



مجلة جامعة السعيد للعلوم الإنسانية

Al – Saeed University Journal of Humanities Sciences

journal@alsaeeduni.edu.ye

Vol (7), No(2), Apr., 2024

ISSN: 2616 – 6305 (Print)

المجلد (7)، العدد (2)، 2024م

ISSN: 2790-7554 (Online)



Investigating of Using Code Switching in Teaching and Learning of Third-level Students of English Department, Toor-Albaha College, Lahj University

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تاريخ قبوله للنشر 2024/4/21م

تاريخ تسليم البحث 2024/2/14م

journal.alsaeeduni.edu.ye

موقع المجلة:

استخدام التبادل اللغوي في تعلم وتدريب طلاب مستوى ثالث في قسم اللغة الإنجليزية، كلية طور الباحة الجامعية

الباحثة/ بسمة مصطفى عبد الله نعمان
كلية طور الباحة الجامعية - جامعة لحج

الملخص

تعد ظاهرة التناوب اللغوي ظاهرة شائعة في كثير من البلدان ثنائية/متعددة اللغات، في البلدان أحادية اللغة مثل اليمن تتضح ظاهرة التناوب اللغوي في مجال التعليم. يعتبر التناوب اللغوي حقيقة لا يمكن تجاهلها، حيث يتم تدريس اللغة الإنجليزية كلغة أجنبية. بحثت هذه الدراسة في استخدام التناوب اللغوي في تعلم وتدريب اللغة لإنجليزية لطلاب مستوى ثالث في قسم اللغة الإنجليزية كلية طور الباحة الجامعية. ركزت الدراسة على وظائف وأنواع التناوب اللغوي التي تظهر في عملية تعلم وتدريب اللغة الإنجليزية، استخدمت المنهج الوصفي، وبناء على ذلك شملت الأدوات المستخدمة لجمع البيانات الملاحظة الصفية والتسجيل الصوتي، كانت عينة هذه الدراسة ثلاثة معلمين وطلاب مستوى ثالث من قسم اللغة الإنجليزية، أظهرت النتائج أن المعلمين والطلاب يلجؤون إلى استخدام التناوب اللغوي في مواقف عديدة لأغراض تعليمية واجتماعية، وتم استخدام كل أنواع التناوب اللغوي، يوصى باستخدام التناوب اللغوي بحذر وحكمة لدعم عملية تعلم وتدريب اللغة الإنجليزية. الكلمات المفتاحية: التناوب اللغوي، EFL، وظائف وأنواع التناوب اللغوي.

Investigating of Using Code Switching in Teaching and Learning of Third-level Students of English Department, Toor- Albaha University College

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Abstract

Code-switching is a common phenomenon in many bilingual/ multilingual countries. In monolingual countries such as Yemen, code-switching phenomenon appears in the field of education. Code-switching is a fact that cannot be ignored in any way where English is taught as a foreign language. This study is investigated Using Code Switching in Teaching and Learning of Third-level Students of English Department, Toor-Albaha College University of Lahj. The study focused on the functions and types of code-switching that appear in the process of teaching and learning English. It used descriptive approach. Accordingly, the tools used for collecting data included classroom observation and audio recording. The subject of this study were 3 English instructors and 35 students of English department, Toor-Albaha. The results of the study showed that the instructors and students resort to using different types of code-switching in many situations for educational, management and social purposes. It is recommended to use code-switching carefully and judiciously to support the process of teaching and learning English.

Key words: Code-switching, EFL, Function and types of Code-switching.

Introduction

Code-switching is one of the linguistic phenomena which bilingual/multilingual communities use it to make communication more effective and meaningful. But it may happen that the speaker moves between two languages even in communities that speak only one language like Yemen. This phenomenon can be observed mostly in educational process. Despite learning English since the first stages of education, some students face difficulties at academic level. They have no strong foundation in the language. Some students have difficulties with some words and expressions in the target language. Moreover, in class discussions students face many problems in interacting well. They do not completely understand what is being said. Therefore, their response is usually inappropriate. All these problems mentioned above certainly hinder students' understanding.

