes helps students communicate better, when they encounter difficulties.

Language, like a melody, connects our experiences. In many places, people speak multiple languages, leading to bilingualism or multilingualism. This mix of languages interests sociolinguists who study how languages blend. Code mixing is like a mosaic, where different language pieces come together to create cultural richness. Algeria is an example of a place where people use these language practices. Some English teachers use code-mixing to help students understand better.

In English language education, especially in English as a Foreign Language (EFL) settings, code-mixing is getting more attention. It happens when people mix two or more languages in one conversation, showing the diversity in multilingual areas. Code mixing is not just about language; it helps connect cultures and build understanding. This practice is seen worldwide, with people switching between languages to express themselves and communicate better.

While code-mixing has been extensively studied in various linguistic and sociolinguistic contexts, its implications for EFL classrooms remain relatively underexplored. In these settings, where students are learning English as an additional language, code-mixing by teachers and students alike can play a significant role in shaping the learning experience. However, the specific effects of code-mixing on language acquisition, comprehension,

and student engagement in EFL classrooms have not received sufficient attention in academic research. (Bhatia and Ritchie, 2016, p 8)

Understanding the dynamics of code-mixing in EFL classrooms is essential for educators seeking to create effective and inclusive learning environments. It offers insights into how language is used and negotiated in diverse linguistic settings, shedding light on the complex interplay between language, culture, and identity. By exploring the role of code-mixing in EFL education, researchers and practitioners can develop informed teaching strategies that leverage linguistic diversity to enhance language learning outcomes.

2. Problem of the study:

In the multilingual environment of UM English department, English is not the only language used in classrooms. When students struggle to communicate smoothly due to a lack of English vocabulary, they naturally resort to code-mixing, blending different languages. Despite previous efforts to discourage code mixing, it has become a common practice among students, with some researchers even seeing it as a helpful tool for interaction.

At the University of MEDEA, both students and teachers frequently code mixing during English classes. While code-mixing has been widely studied, its overuse may not be beneficial for developing essential language skills, particularly speaking skills.

This research focuses on exploring how code-mixing, when used as a teaching strategy by EFL teachers, influences students' development of speaking skills. By delving into this topic, we hope to gain insights that can inform teaching practices and enhance language learning outcomes for EFL students at UM.

The problem of research lies in the limited understanding of the specific implications of code-mixing for English language learning in EFL classrooms. While code-mixing is a common practice in multilingual environments, its effects on student engagement, comprehension, and language acquisition in the context of EFL education remain

inadequately explored. This gap in knowledge poses challenges for educators striving to create effective and inclusive learning environments for EFL students.

Without a thorough understanding of how code-mixing influences language learning processes, educators may struggle to develop appropriate teaching strategies and curriculum designs that cater to the linguistic needs and preferences of their students. Moreover, misconceptions or uncertainties surrounding code-mixing may lead to ineffective language instruction, hindering students' language development and inhibiting their ability to fully engage with the English language curriculum.

Thus, addressing this research gap involves investigating the nuanced effects of teacher-initiated code-mixing on student engagement in different activities (e.g., grammar explanations vs. group discussions). We need to examine how code-mixing impacts student motivation, particularly intrinsic motivation (desire to learn English itself) versus extrinsic motivation (desire for good grades). Furthermore, research should explore how code-mixing influences various language learning outcomes, such as vocabulary acquisition, grammatical accuracy, and fluency in different communicative skills (speaking, listening, reading, writing). By identifying the challenges and opportunities associated with code-mixing in these specific contexts, researchers can provide valuable insights that inform pedagogical practices and contribute to the enhancement of English language education for EFL students.

3. Research questions:

This study seeks to explore the following research questions:

1. What are the effects the code-mixing have on language learning in EFL classrooms?
2. How might frequent code-mixing by teachers reduce student participation in EFL classes?
3. What are the best strategies for incorporating code-mixing into EFL teaching to enhance student learning and participation?

4. Hypotheses:

Based on the research questions, the following hypotheses are suggested:

1) In university EFL classrooms, teacher-initiated code-mixing affects positively student engagement and motivation, indicated by their participation and collaboration.

2) Students who grasp complex concepts via code-mixed explanations feel more confident in their ability to learn English.

3) Excessive reliance on code-mixing may result in confusion and hinder the development of proficiency in the target language.

5. Objectives of the study:

The primary aim of this study is to investigate the impact of teacher-initiated code mixing on the learning engagement and motivation of EFL students, focusing on thirdyear English language students at Medea University. Specifically, the study seeks to analyze how code mixing influences student participation and collaboration positively or negatively, assess its effects on student motivation and confidence in learning English, and explore its role in aiding comprehension of complex linguistic concepts. Additionally, the study aims to identify potential drawbacks of code mixing, such as confusion and reduced language proficiency, and to understand the balance required for its effective use. Ultimately, the research will provide recommendations for teachers on the effective implementation of code mixing, aiming to maximize its benefits while mitigating any potential negative effects on student learning and language development.

6. Thesis layout:

The research will follow a structured framework, starting with an introduction that outlines the study's background, significance, and objectives. A comprehensive literature review will examine theoretical frameworks, previous research, and current trends related to code-mixing in EFL education, shaping the research questions and theoretical basis. The methodology section will describe the research design, participants, data collection methods, and analysis techniques used to address the research questions and objectives.

Data collection will combine quantitative and qualitative methods, including questionnaires and interviews, to thoroughly explore code-mixing in EFL classrooms.

Data analysis will involve descriptive and inferential statistics for questionnaire data and thematic analysis for interview data. Findings will be presented in relation to the research questions and objectives, highlighting key trends and implications.

The discussion section will interpret the findings within the context of existing literature and theoretical frameworks, exploring their significance for EFL education and suggesting future research directions. The conclusion will summarize the main findings and their implications. A reference list will cite all sources used, ensuring academic integrity. This structured framework aims to systematically investigate code-mixing in EFL classrooms, enhancing understanding of its role and impact on language learning.

7. Research Methodology:

In this study, an exploratory research design is chosen to gather information about the phenomenon and explore the relationship between the two variables. To ensure a comprehensive understanding, a mixed methods approach involving both qualitative and quantitative methods is employed to capture different perspectives. The data collected and analyzed are expected to either support or challenge the hypotheses and address the research questions.

Utilizing mixed methods entails employing various data collection and analysis procedures. Firstly, a questionnaire is administered to gather detailed explanations about the occurrence of code-mixing as a communicative strategy in EFL classes. By comparing and analyzing the questionnaire responses, insights into the phenomenon are gained. Additionally, interviews are conducted with teachers to understand their perceptions and attitudes towards students' language practices in EFL classrooms. These multiple data collection methods provide a holistic view of the phenomenon under study.

8. Significance of the study:

The significance of this study lies in its potential to contribute valuable insights to the field of English as a Foreign Language (EFL) education. By examining the impact of teacher-initiated code mixing on student learning engagement and motivation in

thirdyear university settings, the study addresses a gap in current research. Understanding how code mixing influences student participation, comprehension, and confidence can inform pedagogical practices, leading to more effective teaching strategies tailored to the needs of diverse learners. Additionally, the study's findings may have broader implications for language education, particularly in multilingual contexts, by highlighting the benefits and potential drawbacks of code mixing as a communicative tool. Ultimately, this research aims to enhance educators' understanding of how linguistic diversity can be leveraged to create inclusive and engaging learning environments, ultimately benefiting EFL students' language acquisition and overall academic success.

Chapter One:

Framework of the Study

Chapter One: Framework of the Study

Introduction

Understanding the dynamics of code-mixing and its impact on language learning processes is crucial for educators striving to create effective and inclusive learning

environments. This chapter introduces the framework within which this study will be conducted, outlining the background, significance, objectives, and structure of the research to address the gaps in understanding regarding code-mixing in EFL education

This chapter introduces the framework within which this study will be conducted, outlining the background, significance, objectives, and structure of the research to address the gaps in understanding regarding code-mixing in EFL education.
(Yatağanbaba , 2014, p 22-23)

1. Review of Literature:

Engagement and motivation are critical components of successful language learning, particularly in the context of English as a Foreign Language (EFL) education. This review explores the interplay between teacher-initiated code mixing and its impact on student engagement and motivation in EFL classrooms.

2. Code Mixing:

2.1 Definition of Code Mixing:

"Code mixing is like a vibrant tapestry where threads of different languages intertwine to create a rich linguistic landscape," remarks Dr. García, a renowned linguist. "In classrooms brimming with linguistic diversity, code mixing emerges as a natural phenomenon, reflecting the dynamic interplay of languages within multicultural environments," she adds. (Garcia, 2023)

"At the heart of code mixing lies the fluidity of language, where speakers seamlessly transition between linguistic systems to express themselves," explains Dr. Patel, a language acquisition specialist. "From subtle phonological shifts to nuanced pragmatic cues, code mixing operates across multiple linguistic dimensions, enriching communication and fostering cultural exchange," she elaborates. (Patel, 2023) "Consider a conversation where English, Spanish, and Mandarin converge, each contributing its unique lexicon and syntax to the dialogue," illustrates Dr. Kim, an expert in sociolinguistics. "In this mosaic of languages, code mixing becomes a powerful tool for bridging linguistic divides and promoting inclusive communication," she emphasizes. (Kim, 2024).

By unraveling the complexities of code mixing, we gain deeper insights into its role as a catalyst for language learning and identity formation," suggests Dr. Santos, a researcher in bilingual education. "Understanding how code-mixing shapes students' linguistic development and sociocultural identities is essential for creating inclusive learning environments that celebrate linguistic diversity," she concludes. (Santos, 2024)

2.2 Characteristics of Code mixing

Code mixing happens when elements from one language are used within another language. It has the following characteristics:

a) There is a mutual dependency, with reciprocal roles and functions between the languages.

b) The inserted language elements lose their original function and integrate into the host language, collectively supporting a single function.

c) These inserted elements do not form complete sentences but appear as words, phrases, idioms, hybrid forms, repeated words, and clauses.

d) Mixed codes are sometimes used to indicate social status and personal identity within a community.

e) At its most extreme, code mixing represents language convergence, where elements from various languages combine, each losing its original function to support the function of the integrated language. This can be categorized as either inner or outer code mixing. Inner code mixing occurs when the source and target languages are geographically and genealogically related, often within the same political context. Outer code mixing happens when the source and target languages have no geographical, genealogical, or political connections. This type of mixing is often associated with high intellectual capacity and moderate values, making the mix feel foreign to the languages involved (Suwito, 1996, p 80-91).

Additionally, Suwito (1996, pp. 92-96) categorizes code mixing into six types as follows:

a) Insertion of word elements: These are standalone language units consisting of a single morpheme or a combination of morphemes. For example, "you may believe or

not," "Ideally, the election of the head of the UNS SM should be carried out, but I think it is impossible to do so."

b) Insertion of phrase elements: A phrase is a combination of two or more words that are not predictive in nature, and this combination can be either tight or loose. For example, "because I was already neat with him, I didn't sign it," "Listen, bro. The main key to learning English is opening the mouth, practicing every day, wherever and whenever."

c) Insertion of baster-shaped elements: A baster is a combination of elements from two different languages that form a single meaning. For example, "many nightclubs have to be closed," "Michael is a fan of Agnez Mo."

d) Insertion of elements in the form of repeating words: This involves words that result from the reduplication process. For example, "I'm fine, as long as he doesn't ask anymore."

e) Insertion of elements in the form of expressions or idioms: An idiom is a construction where each member has a meaning because of its association with other members. For example, "well, what can I do, better late than never," "Remember son, Man proposes but God disposes. But try your best."

f) Insertion of clauses: A clause is a grammatical unit consisting of a subject and a predicate, with the potential to form a sentence. For example, "a wise leader will always be acting ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani," "In order to understand my explanation, you should repeat it and try to do at home all the explanations and tasks that I have given you all."

2.3 Types of Code mixing

According to Suwito (1996:78) as cited in Suryani (2013), code mixing can be classified into six types based on the linguistic elements involved. Here are three of these types:

2.3.1. Insertion of Words:

This type involves inserting free morphemes from one language into the structure of another language in an utterance or text.

Examples:

Ana أحس أن الامتحان كان صعب جد ا

I feel that الامتحان was very difficult

Jai acheté un livre الجديد hier

I bought un livre new yesterday

2.3.2 Insertion of Phrases:

In this type, a phrase or group of related words is inserted into the structure of another language in the utterance or text, without a subject or predicate.

Examples:

Il a dit ' ماكانش مشكل puis il est parti.

He said ماكانش مشكل ' and then he left.

Jai trouvé le livre في le salon.

"I found the book in the salon.

2.3.3 Insertion of Hybrids:

This type involves combining word pieces from two languages, resulting in hybrid words.

Examples:

Je suis allé au مدرسة aujourd'hui.
I went to the school aujourd'hui.

J'ai besoin d'un ملعقة pour manger.

2.3.4 Insertion of Word Reduplication:

This type of code mixing involves repeating a part or the entire base word more than once. It is a morphological process where the word is duplicated to show plurality or intensification. **Examples**

mon carnet في المرات بزاف كتبتها أنا I

wrote it many times في my notebook.

Il est très content aujourd'hui.

He is very happy today.

2.3.5 Insertion of Idioms:

In this type, idioms from one language are inserted into the structure of another language in an utterance or text. Idioms are expressions with meanings different from the individual meanings of their components.

Examples

J'ai fait un travail يتعب aujourd'hui.

I did a hard work today.

Il a réussi à obtenir le poste haut la main.

He succeeded in getting the job with flying colors.

2.3.6 Insertion of One Clause:

This type involves inserting a part of a sentence consisting of a subject and predicate, but lacking complete meaning, into the structure of another language in an utterance or text.

Je vais prendre un sandwich, وممبعد I will go to the library.
I will take a sandwich, and then I will go to the library.

قرأت الكتاب، et puis je l'ai mis sur la table.

I read the book, and then I put it on the table.

These examples demonstrate how code mixing occurs when elements from Arabic and French languages are combined within the structure of an utterance or text in English language, reflecting the dynamic nature of language use in multilingual contexts.

2.4 Functions of Code mixing

According to Hoffman (1991) as cited in Cakrawati (2011), there are various functions of code mixing:

1) **Discussing Specific Topics:** Individuals may choose to discuss certain topics in one language over another. However, this preference can sometimes lead to language mixing by the speaker when discussing a particular topic.

2) **Quoting:** Speakers may opt to quote a well-known expression or saying from a familiar figure or their conversation partner. These expressions or sayings may be quoted verbatim in their original language.

3) **Emphasizing:** Multilingual individuals may resort to code mixing when they want to emphasize a point or express strong feelings about something.

4) **Interjections:** Code mixing can serve as an interjection or sentence connector among bilinguals. This can occur both unintentionally and intentionally, marking various conversational situations.

5) **Clarification through Repetition:** In situations where a bilingual individual seeks to clarify their speech, they may express the same utterance in both languages they are proficient in. This aids the interlocutor in better understanding the intended meaning of the speech.

6) **Clearing Speech Content for Interlocutor Understanding:** Bilingual individuals often utilize code mixing extensively to ensure the smooth flow and comprehension of their speech by the interlocutor. This intentional effort aims to enhance clarity and understanding.

7) **Group Identity Expression:** Code mixing can also serve as a means to express group identity. This is because an individual's way of communication, including their use of code mixing, can reflect their affiliation with a particular group. (Benzineb, Chadli, 2021, p 32-36)

2.5 Reasons of Code mixing

Teacher-initiated code mixing can serve as a powerful tool for enhancing both engagement and motivation in EFL classrooms. By incorporating students' native languages or familiar linguistic elements into instruction, teachers can create a more inclusive and culturally responsive learning environment. Code mixing can help bridge the gap between students' existing linguistic repertoires and the target language, making learning more accessible and comprehensible. Moreover, code mixing can serve as a form of linguistic validation, affirming students' identities and promoting a positive sense of self-efficacy in their language learning abilities. (Creese & Blackledge, 2010, p 110-115).

2.6 Related Terms to Code- mixing

a) Engagement:

Engagement refers to the level of involvement, participation, and interest that students demonstrate in the learning process. In EFL classrooms, engaged students are actively involved in tasks, demonstrate curiosity and enthusiasm for learning, and maintain sustained attention throughout instructional activities. Teacher-initiated code mixing can enhance student engagement by providing opportunities for meaningful interaction, clarifying complex concepts, and fostering a supportive learning environment. When teachers incorporate students' native languages or familiar linguistic elements into instruction, they can increase students' sense of relevance and connection to the material, leading to higher levels of engagement. (García, 2009; Creese & Blackledge, 2010, p114).

Engagement extends beyond mere participation; it embodies the emotional investment, intellectual curiosity, and active involvement of students in the learning process. In EFL classrooms, engaged students demonstrate not only participation but also a genuine interest in the subject matter, sustained attention, and intrinsic motivation to learn. Teacher-initiated code mixing can deepen student engagement by fostering a sense of linguistic inclusivity and relevance. It provides opportunities for authentic communication, encourages active participation, and facilitates comprehension by leveraging students' linguistic backgrounds. Moreover, code mixing promotes a

dynamic learning environment where students feel empowered to express themselves freely and contribute meaningfully to class discussions. (Dörnyei, 2009, p 32)

b) Motivation:

Motivation plays a crucial role in driving language learning and achievement. Intrinsic motivation, stemming from personal interest and enjoyment in the learning process, is particularly desirable as it leads to sustained effort and persistence. Extrinsic motivation, such as external rewards or social approval, can also influence students' engagement and performance. Teacher-initiated code mixing can impact student motivation by creating a sense of linguistic inclusivity, validating students' linguistic backgrounds, and promoting a positive classroom atmosphere. When students feel valued and respected for their linguistic diversity, they are more likely to feel motivated to participate actively and invest effort in their language learning endeavors. (BOUKHETALA, 2018, p 5556).

Motivation encompasses various factors that drive and sustain students' efforts in language learning. Intrinsic motivation, stemming from personal interest and enjoyment, is crucial for long-term engagement and proficiency development. Extrinsic motivators, such as grades or rewards, can also influence students' behavior and performance. Teacher-initiated code mixing can impact student motivation by enhancing the perceived relevance and authenticity of language learning tasks. By incorporating students' native languages or cultural references, teachers validate students' identities and create a supportive learning atmosphere. Furthermore, code mixing can instill a sense of linguistic pride and ownership in students, motivating them to actively participate and invest effort in their language learning journey. (Gardner & Lambert, 1972; Deci et al., 1999, p 629-636)

Motivation is a key factor in language learning success. Intrinsic motivation, driven by personal interest and enjoyment in learning, is especially valuable as it encourages students to stay committed and persistent. Extrinsic motivation, such as external rewards or recognition, also influences student engagement and performance. Teacher-initiated code mixing can impact student motivation positively by fostering a sense of linguistic inclusivity, validating students' linguistic backgrounds, and cultivating a positive classroom environment. When students feel respected and valued for their linguistic

diversity, they are more likely to be motivated to actively participate and put effort into their language learning endeavors.

c) Pedagogical Implications:

Incorporating teacher-initiated code mixing into EFL instruction requires careful consideration and strategic planning. Teachers should be mindful of the linguistic needs and preferences of their students, as well as the specific learning objectives and context of the instructional tasks. Code mixing should be used judiciously as a pedagogical tool to support student learning and promote engagement and motivation. Additionally, teachers should provide opportunities for authentic language practice and interaction, allowing students to apply their language skills in meaningful contexts.

Teacher-initiated code mixing can play a significant role in enhancing student engagement and motivation in EFL classrooms. By creating a more inclusive and culturally responsive learning environment, code mixing can help foster a sense of belonging and ownership in students, leading to increased engagement and motivation in their language learning journey. (García, 2009, p 244-246).

Incorporating teacher-initiated code mixing into EFL instruction requires careful planning and consideration. Teachers need to understand their students' linguistic needs and preferences, aligning code mixing with learning objectives and task contexts. Code mixing should be used strategically to support learning, promote engagement, and maintain student motivation. Providing opportunities for authentic language practice allows students to apply their skills meaningfully.

Teacher-initiated code mixing can significantly enhance student engagement and motivation in EFL classrooms. It creates an inclusive environment that responds to students' cultural backgrounds, fostering a sense of belonging and ownership. This approach leads to increased student engagement and motivation in their language learning journey.

d) Cognitive Engagement:

Beyond behavioral engagement, cognitive engagement reflects the depth of students' cognitive processing and critical thinking during learning activities. Code mixing can

stimulate cognitive engagement by challenging students to navigate between languages, interpret linguistic cues, and make connections across linguistic systems. Moreover, code mixing prompts students to reflect on language use in real-world contexts, fostering metalinguistic awareness and deepening their understanding of language structure and function. (Fredricks, Blumenfeld, & Paris, 2004, p 68).

