

## The Use of Code-Switching by EFL Saudi University and School Teachers

Ashwaq Maziyaad Saad Alshugithri

**Author:** Ashwaq Maziyaad Saad Alshugithri

**Thesis Title:** The Use of Code-Switching by EFL Saudi University and School Teachers

**Subject/major:** Linguistics

**Institution:** College of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University

**Degree:** MA

**Year of award:** 2015

**Supervisor:** Dr. Yasser Ahmad Gomaa

**Keywords:** Arabic, code switching, EFL, English, , Saudi Arabia, teachers

### Abstract

It is common to hear bilinguals" code-switch two languages when speaking in different situations. In bilingual classrooms such as Saudi ones where most of the individuals have the knowledge of two languages, the linguistic phenomenon of combining languages is quite common. While teaching English as foreign language, Teachers do code-switch in the classroom and reasons for may be that for Clarification, Translation, Checking Understanding, Repetitive Functions, Linguistic Competence, and Giving Instructions Effectively. Despite the significance of the phenomenon, the reasons for teachers" code-switching in bilingual classroom discourse have not been investigated in Saudi although the research on the same issue has been carried out in the developed countries in the context quite different from the one existing in Saudi classrooms. The main purpose of the study was to identify the significance of each function of codeswitching by observing why they code-switch and what specific pedagogical functions code-switching serves in the classrooms and note taking during the classes. Quantitative study based on observation, recording and note taking was conducted to ascertain the teachers" awareness about the functions of code-switching. Moreover, recording used in this study was to capture the actual instances of code-switching as used in normal conversational setting in the study. This study, attempts to highlight and explain some of the reasons of code-switching in the foreign language classroom. In short, this paper has made an attempt to better understand the trends of code-switching in Saudi EFL classrooms.

**Cite as:** Alshugithri, A. M. S. (2015). The Use of Code-Switching by EFL Saudi University and School Teachers. College of Languages and Translation, Al-Imam Muhammad Ibn Saud Islamic University. (Master Thesis). Retrieved from *Arab World English Journal* (ID Number: 223. February 2019, 1-53. DOI: <https://dx.doi.org/10.24093/awej/th.223>)

**Kingdom of Saudi Arabia**  
**Ministry of Higher Education**  
**Al-Imam Mohammed Bin Saud Islamic University**  
**College of Languages and Translation**  
**Department of English Language and Literature**



**The Use of Code-Switching by EFL Saudi University and School Teachers**

**Submitted By**

**Ashwaq Maziyaad Saad Alshugithri**

**434053782**

**Supervised By**

**Dr. Yasser Ahmad Gomaa**

**A non-thesis paper Submitted in partial fulfillment of the requirements for Master  
of Arts in Linguistics**



### **Acknowledgements**

First and foremost, all praise is due to Allah for blessing me to reach my dreams and goals. I would like to acknowledge the awe-inspiring contributions made to this study by my supervisor, Dr. Yasser Gomma, my ex-supervisor Dr. salih Aleid, and my committee members, Dr. Zuhair Zaghlool and Dr. Mohammad Abdel-Latif .They made untold supports for this study to see the light of day and I thank them for their guidance. Dr. Saleh Aleid has been my methods of research instructor for one semester and I am grateful for the skill and creativity he shared with me.

Also, I cannot begin to describe the scope of Dr. Yasser contributions to my study; I greatly appreciate his talent and knowledge. I was also privileged to work closely with him for a number of months; his contributions have been extensive in this work. I am thankful for the insights and improvements that he infused in my writing. Moreover, I would like to thank Dr. Alabidi for his contributions which benefited my work in so many ways. In addition, I extend my heartfelt thanks to Dr. Abdullah Asahli at Al Imam Mohammad Bin Saud Islamic University.

Furthermore, I would like to thank all the participants who agreed to record the classes for this study. Without their willingness, this study would be nowhere. Each of the 10 participants generously shared warmth and brilliance with me. Last and not least I would like to thank my parents, husband, brothers, sisters, and my babies have blessed me with love and support. I am grateful to all of for their deep and boundless emotional support during the various stages of writing this paper.

### **Abstract**

It is common to hear bilinguals' code-switch two languages when speaking in different situations. In bilingual classrooms such as Saudi ones where most of the individuals have the knowledge of two languages, the linguistic phenomenon of combining languages is quite common. While teaching English as foreign language, Teachers do code-switch in the classroom and reasons for may be that for Clarification, Translation, Checking Understanding, Repetitive Functions, Linguistic Competence, and Giving Instructions Effectively. Despite the significance of the phenomenon, the reasons for teachers' code-switching in bilingual classroom discourse have not been investigated in Saudi although the research on the same issue has been carried out in the developed countries in the context quite different from the one existing in Saudi classrooms. The main purpose of the study was to identify the significance of each function of code-switching by observing why they code-switch and what specific pedagogical functions code-switching serves in the classrooms and note taking during the classes. Quantitative study based on observation, recording and note taking was conducted to ascertain the teachers' awareness about the functions of code-switching. Moreover, recording used in this study was to capture the actual instances of code-switching as used in normal conversational setting in the study. This study, attempts to highlight and explain some of the reasons of code-switching in the foreign language classroom. In short, this paper has made an attempt to better understand the trends of code-switching in Saudi EFL classrooms.

**Key Words;** Code Switching, EFL, Teachers, English, Arabic, Saudi Arabia.

## المخلص

من الشائع سماع الأشخاص الذين يتقنون التحدث بلغتين و هم يبدلون الحديث من لغة إلى لغة عند التحدث في مواقف مختلفة . مثلاً في الصفوف الدراسية التي يكون فيها لغتين مثل صفوف المدراس السعودية حيث يحظى معظم الأشخاص بمعرفة لغتين ، فإن ظاهرة دمج اللغتين شائعة جداً . فإثناء تعليم الانكليزية كلغة أجنبية ، فإن المعلم يبذل الحديث من لغة إلى لغة في الصف و ذلك بهدف التوضيح ، و الترجمة و التأكد من فهم الطلاب ، و من أ