In fact, teaching and learning English as a foreign language (EFL) not that ease that we usually believe. Educational process requires many approaches, methods and techniques to convey both ideas and feeling as well. Code-switching is one of these methods that facilitates the educational process. It is argued by many researchers such as (Schweers, 1999; Burden, 2001; Tang, 2002; Greggio & Gil, 2007) that code-switching is a careful method employed by the teachers and the students while teaching/learning a second or foreign language. This study aims to investigate for what purposes and types of code-switching were used by English language instructors and students at Toor-Albaha college, University of Lahj. In order to reach these aims the following research questions are set forth:

- 1- What are the situations in which the instructors and students resort to use code-switching in teaching and learning process English language to third-level students?
- 2- What are the types of code switching that appear in teaching and learning English to third- level students?

Significance of the Study

This study looks for the positive role of using code-switching in teaching and learning English language. It may give great value to English language instructors at Toor Albaha college to be aware of how using code-switching and dealing with students' difficulties in understanding the ambiguous areas in learning English language. Also, it may contribute to helping students to

use the target language confidently and enabling them to take a noticeable part in learning process inside classroom.

Literature Review:

Concept of Code-switching

The process of using different languages, language varieties in speech or an alternation between two or more languages in the same setting is identified as code-switching. Many researchers define code-switching in different ways, depending on the views of their studies. For Haugen (1956) code-switching refers to the alternate use of two languages in speech. Poplack (1980) points out that it is “the alternation of two languages within a single discourse, sentence or constituents” (p.583). Also, Lin (2008) defines code-switching in the classroom as the “alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g. teacher, students, teacher aide)” (p.273).

Thus, with reference to the above review of the definitions of code-switching, it is obvious that there are various ways of looking at it and this is not surprising, considering that the occurrence is so prevalent. In general code-switching occurs “when a speaker alternates between two or more language varieties in a single conversation” (Shartiely, 2016, p. 215). It is a language phenomenon that is natural in bilingual/multilingual context. It is the outcome of situation in which two or more language varieties are in contact and used alternately back and forth in each speech or utterance.

Reasons and Functions of Code-Switching

Code-Switching appears to be used both by students and teachers. Many teachers whether intentionally or unintentionally switch from one language to another or from one dialect to another while teaching foreign languages. Teachers may decide directly when L1 should be used and when a switch to L2 is feasible in order to enable comprehension and meaningful involvement of the students. For Ellis (2015) states that CS in the classroom by the teacher may serve many functions. And these functions are beneficial in teaching and learning foreign language. EFL classroom teachers sometimes prefer to use the students’ L1 to explain and organize a task and to manage behavior in the belief that this will facilitate the medium-centered language related goals of the lesson. CS also helps foster a better relationship with the students. Eldridg (1996) claims that the students’ CS functions as: equivalence, floor holding, reiteration, and conflict control.

The first function of students' CS is equivalence. In this aspect, the students use of the native equivalent of a certain lexical item in target language or they do not know how to say in target language, so they code switches to their native language with the similar quantity of language used. The students try to speak the target language but probably they find the difficulties, so they change the language into their native language even though they still talk about the same topic of conversation.

The second function is floor-holding. In this case, the students fill the stopgap with native language use. It is related to fluency the students will change the language used into their native language in order to avoid gaps. This means making the conversation still going on. The students performing CS for floor holding generally have the same problem which does they lack target language vocabularies.

The third function is reiteration. He points out to this function as "messages are reinforced, or clarified where the message has already been transmitted in one code, but not understood" (p. 306). In this case, a student repeats the message in his/ her native language through which he/ she tries to give the meaning by using a repetition technique.

The last function is conflict control. It means the language use of a student as a mean that the student tends to avoid a misunderstanding or tends to utter words indirectly for specific purpose.

Bilgin (2019) points out to three certain functions beneficial in teaching and learning:

1- Topic shift

In topic cases, a teacher can impose students' previous L1 learning to increase their understanding of L2. Students' attention is directed to the new knowledge by using of code-switching from native language to their second language. It is a bridge from known (native language) to unknown (FL) is built by code-switching. The teacher changes his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, where the teacher shifts his/her language to the native language of his/her students in dealing with a particular grammar point which are taught at that moment.

2- Affective Functions

In this aspect, the teacher uses code-switching in order to build solidarity and intimate relations with the students and to create a supportive language environment in the classroom. And one further point raised in this regard is that code-switching provides a means not only in creating this supportive language environment in the classroom, but also includes maintaining discipline when needed depending on the classroom structure. For example, Zabrodkaja (2007) in her study on the issue of code-switching in the university classroom and the ways in which the alternate use of codes in relation to the learning and teaching process. She observed that the teacher shifted to L1 when it was necessary to either praise or tell off a student, such as using it in order to show the wrong behavior of one of the students in cheating on a test.