Code mixing can really get our brains working in different ways when we are learning languages. It is not just about how active we are in class, but also how much we're thinking and understanding deeply. When we switch between languages, it challenges us to think critically and make connections between what we know. This can help us become more aware of how languages work and improve our overall understanding of language structure and function.

e) Social Engagement:

Social engagement encompasses the collaborative interactions, peer relationships, and sense of belonging within the learning community. Code mixing can facilitate social engagement by promoting linguistic diversity and intercultural communication. It creates opportunities for students to share their linguistic expertise, exchange cultural insights, and collaborate on language tasks. Additionally, code mixing fosters a sense of linguistic equity, where students feel valued and respected for their linguistic backgrounds, leading to a more inclusive and supportive learning environment. (Skinner, Kindermann, & Furrer, 2009, p 502–504)

Social engagement refers to how students interact and connect with each other in the learning environment. Code mixing can boost social engagement by celebrating linguistic diversity and encouraging communication across cultures. It allows students to share their language skills, exchange cultural knowledge, and work together on language activities. Moreover, code mixing promotes fairness in language use, making students feel appreciated for their language backgrounds and creating an inclusive and friendly atmosphere for learning.

f) Authenticity and Relevance:

Teacher-initiated code mixing can enhance the authenticity and relevance of language learning tasks by connecting classroom content to students' lived experiences and

cultural backgrounds. By incorporating elements of students' native languages or cultural references, teachers can create learning experiences that resonate with students on a personal level. This sense of authenticity fosters deeper engagement and motivation as students see the immediate applicability of language learning to their real-world interactions and experiences. (Kramsch, 1998, p)

When teachers mix languages in class, it makes our learning experiences feel genuine and relevant to our lives. Including elements from our own language or culture helps us connect with the lessons on a personal level. This sense of authenticity makes us more engaged and motivated because we can see how learning languages directly applies to our real-world interactions and experiences.

g) Personalization and Differentiation:

Code mixing allows teachers to personalize instruction and differentiate learning experiences based on students' individual needs and preferences. By tailoring language input to match students' linguistic proficiency levels and learning styles, teachers can create a more inclusive and responsive learning environment. This personalized approach acknowledges students' diverse language backgrounds and abilities, empowering them to engage with the material at their own pace and comfort level. (Hall, 1999, p 82-86).

Code mixing gives teachers the flexibility to customize instruction according to each student's unique needs and preferences. By adjusting the language used to match students' proficiency levels and learning styles, teachers can build a more inclusive and adaptable learning atmosphere. This personalized approach recognizes and respects students' diverse language backgrounds and capabilities, empowering them to interact with the material in a way that suits them best.

h) Interactivity and Collaboration:

Code mixing promotes interactivity and collaboration among students by creating opportunities for meaningful communication and peer interaction. In mixed-language environments, students are encouraged to actively engage with one another, negotiate meaning, and co-construct knowledge through collaborative tasks and discussions. This collaborative learning approach not only deepens students' understanding of language

concepts but also enhances their social and communication skills, leading to greater engagement and motivation in the learning process. (Slavin, 1995, p 64).

Code mixing encourages students to interact and collaborate meaningfully with each other. In classrooms where languages are mixed, students actively engage in discussions, negotiate meanings, and work together on tasks. This collaborative learning style helps students deepen their understanding of language concepts and improves their social and communication skills. As a result, students become more engaged and motivated in their learning journey.

i) Creativity and Expression:

Code mixing encourages creativity and self-expression in language learning by allowing students to draw on their linguistic repertoire to convey meaning and communicate effectively. In code-mixed classrooms, students have the freedom to experiment with language, explore linguistic variations, and express themselves authentically. This creative use of language fosters a sense of ownership and agency in students, motivating them to actively participate in language learning activities and express their ideas with confidence. (Myers-Scotton, 2006, p 162-163)

In mixed-language classrooms, students get to be creative with how they use language. They can mix languages to express themselves in unique ways, trying out different styles and exploring new ideas. This freedom to be creative and express themselves makes learning more exciting and helps students feel more confident in sharing their thoughts and ideas.

j) Cultural Competence and Awareness:

Code mixing promotes cultural competence and awareness by exposing students to diverse linguistic and cultural practices within the classroom. Through code mixing, students gain insights into the rich tapestry of languages and cultures represented in their learning community, fostering respect, empathy, and appreciation for linguistic diversity. This heightened cultural awareness not only enhances students' language skills but also promotes social cohesion and inclusivity within the classroom. (Norton, 2013, p 42)

Code mixing is like a canvas for students to express themselves creatively in language learning. It gives them the freedom to use their language skills in unique ways to communicate effectively. In classrooms where languages are mixed, students can experiment with different linguistic styles and express their thoughts authentically. This creative freedom not only helps them take charge of their learning but also encourages active participation and boosts their confidence in sharing ideas.

k) Global Citizenship and Intercultural Communication:

Code mixing prepares students for global citizenship and intercultural communication by equipping them with the linguistic and cultural competencies needed to navigate diverse multicultural contexts. In code-mixed classrooms, students learn to communicate effectively across linguistic and cultural boundaries, developing the skills and attitudes necessary for successful intercultural interaction. This global perspective enhances students' engagement and motivation as they see the value and relevance of language learning in an increasingly interconnected world. (Deardorff, 2006, p 260-261)
In summary, teacher-initiated code mixing has multifaceted implications for student engagement and motivation in EFL classrooms, encompassing authenticity, personalization, interactivity, creativity, cultural competence, and global citizenship. By leveraging code mixing as a pedagogical tool, teachers can create dynamic and inclusive learning environments that inspire students to engage actively with language learning and cultivate a lifelong passion for language and culture.

Code mixing not only enhances language learning but also prepares students for global citizenship and intercultural communication. In code-mixed classrooms, students develop the skills needed to communicate effectively across linguistic and cultural boundaries, which are crucial in today's diverse world. This global perspective not only motivates students but also helps them see the relevance and importance of language learning.

Therfore, teacher-initiated code mixing has several benefits for student engagement and motivation in EFL classrooms. It promotes authenticity, personalization, interactivity, creativity, cultural competence, and global citizenship. By using code mixing as a

teaching tool, teachers create inclusive environments that encourage active participation and inspire students to develop a lifelong interest in language and culture.

l) Borrowing

Borrowing, as defined by Haugen (1950) and cited in Hoffer (2005), refers to the process of importing linguistic elements from one language system into another. This occurs whenever two cultures interact over a period. In this process, a language incorporates a word from another language into its vocabulary by copying it. The language from which the word is copied is termed the donor language or source language, while the language receiving the word is called the recipient language. (Hoffer, 2005, p 55)

Although the term "borrowing" implies taking something with the owner's consent and the intention of returning it, in linguistic contexts, this is not necessarily the case. Similarly, the term "donor" suggests giving without expecting anything in return, which may not accurately reflect the linguistic process. Nevertheless, these terms are widely accepted in the field of linguistics.

Languages are borrowed for various reasons, with the most common being language contact. When cultures interact, words may be transferred from one language to another, especially when one language lacks a term to name a newly introduced entity or concept, while the other language possesses such a term. As noted by Anderson (1973) and cited in Premawardhena (2003), borrowing primarily occurs in the realm of lexical items when cultures come into contact. (Premawardhena, 2003, p 60)

Borrowed words typically retain their general sound pattern but may undergo modifications to fit the phonetic and phonological system of the recipient language, as observed by Dulay et al. (1982) and cited in Adnan (2013). (Adnan, 2013, p 312-313)

Borrowing in linguistics refers to importing words or linguistic elements from one language into another during cultural interactions. This process involves the recipient language (borrower) incorporating words from the donor language (source). Although the terms "borrowing" and "donor" imply temporary acquisition and giving without expectation of return, respectively, in linguistic contexts, these terms are commonly used. Borrowing occurs primarily due to language contact when one language lacks a term for a concept already named in another language. Borrowed words often retain

their sound pattern but may be modified to fit the recipient language's phonetic and phonological system.

3 Key Concepts definitions

In this section, key concepts relevant to the study are defined to establish a common understanding and provide clarity for the subsequent discussion. These definitions serve as foundational pillars for the exploration of teacher-initiated code mixing and its impact on EFL student learning engagement and motivation within third-year university English language students.

3.1 English as a Foreign Language (EFL):

English as a Foreign Language refers to the teaching and learning of the English language in settings where English is not the primary language of communication. EFL contexts encompass diverse learning environments worldwide, ranging from formal classroom instruction to informal language learning settings. Learners in EFL contexts typically have limited exposure to English outside of educational settings and may encounter challenges related to language proficiency, cultural differences, and communicative competence. Understanding the unique dynamics of EFL learning environments is crucial for designing effective language instruction strategies and supporting students' language acquisition goals. (Weninger, Tamas, 2013, p 701)

3.2 Learning Engagement:

Learning engagement encompasses the cognitive, behavioral, and affective dimensions of students' active participation and investment in the learning process. Cognitive engagement involves students' intellectual curiosity, critical thinking skills, and depth of understanding of instructional content. Behavioral engagement pertains to students' observable actions, such as active participation in class activities, completion of assignments, and adherence to classroom rules and expectations. Affective engagement encompasses students' emotional responses to learning experiences, including their motivation, interest, and sense of belonging within the learning community. Understanding the multifaceted nature of learning engagement is essential for designing engaging instructional activities, fostering positive learning experiences, and promoting students' academic success. (Auer, 1998, p 47)

3.3 Third-Year University English Language Students:

Third-year university English language students are learners enrolled in tertiary-level education who are in their third year of studying English as a foreign language. These students have typically completed foundational coursework in English language proficiency and are engaged in more advanced language learning tasks and academic discourse. As third-year students, they have developed intermediate to advanced language skills and are transitioning from basic language acquisition to more specialized areas of language study, such as sociolinguistics. Understanding the characteristics and learning needs of third-year university English language students is essential for tailoring instructional approaches, selecting relevant learning materials, and facilitating their continued language development and academic success. (Hayat, 2017, p 63-64)

3.4 Sociolinguistic Awareness:

Sociolinguistic awareness refers to the understanding of the social aspects of language use, including variations in language based on social factors such as region, ethnicity, gender, and social class. It involves recognizing how language choices are shaped by social context, cultural norms, and interpersonal relationships. Developing sociolinguistic awareness enables students to navigate diverse linguistic environments, adapt their language use to different social situations, and appreciate the role of language in constructing social identities and power dynamics. Exploring the impact of teacherinitiated code mixing on sociolinguistic awareness can shed light on how exposure to multilingual discourse influences students' understanding of language variation and sociocultural diversity. (Chambers, 2009, p 55-56)

3.5 Language Identity:

Language identity refers to individuals' sense of belonging and identification with a particular language or linguistic community. It encompasses their attitudes, beliefs, and emotional connections to their native language and other languages they speak or encounter. Language identity is shaped by various factors, including family background, cultural upbringing, language proficiency, and social experiences. Exploring the impact of teacher-initiated code mixing on language identity can reveal how exposure to diverse

linguistic practices influences students' perceptions of their own language and cultural heritage, as well as their attitudes towards other languages and language users. (Norton, 2000, p 63-65)

3.6 Communication Strategies:

Communication strategies are techniques used by language learners to overcome communication barriers and convey meaning effectively in intercultural interactions. They involve employing linguistic and non-linguistic resources to negotiate meaning, clarify misunderstandings, and maintain conversational flow (Tarone, 1980, p 419). Communication strategies encompass a range of techniques, including code mixing, paraphrasing, clarification requests, and gesture use. Exploring the impact of teacherinitiated code mixing on communication strategies can provide insights into how exposure to multilingual discourse enhances students' repertoire of communication tools and their ability to navigate cross-cultural communication encounters.

Code mixing, for instance, allows learners to draw on their entire linguistic repertoire to bridge gaps in understanding, making it easier to express complex ideas and concepts (Gumperz, 1982). Paraphrasing helps learners to rephrase their thoughts when they lack the specific vocabulary, thereby facilitating smoother interactions. Clarification requests enable learners to signal misunderstandings and seek further explanation, promoting more accurate and effective communication (Long, 1983, p 130). The use of gestures and other non-verbal cues can support verbal communication, providing additional context and aiding comprehension.

By examining how teacher-initiated code-mixing influences these strategies, educators can better understand the benefits of incorporating multilingual elements into language instruction. This approach not only aids language acquisition but also prepares students for real-world intercultural communication, where the ability to adapt and use various communication strategies is crucial. Therefore, the strategic use of code mixing in the classroom can significantly enrich students' communicative competence and crosscultural adaptability (Auer, 1998).

Communication strategies are tools used by language learners to effectively convey meaning and navigate intercultural interactions. These strategies, including code

mixing, paraphrasing, clarification requests, and gestures, help learners overcome communication barriers and maintain conversational flow. Teacher-initiated code mixing, for instance, allows students to utilize their entire language repertoire, aiding in expressing complex ideas. Paraphrasing assists when specific vocabulary is lacking, while clarification requests signal misunderstandings for further explanation. Nonverbal cues like gestures support verbal communication, providing additional context. Examining how code mixing impacts these strategies reveals the benefits of incorporating multilingual elements in language instruction, enhancing students' communicative competence and cross-cultural adaptability for real-world interactions.

3.7 EFL Students' Speaking Difficulties

Speaking is often regarded as one of the most challenging skills for EFL (English as a Foreign Language) students to master. Learning a second language is a demanding process, especially for adults, unlike children who can effortlessly acquire multiple languages during their early years. Agher (2019) noted that certain language aspects, such as pronunciation and intonation, are easier to acquire during childhood due to active neuromuscular mechanisms that diminish after the age of 12. Additionally, children's enhanced ability for imitation contributes to their accent-free pronunciation, which declines significantly after puberty.

Morozova (2013) identified four primary difficulties hindering the improvement of EFL speaking skills in Russia. Firstly, students often feel hesitant to speak English due to a fear of making mistakes, particularly evident at the initial levels where they fear criticism from teachers and peers. Secondly, when working in pairs or groups, students tend to revert to their native language. Thirdly, students may lack sufficient information on the discussion topics, even in their native language. Lastly, students may feel a shortage of linguistic and verbal resources to tackle given tasks. In such cases, fostering a collaborative and supportive atmosphere is crucial for students to feel comfortable admitting mistakes and accepting feedback.

The complexity of speaking skill lies in its requirement for courage and meticulous planning, as highlighted by Gani, Fajrina, and Hanifa (2015). Rababa'h (2005) identified several factors contributing to difficulties in speaking a ESL among EFL learners,

including student-related factors, teaching strategies employed by educators, curriculum design, and the learning environment. Similarly, Al Hosni's (2014) study identified three common types of difficulties encountered in EFL speaking classes. By providing comprehensive definitions of these key concepts, the study establishes a robust theoretical framework for investigating the impact of teacher-initiated code mixing on EFL student learning engagement and motivation within the third-year university English language students. These definitions lay the groundwork for a nuanced exploration of the research topic and facilitate a deeper understanding of the study's objectives and findings. Speaking is often considered one of the most challenging skills for English as a Foreign Language (EFL) students to develop. Unlike children who effortlessly acquire multiple languages, adults face a demanding process in learning a second language. Pronunciation and intonation are easier to learn in childhood due to active neuromuscular mechanisms that decline after age 12, contributing to accent-free pronunciation in children. However, several obstacles hinder EFL speaking skills, including students' fear of making mistakes, a tendency to revert to their native language in group work, lack of topic knowledge, and limited linguistic resources for tasks.

Emphasizing the courage and planning required for developing speaking skills is crucial. Factors such as student-related challenges, teaching strategies, curriculum design, and the learning environment contribute to difficulties in ESL speaking classes. Establishing clear definitions of these concepts provides a strong theoretical foundation for exploring the impact of teacher-initiated code mixing on EFL student engagement and motivation among third-year university students. This framework enhances understanding of the study's objectives and findings, facilitating a nuanced exploration of the research topic.

4 Linguistic difficulties

4.1 Use of First Language (L1):

Many EFL learners struggle with the interference of their native language or mother tongue. When students encounter difficulty in expressing their thoughts in the target (foreign) language, they often resort to using words from their native language. This reliance on the first language stems from weak sentence construction skills and a lack of essential vocabulary.

4.2 Inhibition:

The research highlighted shyness as another significant difficulty faced by EFL learners. Many students feel inhibited from speaking out of fear of making mistakes in front of their classmates, fearing ridicule or mockery. This inhibition impedes their willingness to actively participate in class discussions or oral activities. (Aslinda, 2007, p 24).

4.3 Negative sights of Code mixing:

While code mixing is often celebrated for its role in facilitating communication and promoting linguistic diversity, it also presents certain challenges and drawbacks in educational settings. Code mixing can sometimes lead to confusion, especially among learners who are not proficient in all the languages being mixed. This confusion may arise from difficulties in understanding the meaning of unfamiliar words or phrases in a different language context, hindering comprehension and learning.

In multilingual environments, code mixing may inadvertently favor one language over others, leading to the dominance of certain linguistic varieties. This dominance can marginalize speakers of minority languages or dialects, creating inequalities in language use and reinforcing linguistic hierarchies. (Aslinda, 2007, p 25).

Overreliance on code mixing as a communication strategy may impede the development of language proficiency in each individual language. Instead of fully engaging with and mastering one language, learners may become dependent on code mixing to convey their thoughts, resulting in limited language skills overall.

Code mixing can sometimes dilute the cultural richness and authenticity of languages by blending them into a hybrid form. This dilution may erode the distinct cultural identities associated with each language, leading to the loss of cultural heritage and traditional linguistic practices.

5. Prior studies on code mixing in classrooms:

Numerous studies have explored the impact of teacher-initiated code mixing on EFL student learning engagement and motivation, particularly within the context of higher education. Research by Macaro (2005) demonstrated that code mixing can serve as an effective pedagogical strategy, helping to clarify complex linguistic concepts and making lessons more accessible to students. This study found that strategic use of code mixing by teachers enhanced student comprehension and participation, fostering a more

engaging learning environment. Similarly, a study by Sampson (2012) highlighted that code mixing in EFL classrooms not only aids in comprehension but also reduces student anxiety, thereby increasing their willingness to communicate and participate actively in class discussions.

Another significant study by Canagarajah (2011) focused on the sociolinguistic aspects of code mixing, revealing that it helps bridge cultural gaps and supports students in navigating multilingual interactions. This research emphasized that code mixing, when used appropriately, can bolster students' confidence and motivation by allowing them to draw on their full linguistic repertoire. Additionally, García and Wei (2014) explored the role of translanguaging—a broader concept encompassing code mixing—in multilingual education. Their findings suggest that such practices can promote deeper cognitive engagement and enhance learning outcomes by validating students' linguistic identities and fostering a more inclusive classroom atmosphere.

In the specific context of third-year university English language students, studies have shown that teacher-initiated code mixing can be particularly effective. Yatağanbaba (2014) noted that code mixing in advanced EFL courses helps in addressing the diverse linguistic backgrounds of students, thus facilitating better understanding and retention of course material. This study also found that students exposed to code mixing reported higher levels of engagement and motivation, as they felt more connected to the content and the learning process.

Collectively, these studies underscore the potential benefits of teacher-initiated code mixing in enhancing EFL student engagement and motivation. They provide a robust foundation for further research into how such practices can be optimized to support effective language learning in multilingual educational settings.

Despite the growing body of research highlighting the benefits of teacher-initiated code mixing in EFL classrooms, several significant gaps in knowledge remain. While existing studies have explored the general impacts of code mixing on student comprehension, engagement, and motivation, there is still a lack of detailed, context-specific investigations, particularly in higher education settings at Algerian universities, especially on 3rd year university students.

Firstly, most research has been conducted in primary and secondary educational contexts, leaving a gap in understanding how code-mixing influences older, more advanced learners. Third-year university students at Algerian universities, who are often navigating more complex and abstract linguistic and cultural concepts, may respond differently to code mixing than younger students and even to students in other countries and other language combination. There is a need for studies that specifically address how code mixing affects these demographics' learning processes and outcomes.