جل تكرار الشرح و الكفاءة اللغوية ، و إعطاء تعليمات بكفاءة . و على الرغم من أهمية هذه الظاهرة ، فإن الأسباب التي من أجلها يُبدّل المعلمون التحدث من لغة إلى لغة في الصفوف الدراسية لم يتم دراستها في السعودية على الرغم من أنّ البحث حول نفس الموضوع قد نُفِّذَ في البلدان المتطورة في سياق مختلف تماماً عما هو موجود في صفوف الدراسة السعودية . و قد كان الهدف الرئيسي من الدراسة هو تحديد أهمية كل تبديل لغوي و ذلك بملاحظة سبب التبديل و الوظائف التي يؤديها هذا التبديل اللغوي و تسجيل الملاحظات المأخوذة من هذه الصفوف الدراسية . و قد تم تنفيذ الدراسة الكميّة التي تعتمد على الملاحظة و تسجيل الدروس و تسجيل الملاحظات للتأكد من وعي المعلمين لأدوار التبديل اللغوي . و إضافة إلى ذلك ، فإن تسجيل الدرس المُستخدم في هذه الدراسة كان بهدف التقاط و حفظ المواقف الخاصة بتبديل اللغة عندما تُستعمل في المحادثة العادية التي تُنفَّذ أثناء الدراسة في الصف المدرسي . إن هذه الدراسة تحاول توضيح و شرح بعض أسباب التبديل اللغوي في صفوف اللغة الأجنبية . و بشكل مختصر ، فإن هذه الوثيقة تهدف لتقديم فهم أفضل لميول التبديل اللغوي في صفوف تعليم اللغة الانكليزية كلغة أجنبية في السعودية.

**الكلمات الدالة؛** التبديل اللغوي بين لغة و أخرى ، لغة ، تبديل ، تعليم اللغة الانكليزية كلغة أجنبية ، معلم ، المملكة

العربية السعودية.

## Table of Contents

Acknowledgment .....	3
Abstract .....	4
Abstract (Arabic).....	5
List of Tables.....	9
List of Figures.....	10
List of Abbreviation.....	11
Chapter I: Introduction .....	12
1.1 Background of the Study .....	12
1.2 Code and Code Switching .....	13
1.3 Statement of the Problem .....	16
1.4 Study Questions.....	17
1.5 Purpose of the study .....	17
1.6 Significance of the study.....	18
1.7 Design of the study .....	19
1.8 Assumptions, Limitation, and Scope of the Study.....	20
1.9 Summary of the chapter.....	20
Chapter II: Literature Review .....	21
2.1 Introduction.....	21
2.2 Definition of code and code-switching.....	24
2.3 Learning English as a Foreign Language in Saudi Arabia .....	24
2.4 Functions of Code-Switching .....	25
2.5 Previous Studies of using code-switching in EFL classes.....	27

2.6 Summery .....	29
Chapter III: Methodology .....	30
3.1 Introduction.....	30
3.2 Participants .....	30
3.3 Instruments of the Study.....	31
3.3.1 Recordings and Observations .....	31
3.4 Procedures of collecting, analyzing, and transcribing the data .....	31
3.4.1 Procedures.....	31
3.4.2 Data Collection procedure and data analysis.....	32
Chapter IV: Data Analysis.....	34
4.1 Introduction.....	34
4.2 Data Transcription.....	34
4.3 Code-Switching .....	42
4.3.1 Differences between school teachers and university teachers in code-switching...	42
4.4 Clarification .....	43
4.4.1 Differences between school teachers and university teachers in the use of clarification.....	43
4.5 Translation .....	45
4.5.1 Differences between school teachers and university teachers in the use of translation.....	45
4.6 Checking Understanding .....	46

4.6.1 Differences between school teachers and university teachers in checking understanding.....	46
4.7 Repetitive function .....	47
4.7.1 Differences between school teachers and university teachers in the use of repetitive function .....	47
4.8 Linguistic Competence.....	48
4.8.1 Differences between school teachers and university teachers in linguistic competence .....	48
4.9 Giving Instruction Effectively.....	49
4.9.1 Differences between school teachers and university teachers in giving instructions effectively .....	49
4.10 Summery.....	51
Chapter V: Discussion and Conclusion.....	53
5.1 Introduction .....	53
5.2 Discussion .....	53
5.3 Implication and Limitations for the study .....	61
5.4 Conclusion.....	63
References .....	64
Appendix I: Consent Form .....	69

## List of Tables

	Page
Table 1: University Teachers' Code-Switching.....	35
Table 2: School Teachers' Code-Switching .....	37
Table 3: Reasons for Code-Switching used by university teachers .....	41
Table 4: Reasons for Code-switching used by school teachers.....	42
Table 5: T-test result of the differences between school teachers and university teachers in Code-Switching .....	43
Table 6: T-test results of the differences between school teachers and university teachers in using clarification .....	44
Table 7: T-test results of the differences between school teachers and university teachers in the use of translation .....	45
Table 8: T-test results of the differences between school teachers and university teachers in checking understanding .....	46
Table 9: T-test results of the differences between school teachers and university teachers in the use of repetitive function .....	47
Table 10: T-test results of the differences between school teachers and university teachers in linguistic competences .....	48
Table 11: T-test results of the differences between school teachers and university teachers in giving instructions effectively.....	50
Table 12: Numbers of Code-Switching in university teachers EFL classes and school teachers EFL classes .....	50

## List of Figures

	Page
Figure 1: represents the mean performance of school teachers and university teachers in code-switching.....	43
Figure 2: represents the mean performance of school teachers and university teachers in the use of clarification.....	44
Figure 3: represents the mean performance of school teachers and university teachers in the use of translation.....	46
Figure 4: represents the mean performance of school teachers and university teachers in the use of checking understanding.....	47
Figure 5: represents the mean performance of school teachers and university teachers in repetitive functions.....	48
Figure 6: represents the mean performance of school teachers and university teachers in linguistic competence.....	49
Figure 7: represents the mean performance of school teachers and university teachers in giving instructions effectively.....	50

### **List of Abbreviations**

AAL: African American language.

CS: Code Switching.

EFL: English as Foreign Language.

FL: Foreign Language.

L1: First Language.

L2: Second Language.

S1: School's Teacher 1.

S2: School's Teacher 2.

S3: School's Teacher 3.

S4: School's Teacher 4.

S5: School's Teacher 5.

TL: target Language.

U1: University's Teacher 1.

U2: University's Teacher 2.

U3: University's Teacher 3.

U4: University's Teacher 4.

U5: University's Teacher 5.