3- Repetitive Functions

In repetitive function, the teacher uses code-switching to transfer necessary knowledge to the students to confirm clarity for purposes of the lesson. It also helps student to become more competent in the language they are trying to learn. Following the instruction in the L2 target language, the teacher code switches to the L1 native language to clarify meaning and to ensure efficient understanding. As Baker (2001) indicated “teachers in the classroom explain a concept in one language, and then explain it again in another language, believing that repetition (in both languages) adds reinforcement and completeness of understanding” (p.5).

Ferguson (2003, p.39) claims that there is a great overlap between the functions of classroom code-switching which have appeared in different studies. Similar functions are often given different labels by different researchers. And in his attempt to increase comparability between switching studies carried out in different parts of the world. He points out the following broad categorization of functions:

- a- Code-switching for curriculum access.
- b- Code-switching for management of classroom discourse.
- c- Code-switching for interpersonal relations.

Code-switching for curriculum access focuses on the transmission of curriculum content and is purposed to help students understand the subject matter and to facilitate participation in classroom activities. Code-switching

for classroom management consists of motivating, disciplining and praising students. Finally, code-switching is frequently employed to build interpersonal relationships. This can help teachers to present different identities and to appear more human to students by, for example, telling jokes in the students' native language. Thus, teachers' code-switching in classes can fulfill three major functions: academic, managerial and social functions. They all contribute to improving the language teaching and learning process.

In short, the functions of code-switching used by the participants (teachers and students) in the interaction are entertaining, translating, asking, emphasizing a language element, developing vocabulary, clarifying, making an inference, explaining, checking understanding, giving feedback, giving discussion, and repetition. Teachers and students in the classroom used code-switching to keep the continuity and smoothness of the interaction as well as to ensure that the messages could be comprehended well.

Types of Code-switching

Code-switching can be classified in accordance with two different classifications. Grammatical classification and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears. The focus is on the characteristics of code-switching at the syntactic level. The contextual classification is based on the reasons why a bilingual switch. The focus is on the functional aspect explaining why people code-switch.

Bloom & Gumperz (1972) mentioned two categories of code-switching: situational and metaphorical. Situational switching is affected by situation change. According to Gumperz (1982) a situational code-switching is when there is a change in the situation, which is why the bilingual switches from one code to the other. The changing situations involved could be the Setting, the Participants, or the Norms of Interaction. Here, the use of a certain language is connected to certain situations with certain participants in certain places in certain social situations a speaker uses one language. For example, a person uses a different form of speech to converse with his/her friends in a café than to converse with other members of his colleague in a meeting.

He also argues that a metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. This type of code-switching includes the ends, the act sequences, or the key,

but not the situation. Bilinguals that code-switch metaphorically perhaps try to change the participants' feelings towards the situation. Metaphorical or conversational code-switching is an effective conversational method, which includes only a change in topical emphasis to support acts in a conversation, including complaint, request, apology or refusal. Here, the alternation enriches a situation allowing for allusion to more than one social relationship within the situation. The conversation situation does not change, but the participants by using different languages, allude to different possible roles they can assume within the conversation.

Hoffman (1991) points out that types of code-switching based on the scope of switching where language takes place. The first type is Inter-sentential code-switching. This type of code-switching occurs between clause or sentence boundary, where each sentence is in one language or other. As when Spanish English bilingual says: "Tenias zapatos blancos, un poco, they were off-white, you know" (p.112). In this example, the person first speaks in Spanish and then switches the code using English clause in the end of the conversation.

The second one is Emblematic code-switching. In this type of code-switching tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another. As when a Panjabi/English says: "It's a nice day, hai na?" (hai na means isn't it). The word "hai na" in Panjabi is as a tag.

Third type is establishing continuity with the previous speaker. This type of code-switching occurs to continue the utterance of the previous speaker. As when one Indonesian speaker speaks in English and then the other speaker tries to respond in English too. For example, Speaker one: What a traffic! We will get old in the road. Speaker two: Yup, you are absolutely right, Setiap hari maceeet (traffic jams every day).

In these types of code-switching the changes of language occurs in the structure of clause or sentence boundary, insertion with tags, exclamation and certain set of phrases even the switch occurs to continue the utterance of the previous speaker.

Another discussion about types of code-switching according to Lee (2010) argues that as intra-sentential and inter-sentential. Intra-sentential switching is language switches which happen in the middle of a sentence between words

or phrases; it may also take place within the same word. This kind of switching is also known as “code-mixing”. Inter-sentential means the alternate use of more than one code where the switch occurs between sentence boundaries.