Secondly, the existing literature predominantly focuses on quantitative measures of engagement and comprehension, often using questionnaires and Interviews. While these methods provide valuable data, they do not fully capture the nuanced ways in which code mixing might influence students' emotional and cognitive engagement. Qualitative research, such as in-depth interviews and classroom observations, could provide richer insights into how students perceive and interact with code-mixed instruction.

Furthermore, there is a lack of research on the potential drawbacks of code mixing in Algeria. While some studies mention possible confusion and reduced language proficiency in Algeria, these aspects are often not the primary focus and are thus not thoroughly investigated. More comprehensive studies are needed to balance the positive outcomes with a deeper understanding of any negative impacts, including how to mitigate these potential issues in Algeria.

Conclusion

Code mixing presents both positive and negative aspects that impact language learners in various ways. On the positive side, code mixing can facilitate communication by bridging language gaps and allowing learners to express themselves more effectively. It also promotes linguistic creativity and flexibility, enabling learners to navigate diverse linguistic contexts and engage in meaningful interactions. Moreover, code mixing reflects the dynamic nature of language and cultural diversity, fostering a sense of inclusivity and cultural appreciation among learners.

However, code mixing also carries negative implications that need to be addressed. It may be viewed negatively in some contexts, leading to discrimination or ridicule and affecting learners' confidence and participation. Additionally, code mixing can introduce inconsistencies or errors in language use, hindering the process of language acquisition and potentially impacting learners' academic or professional success.

Despite these challenges, effective language instruction and supportive learning environments can mitigate the negative effects of code mixing while harnessing its benefits. Educators play a crucial role in helping learners navigate code mixing appropriately, fostering language proficiency, cultural competence, and effective communication skills. By understanding the complexities of code mixing and its implications, educators can create inclusive and enriching language learning experiences for their students.

Chapter Two:

Methods and Procedures

Chapter Two: Methods and Procedures

Introduction

This chapter provides a detailed overview of the methods and procedures employed in the study to investigate the impact of teacher-initiated code mixing on EFL student learning engagement and motivation within third-year university English language students. The introduction outlines the research design, data collection methods, participants, and ethical considerations, setting the stage for the systematic examination of the research questions and objectives.

The methodology section adopts a mixed-methods approach, combining both quantitative and qualitative research techniques to provide a comprehensive understanding of the research topic. Quantitative data collection methods include questionnaire administered to students, while qualitative data collection methods encompass in-depth interviews with a subset of participants. This combination of quantitative and qualitative approaches allows for triangulation of data sources, enhancing the validity and reliability of the study findings.

Participants in the study include EFL teachers and third-year university English language students. A mixed sampling approach is utilized to ensure representation from diverse linguistic backgrounds and proficiency levels, enriching the study's insights into the impact of code mixing on students' learning experiences.

Ethical considerations, such as obtaining informed consent, ensuring confidentiality, and protecting participants' rights, are paramount throughout the research process. Adherence to ethical guidelines safeguards the well-being and rights of all participants involved in the study, maintaining the integrity and trustworthiness of the research findings.

By delineating the methods and procedures employed in the study, this chapter lays the groundwork for the systematic investigation of the research questions and objectives. It provides a transparent and rigorous framework for collecting, analyzing, and interpreting data, guiding the reader through the research process and facilitating a deeper understanding of the study's methodology and implications.

1. Methodology

1.1 Quantitative Data:

Quantitative data collection methods are essential for obtaining numerical insights into the impact of teacher-initiated code mixing on EFL student learning engagement and motivation within the third-year university English language students.

1.1.2 Questionnaires: Qualitative data is also gathered through questionnaires distributed to teachers and students to explore their perceptions of code mixing and its impact on learning engagement and motivation. Open-ended questions allow participants to provide detailed responses, sharing their thoughts, experiences, and suggestions regarding code mixing practices in the classroom. Questionnaires provide a structured approach to collecting qualitative data, enabling researchers to identify common themes and emerging patterns across participant responses. The qualitative data obtained from questionnaires complement other qualitative methods, offering additional insights into participants' perspectives on code mixing and its effects on the learning environment. (Kvale, S., & Brinkmann, S., 2009, p 53)

1.2 Qualitative Data:

Qualitative data collection methods complement quantitative approaches by providing in-depth insights into the lived experiences and perceptions of participants regarding teacher-initiated code mixing in EFL classrooms.

1.2.1 Interviews:

In-depth qualitative interviews are conducted with a subset of teachers and students to explore their experiences, attitudes, and beliefs regarding code mixing in the EFL classroom. Open-ended questions are used to elicit detailed narratives and perspectives, allowing participants to express their thoughts and feelings freely. Interviews provide rich qualitative data on participants' perceptions of code mixing, its impact on learning engagement and motivation, and their preferences for instructional language use. Through thematic analysis, researchers identify common themes and divergent viewpoints, enriching the understanding of the complex dynamics of language use in the classroom. (American Psychological Association, 2017, p 25)

1.3 Integration of Data:

The integration of data from both quantitative and qualitative sources is fundamental for providing a comprehensive understanding of the impact of teacher-initiated code mixing on EFL student learning engagement and motivation.

1.3.2 Contextualization:

Data integration involves placing quantitative findings within the broader socio-cultural context illuminated by qualitative data. Qualitative insights into students' lived experiences, attitudes, and beliefs regarding code mixing help contextualize statistical results, providing richer insights into the socio-cultural factors influencing student engagement and motivation. This contextualization enhances the depth and relevance of the study's findings for educational practice.

1.3.3 Interpretation and Synthesis:

Interpreting and synthesizing findings from both quantitative and qualitative analyses are critical for drawing meaningful conclusions. Researchers identify key themes, patterns, and relationships emerging from the integrated analysis, drawing connections between code mixing practices, student perceptions, and learning outcomes. Through synthesis, researchers generate comprehensive insights into the impact of teacherinitiated code mixing, contributing to theory development and informing educational practice.

1. Participant:

Participants in the study are integral to understanding the impact of teacher-initiated code mixing on EFL student learning engagement and motivation. They include both teachers and students from third-year university English language classes.

2.1 Teachers:

EFL teachers play a central role in the implementation of code-mixing practices in the classroom. Their perspectives, practices, and experiences provide valuable insights into the rationale, frequency, and effectiveness of code mixing as a pedagogical strategy. Teachers are selected based on their experience and willingness to participate in the

study, ensuring a diverse representation of teaching styles. We have interviewed eight (8) teachers in the English department at UM, five (5) of them were included in the research.

2.2 Students:

EFL students represent the recipients of code-mixing practices and are essential for understanding its impact on learning engagement and motivation. Students' perceptions, attitudes, and experiences regarding code mixing influence their levels of engagement and motivation in the classroom. Participants are third-year University students enrolled in English language courses. We have questioned 47 students in the English section, foreign languages department at the University of Medea, thirty five (35) of them were females, twelve (12) of them were males.

2.3 Criteria for Selection:

Participants are selected based on specific criteria to ensure the relevance and representativeness of the study sample. For teachers, criteria may include years of teaching experience, language proficiency, and willingness to incorporate code mixing into their teaching practices. For students, criteria may include language proficiency levels, academic performance, and attitudes towards code mixing. Ensuring diversity in participant characteristics enhances the richness and generalizability of the study findings.

2.4 Informed Consent:

Prior to participation, all participants are provided with detailed information about the study objectives, procedures, and potential risks and benefits. Informed consent is obtained from each participant, ensuring voluntary participation and protection of their rights. Participants are assured of confidentiality and anonymity, and they have the right to withdraw from the study at any time without penalty.

3. Procedure of the research:

3.1 Research Design:

The research design chosen for this study is a mixed-methods approach, combining both quantitative and qualitative methods. This comprehensive approach allows us to gather rich and diverse data, providing a more complete understanding of the impact of teacherinitiated code mixing on EFL student learning engagement and motivation.

3.2 Participant Recruitment:

Participants for this study will be recruited from third-year English language students at Medea University. The recruitment process will involve contacting potential participants through official university channels and inviting them to voluntarily take part in the study. Informed consent will be obtained from all participants before their involvement.

3.3 Data Collection:

Data collection will involve several methods. Quantitative data will be collected through questionnaires distributed to the students, focusing on their perceptions of code mixing, learning engagement indicators, and motivational factors. Qualitative data will be gathered through interviews with selected participants, allowing for in-depth exploration of their experiences and perspectives regarding code mixing in EFL learning. Additionally, classroom observations may be conducted to gather contextual information and insights into code mixing practices during teaching sessions.

4. Ethical Considerations:

Ethical considerations, including informed consent, confidentiality, and protection of participants' rights, are upheld throughout the research process. Researchers ensure that all procedures comply with ethical guidelines and institutional regulations.

5. Reporting of Findings:

The findings of the research are reported in a clear and concise manner, following the structure of the research plan. Results are presented using percentages, figures, and narratives to convey key findings and insights.

By following the outlined research procedure, the study aims to investigate the impact of teacher-initiated code mixing on EFL student learning engagement and motivation, contributing to the advancement of knowledge in the field of language education. (American Psychological Association, 2017, p 57).

6. Interview

6.1 Description of the Teachers' Interview

The teachers' interview aims to delve into the experiences, perspectives, and practices of EFL educators regarding the use of code mixing in the classroom. Through semistructured questioning, teachers will have the opportunity to elaborate on their methods of incorporating code mixing, the perceived impact on student engagement and motivation, encountered challenges, and strategies for effective implementation. The interview will explore teachers' rationale behind code mixing, their reflections on the effectiveness of this pedagogical approach. By providing a platform for teachers to share their insights and experiences, the interview seeks to enrich our understanding of the dynamics of code mixing in EFL instruction and its implications for student learning outcomes.

6.2 Administration of the Interview

The administration of the teachers' interview involves several steps to ensure an effective and informative exchange of insights. Firstly, We scheduled face to face interview sessions at mutually convenient times.

Prior to the interview, participants will receive an informed consent form detailing the purpose of the study, confidentiality measures, and their rights as participants. Once consent is obtained, the interview will commence, typically following a semi-structured format with predefined questions and prompts.

During the interview, the interviewer will guide the conversation while allowing for flexibility to explore relevant topics in depth. Open-ended questions will encourage participants to share their experiences, perspectives, and strategies related to code mixing in the EFL classroom.

Interview sessions will be recorded with participants' consent to ensure accurate capture of information and facilitate subsequent analysis. Following the interview, recordings will be transcribed for data analysis purposes, maintaining confidentiality and anonymity of participants.

Overall, the administration of the teachers' interview will prioritize clear communication, ethical conduct, and respect for participants' time and contributions, ultimately seeking to elicit valuable insights into the role of code mixing in EFL instruction.

7. Questionnaire

7.1 Description of the questionnaire:

The questionnaire titled "The Impact of Teacher-Initiated Code Mixing on EFL Student Learning Engagement and Motivation" aims to investigate the influence of code mixing by teachers on the engagement and motivation of university-level English as a Foreign Language (EFL) students. It encompasses various sections covering demographic information, participants' experiences with code mixing, perceptions of its impact on the classroom atmosphere, motivation, language skills, interest, interaction, cultural connection, and learning. Through a series of structured questions, participants are invited to share their opinions, experiences, and insights on how teacher-initiated code mixing affects their learning environment and their engagement with the subject matter. Additionally, participants are encouraged to provide specific instances where code mixing has been helpful or hindering, offering qualitative depth to complement quantitative data. Overall, the questionnaire seeks to provide a comprehensive understanding of the multifaceted role of code mixing in EFL classrooms from the perspective of student engagement and motivation.

7.2 Administration of the questionnaire:

Administering the students' questionnaire involves several procedural steps to ensure smooth data collection. Firstly, after obtaining ethical approval from the institutional review board, the questionnaire will be distributed to participants online through google forms platform, to facilitate easy access and completion. Participants received a link to

the questionnaire along with a brief introduction outlining the purpose of the study, assurances of confidentiality, and instructions for completing the questionnaire. Participants will have the option to complete the questionnaire at their convenience, and any inquiries or technical issues will be addressed promptly by providing contact information for the research team. Once the data collection period concludes, responses will be securely collected and stored in a password-protected database to maintain confidentiality. Data analysis will commence using appropriate statistical software (Excel), to analyze quantitative responses, while qualitative responses will undergo thematic analysis to identify recurring patterns and themes.

Conclusion

In this chapter, we outlined the methods and procedures employed in this study to investigate the impact of teacher-initiated code mixing on the engagement and motivation of EFL students. A mixed-methods approach was adopted, combining qualitative and quantitative data collection techniques to provide a comprehensive analysis of the research questions.

We began by detailing the research design, which included the selection of participants, the setting, and the sampling methods. Participants were third-year University students. A purposive sampling strategy was used to ensure that the sample was representative of the population under study.

In summary, the methods and procedures chapter has laid a solid foundation for this study by clearly defining the research design, data collection methods, and analytical approaches. These rigorous methods ensure the reliability and validity of the findings, which will be discussed in the subsequent chapters. This comprehensive approach allows for a nuanced understanding of how code mixing can influence EFL learning, thereby addressing the gaps in existing literature and contributing valuable insights to the field of language education.

Chapter Three: Interpretation of the results and discussion

Chapter Three: Interpretation of the results and discussion

Introduction

In this chapter, we delve into analyzing the findings from our study titled "The Impact of Teacher-Initiated Code Mixing on EFL Student Learning Engagement and Motivation" for third-year university English language students. The purpose here is to understand how code mixing used by teachers affects student engagement and motivation in learning English.

The chapter starts by examining the data collected from interviews and questionnaires in detail. We look at what teachers and students think about using code mixing in the classroom. Teachers share their strategies and reasons for using code mixing, emphasizing how it helps clarify complex concepts and keeps students interested. Similarly, we hear from students about how code mixing impacts their understanding and participation.

Next, we discuss the potential drawbacks of code mixing, as mentioned by some teachers. We talk about issues like confusion and possible impacts on language proficiency, giving a fair view of the practice. Additionally, we talk about the challenges teachers face in balancing code mixing with using only the target language, discussing how this affects teaching and student outcomes.

Finally, we summarize the findings to discuss the overall impact of teacher-initiated code mixing. We also mention the study's limitations and suggest areas for future research to explore this teaching method further.

1. Presentation of Results and Findings from the Teachers' Interview

Teacher responses N° 01:

1. "I've been teaching for almost 3 years now. To be honest, I never considered teaching before and used to believe that it was a tiring, boring experience that did not align with my thoughts and skills. But once I tried it, it was a totally different story. The only reason I considered teaching was the urge to try new things and to share my ability in facilitating new knowledge to others, thus feeding the desire to help those in need."

- **Analysis**: The teacher's initial reluctance towards teaching transformed into a passion for sharing knowledge. This shift highlights the importance of personal experiences in shaping attitudes towards the teaching profession.

2. "I rarely code mix when teaching, but I usually do when I feel that the second option serves the transfer of information better (same as quoting)."

- **Analysis**: The teacher uses code mixing selectively, mainly as a strategy to enhance comprehension when necessary. This selective approach suggests a pragmatic use of code mixing based on instructional needs.

3. "I tend to use Arabic since it is the language most commonly used by all students."

- **Analysis**: The choice of Arabic for code mixing reflects the linguistic background of the students. Using a familiar language can bridge comprehension gaps, especially for complex concepts.

4. "Code mixing is more useful when teaching starters since they do not acquire the adequate tools and vocabulary to independently use and advance in their learning of the second language."

- **Analysis**: For beginner students, code mixing serves as a scaffolding tool. It provides necessary linguistic support, enabling them to build foundational skills in the target language.

5. "The most common problem with code mixing is the influence of the first language on the second (grammatical structures, meaning...). Facing such problems, I usually start by clarifying the differences (situation-related explanation) so that students understand how different languages are, which gives a clearer image of how the targeted language works."

- **Analysis**: The teacher recognizes that students may bring negative language habits from their first language. To prevent confusion, they explain things clearly, which helps students understand the unique rules of the target language better.

6. "I heavily rely on the target language, but if I feel that an element is challenging to my students and their first language can serve as an effective tool to facilitate it, then I use it (usually examples in the first language would do the trick)."

- **Analysis**: The teacher prioritizes the target language but remains flexible, using the first language strategically to aid comprehension. This approach balances immersion with necessary support.

7. "Yes, obviously, there are some students who are able to understand easily using the target language, yet there are some others who require an even simpler explanation. After simplifying further with no results, I resort to providing examples in the first language."

- **Analysis**: Differentiated instruction is evident, with the teacher adapting explanations based on individual student needs. Code mixing serves as an additional layer of support for those struggling with the target language alone for 3rd year students.

8. "Exercising usually does the trick for me, especially when correcting the answers of those who showed signs of delayed understanding."

- **Analysis**: The teacher emphasizes practice and feedback as key strategies for reinforcing understanding. This iterative process helps solidify concepts and address learning gaps.

9. "No, I haven't...effectiveness comes with experience."

- **Analysis**: The teacher has not extensively explored the effectiveness of code mixing, suggesting that experience and experimentation are necessary to gauge its impact fully.

10. "It is not well received by all teachers as far as I know, but personally, I do what serves my students best and guarantees understanding. If necessary, I'll work on finding new ways to better incorporate it into my classes when needed."

- **Analysis**: The teacher recognizes mixed perceptions among colleagues but remains committed to using code mixing when it benefits students. This willingness to adapt and refine teaching strategies underscores a student-centered approach.

Teacher responses N° 02:

1. "My experience was such a beautiful one. It was 4 years. It’s my hobby."

- **Analysis**: The teacher describes their teaching experience positively, viewing it as a hobby. This indicates a strong intrinsic motivation and personal enjoyment in the teaching profession.

2. "I use code mixing when I use القرآن الكريم as a reference."

- **Analysis**: The teacher employs code mixing specifically when referencing the Quran. This suggests a contextual use of code mixing, particularly when discussing culturally or religiously significant content.

3. "I use Arabic since it is my mother tongue because language can control and influence our brains."

- **Analysis**: The use of Arabic, the teacher's mother tongue, highlights the cognitive and emotional comfort associated with using a familiar language. This choice underscores the influence of language on thought processes and communication effectiveness.

4. "They can understand easily and make the explanation more clear, more adequate, and more beneficial."

- **Analysis**: Code mixing is viewed as a tool to enhance clarity and understanding. The teacher believes it makes explanations more comprehensible and beneficial for students, particularly in conveying complex ideas.

5. "Students find that code mixing is more useful and helpful than using one language." - **Analysis**: According to the teacher, students perceive code mixing as more advantageous than monolingual instruction. This suggests that code mixing may align better with students' linguistic backgrounds and learning preferences.

6. "When using Algerian dialect with academic English, students can be surprised by the influence of the creativity of the Algerian dialect."

- **Analysis**: The teacher notes that the use of the Algerian dialect alongside academic English can enhance creativity and engagement. This blending of languages can stimulate interest and enrich the learning experience.

7. "Students feel free and more comfortable using code mixing."

- **Analysis**: Code mixing contributes to a relaxed and open classroom environment, where students feel comfortable expressing themselves. This comfort can foster a positive learning atmosphere and encourage active participation.

8. "Of course, yes, they can acknowledge and recognize my explanation easily."

- **Analysis**: The teacher affirms the effectiveness of their explanations when code mixing is used. This indicates that code mixing can facilitate better comprehension and retention of information.

9. "No, I didn't. Each time I try new methodology with my students. When I notice that the method is effective, I keep using it."

- Analysis: The teacher is open to experimenting with different teaching methods, adopting and refining those that prove effective. This iterative approach highlights the importance of adaptability and continuous improvement in teaching practices.

10. "It is very important to use two or more languages or language varieties in speech. It encourages students to gain more information, and I am planning to include other languages in my speech during the explanation to keep in touch with my students with other languages."

- **Analysis**: The teacher emphasizes the value of multilingualism in education. Using multiple languages can broaden students' linguistic horizons and enhance their cognitive and cultural awareness. The teacher's plan to incorporate additional languages reflects a proactive approach to enriching the learning environment.

Teacher responses N° 03

1. "A recent graduate of English. My artistic sensibilities and literary passion led me down this path. 1 year of teaching."

- **Analysis**: This teacher, relatively new to the profession, is motivated by a passion for literature and the arts. This background suggests a creative approach to teaching and a strong intrinsic motivation.

2. "Code mixing does not occur frequently. Sporadically and in passing, for humor purposes, translate concepts that draw a clearer picture, build a rapport through a common mother tongue, and bring the student closer (familiarise) to the course objective."