## **Chapter One**

### **Introduction**

#### **1.1 Background of the study**

Code-switching is the utilization of resources of different languages when communicating, often with no change of topic. It is an unavoidable scenario while communicating in various language varieties. It exists because of language contact with multilingual and multicultural communities. In the past decades, code-switching triggered increased interest through a variety of investigations and theoretical discussions to understand this phenomenon. And shedding light on the understanding of bilingual speech behavior. Code-switching, as a distinct aspect of foreign language teaching, first received increased attention in the 1980s. Since then, there has been an increasing research and debate on whether code-switching is efficient, or rather impedes foreign language learning.

Many researchers (e.g, Chaudron (1988), Ellis (1984), Lightbown (2001) and Wong-Fillmore (1985)), were of the opinion that teachers of foreign languages should aim at creating a pure foreign language learning environment since they are the sole linguistic model for the learners while in class. In addition, they believed that code-switching results in the negative transfer of FL learning. In contrast, other researchers, such as Levine (2011) supported the use of cross-lingual teaching (code switching) as an important strategy in teaching foreign or second language. Their argument is that code-switching is useful in promoting the learning of the target language (TL) and that the first language (L1) deserves a place in a foreign language (FL) classroom. The overall

conclusion is that code-switching serves as an effective strategy for enhancing efficiency in FL teaching.

It is from these conflicting opinions that the researcher holds the same positive perspective on the use of L1 in foreign language classes. This research focuses on investigating of how female teachers code switch in English as a foreign language by using the Arabic language in classrooms, and how this influences English learning in Arab schools and universities classrooms. To this end, this study seeks to prove that code-switching contributes to the effectiveness of EFL teaching for university and schools teachers.

## **1.2 Code and Code-Switching**

According to Wardhaugh (2006, p.86), “the concept of code refers to language, dialect, creole, style, or pidgin used to elicit particular emotions”. A code also means a given system known by two people engaged in communication. There are various definitions given to explain the concept of code switching. Cook (2001, p83) for examples, defined code-switching as a “process of changing language codes in mid-speech where both speakers know the language”. Also, Gumperz (1982, p. 59) set code-switching as “juxtaposition midway speech exchanges with passages that belong to a different grammatical subsystem”. That is, code-switching infers the shift or change of language codes during conversations.

Many researchers propose different types of code-switching since research in code-switching began. Poplack (1980),for example, identified categories of code switching: tag, intra-sentential, and inter-sentential switching. Tag switching occurs by using a tag phrase from one language into another. Tag switching is common in

monolingual utterances and does not violate syntactic rules. Inter-sentential switching occurs at the end of sentence boundary or clause and requires greater fluency (Romaine, 1989). Inter-sentential switching takes place within a sentence and is a complex code switch. As Poplack (1980) argued, by fluency in bilinguals one can avoid intra-sentential switching.

There is an increasing concern with code-switching in foreign language teaching. When researchers address this issue, they present two opposing language attitudes between the exclusivity of the FL and L1. According to supporters of target language exclusivity, using TL makes the FL real but exposes learners to unpredictability experiences as each student develops his/ her own inbuilt language system. Researchers like Chaudron (1988), Ellis (1994), and Wong-Fillmore (1985) argued that teachers of FL and Second Language (SL) should expose learners to several functions of the targeted language rather than overuse the L1. By using L1, teachers of SL and FL deprive their learners valuable TL input. According to Wong-Fillmore (2006), students who hear their teachers use the L1 tend to ignore TL, and this affects their learning of the TL.

In contrast, other researchers such as Cook (2000, 2001) and Stern (1992) argued that code-switching to L1 while teaching FL was important as it enhanced the humanistic aspect in conveying the exact meaning of particular aspects. Cook (2001, p.242) argued that “using L1 in teaching FL is a “learner-preferred strategy.” Stern (1992, p. 285) observed “it is imperative to consider the use of a cross-lingual strategy in teaching and learning FL since language teaching is intra-lingual, and learners can work from L1 reference base and thus help them orient themselves to FL or L2” . Cook (2000) stated

that there exist assumptions of the tradition of excluding L1 in classrooms, and this limits possibilities of language

Teaching. Overall, great researchers in FL and SL teaching such as Cook (2001), Ellis (1994), and Richards & Rodgers (2001) pointed out that it is unusual that exposure to target language ensures success in language learning.

Similarly, it is not verifiable from past studies that using TL as the only tool while teaching SL or FL may not work in all classrooms based on culture and environment. Arguments in support of this aspect argued that most researchers conducted research in English-speaking nations and thus do not have firsthand knowledge of the effects of using L1 while teaching FL or SL in schools Lai (1996). More scholars in support of code-switching between L1 and FL argue that code switching is not a sign of defect, but a calculated strategy used by teachers when necessary and in particular situations to enhance TL learning (Dash, 2002; Schweers, 1999).

While some previous studies indicated that there are various positive aspects of code-switching from L1 to FL (facilitating the learning of new vocabulary, explaining grammar, relaxing learners, etc.), modern studies indicate that there are constraints that inhibit free code-switching by teachers (Cantone and MacSwan, 2009 and MacSwan, 2013). Current studies affirm that the teacher's desire to use L1 is motivated by the need to reduce the social distance between them and the learners (Ahmed, 2009). Other studies (e.g, Liu et al, 2004 and De la Campa & Nassaji , 2009) support L1 inclusivity in FL learning based on the arguments that students who master L1 are sophisticated cognitive individuals who can draw on L1 concepts to learn a new language (De la Campa & Nassaji, 2009). From these and more studies, it is apparent that the debate is shifting to

the positive side of using L1 as an important tool in facilitating the teaching of FL in classrooms. Most studies indicate that using L1 in class is a resource rather than a hindrance (Lai, 1996).

Although past studies described the use of L1 as an active tool that enhances FL learning and teaching among multilinguals, prior studies failed to explain optimally if the use of L1 is a sign of language proficiency in EFL by teachers. Most research in the past focused on the use and effects of code-switching to L1 while teaching FL in schools (Dash, 2002; and Schweers, 1999). In addition, there are few studies conducted on the effects of code-switching in non-English speaking natives while teaching FL. Furthermore, past studies failed to resolve the debate on the effects and utility of code-switching to L1 while learning FL. The L1 exclusivity proponent fails to justify how excluding L1 has led to effective teaching and learning of FL. Similarly, past studies failed to explain satisfactorily how code-switching to L1 points to enhanced FL or indicates a case of proficiency by EFL teachers. More studies are required to fill these gaps in knowledge, especially when code-switching occurs in non-English speaking regions.