Poplack (1980) argues that there are three main types of code-switching. They are:

- a- **Tag switching** is the insertion of a tag (a parenthetical, an exclamation/interjection, a sentence filler or an idiomatic expression) in one language in an utterance that is entirely in the other language. For example, Arabic speakers use some boundary words like *لكن* (but) or *يعني* (I mean).
- b- **Inter-sentential switching** refers to the switching between sentences in which each of the sentences is in a different language. For example, in Arabic-English switching one could say: *If you are late for the lecture, ما بتدخل القاعة* (If you come late for the lecture, you will not enter hall).
- c- **Intra-sentential switching** refers to the switching that occurs inside the same clause or sentence which then involves elements of both languages. It is the most frequent kind switching found in bilinguals’ conversation. In intra-sentential code-switching, the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift. Different types of switching occur within the clause level including within the word level. Some researchers call it also code-mixing. For example, in Arabic-English switching one could say: *أعطيني orange juice* (give me the cup to drink orange juice).

For Milroy and Muysken (1995) code-switching is divided only into two types: inter-sentential when the speaker code switches between sentences, in contrast, intra-sentential code-switching is when the speaker switches within the same sentences. Similarly, Auer (2002) claims that there are two forms of code-switching, which are alter-national (it belongs to intra-clausal switching) and inter-sentential switching (it is considered inter-clausal).

Methodology

Research Design

The method used in this study used descriptive qualitative method because it aims at understanding and interpreting human behavior about the functions and types of code-switching used by English instructors in EFL classroom. Therefore, in this study need a particular method in collecting data and analyzing data which suitable with the purpose of this study to get accurate description of the use of code-switching by the English instructors in EFL classroom.

Sample of Study

The sample of this study consisted of three English instructors and third-level students in the English department of Toor- Albaha college.

Instruments of the Research

The instruments that the researcher applied in this research as follow:

Classroom Observation

This was intended to know what situations (functions) and types of code-switching which may occur in teaching learning process in EFL classroom. The type of observation used in this study was checklist observation which was adapted by Ferguson (2003) and Poplack (1980).

Recorder

To avoid losing the required data, the researcher recorded the three classes for the three instructors through an audio recording on the mobile phone.

Data Analysis

Firstly, the data gained from observation checklist and audio recording for the three instructors will be displayed in table 1 and table 2. Then, the data collection from each instructor will be analyzed according to Ferguson's (2003) taxonomy and Poplack (1980).

Table 4.0 Reasons and Situation of Code-Switching in the class

No.	Reasons and situations	Instructor A	Instructor B	Instructor C
1	To check up students' comprehension.	✓	✓	✓
2	To correct errors.	✓	✓	✓
3	To give instruction.	✓	✓	✓
4	To control classroom discipline.	✓	✓	✓
5	To motivate and attract the students.	✓	✓	✓
6	To praise the students and create solidarity.	✓	✓	✓

From table (1), it is observed that all participants code-switched during teaching. The data analysis revealed that instructors' code-switching fell into three functional categories (Ferguson, 2003) as it is illustrative in the following:

1- Code-switching for Academic Functions:

- a- To check up students' comprehension.
- b- To correct errors.

2- Code-switching for managerial Functions:

- a- To give instructions.
- b- To control classroom discipline.

3- Code-switching for social Functions:

- a- To motivate the students and keep them interested in the lesson.
- b- To praise the students and create solidarity.

Table 4.1 Types of Code-Switching

No.	Items	Instructor 1	Instructor 2	Instructor3
1	Intra-sentential code-switching.	✓	✓	✓
2	Inter-sentential code-switching.	✓	✓	✓
3	Tag code-switching.	✓	✓	✓

From table (2), it is observed that all the participants used all types of C-S, but frequently different. This what the researcher illustrates it later.

Table 4.2 Frequency of Code-Switching's Functions used by the English Instructors

Participants	Frequency of use C-S	Functions		
		Academic functions	Managerial functions	Social function
Instructor A	15	✓	✓	✓
Instructor B	7	✓	✓	✓
Instructor C	20	✓	✓	✓

As can be seen in Table (3), the instructor who code-switched the most during his two hours of teaching was instructor C (20 times). Then, instructor A who code-switched 15 times. Relatively, instructor B as can be seen was the least use of code-switching (7 times). In addition, all of them used of the three functions mentioned by Ferguson (2003). The following examples illustrate their code-switching practices:

4.1.0 Code-switching for academic functions

To check up students' comprehension

Instructors repeatedly used code-switching to check whether the students understood the given information or not.