- **Analysis**: The teacher uses code mixing selectively and purposefully, mainly to clarify concepts, build rapport, and engage students. This indicates a strategic use of code mixing to enhance understanding and interaction.

3. "Arabic and French. Arabic for obvious reasons, a shared first language for 90% I daresay of students in an EFL class in Algeria. Naturally, French makes for a good alternative since it is closer to English (mostly the concepts are borrowed French words) and a second language that the majority of students speak day to day."

- **Analysis**: The use of Arabic and French reflects the linguistic realities of the student population. Arabic is the primary language, while French serves as a useful bridge to English due to shared vocabulary and its status as a second language.

4. "Code mixing helps to build a rapport between learner and subject, learner and teacher, learner and language. It alleviates foreign language anxiety (FLA), helps in foreign language acquisition (FLI), and in many cases augments memory."

- **Analysis**: The teacher highlights several benefits of code mixing, including reducing anxiety, aiding language acquisition, and enhancing memory. These benefits support the use of code mixing as a pedagogical tool to foster a positive learning environment.

5. "Cultural interferences in meaning-making might form a hindrance in accurately delivering the idea or word, as linguistic relativity plays a crucial role in shaping our perception and understanding of certain concepts and overall worldviews."

- **Analysis**: The teacher acknowledges that cultural differences can complicate communication and understanding. This suggests a need for careful management of code mixing to avoid misunderstandings and ensure accurate meaning-making.

6. "By employing the aforementioned interaction, wherein the student taps into their critical thinking skills to analyze and understand cultural, and therefore linguistic, differences."

- **Analysis**: The teacher uses code mixing to encourage students to engage in critical thinking and explore cultural differences. This approach can deepen students' understanding of language and its cultural contexts.

7. "Code mixing encourages students to partake in the lesson and helps with recalling information. Their self-esteem is positively affected as they realize they are on the right track."

- **Analysis**: Code mixing is seen as a way to boost student engagement and confidence. By connecting new information to familiar linguistic contexts, students feel more capable and reassured about their learning progress.

8. "Code mixing occurs spontaneously as well as an aiding instrument through a conscious effort. Feedback also occurs spontaneously and necessarily by making sure whether the students have grasped the idea."

- **Analysis**: The teacher employs both spontaneous and deliberate code mixing, using feedback to ensure student comprehension. This flexibility allows the teacher to adapt to students' needs in real-time.

9. "Using code switching exclusively ‘effectively’ could be flagged as wishful thinking due to the issues of language and culture and their interconnection. However, the upsides cannot be denied either."

- **Analysis**: While recognizing the limitations of relying solely on code mixing, the teacher acknowledges its benefits. This balanced view underscores the importance of using code mixing judiciously.

10. "Code mixing should remain minimal to push students’ potentials, drive them to be independent, and look into English as a language separate from their own."

- **Analysis**: The teacher advocates for minimizing code mixing to encourage greater language independence and proficiency. This perspective aligns with the goal of developing students' ability to engage with English as a distinct linguistic system.

Teacher responses N° 04:

1. "I have been teaching English as a foreign language for five years. I want to help students achieve their goals, improve their communication skills, and make a positive impact on future learners."

- **Analysis**: The teacher's motivation centers on supporting students in achieving their language learning objectives and recognizing the transformative power of English in their lives.

2. "I seldom use it to explain certain jargon and concepts. For instance, how do we say this word... in English?"

- **Analysis**: Code mixing is used selectively by the teacher to clarify specific terms or concepts, indicating a strategic approach to enhancing student understanding.

3. "I tend to use my mother tongue or French language to increase their understanding."

- **Analysis**: The teacher uses familiar languages such as their mother tongue or French to aid student comprehension, leveraging linguistic resources that students are likely to be proficient in.

4. "To clarify and reinforce a particular point, to convey an idea, and contribute to enhancing the students' comprehension."

- **Analysis**: Code mixing is seen as a tool to reinforce learning objectives, convey complex ideas effectively, and enhance overall comprehension among students.

5. "Overuse of the target language, lack of practice, will not develop English, reduce the chance to enhance the student's language, and will not develop the learner's skills."

- **Analysis**: The teacher acknowledges potential drawbacks of code mixing, such as hindering English language development and reducing opportunities for students to practice and improve their language skills.

6. "It gives the chance to other students to understand and transmit the ideas to take part in the classroom's discussions. Additionally, it leads the students to a lack of proficiency and loss of the target language."

- **Analysis**: While code mixing may enhance student participation and understanding in the short term, there is concern that overreliance on code mixing could impede students' proficiency in the target language over time.

7. "They would take note to reformulate certain jargon into English to be more engaged in class."

- **Analysis**: Code mixing prompts students to engage with English terminology and encourages them to reformulate concepts in English, promoting active participation and language use.

9 "I learned it when I was a student and from my experience."

- **Analysis**: The teacher's understanding of code mixing is informed by their own experiences as a student and educator, highlighting the importance of experiential learning in language pedagogy.

10. "Code-mixing is similar to the use of pidgin. It reinforces the learner's comprehension. Therefore, the students will rely on other languages to understand the English language, and they will not acquire English correctly."

- **Analysis**: The teacher draws a comparison between code mixing and pidgin, suggesting that overreliance on code mixing may hinder students' acquisition of English language skills and lead to dependency on other languages for comprehension.

Teacher responses N° 05:

1. "I have been Teaching FFL since 2010. I have chosen this profession and helping people because Language is fascinating. Communicate better opens up new opportunities for them, plus, it's incredibly rewarding to see progress and growth in Language skills."

- **Analysis**: The teacher's motivation stems from a fascination with language and a desire to empower students through improved communication skills, highlighting the intrinsic rewards of witnessing student progress.

2. "I frequently use code mixing in EFL interactions, especially when explaining complex concepts, providing examples, or addressing questions."

- **Analysis**: Code mixing is employed strategically by the teacher to enhance comprehension and engagement, particularly in situations requiring clarification or illustration of abstract ideas.

3. "I generally use either Arabic or French since Arabic is the native language and French is studied from childhood."

- **Analysis**: The teacher utilizes familiar languages such as Arabic or French to support student understanding, leveraging linguistic resources that students are likely to be proficient in.

4. "Code mixing helps to make the learning process more accessible and relatable for students, particularly those who may be more comfortable with their native language. However, drawbacks include confusion, dependency, and inconsistency in language use."

- **Analysis**: Analysis: Code mixing indeed makes learning more relatable and accessible, especially for students more at ease with their native language.

Nevertheless, it's crucial to manage potential drawbacks like confusion and dependency, emphasizing the need for a balanced approach with other teaching strategies.

5. The teacher suggests setting clear expectations, gradually reducing code mixing, providing additional support, and encouraging target language use to address challenges associated with code mixing.

- **Analysis**: Clear guidelines and strategic implementation of code mixing can mitigate challenges while promoting language development and consistency in language use.

6. Code mixing can be integrated strategically into lesson plans by identifying learning objectives, assessing students' language proficiency, and selecting appropriate moments for code mixing to enhance learning.

- **Analysis**: Strategic integration of code mixing aligns with instructional goals and promotes student engagement and comprehension.

7. Noticeable differences in student outcomes include increased comprehension, enhanced engagement, improved confidence, cultural understanding, and language development when code mixing is effectively integrated into instruction.

- **Analysis**: Effective use of code mixing positively influences various aspects of student learning and contributes to holistic language development.

8. Evaluation methods include observation, assessment, gathering feedback, tracking language proficiency growth, and assessing long-term impact on students' language abilities and academic performance.

- **Analysis**: A multifaceted approach to evaluation provides insights into the effectiveness of code mixing in facilitating student learning and language acquisition.

9. The teacher acquired knowledge of code mixing through extensive exposure to diverse language patterns and contexts, including training and interactions in various languages.

- **Analysis**: Experiential learning and exposure to diverse language contexts have contributed to the teacher's understanding of code mixing and its natural occurrence in communication.

10. The future of code mixing lies in innovation, inclusion, and adaptability, with educators embracing it as a dynamic and effective pedagogical tool to meet the needs of diverse learners.

- **Analysis**: Embracing code mixing as a pedagogical tool reflects a forward-thinking approach to language instruction, fostering inclusivity and preparing students for success in an interconnected world.

1. Analysis of Results and Findings from the Teacher's Interview

The analysis of the teacher's interview responses revealed that the teacher N° 01 primarily relies on the target language, strategic use of the first language through code mixing addresses comprehension challenges, particularly for beginner students. The teacher's reflections on the benefits and potential drawbacks of code mixing highlight the importance of flexibility and context-specific strategies in language teaching. As educators gain experience and adapt their methods, the effectiveness of code mixing can be better understood and optimized to support student learning outcomes.

The analysis of the second teacher's interview responses highlights several key themes regarding the use of code mixing in educational settings. This teacher views code mixing as a valuable strategy to enhance clarity, comprehension, and student engagement. They recognize the benefits of using the mother tongue to facilitate understanding and create a comfortable learning environment. The teacher's openness to experimenting with different methodologies and their commitment to multilingualism underscore the dynamic nature of effective language instruction.

Both teachers in the study demonstrate a nuanced understanding of the role of code mixing in language education, balancing its benefits with potential challenges. Their insights contribute to a broader understanding of how code mixing can be effectively integrated into EFL (English as a Foreign Language) classrooms to support student learning and engagement.

The analysis of the third teacher's interview responses provides insights into the strategic and measured use of code mixing in the classroom. This teacher emphasizes the benefits of code mixing for building rapport, reducing anxiety, and enhancing memory, while also recognizing the challenges related to cultural differences and linguistic relativity. The responses suggest a thoughtful approach to balancing the use of code mixing with the goal of fostering students' independent language development.

Overall, the findings from all three interviews highlight the complex and contextdependent nature of code mixing in EFL classrooms. Teachers use code mixing to address specific pedagogical needs, enhance student engagement, and support

language acquisition, while also being mindful of potential drawbacks and striving to maintain a focus on target language proficiency.

The fourth teacher's interview responses underscore the nuanced approach to code mixing in the EFL classroom. While acknowledging its potential benefits for clarifying concepts and enhancing comprehension, the teacher also recognizes the importance of balancing code mixing with opportunities for English language practice and proficiency development. The concerns raised about overreliance on code mixing highlight the need for teachers to carefully consider its role in language instruction and its long-term impact on student language acquisition.

The fifth teacher's interview responses highlight the strategic use of code mixing to enhance student learning and comprehension in the EFL classroom. While recognizing its benefits, the teacher also acknowledges potential challenges and proposes strategies to address them effectively. The teacher's insights underscore the importance of thoughtful integration and evaluation of code mixing to promote language development and student success.

2. Analysis of Results and Findings from the Students' Questionnaire

Questions N° 01:

Demographic Information:

Gender distribution:

- Male: 25.5%
- Female: 74.5%

The demographic data collected from the students' questionnaire reveals a significant gender imbalance, with a higher percentage of female participants compared to male participants. This gender distribution may influence the overall perspectives and responses obtained from the questionnaire analysis, warranting consideration during the interpretation of results. Further exploration of gender-specific trends and patterns in the

questionnaire responses can provide valuable insights into how code mixing is perceived and experienced by students across different gender identities.

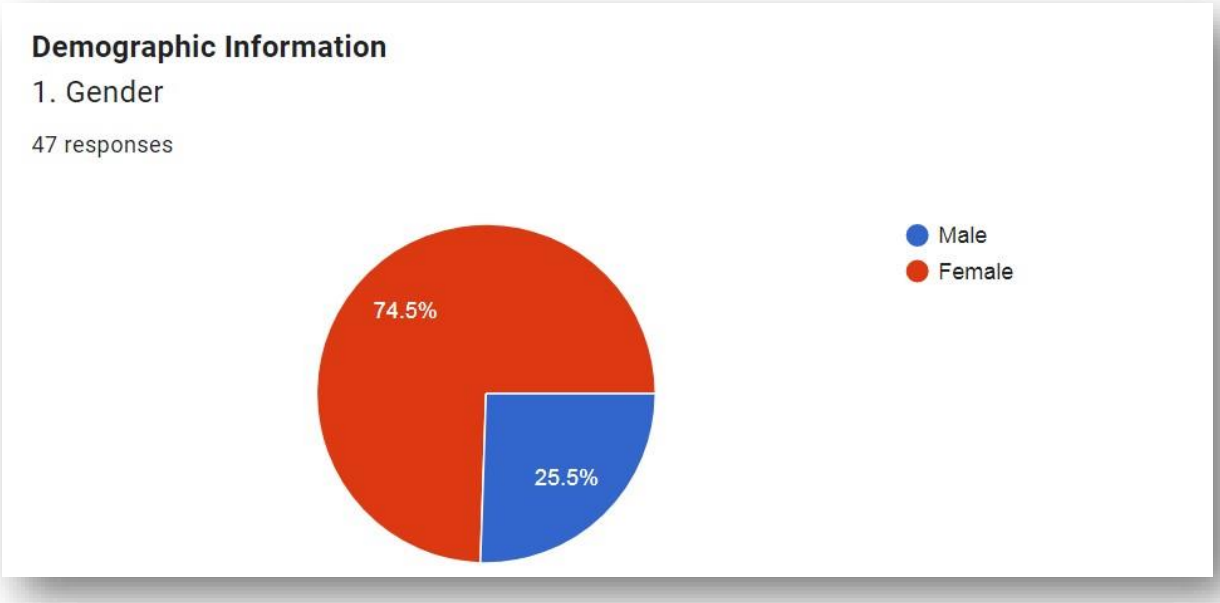


Figure 1:Gender distribution

2. Age Distribution:

- 18-21 years: (29.8%)
- 22-25 years: (66%)
- 26-29 years: (2.1%)
- 30 years or older: (2.1%)

The age distribution of the questionnaire respondents indicates that the majority fall within the 22-25 age range, comprising 66% of the total participants. This suggests that the sample predominantly consists of young adults, likely representing undergraduate students or recent graduates. Additionally, there is a smaller representation of respondents in the 18-21 age group, while those aged 26-29 and 30 or older are less prevalent in the sample. Understanding the age demographics of the participants provides context for interpreting their perspectives on code mixing in the EFL learning environment.

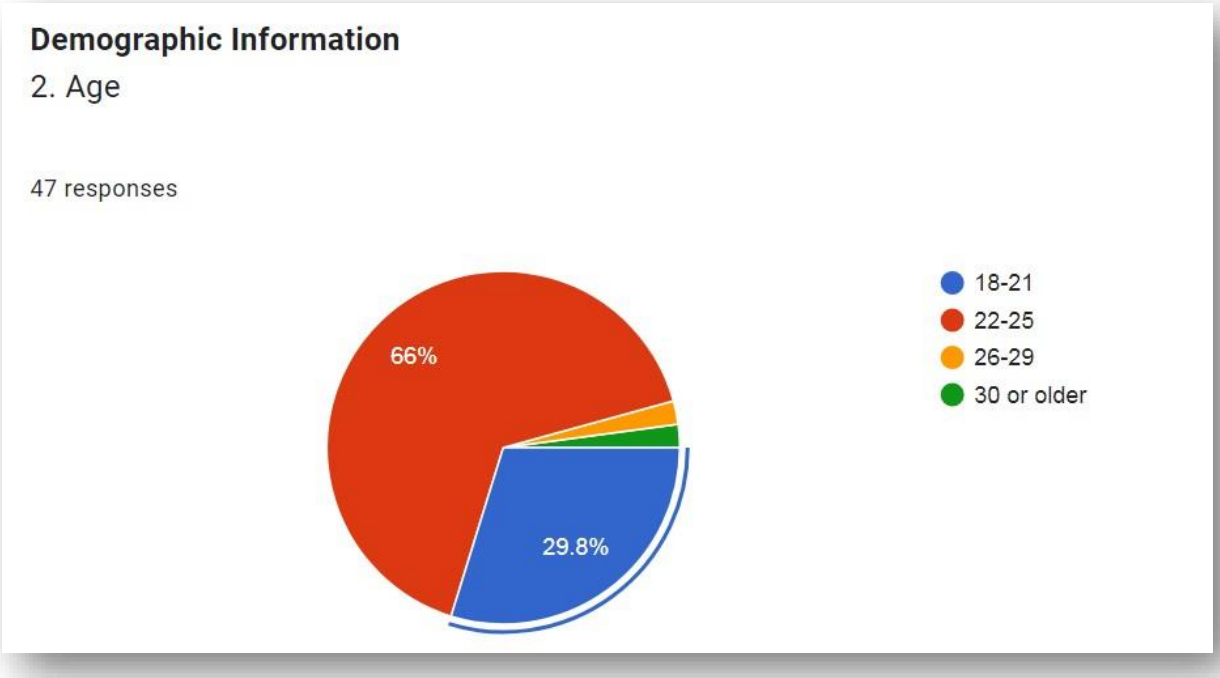


Figure 2:Age distribution**.**

3. Lingual Background:

- Monolingual background: 18.2%

- Multilingual background: 81.8%

The lingual background data reveals that a significant majority of the questionnaire respondents come from a multilingual background, accounting for 81.8% of the participants. This indicates a diverse linguistic environment where multiple languages are spoken, which is typical in many EFL settings. On the other hand, 18.2% of the respondents come from a monolingual background. This distinction is crucial as it may influence how students perceive and engage with code mixing in their language learning process.

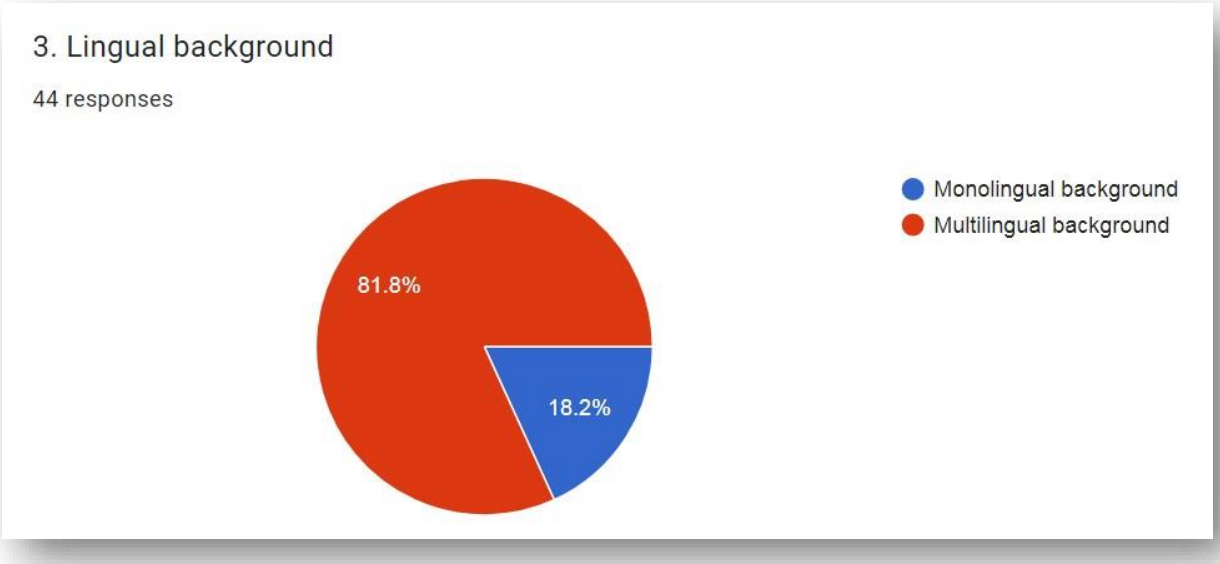


***Figure 3*:**Lingual background**.**

Code Mixing Experience:

4. Familiarity with the Concept of Code Mixing:

- Yes: 93.6%

- No: 6.4%

The data indicates that a vast majority of the questionnaire respondents, accounting for 93.6%, are familiar with the concept of code mixing. This high level of familiarity suggests that code mixing is a well-known phenomenon among the students questionnaireed. Only a small minority, 6.4% of respondents, reported not being familiar with code mixing. This finding underscores the relevance of investigating the impact of code mixing on EFL students, given their awareness of this linguistic phenomenon.