### **1.3 Statement of the Problem**

Past and recent studies have not satisfactorily explained how code-switching by EFL teachers enhance FL learning and proficiency. In part, most studies engage the use of L1 code-switching while teaching FL but do not elaborate on how the use of L1 improves the learners' understanding and help the teacher clarify, translate, and give instructions,. Similarly, there exists limited research on code-switching in non-English speaking regions where EFL is taught. As such, the present study is informed by the gap

in past and current studies concerning code-switching to facilitate EFL teaching in non-English speaking countries. There is a gap in knowledge about code switching, especially in bilingual societies that only have a national/native language. In particular, very few studies have focused on code-switching in bilingual cultures, and this is particularly significant in understanding why the use of L1 is sufficient or not in facilitating the learning of second or foreign language (Cantone & MacSwan, 2009). Furthermore, the current study seeks to assess if the increased use of L1 while teaching EFL signifies the teacher's proficiency in EFL and the L1.

#### **1.4 Study Questions**

This study focuses on the following primary questions:

- 1) Do female teachers in schools and universities adopt code-switching from English (L2) to their mother tongue (Arabic)?
- 2) What reasons justify code-switching in EFL among bilingual (Arabic-English) speaking teachers?

#### **1.5 Purpose of the study**

The present study takes a social focus to assess code-switching by female teachers in schools and universities, especially while translating L2 aspects to Arabic language (L1). The second aim of this research is to investigate code-switching and whether it shows language proficiency by EFL teachers. The present study seeks to use a qualitative research approach that applies a mixed technical data collection through observation and recording teacher-student interactions in classrooms during an EFL class (Angouri, 2010). Voice recorders are necessary to record class sessions and analyze the aspect of code-switching by various female graduate teachers.

Variables used in the study are code-switching, understanding, translation, clarification, and language proficiency. The plan of the study takes place in college and university classes in Riyadh, Saudi Arabia. Participants are selected through purposeful sampling: female English teacher graduates who teach at Al-Imam Muhammad Bin Saud Islamic University and public schools in Saudi Arabia (Catane, 2002). The analysis of data would be carried out by transcribing the recorded sessions into written notes to code the main reasons why the female teachers use code switching.

### **1.6 Significance of the study**

Based on the reviewed literature and past and current studies, it is clear that there has not been a considerable focus on code-switching by EFL teachers in bilingual countries such as Saudi Arabia. Although Saudi Arabia is not an absolute bilingual country, Arabic is the native language with an increasing interest in the English language. Past studies indicated the prevalence of using code-switching while teaching a foreign or second language as a common strategy used by teachers to enhance learning, understanding, and promoting a social humanistic approach in language study (Ahmed, 2009).

A growing number of studies have indicated that code-switching between L1 and FL is unavoidable and is linked to various positive outcomes. Other studies have suggested that code-switching from L1 to FL leads to complexities in learning FL or L2 (Dash, 2002). However, these findings focus only on why using code-switching between L1 and FL is effective and do not elucidate the reasons why most EFL teachers in bilingual cultures prefer code-switching to L1 when teaching. The gap in past studies is that very few of them explored the reasons that influence EFL teachers to code switch.

The significance of the current study is to examine the rationale behind code-switching by EFL teachers in schools and universities. The knowledge gathered from this study will in turn help understand whether there is a need for using code-switching when teaching FL. For long, the debate on the efficacy of L1 in teaching FL is increasing among researchers and education policy makers (Ahmed, 2009). In addition, there are few studies on the utility of L1 in teaching FL in bilingual cultures. To this end, results from this research will be useful among EFL teachers in bilingual cultures. Furthermore, this study will result in new data that informs and gives direction for future studies on code-switching between L1 and EFL.

### **1.7 Design of the study**

The methods employed in this study include observation and taking notes at the research site as well as audio recording of conducting this study is through observation and then collecting observation data utilizing notes taken at the research site as well as through audio recording. The goal of this study is to investigate code-switching by EFL teachers in schools and universities. The study will involve Al-Imam Muhammad Bin Saud Islamic University in Riyadh and public school in Saudi Arabia. The selected participants include Saudi English graduates teaching EFL courses at Al-Imam Muhammad Bin Saud Islamic University and at a public high school. The selection of participants is carried out through the purposeful sampling method (Catane, 2002). The instruments used are recording and participant observation (Angouri, 2010). The collected data was transcribed and analyzed using T-tests to aggregate the reasons behind code-switching from different participants (EFL Saudi female teachers) throughout the

classes. A T-test result is vital to understand the use and reasons behind EFL preference for code switching.

### **1.8 Assumptions, Limitation, and Scope of the Study**

The present study assumes that there are positive effects and valid rationales why code-switching in EFL is important. Assumptions are that the present research will provide an accurate perspective on the use and reasons behind code-switching by EFL teachers. However, the present study suffers from the limitation of researcher's bias and misrepresentation of the sample selected. The scope of this research is limited to a particular geographic location and sample size representation. Nonetheless, the present study focuses on understanding code-switching by EFL teachers in the institutions of higher education. It also aims to understand how code-switching enhances foreign language learning.

### **1.9 Summary of the Chapter**

This chapter covers the introduction part of the study of code-switching by EFL teachers while teaching a foreign language. The section includes a detailed background overview on the main theme of the study. The literature review provides the gap in knowledge perspective which is in turn developed into a statement of the problem. Later, the chapter elucidates on the study's research questions, study methodology, participants involved in the study, and the theoretical framework of the study. The chapter concludes with an explanation of assumptions, limitations, and the span of the research interest.

## **Chapter Two**

### **Literature Review**

#### **2.1 Introduction**

Code-switching mainly occurs when people alternate between various language varieties during their conversation. Boxer and Cohen (2004) argued that the most affected individuals include multi-linguals who use more than one language in their conversations. It can thus be concluded that code-switching entails the use of more than one linguistic assortment in a way that is dependable with the phonology and syntax of each assortment.