Extract 1 (A)

A: First language is acquired language. *أول لغة مكتسبة* acquired language?

Ss: *لغة مكتسبة*

A: Ok, Explain.

S: It is spoken in family.....

Extract 2 (B)

B wrote example on the board. Then, he said: look to this example, *تشوفوا أو لا*

Ss: Yes teacher.

B: read it

The students read it.

Extract 3 (C)

C: *بناء على* Choosing suitable course *قلنا*...?

S: Evaluating and analyzing the course.

C: Yes, according to evaluating and analyzing the course.

Ss: Yes teacher.

To correct errors

This function was employed by instructors when they correct the wrong answer or wrong pronunciation by their students.

Extract 9 (A)

A: How do you teach vocabulary in grammar translation method?

S1: give the picture.

A: *تعملها* direct method *لا مش كذا* picture

S2: by lingual list (the students mispronounced the word lingual)

A: *تقصد* lingual (the teacher pronounced correctly) yes, by lingual list.

Extract 10 (C)

S: The book is good, not expensive....

C: *هنا ما نقولش* the book *نقول* this course is....

4.1.1 Code-switching for managerial Functions

Instructors tended to give instruction in English, then repeated it in Arabic to ensure that the students comprehended the instruction clearly.

Extract 13 (A)

A: Divide yourselves to 5 groups, *سبعة طلاب* in each group *يلا أشتي مجموعات*,
come, *أنت تعال لهننا*

Extract 14 (B)

When some students answer with weak voice.

B: أكثر ارفعي صوتك, please rise your voice, إيش

Extract 15 (C)

C organized the groups.

C: اثنين يجلسوا واثنين يتقدموا يا شباب يا شباب

To control classroom discipline

The instructors used code-switching to discipline students and keep the class quiet. The following extract is a case in point.

Extract 16 (A)

A heard beside conversations between the girls.

A: Listen carefully, بنات ليش تتكلموا

The girl kept silent.

Extract 17 (B)

B heard noisiness from the boys. He went to them and said: عندكم gentlemen

سؤال

Extract 18 (C)

Again, the students talked with each other during the explanation.

C: انتبهوا this is the last warning بسكم كلام

4.1.2 Code-switching for social Functions

To motivate the students and keep them interest into lesson

Extract 19 (A)

A: as..... يا شباب teaching English as.... فين وقفنا يا شباب

Ss: foreign language

Extract 19 (B)

B: Squirrel means سنجاب is animal الباحة

Ss: laugh

Extract 20 (C)

C: Nobody will participate وينكم الضفة الغربية

Ss: laugh. And someone of them answer.

To praise the students and create solidarity

A & C

After their students responded correctly, they praised them by using Arabic compliment phrases to encourage them to participate. For example: ممتاز جدا, حلو رائع, تمام

B used English only to praise their students, such as: excellent, v. good, well done.

4.1.3 Types of Code-Switching

The types of code-switching found through observation and recording seemed to fulfill all the code-switching types proposed by Poplack (1980).

Table 4.3 Frequency of Code-Switching's Types used by the English Instructors

Types	Instructor A	Instructor B	Instructor C
Intra-sentential code-switching	5	2	7
inter-sentential code-switching	7	4	8
Tag code-switching	3	1	5

It can be seen from the table that instructors used code-switching in the frequency of occasionally for intra-sentential, inter-sentential and tag code-switching. The table showed that inter-sentential code-switching is the type most used by the instructors. Instructor A used it for 7times, instructor B for 4 and instructor c for 8times. Then, intra-sentential code-switching which most appeared with instructor C (7 times) then, instructor A (5 times) after that instructor B who used it for 2 times only. Regarding tag code-switching, it is observed that it is the least type used by them.

Instructor C is the most one used it (5times). Then, instructor A for 3 times. Instructor B used it for 1 time only. The following examples for each type in each case.

Case 1

Intra-sentential code-switching

A: Listen carefully. بنات ليش تتكلموا ب picture لا مش كذا direct method.

Inter-sentential code-switching

A: Listen carefully. بنات ليش تتكلموا

Tag code-switching

A: Listen carefully. بنات ليش تتكلموا second language means....

Case 2

B: Squirrel means squirrel animal.

B: What do you do? تذاكروا داخل القاعة?