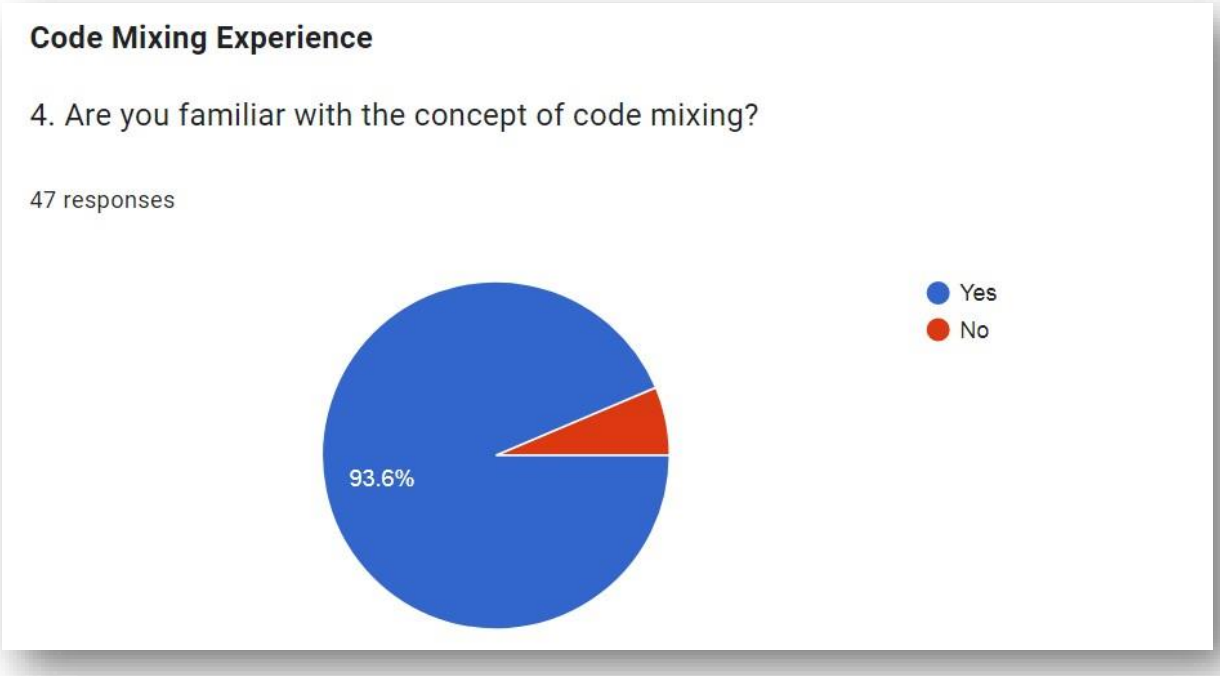


Figure 4:Code mixing Familiarity**.**

5. Experience of Code Mixing:

- Yes: 89.4%

- No: 10.6%

The majority of respondents, accounting for 89.4%, reported experiencing code mixing in their English language classes. This indicates that code mixing is a prevalent phenomenon in the educational context, with a significant number of students encountering it during their learning sessions. However, 10.6% of participants stated that they have not experienced code mixing in their English language classes, suggesting some variability in its occurrence across different learning environments.

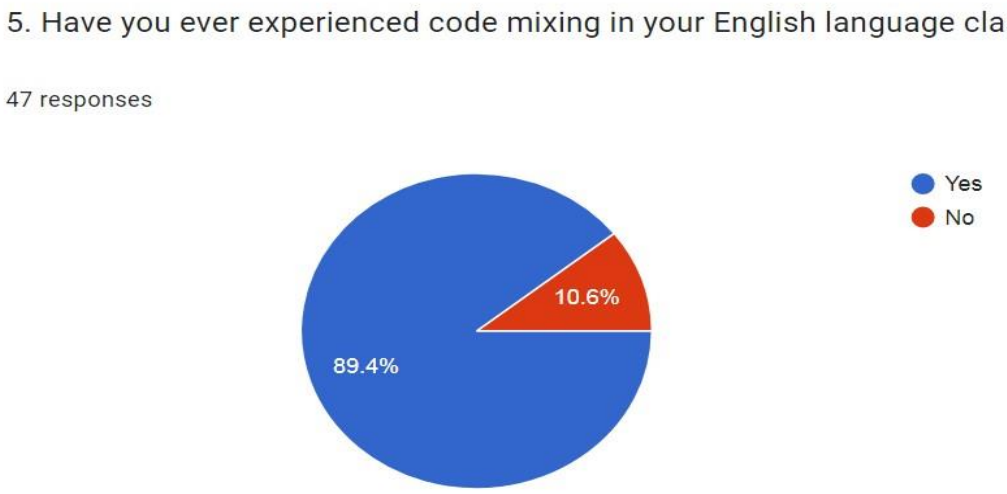


Figure 5:Experience of code mixing**.**

6. Frequency of Teacher's Code Mixing:

- Rarely: 36.2%

- Occasionally: 57.4%

- Frequently: 6.4%

The data reveals that teachers engage in code mixing with varying frequencies. While 36.2% of respondents reported that their teachers rarely use code mixing, a majority of 57.4% stated that it occurs occasionally. Only a small percentage, 6.4%, indicated that their teachers frequently engage in code mixing. This distribution suggests that code mixing is a common practice in English language classrooms, albeit to different extents depending on individual teaching styles and preferences.

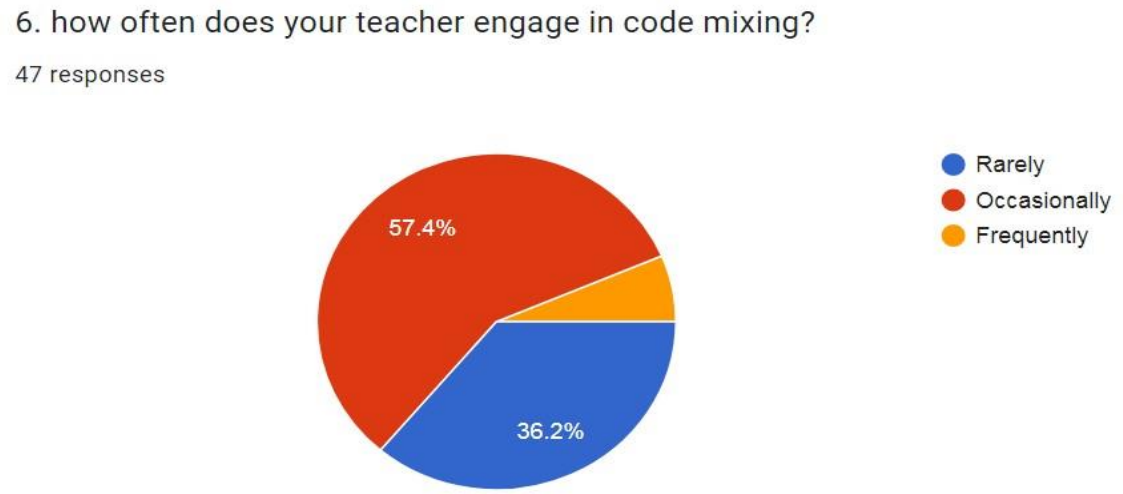


Figure 6: Frequency of Teacher's Code Mixing Effect of Code Mixing on Classroom Atmosphere:

7. Effect of Code Mixing on Classroom Atmosphere:

- Enhances inclusivity: 80.9%

- Creates confusion: 12.8%

- Depends on the language used: 6.3%

The majority of respondents, accounting for 80.9%, perceive code mixing as enhancing inclusivity within the classroom environment. This suggests that code mixing contributes positively to fostering a sense of belonging and participation among students. However, a smaller proportion of respondents, 12.8%, indicated that code mixing creates confusion, possibly due to difficulties in understanding mixed languages or variations in language proficiency levels among students. Additionally, a minority, 6.3%, expressed that the effect of code mixing on the classroom atmosphere depends on the specific languages being mixed, highlighting the nuanced nature of this linguistic practice.

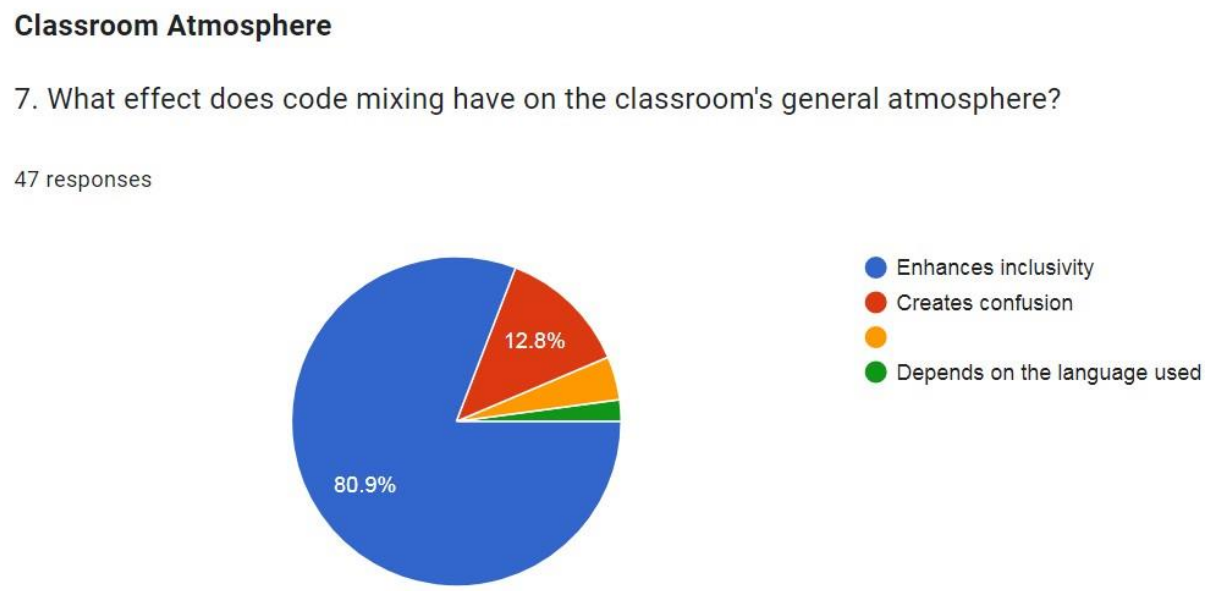


Figure 7 :Classroom Atmosphere

Impact of Code Mixing on Understanding of Course Material:

8. Impact of Code Mixing on Understanding of Course Material:

- It clarifies difficult concepts: 76.6%

- It confuses me: 4.3%

- It doesn't make a difference: 19.1%

The majority of respondents, comprising 76.6%, indicated that code mixing helps clarify difficult concepts encountered in the course material. This suggests that code mixing serves as a beneficial tool for enhancing comprehension and facilitating learning. Conversely, a small proportion of respondents, only 4.3%, expressed feeling confused by code mixing, indicating potential challenges in navigating mixed language inputs. Additionally, 19.1% of respondents stated that code mixing does not significantly impact their understanding of the course material, suggesting varied perceptions regarding the effectiveness of this linguistic practice.

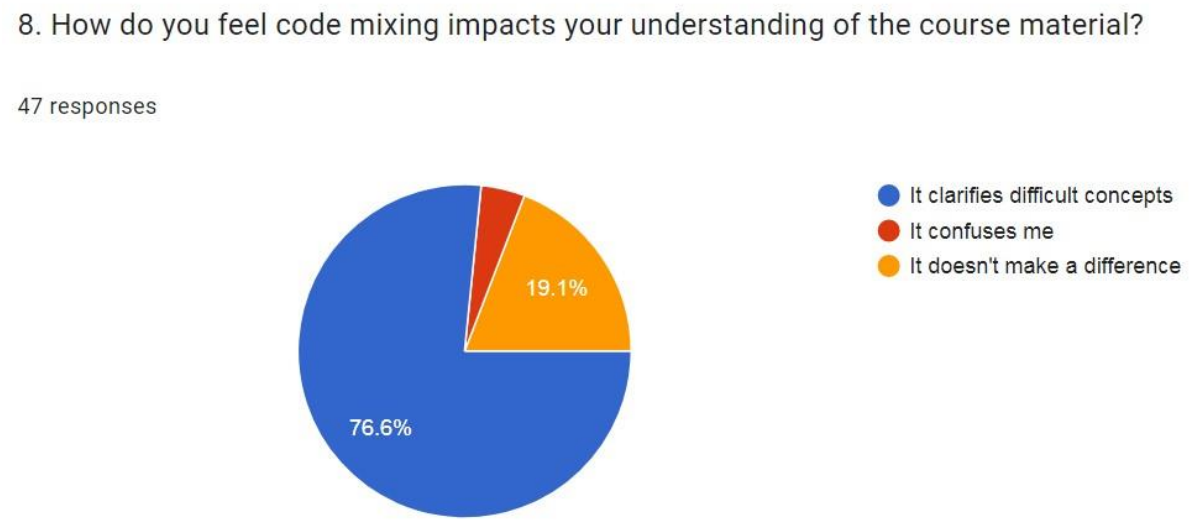


Figure 8:The impact of code mixing on course materials comprehension

Motivation to Participate in Class Activities and Discussions:

9. Extent of Code Mixing's Motivational Influence:

- It motivates me a lot: 38.3%

- It somewhat motivates me: 40.4%

- It does not motivate me: 21.3%

The questionnaire results indicate that code mixing plays a significant role in motivating students to participate in class activities and discussions. A notable portion of respondents, comprising 38.3%, reported that code mixing motivates them a lot, highlighting its positive impact on their engagement. Additionally, 40.4% of participants stated that code mixing somewhat motivates them, indicating a moderate level of influence. However, 21.3% of respondents expressed that code mixing doesn't motivate them, suggesting that while it may be beneficial for some, others may not find it as encouraging in their participation.

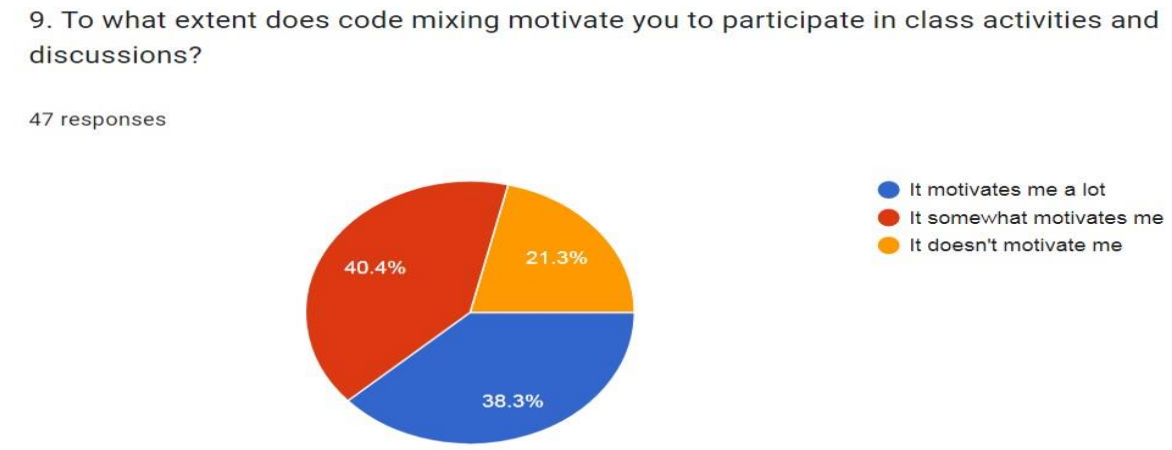


Figure 9: Extent of Code Mixing's Motivational Influence

10. Perception of Teacher's Code Mixing:

- Positive - It helps me understand better: 61.7%

- Neutral - It doesn't affect me much: 36.2%

- Negative - It distracts me from learning: 2.1%

The majority of respondents, comprising 61.7%, perceive the use of code mixing by their teachers in a positive light, stating that it helps them understand better. A significant portion, 36.2%, hold a neutral stance, indicating that code mixing doesn't significantly impact their learning experience. Only a small minority, 2.1%, view code mixing negatively, finding it distracting from the learning process. These results suggest that, overall, students tend to appreciate or remain indifferent to the use of code mixing by their teachers, with a negligible proportion expressing negative sentiments.

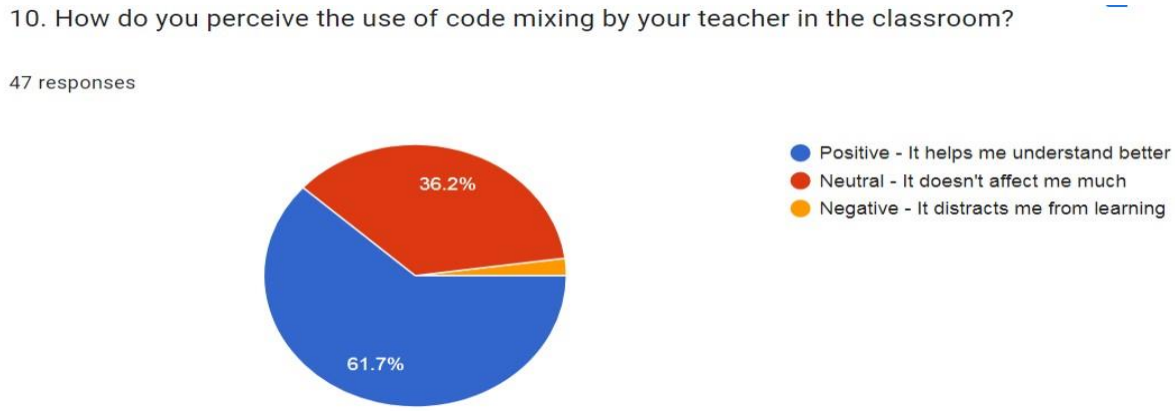


Figure 10: Perception of Teacher's Code Mixing

11. Preference for Language Use in Class:

- Only English: 21.3%

- Comfortable with code mixing: 78.7%

The majority of respondents, comprising 78.7%, expressed comfort with code mixing during class sessions. This indicates a preference for linguistic flexibility and the incorporation of multiple languages to aid comprehension and engagement. However, a notable minority, 21.3%, indicated a preference for using only English during class, suggesting a desire for a more traditional language learning environment.

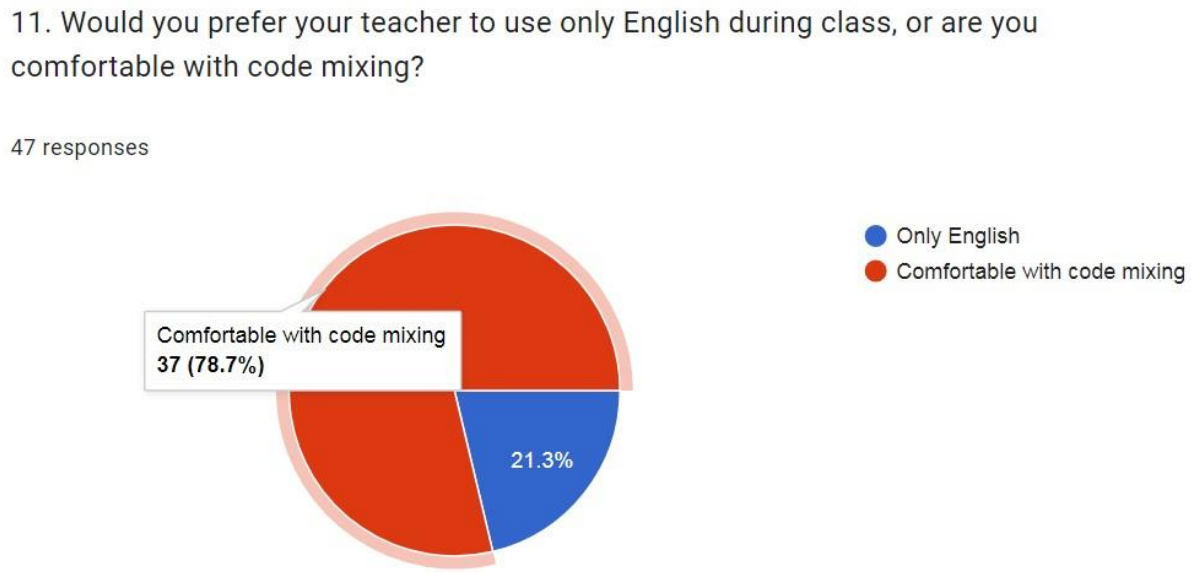


Figure 11: Preference for Language Use in Class

Impact on Motivation to Learn English:

12. Does your teacher's use of code mixing enhance your motivation to learn English?

- No: 36.2%

- Yes: 63.8%

The majority of respondents, comprising 63.8%, indicated that their teacher's use of code mixing enhances their motivation to learn English. However, a notable proportion,

36.2%, reported that it does not have such an effect. These findings suggest that for a significant portion of students, code mixing by their teachers serves as a motivational factor in their English language learning journey.