The history of code-switching dates back to several decades ago when scholars began to show interest in the linguistic use within various social paradigms. Cook (2001) states that code-switching and defined it as the use of various linguistic varieties in the course of interaction or conversation. Through the case presented to the court, the legitimacy of the African American Language (AAL) was established. The legitimacy mainly came with provisions that mandated the school to teach children through their home languages and standard English. Llorca (2006) illustrates how after a few decades, major Californian lawsuit led to the Oakland Ebonics Resolution, which distinguished the (AAL) African American Vernacular English as the main language for the African American students within the Oakland district. The resolution also demanded that the children be taught standard English through the assistance of this language. Due to such mandates, socio-linguists engaged in thorough research to understand the lack of English, and they focused on its similarities with Standard English. At the same time, various schools in the districts, especially the large ones, started programs that addressed

the needs of students who utilized the dialects in facilitating the acquisition of Standard English.

Nonetheless, code-switching has exhibited a number of distinctions compared to other related contact phenomena. Nilep (2006) calls them pidgins, creoles, borrowing, and language transfer. While borrowing only affects the wording that constitutes the given language, code-switching affects the individual utterances. Relatively, pidgin languages are often formed because two people do not speak a common language. It is often the third language that is formed because of the interaction between the two individuals. Compared to code-switching, the speakers in each case are often fluent in both languages. The above illustrations depict the differences between code-switching and other linguistic modalities.

The study of language interaction seems to have been so fruitful over the past decades. Various constraints have been identified, thus inspiring a great deal of research in the given area. Yoon and Kim (2012) talk about the structural focus that is highly important in the production models used in grammatical theory. However, this does not seem to adequately answer and explain the existence of code-switching. In code-switching, grammatical conditions are necessary, though not sufficient, in describing the reason or the impact of a given code-switch.

There are various perspectives through which code-switching has been looked at within the social context. One of these perspectives is the social motivation approach. According to this approach, code-switching has the same level of relationship with the indexes of multilingual communities and bilingual social group membership. Certain

socio-linguists have focused on the relationship between code-switching and ethnicity, class and other social positions. Moreover, scholars in conversational analysis and interactional linguistics have given many insights to code-switching regarding it as a means through which structural speech interactions can be made. Other discourse analysts argue that code-switching does not only reflect the social situations, but also represents a means through which social situations would be deduced.

Relatively, the nakedness model has been used in explaining the existence of code-switching. Therefore, they have the right to choose a language that marks their obligations and rights as is the case with other speakers within the conversation setting. In cases where people lack a clear or an unmarked language choice, speakers often find themselves practicing code-switching while exploring other possible language choices. Most sociolinguists have however shown their objection to this model arguing that language choice is a rational decision.

Code-switching seems to be highly prevalent in the current social panorama. Most people are affluent in many language varieties; such people find it easier to code switch during their conversations. Such is the case with EFL teachers (in schools and universities) who speak more than two languages. The manner in which such teachers interact with students from various linguistic backgrounds makes them highly susceptible to code-switching. This literature review will analyze code-switching: its history, context, and how it affects EFL teachers at schools and universities.

## **2.2 Definition of code-switching**

According to Boztepe, (2003) code-switching has near-synonymous terms like code-mixing, code-borrowing, and code-alternation. Researchers have reached an agreement on the scope covered by these terms and their specific meanings and applicability. Code-borrowing, on the other hand, denotes the picking of terms from other languages and using them to explain a specific meaning . Another definition of code-switching is given by Myers-Scotton (1972, p. 1): “Alternations of linguistic varieties within the same conversation” .Other researchers argue that code-switching does not only occur between languages, but also across dialects of the same language (Boztepe, 2003).

Other scholars have used code-alternation instead of code-switching. However, the term is used to indicate cases where one language replaces another in the midst of a sentence. On the other hand, other scholars use code-switching when referring to inter-sentential switches while they use code-mixing for intra-sentential switching. Although the distinction is made (using inter and intro), it still brings about unneeded confusion (Boztepe, 2003). While some scholars prefer to use those terms differently, code-switching will be considered as an overall term for the stated meanings. Moreover, special focus will be put on changing between different languages; Arabic (L1) and English (L2) in this case.

## **2.3 Learning English as a Foreign Language in Saudi Arabia**

Learning English as a foreign language has significantly led to the development of code-switching. For instance, in the context of Saudi Arabia, it was noted that English language proficiency was low. Long and Doughty (2009) noted that the Ministry of

Education instructed the professors and the teachers to engage students in fluent English-speaking. The easiest way through which the intended language fluency could be achieved was by engaging teachers fluent in both Arabic and English. Such teachers and professors would, therefore, engage the students actively through the process of code-switching to enable them gain fluency in the English language.

In areas where students experienced language difficulty, engaging in code-switching seemed to be a better solution towards enhancing the students' ability to grasp the language. However, this linguistic element affected the performance of both tutors and learners. The increasing interest in code-switching has created a variety of investigations and theoretical discussions, which primarily intend to reduce language problems. Such investigations aim at finding ways through which code-switching can be applied within various language contexts to increase language coherence and proficiency among the students studying English as a foreign language.

#### **2.4 Functions of Code-Switching in EFL classes**

Numerous studies have indicated that code-switching has different functions. One of the functions is the directive function, which is used when the speaker wants to direct someone. This function occurs in both social equal and social unequal.

McLellan, (2013) mentioned other functions of code-switching in classrooms. These functions included giving instruction to show the need of what had been previously said in another language. That is code-switching is used to stress certain ideas. Code-switching occurs in different places during the lesson. It, for instance, occurs when

teaching grammar and checking exercises. Giving instructions in the native language allows the learner to understand what he is being told to him/her.

Another notable use of code-switching is to request help. This occurs particularly when students face a problem during the lesson. They occasionally resort to Code-switching to find answers to their problems. When they cannot understand what the teacher is asking, they code-switch and ask in their native language.

Turnbull and Dailey-O' Cain (2009) found out that participants used code-switching in order to save time and effort. Code-switching ensured optimal efficiency in communication. Sharifian (2009) indicated that teachers might wisely switch to L1 when they are pressed by time or when the efforts of defining the phrases and vocabularies in the L2 may not yield optimal results. They would then switch back after the learners have understood.

Miller, Kostogriz, and Gearon (2009) found out that teachers use code-switching as a means to offer correction to their students or to point to errors. Similarly, students use Code-switching for self-correction. It enables students to draw attention to their mistakes and revoke correct responses. Sharifian (2009) regarded code-switching as an effective way of providing correction to foreign language teachers.