B: Listen carefully. ريش ريش rise your voice, please

Case 3

C: Listen carefully. بنات ليش تتكلموا this course is....

C: What is the time now? ليش التأخير ذا كله وين كنتوا?

C: Listen carefully. بنات ليش تتكلموا choosing suitable course book according to...

Regarding the students, the researcher observed that they reacted positively when the instructor used code-switching during explanation. In addition, the researcher observed that the students used code-switching in different way during the lecture. They completely used Arabic in some situations, such as they used Arabic to ensure that they understood what their instructor said even he gave new information or asked them some questions. For example, the instructor wrote on the board (The chicken is ready to eat).

Instructor: Look carefully to this sentence and tell me the deep structure. Do you understand?

تشتي المعنى يا أستاذ ولا إيش؟ S:

Instructor: What is it?

الدجاجة مستعدة لتأكل أو لتؤكل S:

Instructor: Ok, v. good.

It was observed from this situation that each language is used separately. The instructors used English and the students used Arabic. Consequently, the instructors accepted students' responses in Arabic by using English language. Another example: when the instructor asked: what is recursion? Someone responded: نجيب أكثر من وصف للشيء. The instructor said: yes, more than one description. Moreover, it is observed that the student tended to use their L1 for joking such as:

Instructor: Where are the rest?

انقرضوا يا أستاذ Ss:

According to these examples of students' code-switching, it was observed that they only used the second type of code-switching (inter-sentential code-switching).

Result and Findings

The study is proposed to investigate Using Code Switching in Teaching and Learning of Third-level Students of English Department, Faculty of Education-Toor Albaha, University of Aden. A descriptive study was carried out and the result are analyzed and discussed in relation to the following questions:

- 1- What are the situations in which the instructors and students resort to use code-switching in teaching and learning process English language to third-level students?
- 2- What are the types of code switching that appear in teaching and learning English to third- level students?

In relation to the first and the second questions, the researcher demonstrated that the checklist and the recorded lectures of the three instructors highlighted the occurrences of code-switching from L2 to L1 in speaking classrooms although English remained the main medium of teaching. It was observed that instructors' codeswitching performed three major functions that included various sub-functions: academic, managerial and social functions as outlined in Ferguson's (2003) framework. During the lectures, the instructors switched code when translating new words, explaining difficult concepts, maintaining discipline and getting attention of the students. Sometimes, the instructors used L1 to repeat important points. Thus, it can be concluded that all the instructors in this study used Arabic for effective communication in accord with the findings of Cameron (2001), she found that the teachers used code switching as a source of communication which functions to give explanation, introduce new topics or give extra comments. Hence, code-switching plays a supportive and facilitating role in the speaking classrooms. It was also observed that the three types of code-switching (intra-sentential switching, inter-sentential and tag switching) mentioned by Pollack (1980) were found to be used by all the instructors during the lectures. However, the dominant patterns found during the observation of the lectures were Inter-sentential code-switching.

Regarding the students, they tend to use L1 when they answer some questions or for the purpose of humor with their instructor. The results show that EFL students using their mother tongue inside the classroom feel more comfortable since their competence of L1 is greater than L2.

Recommendations

The study showed that codeswitching in EFL classrooms becomes a fact that cannot be avoided in language learning where the instructors' L1 is the same as that of the students as the instructors need to address different proficiency levels of students in the classroom. Thus, the study recommends that:

- 1- instructors should be aware of the functions and reasons of codeswitching. Also, they should know about the advantages and disadvantages of code-switching.
- 2- They should use code-switching discreetly and appropriately to facilitate students' learning.

- 3- Code-switching from the target language (English) to the first language (Arabic) should be allowed by the instructors when it is necessary and when it serves educational purposes in certain circumstances in the classroom.
- 4- Such purposes include helping the students understand difficult concepts that they will not understand it just by explaining it in English and helping the students feel at ease and comfortable. In other words, careful and judicious of code-switching can lead to appropriate successful learning of the language.

Suggestions for Further Studies

- Further studies can be carried out to determine whether the students' code-switching affects language proficiency.
- Code-switching differs in incidence and in patterning across instructors, students, subjects, and classroom activities, and it would be useful to have greater knowledge of the factors that condition this difference.
- Although the researcher draws the conclusion that code-switching is undoubtedly useful in the process of EFL learning, still more researchers on this topic are welcomed. The topic is prospective and further research may show new ways and strategies to learning English if conducted effectively.

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