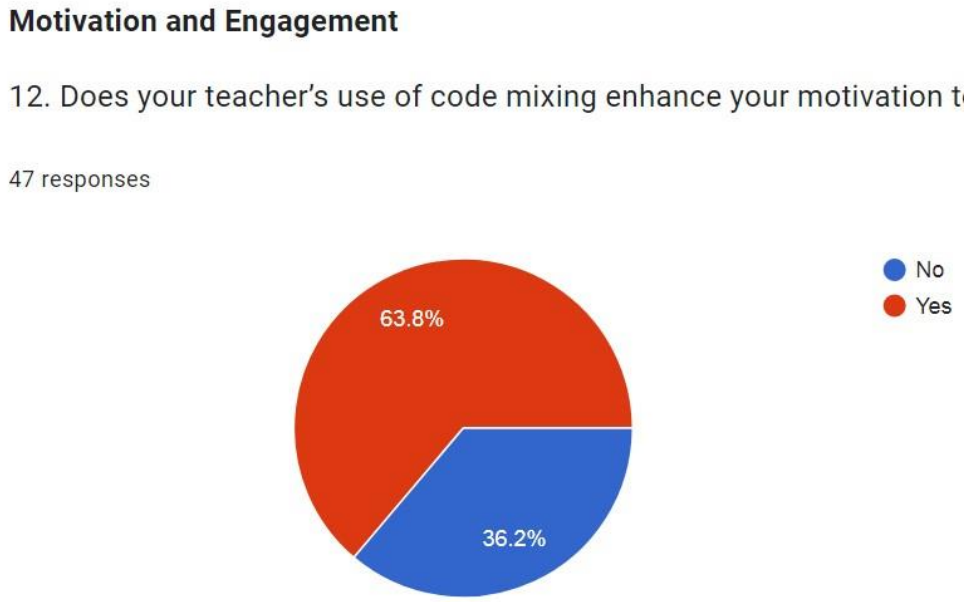


Figure 12:Impact of Teacher's code mixing on student motivation to learn English

13. Language Switching Behavior:

- Two languages (Arabic, French): 30.5%

- Multiple languages: 29.3%

- One particular language: 12.2%

- To the mother tongue: 28%

The analysis reveals varied language switching behaviors among teachers during code mixing instances. Approximately 30.5% of respondents reported their teachers switching between two languages, namely Arabic and French. A similar proportion, 29.3%, observed the use of multiple languages during code mixing. Conversely, 12.2% indicated that their teachers predominantly switched to one particular language, while 28% reported a tendency for the teacher to revert to the mother tongue. These findings underscore the diverse linguistic practices employed by teachers in integrating code mixing into classroom interactions.

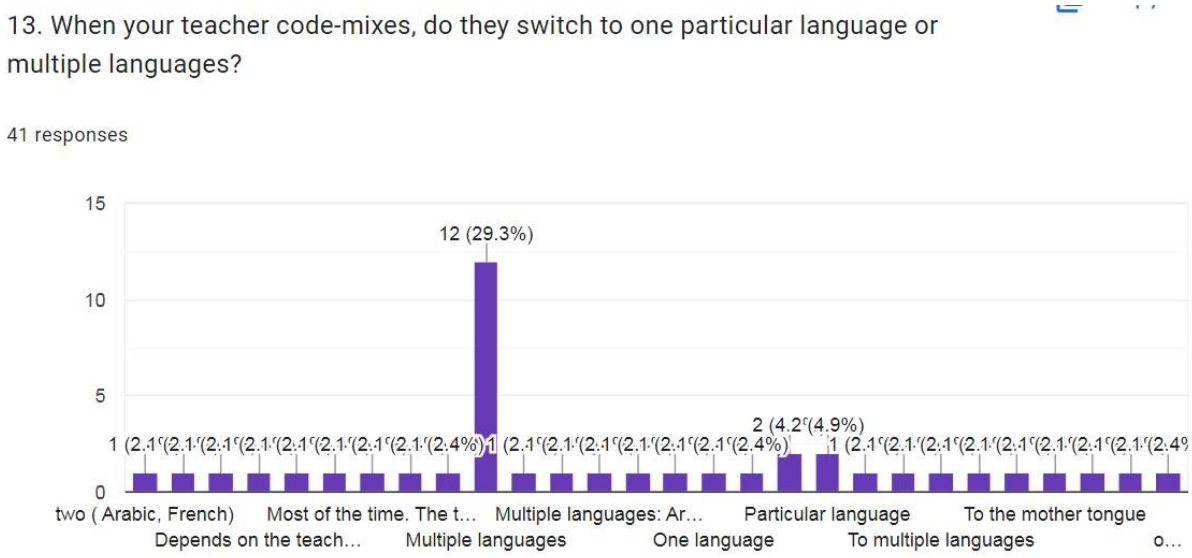


Figure 13: Language Switching Behavior **Feelings**

Towards Code Mixing in Class:

14. When your teacher mixes codes in class, how do you feel?

- Engaged: 57.4%
- Confused: 6.4%
- Motivated: 23.4%
- Nothing: 2.1%
- It doesn't make any difference: 2.1%
- Understand: 2.1%
- Neutral: 2.1%
- I feel nothing: 2.1%

The majority of students, comprising 57.4%, reported feeling engaged when their teacher mixes codes in class. A smaller percentage, 6.4%, expressed feeling confused, while 23.4% felt motivated. Responses indicating feeling nothing, it doesn't make any difference, understanding, feeling neutral, and feeling nothing, each accounted for 2.1% of the total responses. These findings suggest that code mixing in class primarily fosters student engagement and motivation, although a minority may experience confusion.

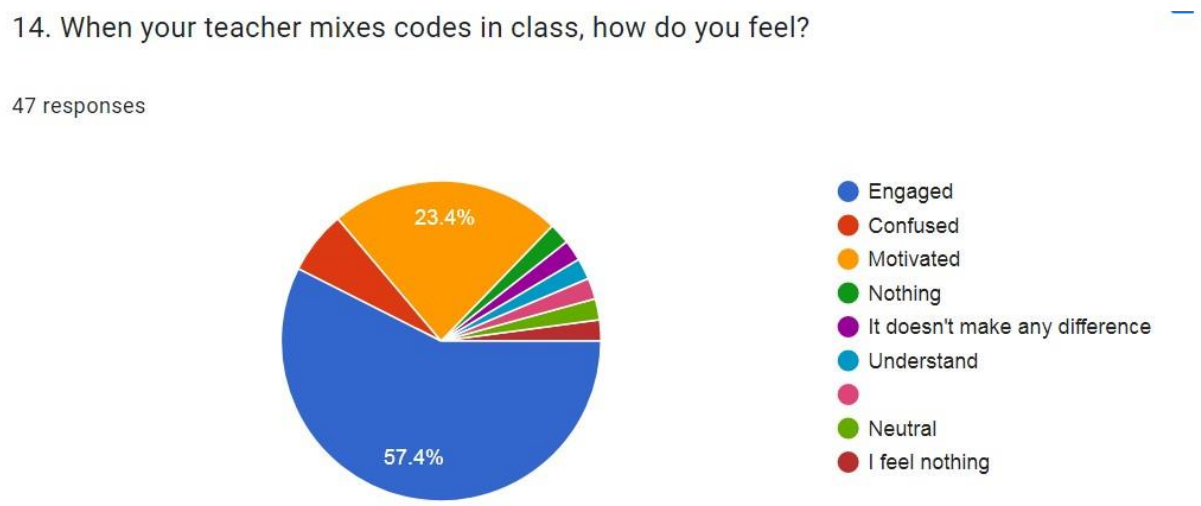


Figure 14: Feelings Towards Code Mixing in Class **Effects of Code Mixing on Participation:**

15. What effects does code mixing have on your participation in class activities?

- Increases participation: 70.2%
- Decreases participation: 4.3%
- No impact: 25.5%

The majority of students, accounting for 70.2%, reported that code mixing increases their participation in class activities. Only a small percentage, 4.3%, indicated that code mixing decreases their participation, while 25.5% stated that it has no impact on their participation. These results suggest that code mixing generally encourages students to engage more actively in class activities.

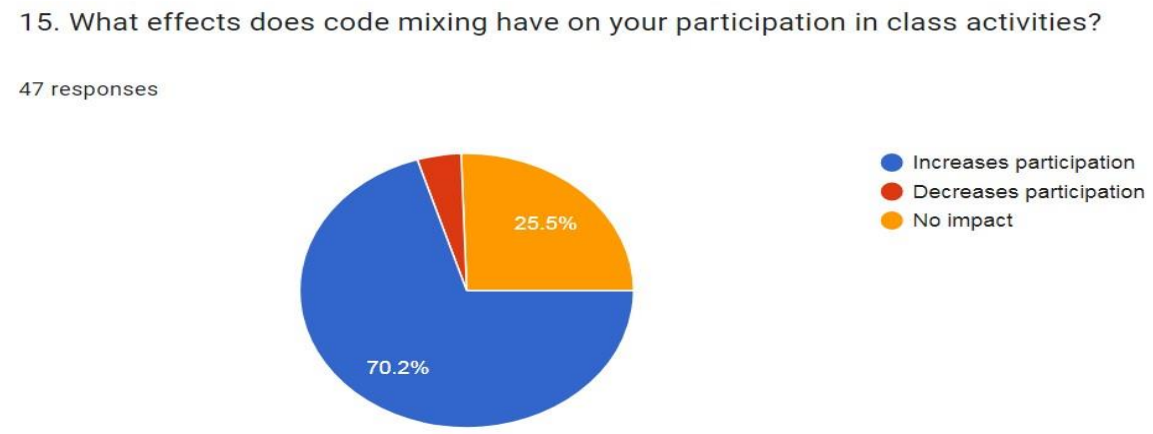


Figure 15: Effects of Code Mixing on Participation

16. Language Skills Enhanced by Code Mixing:

- Listening: 19.1%

- Speaking: 46.8%

- Writing: 2.1%

- Reading: 0%

- Grammar & vocabulary: 31.9%

The questionnaire responses indicate that code mixing predominantly aids in the development of speaking skills, with 46.8% of participants identifying this aspect. Additionally, 31.9% believe that code mixing contributes to enhancing grammar and vocabulary skills. However, only 19.1% perceive its impact on listening skills, while a negligible percentage associate it with writing and reading abilities. These findings suggest that students recognize code mixing as particularly beneficial for spoken language proficiency and vocabulary acquisition.

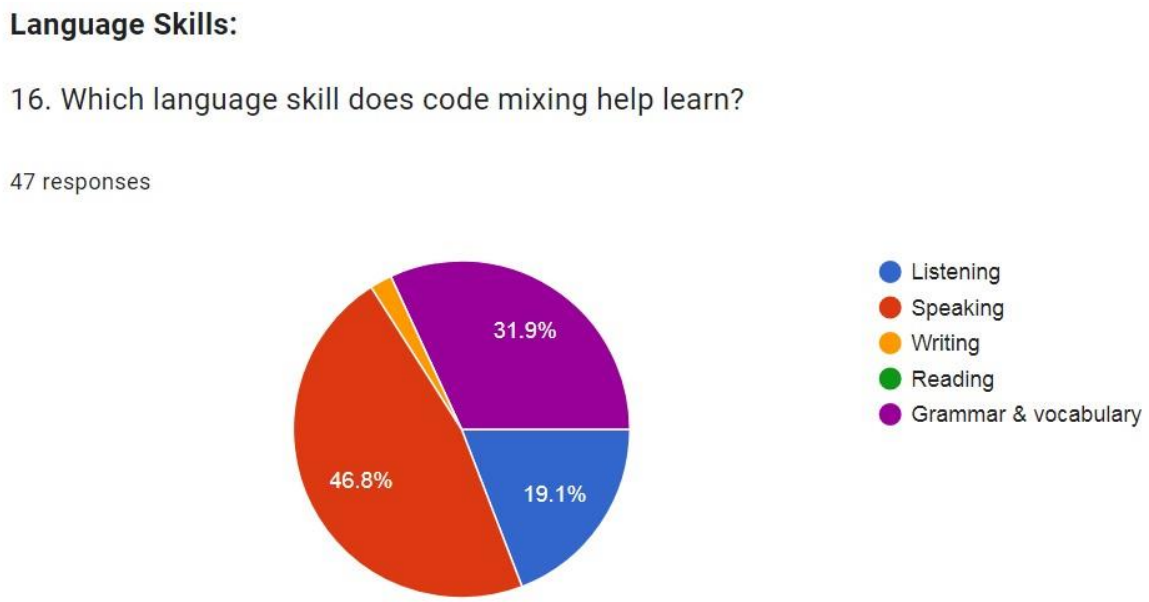


***Figure 16*:** Language Skills Enhanced by Code Mixing

Effectiveness of Code Mixing in Improving Fluency:

17. Does code mixing help you speak English more fluently?

- Strongly agree: 8.5%
- Agree: 66%
- Disagree: 25.5%
- Strongly disagree: 0%

The majority of respondents, comprising 66%, agree that code mixing helps them speak English more fluently. However, 25.5% disagree with this statement. This indicates a favorable perception among the majority of students regarding the role of code mixing in enhancing fluency in English speaking.

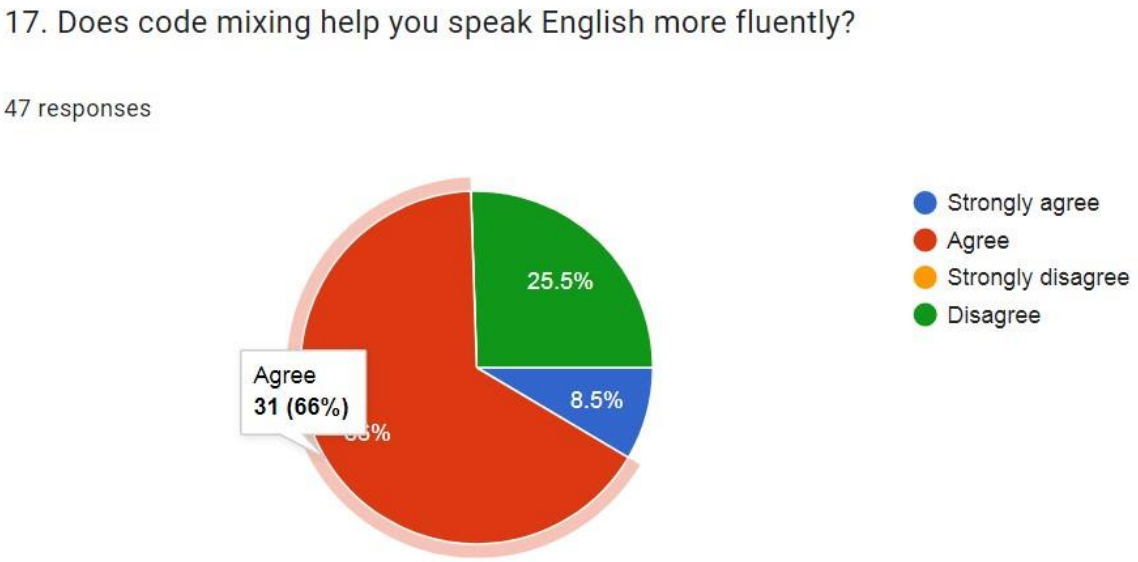


Figure 17: Effectiveness of Code Mixing in Improving Fluency **Interest and Interaction:**

18. Impact of Code Mixing on Interest:

- Increases interest: 68.1%
- Decreases interest: 6.4%
- No impact: 25.5%

The majority of respondents (68.1%) reported that code mixing increases their interest in the subject matter. Conversely, only a small percentage (6.4%) indicated that it decreases their interest, while a quarter of the participants (25.5%) felt that code mixing had no impact on their interest levels. These findings suggest that for most students, code mixing positively influences their engagement and enthusiasm towards the subject matter.

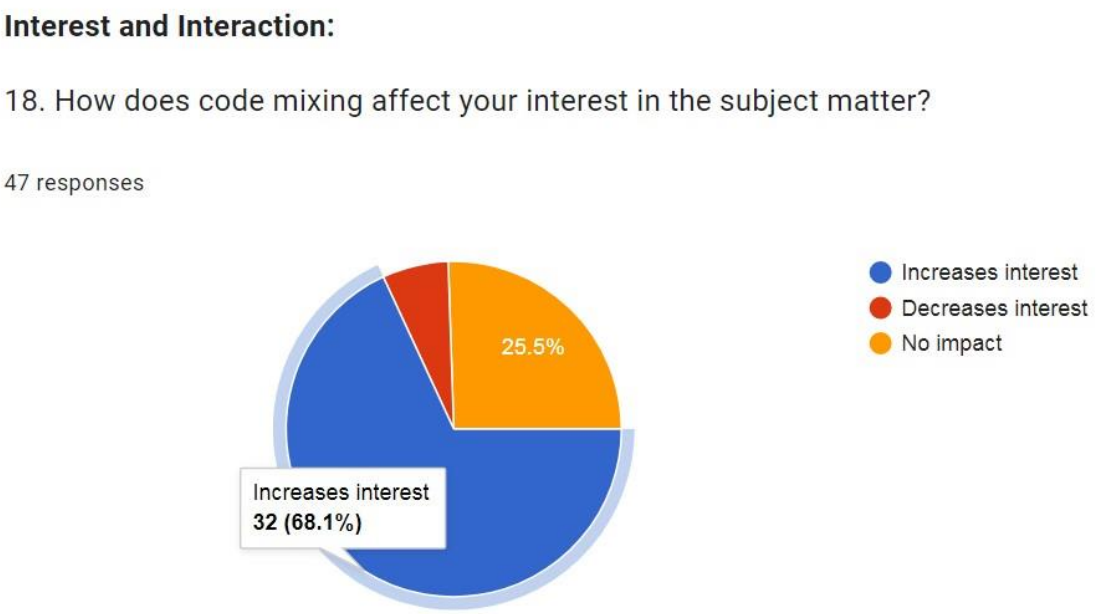


Figure 18: Impact of Code Mixing on Interest

Preference for English-Only Instruction:

Would you prefer being taught only in English?

- No: 35.5%

- Yes: 31.1%

- Sometimes: 33.4%

The responses indicate a mixed preference among students regarding being taught only in English. While 35.5% prefer not to be taught solely in English, 31.1% express a preference for English-only instruction. Additionally, 33.4% of respondents indicate that they prefer English-only instruction sometimes, suggesting a nuanced perspective on language instruction preferences among students.

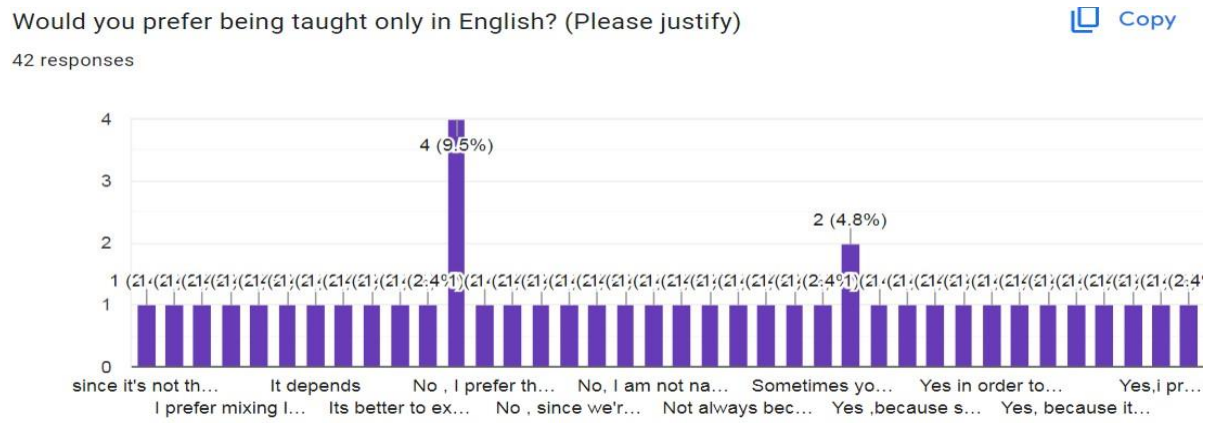


Figure 19: Preference for English-Only Instruction

Interaction during Group Activities or Discussions:

20. Impact of Code Mixing on Interactions:

- Facilitates communication: 85.1%

- Hinders communication: 6.4%

- No impact: 8.5%

The vast majority of respondents (85.1%) reported that code mixing facilitates communication during group activities or discussions. Only a small percentage (6.4%) felt that it hindered communication, while 8.5% indicated that it had no impact on their interactions with classmates. These results suggest that code mixing plays a significant role in enhancing communication and collaboration among students during group tasks or discussions.