Long and Doughty (2009) claimed that it may be unreasonable to use an exclusive language target in the classroom because teachers should employ every aspect at their disposal to fulfill their teaching duties. Code-switching is more agreeable in a situation where learners and teachers have homogenous ethnic and linguistic backgrounds (Martinez, 2014).

## 2.5 Previous Studies of using code-switching in EFL classes

According to Nilep (2006), the history of code-switching dates back to 1972. However, Nepal noted that although code-switching became well established in 1972, and there were a number of studies conducted in linguistics that relate to code switching. One of the earliest studies cited by Nilep was Barker's study (1947). Barker conducted a study on language use by Mexican Americans residing in Tucson, Arizona. Barker noted how his subjects switched language when interacting in different settings. For example, interactions between family members were carried out in Spanish, whereas interactions with Anglo-Americans were mostly carried out in English despite the fact that not all the participants could understand the language. Barker also noted that in situations not clearly defined, elements of each language were used. He concluded that young people had the tendency to use multiple languages contrary to the elderly ones (Nilep, 2006).

Weinreich (1953) was among the first scholars to study code-switching. His study was inspired by Barker's (1947). Weinreich criticized Barker's research, and suggested that bilingual people possess two different linguistic varieties, which they use in different occasions. The authors posit that code-switching has its roots in a major decision made by a school board in Michigan in the mid-1970s. Another factor was a ruling made by a court in 1977, which equally led to the development of code-switching among school and university teachers. The ruling permitted the teachers to teach their students through their local languages. One can, therefore, argue that code-switching has developed over time and become a means of teaching in the current class room environment.

According to Yoon and Kim (2012), bilingualism and multilingualism are the results of language contacts that are mostly found in individual speakers. Drawing attention to the development of language, Guske and Swaffield (2008) explored the cause of bilingualism and multilingualism. Guske and Swaffield suggested that modernization and globalization have provoked the increase in the number of people speaking national languages within limited boundaries of international languages such as English, French and Spanish. Colonization and the Second World War also encouraged the development of different languages. Through international interactions, the necessity to engage in code-switching emerged. With each group keen on communicating clearly in English and retaining the language cohesiveness, code-switching offered the ultimate option through which English or foreign language learners could combine the elements of their native languages with English and communicate cohesively.

Secondarily, Sharifian (2009) identified increasing language revival as another development leading to code-switching. Switzerland is an example of a linguistically diverse nation with four official languages (German, French, Italian and Romansh).

Other scholars have pointed out migration as another significant contributor to code-switching. According to Nilep (2006), multilingualization has highly been promulgated with migration. With people migrating from less developed to highly developed regions, certain levels of interaction occur. Most people in the highly developed regions speak English as their native language, while people from the less developed region have their native languages. Nilep (2006) asserted that interaction with the native English speakers causes the locals to begin learning the language. In the process of such learning, they develop the code-switching language.

## 2.6 Summary

Although it is necessary to use L1 in class, it is the teacher's responsibility to pay attention to the objectives of a given course. L1 is effective in subjects with complex concepts. Conversely, teachers should encourage students to use L2 in class when the goal of the subject is communication. Drawing from previous studies, the substantial result yielded from past studies indicates that code-switching does not affect the English proficiency of teachers or learners. In fact, Code-switching in EFL classrooms is a crucial strategy for learning a language.

## **Chapter Three**

### **Methodology**

#### **3.1 Introduction**

This chapter describes the study's methodology, which involves a qualitative method of analysis. This study was conducted through audio recording, note taking, and observation. The data were collected by means of notes taken at the research site as well as through audio recording. This chapter contains the following sections: purpose and research questions, participants and procedure, and the instruments and data analysis.

#### **3.2 Participants**

The study was conducted at a Saudi University and a Saudi high school. At the University, the English language is applied in most departments at the collage of Languages and Translation. The medium of learning and teaching is mainly English. Arabic is the lingua- Franca of the workplace and it is the primary means of communication. At the high school, Arabic is applied in most departments and Arabic is mainly used as means of communication. It is important to mention that neither teachers nor students in this study were native speakers of English, and all of them spoke Arabic as their native language.

This study observed 10 Saudi female EFL teachers 5 participants are from the university and the other 5 participants are from the public school. They were homogeneous in terms of gender, origin and education. Most of the participants were bilinguals, and their mother tongue was Arabic. The participants studied English as a foreign language at different universities. Eeach participated with one English class. The following codes were used for the 10 participants: U1, U2, U3, U4, U5, S1, S2, S3, S4,

and S5. The code (U) represented university EFL teacher and (S) represented school EFL teacher.

### **3.3 Instruments of the Study**

#### **3.3.1 Recordings and Observations**

The researcher applied recording to record the study sessions by a voice recorder. This instrument was essential method in spotting the participants at each instance. Moreover, it proved to be compact, flexible and reliable in downloading and copying the sound files. Using a voice recorder, the researcher recorded 10 sessions: 5 sessions at university and 5 sessions at school. Each session lasted between 1 and 2 hours. The investigation took place in the sessions to measure the use of code-switching by EFL teachers at university and school. Besides, the researcher used observation as one of the instrument of data collection approach to examine the participants in natural settings and situations. However, note taking is took place when the researcher set in the classes as one of the students.

### **3.4 Procedures of collecting, analyzing, and transcribing the data**

#### **3.4.1. Procedures**

The research commenced after provision of the permission by the instructor of the study. Still, the participants pronounced their cooperation firmly, and sign-out the consent form. Thus eliminating any doubt for success of that study. Teachers were issued with observation, which were written during the lecture. The interviews consisted one section, which were labeled as:

- Participant's reasons of code switching. (Why did you code switch in this dialogue?)

### **3.4.2 Data Collection procedure and data analysis**

The researcher introduced himself to the participants and explained the aims of the study, the researcher used observation, and interviews as a main tool for obtaining data and the process of data collection took almost two weeks, the data consisted of ten English classroom sessions. Moreover, the researcher collected the answers and opinions about the reasons behind code-switching from different participants (Saudi female teachers).