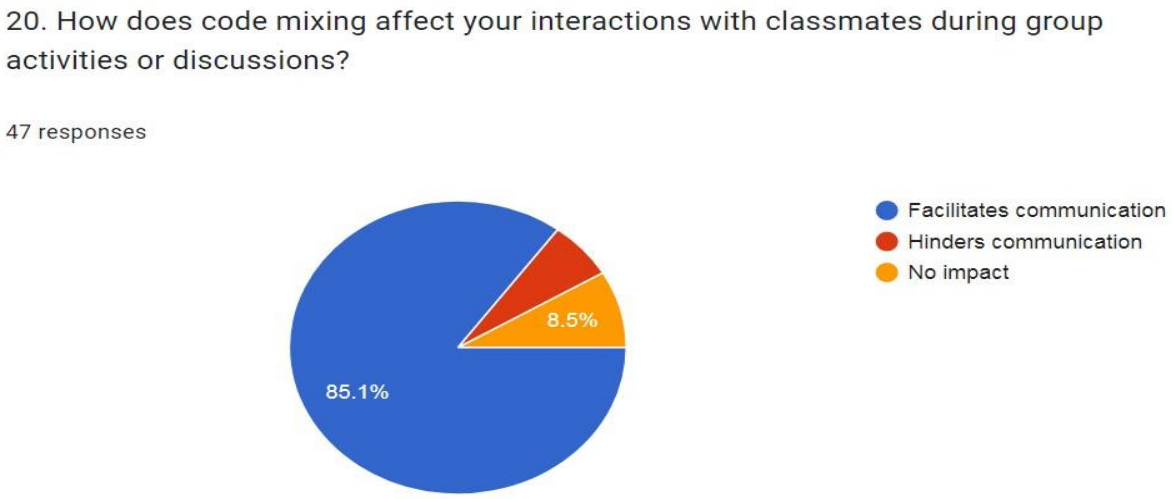


Figure 20: Interaction during Group Activities or Discussions

21. Perceived Ease of Relating English to Own Culture:

- Strongly disagree: 2.2%

- Disagree: 13%

- Neutral: 23.9%

- Agree: 52.2%

- Strongly agree: 8.7%

The majority of respondents (52.2%) agreed that using code mixing makes it easier for them to relate English to their own culture. Additionally, 23.9% remained neutral on this aspect, indicating a lack of strong opinion, while smaller percentages disagreed (15.2%) or strongly disagreed (2.2%). These findings suggest that code mixing may contribute to a sense of cultural connection and relevance in the context of language learning.

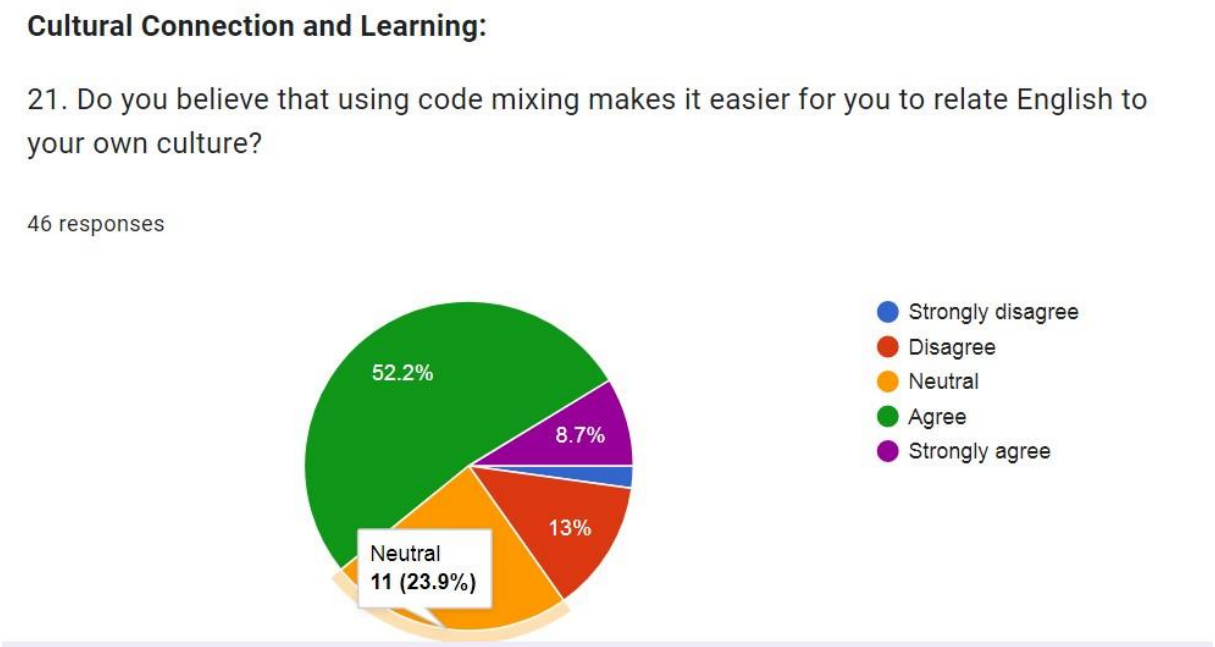


Figure 21:Impact of Code mixing on Relating English to cultural identity **Impact on Capacity to Think and Answer in English:**

22. Effect of Code Mixing on Thinking and Answering in English:

- Helps clarify the meaning: 22.2%
- Doesn't affect much: 15.3%

- Helps to express opinion: 14.5%

- Motivates me a lot: 28%

- Makes it hard: 20%

The responses indicate that code mixing has varied effects on students' capacity to think and answer in English. A significant portion (28%) feels motivated by code mixing, while others find it helpful in clarifying meaning (22.2%) or expressing opinions (14.5%). However, a considerable minority (20%) find that code mixing makes it harder for them to think and respond in English, suggesting potential challenges associated with this practice.

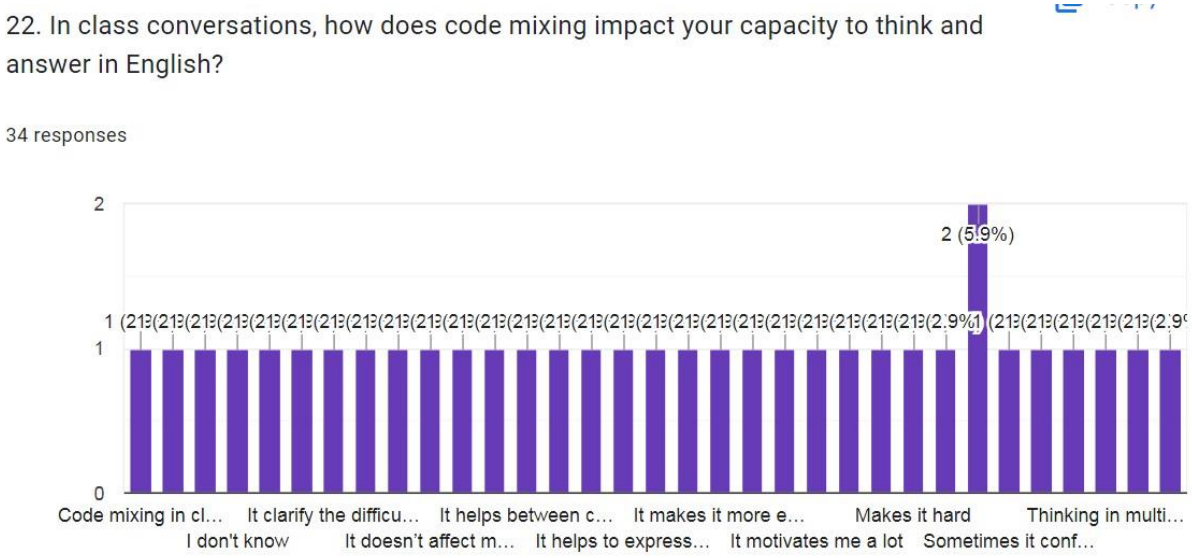


Figure 22: Effect of Code Mixing on Thinking and Answering in English

23. Perception of Bilingual Instruction:

Do you find that when your teacher teaches a concept in both English and your native tongue, you retain it better?

- Strongly disagree: 8.5%

- Disagree: 4.3%

- Neutral: 17%

- Agree: 55.3%

- Strongly agree: 14.9%

The majority of respondents (70.2%) agree or strongly agree that they retain concepts better when taught in both English and their native tongue. This suggests that bilingual instruction may enhance students' comprehension and retention of course material. However, a notable proportion (12.8%) express either disagreement or neutrality on this issue, indicating some variation in individual preferences and learning styles.

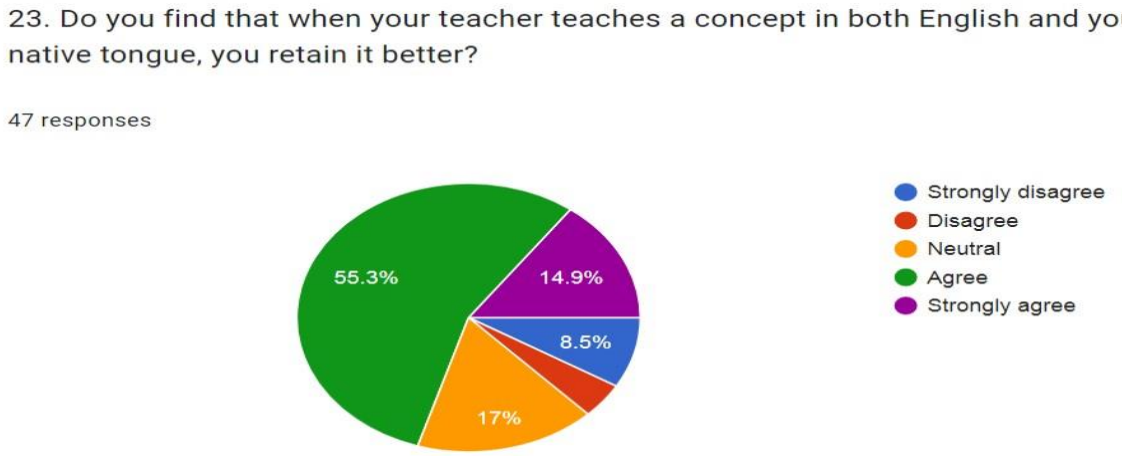


Figure 23: Perception of Bilingual Instruction

24. Situational Examples of Helpful Code-Mixing:

1. Explaining New Concepts: When the teacher explains new concepts in linguistics and civilization, code-mixing helps to enhance understanding.

2. Examples from Algerian Society: Providing examples from Algerian society helps in relating concepts to real-life experiences.

3. Clarifying Misunderstood Concepts: Code-mixing aids in clarifying misunderstood concepts in the language being taught.

4. Explaining Idioms: The teacher uses code-mixing to explain idioms, starting with the original language and then providing an English explanation.

5. Vocabulary Explanation: Code-mixing is helpful when explaining specialized vocabulary, especially related to less common subjects or majors.

6. Phonetics Clarification: In phonetics classes, code-mixing is used to clarify the articulation of body organs.

7. Translation Sessions: Code-mixing is beneficial during translation sessions when providing equivalents of words in English.

8. Grammar Module: Code-mixing aids in explaining difficult concepts, particularly in grammar modules.

9. Applied Linguistics: Code-mixing clarifies rare vocabulary and concepts in applied linguistics classes.

10. Reading Paragraphs: Code-mixing helps when reading paragraphs and explaining unfamiliar words in Arabic.

11. Math Class: In math classes, code-mixing is used to explain complex concepts using terms from both English and the native language.

12. Phonetics Help: Code-mixing is helpful in phonetics classes, especially when students do not understand certain words.

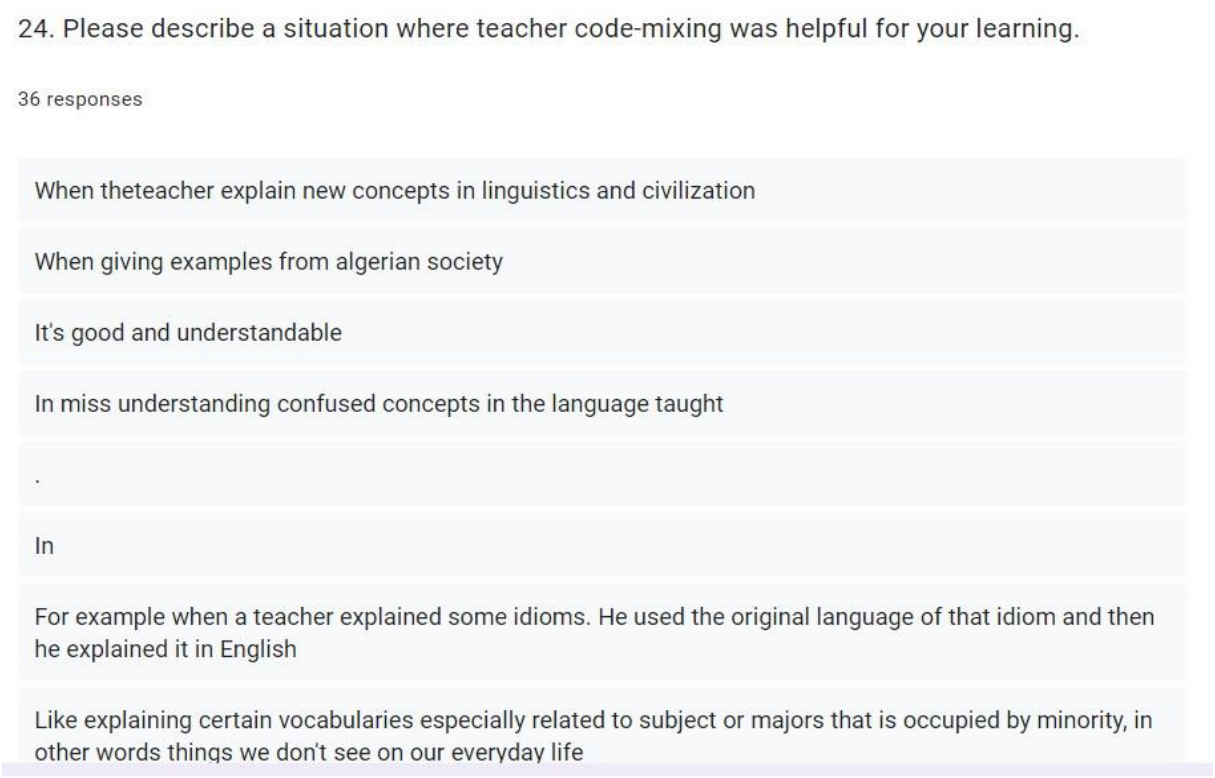
13. Cultural and Theoretical Concepts: Code-mixing aids in understanding new concepts related to theories or cultural words from other countries.

14. Literature Class: Code-mixing assists in understanding literature concepts and vocabulary.

15. Speaking Modules: Code-mixing helps in speaking modules, making students more comfortable in class discussions.

16. Exam Preparation: Code-mixing is beneficial during exam preparation, aiding in understanding difficult lessons.

17. Interpretation: Code-mixing aids in interpretation classes, enhancing comprehension of linguistic concepts.

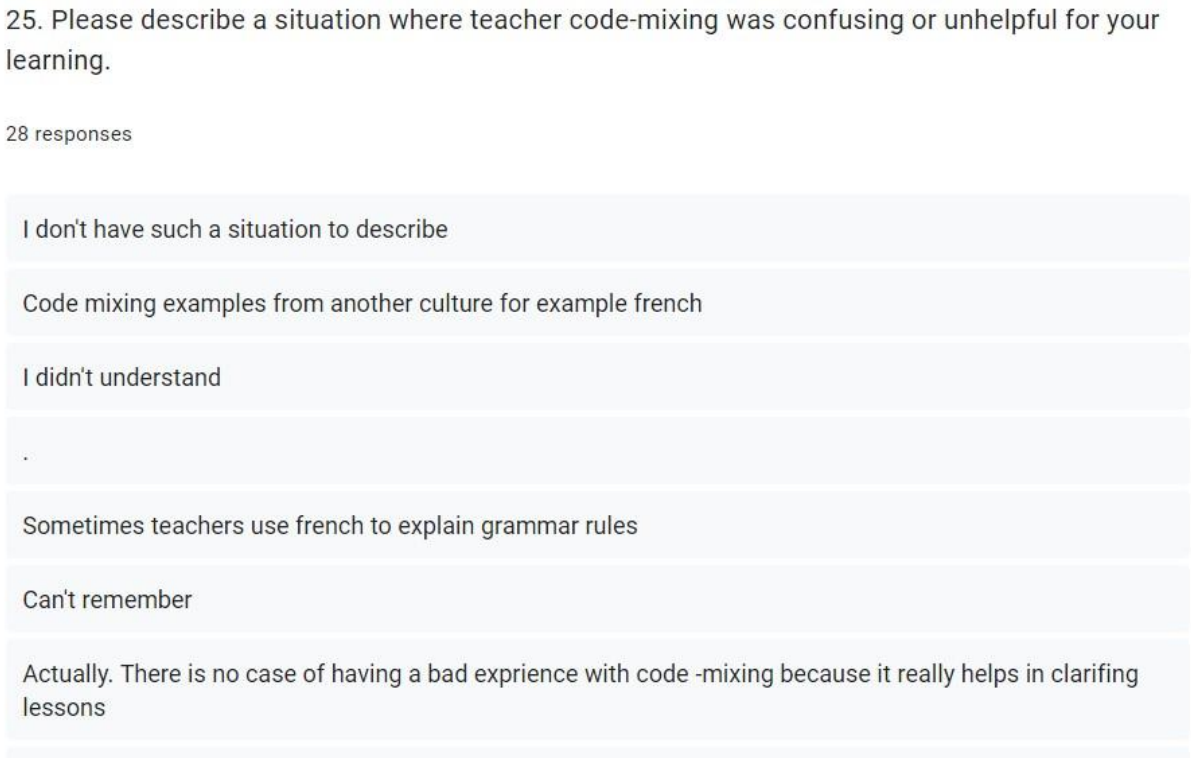


25. Situations Where Teacher Code-Mixing Was Confusing or Unhelpful:

Several respondents provided insights into situations where they found teacher codemixing to be confusing or unhelpful for their learning:

1. Lack of understanding due to unfamiliar terms from another culture.
2. Difficulty in comprehending grammar rules explained in another language.
3. Instances where the teacher used a language the student was not proficient in.
4. Using unfamiliar terms or excessive code-mixing during a science lesson.
5. Unclear explanations when code-mixing is used with vocabulary already known.
6. Confusion arising from code-mixing with terms having versatile meanings.
7. Overuse of Arabic language, leading to confusion.
8. Difficulty in understanding when the teacher code-mixed excessively.
9. Challenges in learning English effectively due to frequent code-switching.
10. Unhelpful nature of code-mixing during linguistics class or written modules.

These responses highlight the importance of considering students' language proficiency and avoiding excessive code-mixing to ensure effective learning outcomes.



3. Discussion

The analysis of the students' questionnaire provides comprehensive insights into the perceptions and impacts of code-mixing in English language classes at Medea University. This discussion will summarize and interpret the key findings from the collected data, offering a concise reflection on the role of code-mixing in the educational context.

Demographic Information

The demographic data reveals that the majority of the respondents were male (74.5%), with a significant portion of the students being aged between 22-25 years (66%). The students predominantly came from a multilingual background (81.8%), which is relevant for understanding their familiarity and comfort with code-mixing.

Familiarity and Experience with Code-Mixing

The overwhelming majority of students (93.6%) indicated familiarity with the concept of code-mixing, and a substantial 89.4% reported experiencing code-mixing in their English language classes. This high level of familiarity and experience suggests that code-mixing is a common practice in the classrooms, aligning with the multilingual nature of the student population.

Frequency of Code-Mixing by Teachers

Regarding the frequency of code-mixing by teachers, 57.4% of students noted that their teachers occasionally engaged in code-mixing, while 36.2% reported it as a rare occurrence. Only a small fraction (6.4%) indicated that their teachers frequently used code-mixing. This distribution implies that while code-mixing is present, it is not overly dominant in the classroom environment.

Impact on Comprehension and Participation

Students generally perceived code-mixing positively, with 61.7% stating that it helps them understand better. Furthermore, 70.2% of students indicated that code-mixing increases their participation in class activities. This highlights the effectiveness of code-mixing in making learning more accessible and engaging for students, particularly in complex subjects.

Motivation and Engagement

The use of code-mixing by teachers was found to enhance students' motivation to learn English, as reported by 63.8% of respondents. Additionally, 38.3% of students stated that code-mixing significantly motivates them to participate in class activities, while 40.4% felt somewhat motivated. This demonstrates that code-mixing plays a crucial role in maintaining student interest and involvement in language learning.

Preferences for Language Instruction

When asked about their preferences for being taught only in English, the responses were mixed: 35.5% preferred code-mixed instruction, 31.1% preferred instruction only in English, and 33.4% were sometimes in favor of exclusive English instruction.

This indicates that while some students appreciate the clarity that code-mixing brings, others prefer immersion in the target language to enhance their proficiency.

Retention and Fluency

A significant number of students (70.2%) reported that code-mixing helps them retain information better when concepts are explained in both English and their native tongue. Additionally, 66% agreed that code-mixing aids in speaking English more fluently. These findings suggest that code-mixing not only enhances immediate comprehension but also supports long-term language retention and fluency.

Overall Perception and Effectiveness

Overall, students had a positive perception of code-mixing, with 61.7% finding it helpful for understanding, while only a small minority (2.1%) found it distracting. This reinforces the notion that code-mixing, when used appropriately, can be a beneficial instructional strategy in multilingual classrooms.

Conclusion

The findings from both the questionnaire and interview data reveal the substantial impact of code-mixing on enhancing comprehension, motivation, and engagement among English language learners at Medea University. The interviews provided deeper insights into the nuanced perspectives of both teachers and students regarding code-mixing practices in the classroom. Teachers expressed the strategic use of code-mixing to clarify complex concepts and promote active participation, while students appreciated its role in facilitating understanding and maintaining interest in learning. Despite variations in preferences for its extent of use, the overall positive feedback emphasizes the pedagogical value of code-mixing as a supportive tool in language instruction.

Additionally, the questionnaire responses shed light on the diverse experiences and perceptions of students regarding code-mixing in their language learning journey. It revealed varying levels of comfort and effectiveness associated with code-mixing, highlighting the importance of considering individual learning needs and preferences

when implementing such strategies. The combination of interview and questionnaire data provides a comprehensive understanding of the benefits and challenges associated with code-mixing in EFL education, guiding the development of effective pedagogical approaches to support students' linguistic development and academic success.

General Conclusion

General Conclusion

The phenomenon of code-mixing, characterized by the blending of two or more languages within a single communicative exchange, has become a prevalent feature in multilingual educational settings. This dissertation aimed to explore the role, benefits, and challenges of code-mixing in English language teaching at Medea University, drawing on insights from both teacher interviews and student questionnaires.

The interviews with teachers revealed that code-mixing is employed strategically to enhance comprehension, especially when explaining complex concepts or unfamiliar vocabulary. Teachers acknowledged the utility of code-mixing in making lessons more accessible and relatable, particularly for beginners. However, they also recognized potential drawbacks, such as the risk of over-reliance on the first language and the possibility of confusion among students not proficient in both languages. Despite these challenges, teachers generally viewed code-mixing as a valuable tool for facilitating learning and engagement.

The student questionnaires highlighted that the majority of students are familiar with and have experienced code-mixing in their classes. The data indicated a predominantly positive reception towards code-mixing, with many students reporting that it aids their understanding, increases participation, and enhances their motivation to learn English. However, preferences for exclusive English instruction versus code-mixed instruction varied, reflecting a need for balanced and context-sensitive approaches.

The findings of this study have several implications for teaching practice:

1. Strategic Use of Code-Mixing:

Teachers should continue to use code-mixing strategically, ensuring it serves to clarify and reinforce learning rather than becoming a crutch that impedes full immersion in the target language.

2. Balancing Language Exposure:

While code-mixing can enhance comprehension, it is essential to balance it with ample exposure to English-only instruction to build students' confidence and proficiency in the language.

3. Addressing Individual Needs:

Recognizing the diverse linguistic backgrounds and preferences of students, teachers should tailor their use of code-mixing to meet individual learning needs, potentially incorporating more bilingual resources and support materials.

4. Professional Development:

Ongoing professional development for teachers on effective code-mixing strategies and bilingual education methodologies can help optimize the benefits while mitigating potential drawbacks.

This dissertation contributes to the understanding of code-mixing as a dynamic pedagogical tool in multilingual education contexts. It underscores the importance of leveraging students' linguistic resources to facilitate learning and engagement while also highlighting the need for careful management to avoid dependency and confusion.

Further research is needed to explore the long-term effects of code-mixing on language acquisition and proficiency. Comparative studies across different educational contexts and age groups could provide deeper insights into the optimal balance and strategies for integrating code-mixing into language teaching.

In conclusion, code-mixing, when used judiciously, offers significant advantages in enhancing comprehension, motivation, and engagement in English language learning at Medea University. By understanding and addressing the complexities of code-mixing, educators can better support their students' linguistic development and academic success, fostering a more inclusive and effective learning environment.

Results:

The results indicate that both teachers and students recognize the value of code-mixing in enhancing comprehension and engagement in the classroom. While teachers use it strategically to aid understanding, students appreciate its role in making learning more accessible. However, the potential drawbacks, such as confusion and overreliance, suggest the need for balanced and mindful application of code mixing to maximize its benefits while mitigating its negative effects.

Implications of the Study

The study was conducted with a relatively small sample size from Medea University teachers, which may not be representative of other universities or educational contexts. Consequently, the findings might not be generalizable to a broader population of English language learners or educators.

The study focuses primarily on the perspectives of teachers and students regarding codemixing in English language classes. Other stakeholders, such as administrators, policymakers, or parents, were not included, which limits the scope of the study and the comprehensiveness of the findings.

The study does not comprehensively assess the students' language proficiency levels, which could influence their perceptions and experiences with code mixing. Including standardized language proficiency tests could provide a clearer picture of how code mixing affects learners at different proficiency levels.

Limitation of the Study

This study faced several significant limitations that affected the depth and breadth of the research. Firstly, there was an insufficient number of teachers available for interviews. Many teachers expressed strong opposition to the practice of code mixing, stating that they neither used it nor supported its use in educational settings. As a result, they declined to participate in the interviews, limiting the diversity of perspectives and experiences we could gather.

Additionally, the study was constrained by the timing of data collection. Most classes were empty during the second semester, primarily due to the end of the university year

and the month of Ramadan, and after it there was a period of tests and exams. This lack of classroom activity prevented us from conducting in-depth observations of code mixing in real-time teaching environments. These observational insights would have enriched our understanding of how code mixing is employed and perceived in practice.

These limitations highlight the need for further research with a broader and more diverse sample of educators and under different academic calendar conditions to gain a more comprehensive understanding of the role and impact of code mixing in language learning contexts.

Further suggestions:

After making conclusion of the research. These latter serves significant insights into code mixing in classrooms. According to prior analyses, this study suggests that teachers can use code mixing as an instructional tool for more understanding and supportive environment. Future studies could explore how code mixing influence the learning of language in diverse educational settings through long-term research and intercultural evaluations. This research may be beneficial for the reader. It could be used as a reference for those who are interested in conversations that include code mixing.

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Appendices

Appendices:

Appendix 01:

Teachers' Interview

Dear Teacher,

Thank you for agreeing to participate in this research study. Your insights and experiences as an English as a Foreign Language (EFL) teacher are invaluable for understanding the impact of teacher-initiated code mixing on student engagement and motivation in university settings.

Please take a moment to respond to the following questions honestly and to the best of your ability. Your responses will be kept confidential and will only be used for research purposes. Your contribution will greatly contribute to advancing our understanding of effective teaching practices in EFL classrooms.

Thank you once again for your participation and valuable input.

Sincerely,

1. How often do you find yourself using code mixing in your English language classes? Could you provide some examples of situations where you typically employ code mixing?

2. What languages do you typically code mix with, and are there any specific reasons or considerations that influence your choice of languages?

3. In your opinion, what are the potential benefits of incorporating code mixing into EFL teaching? How do you believe it impacts student engagement and motivation in the classroom?

4. On the flip side, what are some of the challenges or drawbacks you have encountered when using code mixing in your teaching? How do you address these challenges?

5. Can you describe your approach to integrating code mixing into your lesson plans and teaching strategies? How do you ensure that code mixing enhances rather than detracts from students' language learning experience?

6. Have you noticed any differences in student responses or outcomes when code mixing is used compared to when it is not? If so, could you elaborate on these differences?

7. How do you evaluate the effectiveness of code mixing in your teaching? Do you seek feedback from students regarding their experience with code mixing?

8. Have you received any formal training or professional development related to incorporating code mixing into your teaching practice? If not, how have you learned to use code mixing effectively?

9. Looking ahead, how do you envision the role of code-mixing evolving in EFL teaching in the future? Are there any changes or adaptations you plan to make to your code-mixing practices based on your experiences and reflections?

Thanks a lot!

Appendix 02:

Interview responses 01:

1) I rarely code mix when teaching but I usually do when I feel that the 2nd option serves the transfer of info better (same as quoting).

2) I tend to use the Arabic since it is the language most commonly used by all students.

3) code mixing is more useful when teaching starters since they do not acquire the adequate tools and vocabulary to independently use and advance in their learning of 2nd language.

4) the most common problem with code mixing the influence of the 1st language on the 2nd (grammatical structures, meaning.....) facing such problem I usually start by clarifying the differences (situation related explanation) so that students understand how different languages are which gives a clearer image on how the targeted language works.

5) I heavily rely on the target language but if I feel that an element is challenging to my students and their 1st language can serve as an effective tool to facilitate it than I use it (usually examples in 1st language would do the trick).

6) yes obviously, there are some students that are able to understand easily using the target languages, yet there are some others who require an even simpler explanation after simplifying further with no results I resort to providing examples in the 1st language.

8)exercising usually does the trick for me especially when correcting the answers of those who showed signs of delayed understanding.

9) no, I haven't-----> effectiveness comes with experience

10) it is not well received by all teachers as far as I know, but personally I do what serves my students best and guarantees understanding. and if necessary, I'll work on finding new ways to better incorporate it in my classes when needed.

Interview responses 02:

1. use code mixing when I use القرآن الكريم as a reference
2. I use the Arabic since it is my mother tongue because language can control and influence our brains
3. .they can understand Easley and make the explanation clearer more adequate and more beneficial
4. .students find that code mixing is more useful and helpful then using one language

5. .when using Algerian dialect with academic English students can be surprised with the influence of the creativity of the Algerian dialect
6. .students feel free and more comfortable using code mixing
7. .of course yes, they can acknowledge and recognize my explanation Easley
8. .no I didn't each time I try new methodology with my students when I notice that the method is effective, I keep using it
9. .it is very important to use two or more languages or language varieties in speech it encourages students to gain more information and I am planning to include other languages in my speech during the explanation to keep in touch my students with other languages

Interview responses 03:

1. -Code mixing does not occur frequently. Sporadically and in passing, for humor purposes, translate concepts that draw a clearer picture, build a rapport through a common mother tongue, and bring the student closer (familiarize) to the course objective.
2. -Arabic and French. Arabic for obvious reason, a shared first language for 90% I daresay of students in an EFL class in Algeria. Naturally French makes for a good alternative since it is closer to English (mostly the concepts are borrowed French words) and a second language that majority of students speak day to day.
3. -Code mixing helps to build a rapport between learner and subject, learner and teacher, learner and language. Burns bridges and conquers or at least alleviates what's known as FLA (foreign language anxiety), helps in FLI (foreign language acquisition) and in many cases augments memory (recalling of signifier/signified and signification process through the help of mother tongue and SL).
4. Cultural interferences in meaning-making might form a hindrance in accurately delivering the idea or word, as linguistic relativity plays a crucial role in shaping our perception and understanding of certain concepts and overall worldviews.
5. Such setbacks could in fact be a drive to explore the idea of cultural diversity and linguistic relativity and 'social constructs' by launching a deconstructive approach to arrive at a better understanding; concerning the course and

concerning the language, since it is primarily teaching EFL that I as a teacher dealing with.

6. By employing the aforementioned interaction, wherein the student taps at their critical thinking skills to analyze and understand cultural, and therefore linguistic, differences.
7. Code mixing encourages students to partake in the lesson and helps with recalling information relative to the course/instance where code mixing had been implemented. Their self-esteem is another important factor that gets affected, positively, through this experience. That is, they realize that the concept or info is not something they were oblivious to or not educated in, reassuring them that they are not behind, and just on the right track.
8. Code mixing occurs spontaneously as well as an aiding instrument through a conscious effort. Feedback also occurs spontaneously and necessarily by making sure whether the students have grasped the idea and clarified confusions since they connect it to the equivalent in the second or first language. Confusions and conflating signifiers are not an uncommon issue too.
9. No. Using code switching exclusively "effectively" could be flagged as wishful thinking due to the issues of language and culture and their interconnection. However, the upsides cannot be denied either. It is an activity in itself and most of the time inescapable due to the nature of EFL teaching with students who share common first and sometimes second language with you apart from the taught course of the module.
10. Code mixing should remain minimal in my view in order to push students' potentials and drive then to be independent, let go of their anxieties and prejudices, and utilize conscious efforts in looking into English as a language separate from their own, as a complex system interlinked with many things they will be treated to and pick up along the way. Changes and adaptations only to be more aware of implementing it, when necessary, effective and substantial and rely on it less, and so get students to rely on it less.

Interview responses 04:

Good evening,

1. -I seldom use it to explain certain jargon and concepts. -For instance, how do we say this word .....in English?
2. -I tend to use my mother tongue or French language to increase their understanding. 4The benefits: To clarify and reinforce a particular point, to convey an idea and contribute to enhance the students' comprehension. -Code -mixing enhances learners interaction in the classroom. For instance, to grasp difficult terms or ideas.
3. -Drawbacks: Overuse of the target language, lack of practice it, will not develop English, reduce the chance to enhance the student's language and will not develop the learner's skills.
4. It gives the chance to other students to understand and transmit the ideas to take part in the classroom's discussions. Additionally, it leads the students to a lack of proficiency and loss of the target language.
5. They would take note to reformulate certain jargon into English to be more engaged in class.
6. I learned it when I was a student and from my experience.
7. Code-mixing is similar to the use of pidgin. It reinforces the learner's comprehension. Therefore, the students will rely on other languages to understand the English language, and they will not acquire English correctly.

Interview responses 05:

1. I frequently use code mixing in EFL interactions, especially when explaining complex concepts, providing examples or addressing questions
2. I generally use either Arabic or French since Arabic is the native native and French is studied from childhood.

3) I think that code mixing helps to make the learning process more accessible and relatable for students, particularly those who May be more Comfortable with their native.

4) Code mixing comes with some drawbacks such as confusion,

It can confuse learners, especially if they are not proficient in both languages being mixed. Plus, dependency, Learners might become overly reliant on code mixing. Also, in consistency, Code mixing can lead to inconsistencies in languages use and might undermine efforts to establish a Consistent language Learning environment.

5) We Can address these challenges by:

A) Setting clear expectations: establish clear guidelines on how and when code mixing will be used in the classroom.

B) Graduate reduction: Teacher should reduce code mixing

C)providing supports: Teacher can offer additional support and resources such as bilingual dictionaries or Language support materials

D)Encouraging target language use: Teacher should encourage the use of the target language in the classroom.

/ Integrating Code mixing into lesson plan can be done

Strategically to enhance learning • Here is an approach:

As Identify learning objectives: clearly define the learning objectives for the lesson, including language skills to be Developed and content to be covered.

b/ assess students language proficiency: understand the language

Proficiency levels of your students to determine how and when

Code mixing can best support their learning

Select appropriate moments: choose moments in the lesson When

code mixing can be beneficial such as explaining difficult

Concepts.

6) yes, there are noticeable differences in students outcomes when code mixing is effectively integrated into instructions of increased comprehension, enhanced engagement, improved confidence, cultural understanding and Language development.

7) To evaluate corde mixing effectiveness in teaching, I employ a

multi- faceted approach:

A) Observation I observe students' reactions during Code nixing- instances in the classroom. Are they actively participating?

or struggling to understand? Showing signs of comprehension

b) Assessment o I incorporate assessment that measures student's

understanding of concepts presented through code mixing

This can include quizzes, tests...etc.

C/ feedback: I gather feedback from students

Regarding their experiences with code mixing through informal

Discussions Questionnaire's or reflective exercises d/ language

proficiency growth: I Track student's

Language proficiency growth over time.

E) long-term impact = I assess the long term – impact of code mixing on students' language abilities and academic performance.

8) No, I hope not. I have learned to use code mixing through extensive exposure to diverse language patterns and contests • My training date includes a wide range of tests and conversations in various languages

Allowing me to understand how code mixing occur naturally in communication.

9) The future of code mixing in FFL learning is

The innovation, inclusion and adoptability. By embracing code mixing as a dynamic and effective pedagogical tool, educators

Con better meet the needs of diverse learners and prepare them

For success in an increasingly inter connected world.

Appendix 03:

Student Questionnaire:

Questionnaire: The Impact of Teacher-Initiated Code Mixing on EFL Student Learning Engagement and Motivation

Dear Participant,

Thank you for participating in this research study. Your responses will help us understand how teacher code mixing affects engagement and motivation for university EFL students. Please answer the following questions honestly and to the best of your ability. Your responses will be kept confidential.

Demographic Information:

1. Gender: a) Male b) Female
2. Age: _____ years
3. Do you come from a monolingual or multilingual background?

a) Monolingual background

b) Multilingual background

Code Mixing Experience:

4. Are you familiar with the concept of code mixing?

a) Yes

b) No

5. Have you ever experienced code mixing in your English language classes? a)

Yes

b) No

6. how often does your teacher engage in code mixing?

a) Rarely

b) Occasionally

c) Frequently

Classroom Atmosphere:

7. What effect does code mixing have on the classroom's general atmosphere? a)

Enhances inclusivity

b) Creates confusion

c) Other (please specify): _____

8. How do you feel code mixing impacts your understanding of the course material?

[] It clarifies difficult concepts

[] It confuses me

[] It doesn't make a difference

9. To what extent does code mixing motivate you to participate in class activities and discussions?

[] It motivates me a lot

[] It somewhat motivates me

[] It doesn't motivate me

10. How do you perceive the use of code mixing by your teacher in the classroom?

[] Positive - It helps me understand better

[] Neutral - It doesn't affect me much

[] Negative - It distracts me from learning

11. Would you prefer your teacher to use only English during class, or are you comfortable with code mixing?

[] Only English

[] Comfortable with code mixing

Motivation and Engagement:

12. Does your teacher's use of code mixing enhance your motivation to learn English?

a) No

b) Yes

13. When your teacher code-mixes, do they switch to one particular language or multiple languages?

14. When your teacher mixes codes in class, how do you feel?

a) Engaged

b) Confused

c) Motivated

d) Other (please specify): _____

15. What effects does code mixing have on your participation in class activities? a)

Increases participation

b) Decreases participation

c) No impact

Language Skills:

16. Which language skill does code mixing help learn?

a) Listening

b) Speaking

c) Writing

d) Reading

e) Grammar & vocabulary

17. Does code mixing help you speak English more fluently?

a) Strongly agree

b) Agree

c) Strongly disagree

d) Disagree

Interest and Interaction:

18. How does code mixing affect your interest in the subject matter?

a) Increases interest

b) Decreases interest

c) No impact

19. Would you prefer being taught only in English? (Please justify)

20. How does code mixing affect your interactions with classmates during group activities or discussions?

a) Facilitates communication

b) Hinders communication

c) No impact

Cultural Connection and Learning:

21. Do you believe that using code mixing makes it easier for you to relate English to your own culture?

a) Strongly disagree

b) Disagree

c) Neutral

d) Agree

e) Strongly agree

22. In class conversations, how does code mixing impact your capacity to think and answer in English?

23. Do you find that when your teacher teaches a concept in both English and your native tongue, you retain it better?

a) Strongly disagree

b) Disagree

c) Neutral

d) Agree

e) Strongly agree

Experiences and Suggestions:

24. Please describe a situation where teacher code-mixing was helpful for your learning.

25. Please describe a situation where teacher code-mixing was confusing or unhelpful for your learning.