The researcher needs to capture the actual instances of code-switching as used in normal conversational setting. Furthermore, the researcher took notes and observed the participants' normal conversation, as well as tape the sessions. Therefore, the researcher was able to get into those instances that triggered the participants' code-switching abilities while the researcher wrote down those words, expressions of code switching. However, the researcher need to determine for sure that these instances came out under the participants' subconscious level of awareness unless the researcher got to interview those who got to code switch most of the time in these taped dialogues( not all the participants used to code switch most of the time specially university teachers ). The interviews were helpful in capturing the practice and in allowing the researcher to analyze and transcribe not only the occurrences of code-switching but the reasons behind code-switching and why they occurred.

It was useful for the researcher to use observation method because it provided a ways to check verbal expression. Dewalt (2002, p.92) believes "the goal for design a research using participant observation as a method is to develop the understanding of a phenomena under study that is as objective and accurate as possible which give the limitations of the method". The purpose of the interviews is to explore the views on reasons behind code-switching in bilingual Saudi female teachers.

The answers of the participants were analyzed and transcribed (written form) to determine the reasons of CS in bilingual Saudi female teachers' classrooms by applying tow methods; recording and observation.

## **Chapter Four**

### **Data Analysis**

#### **4.1 Introduction**

Moreover, our findings proved that teacher's code-switching help him to create less tense atmosphere in the classroom, as with the help of L1 the teacher breaks down the latent boundaries with the students, allowing them to speak out whenever they face a problem and feel comfortable in the class even if they are not fluent in their L2 yet.

In this chapter, there are many tables and figures to clarify the numbers of occurrence and the percentage in each item. Moreover, the findings proved that teacher's code-switching help her to create less tense atmosphere in the classroom, as with the help of L1 the teacher breaks down the latent boundaries with the students, allowing them to speak out whenever they face a problem and feel comfortable in the class even if they are not fluent in their L2 yet.

#### **4.2 Data Transcription**

All EFL classes were listened to and transcribed using the headphones, paper and pen. Data analysis focused on the use of code-switching by EFL teachers in high school and at university.

Table (1) University Teachers' Code Switching

Class Number	University Teachers' Code Switching
U1	<p>So you see it is finished what on the distance time; before many times ago; before many years ago, ok  منذ زمن بعيد  right?</p> <p>You see now the difference? You know how to differentiate between the recent past and the distant past?  الماضى البعيد والماضى القريب ؟</p> <p>But they actually all finished before the present time, but one of them is on the distant past  "منذ زمن بعيد"</p> <p>And one of them is on the recent past, ok is it clear?</p> <p>So the first example means what? It means that you slept before 8 hour, you see?  قبل ثمان ساعات يعنى انتى نمتى  You see? So it is on the recent past ok?  You see? So it is on the recent past ok?  action ؟ متى خلص الفعل ؟ متى خلص ال  Before 8 hours , so it is on the recent past, you see?</p>
U2	<p>I slept eight hours ago , it means I slept before eight hours , the action finished before 8 hours  Here " for " it means :  "المدة"</p> <p>My mum cooked for three hours  so, Sara's mum spent three hours cooking, you see?  جلست تطبخ لمدته ثلاث ساعات</p> <p>You see girls now the difference? You want me to give you more examples to know it?</p> <p>So, I read the book for three hours  انا قعدت اقرا الكتاب لمدته ثلاث ساعات  when I want to say طيب لما احب اقول  قرئت الكتاب قبل ثلاث ساعات</p> <p>I read it and finished be for three hours</p>

So you have to add " ago" to your sentence to indicate that the action's finished three hours ago

خلاص

But " for " it means :

"لمدة "

So the rule of using time expressions to what? To clarify the tenses changes;

اللى هو الازمنه؛ تغيير الازمنه

You see?

U3

You see? It is now simple past

You see the tenses changing? You see?

تغيرات الازمنه كيف الامس كانت ايش واليوم ايش بس بالاول كل شىء كان مع بعض

Ok , now let's complete :

" now she feel sick and doesn't want to go to work"

English language ; if you are going to ask about the subject  
الفاعل

Which is at the beginning of the sentence you don't have to add anything either did or do or does at the present

object يعنى الاسم كان بال

خلاص نرجع للقاعده الرئيسيه اللى هى تقول objectايوه لما يكون الاسم يابنات فال وسووا نفس الخطوات نفس الخطوات عادى بس ، ومتى اللى هى did اضيفو الفاعل بس لكن حتى لو كان subject اللى فينا نسال عن ال exception استثناءى حقتنا rule هنا اسم عادى نرجع نطبق نفس ال object

Let me give you another example to make it more clear

So you have to go back to the general rule ok?

بس الاستثناء زى ماقلتلكم اذا كنتو بتسالون عن ساره

U5

What about if I want you to ask about Sara ?

You don't or you can't use the phrasal verb

"use to" because it's not a habit, right? It's not a habit to die or pla pla pla or to born

!!!!يعنى اعتدت على ان اموت

It doesn't make sense, right? So don't use "use to" with actions Which happen once in your life.

Class Number	University Teachers' Code Switching
	<p>So when you want to ask about the subject "الفاعل"</p> <p>Which is at the beginning of the sentence we don't have to follow the rules you have just to what?</p> <p>"Who used to meet Nora at the gem every Monday and then the" question mark ok? So</p> <p>لما تجون تسالو about the subject</p> <p>You don't have to follow the rules. Because it is subject "الفاعل"</p> <p>You just delete the subject and then replace it with who, ok?</p>

**Table (2) School Teachers' Code-switching**

Class Number	School Teachers' Code Switching
S1	<p>ملاحظات وإيش معناها بالإنجليزية ملاحظات ؟</p> <p>Notes</p> <p>Notes مين تقرأها ؟</p> <p>Five you don't have to change it , متضيفلها ,</p> <p>You don't have to change it تكتيبها بس .</p> <p>بيكتب تحيه او توقيع</p> <p>hoover many هادي</p> <p>Hoover many تستخدم مع ايش؟</p> <p>هادي الصورة</p> <p>Usb</p> <p>تستخدم للكمبيوتر صغيره كتر سماكته</p> <p>desk</p> <p>demanding مطلوبه</p> <p>read the text again and</p> <p>sentence لاي صوره</p> <p>: Work in battery</p> <p>تشتغل عالبطاريه؟ اي واحده منهم ترجع من الآلات</p> <p>shop ترجع لايش ؟</p>
S2	<p>place للمحل نفسه هذا</p> <p>Who</p> <p>عشان شخص</p> <p>Person</p>

- Who ؟ يستخدم مع مين ؟  
 ok ممكن يصير معها حرف جر at fear مع  
 انا كنت حاظه القلم كده get over  
 Get over على ال fear  
 مانقدر ما يكون get مو معاه حرف جر  
 Over؟ over اشمعنى قلت هذه ؟ اشمعنى قلت  
 هذه عباره صغيره " get over "  
 !بمعنى ؟ get فعل ورد الفعل و Common  
 لكن الكلمتين مع بعض بيعطولى معنى مختلف  
 Run out of  
 , preposition اكونت من فعل  
 ing form ، Ing form تكوين ال ing  
 فى الجمله ingمتى بنستخدم ال
- S3
- الدرس السابق ايش كان عنا ؟  
 مصادر ! شو نستخدم ؟ can , go to , must  
 بييجى معاها to والا without to؟  
 و without to هذه let to make  
 شو الاشياء اللي بييجى معاها to؟  
 Want , like , see, وادوات السؤال  
 , و ايش بعد؟ و enough و too  
 طيب خلاص عشان ماتضيعون خليا فى قاعده اليوم  
 ingقاعده اليوم عن ال  
 عندنا هنا three sentence  
 و هنا طريقه وضع ال ing
- S4
- و هنا طريقه وضع ال ing مع الفعل و مين تقرأ الجمله الاولى ؟  
 Ok, thankyou Razan  
 انتو هنا شو تلاحظون ؟ المكتوبه بال boldالكلمه الغامقه وين ؟ اى واحده ؟  
 Using  
 الكلمه الغامقه وين ؟ using  
 ايشو تلاحظون فيها ؟  
 طيب هنا using  
 شو الكلمه اللي قبلها ؟ started  
 عشان كده استخدمنا ing  
 هنا using  
 Using ايش الكلمه اللي قبلها ؟ فعل ، حال ، حرف ؟  
 حرف جر preposition طيب  
 طيب هنا الكلمه هنا فى بدايه الجمله ايش موقعها بالجمله ؟  
 تبدأ ب ال subject وبعدين الفعل وبعدين ال object  
 يعنى موقه هذه الكامه ايش ؟ ال subject موقعها جائت فى بدايه،، الجمله جات

Class Number	School Teachers' Code Switching
	<p>فهمتوا؟ عندنا ثلاث حالات نستخدم ال ing فيها مع الفعل :          As a subject لما يكون كفاعل          how about , worth أو like ,love , enjoy, hate, finish ,start          E66          وبعد حروف الجر          ثلاث حالات وإيش هي الحالات ؟          After preposition, after verbs like love enjoy hate finish start, As a subject.          أو لما تستخدم في بدايه الجملة كفاعل          طيب انتو عندكم بدى تكتبون عندكم هنا حاله الفاعل بعد افعال معينه او محدده زى like love          enjoy hate          افعال تعبر عن المشاعر          انتهى وبدا ويحب يكره وبعدين Start , finish          افعال معينه او محدده لما تشاهدو اى من هذه الافعال لما بتصير كلمه فى بدايه الجملة جه موقعها          Subject          Subject فاعل هذه نضيفلها ing او بعد (finish ,start, love , hate, like)          ( finish ,start, love , hate, like)          ing اول حروف جر لازم الفعل يكون معاه          practice طب الحين بنسوى          Complete the dialog:          بالترتيب شو الحاله الاولى ؟ ing فى عندك ثلاث حالات ببستخدم فيها ال          Yes, Renad after          ايش؟          After preposition.          Yes, Sheika? As a subject          As a subject...لما نستخدمها كفاعل</p>
S5	<p>الجملة الاولى          We are lost what should we do?          فى هاى القاعده لما تكون نهايتها حرف عله زى ..... تبدلين الحرف الاخير لما يكون حرف فعل          running تبدلين الحرف الاخيرrunفى وسط الكلمه مثل          title؟فتحو الصفحه اللى بعدها مين تقرألى ال          Yes ,Sheikha          Warning/ advice          اشمعنى advice؟ What is mean?          نصائح ، طيب عندنا ال vocabulary grammar مين تقرأه ؟          : Nowadays lot of people          يعنى العديد من الناس إيش لون ؟          Suffering from يعانى من          يتحكمControl</p>

Class Number	School Teachers' Code Switching
	<p>Deal with مع يتعامل</p> <p>Advice يعني نصيحه</p> <p>GRAMMER طيب بنات مين تقرأ ال</p> <p>Should, have better?</p> <p>هاد الكلمتين شو معناهم؟</p> <p>Should معناها يجب</p> <p>Have better معناها الافضل</p> <p>True or false?</p> <p>لازم بعدها فعل مجرد؟</p> <p>You must go now because you are going to be late</p> <p>شو معنى هاى الجملة؟ لازم تمضى الآن عشان ما تتأخر</p> <p>must طيب لما نقولك اعيدى صياغتها بدل</p> <p>Had better(</p> <p>advice وال opinion؟ احنا ايش عطينا عطيناه نصيحه وألا تحذير</p> <p>طيب عندكم هنا الجملة</p> <p>You must go now because you are going to be late.</p> <p>had better هتكتبيها ب</p> <p>? Ok</p> <p>you</p> <p>must, had better بتضيفين</p> <p>I wanted the ground to swallow me up.</p> <p>لما هو أدرك ايش إن الناس قاعدين يضحكون عليه ،، و ايش تمنى؟</p> <p>"تتفتح الأرض وتبلعه"</p> <p>ok, number 2:yes , Sanaa</p> <p>مين تقرأ</p> <p>yes , Samar</p> <p>Jack couldn't believe his eyes when .....</p> <p>"ماصدق عيونه " و ايش فيه؟ اوكى</p> <p>I was sleeping on the sofa when the phone rang....</p> <p>هو كان ايش فيه؟ مين يقرأ</p> <p>Jumped out of skin</p> <p>بمعنى؟</p> <p>skin يعنى الجلد</p>

**Table (3): Reasons for code-switching used by University Teachers.**

Class Number		T1	T2	T3	T4	T5	Sum
<b>Code Switching</b>	Fr.	4	7	2	5	4	22
	%	18.2	31.8	9.1	22.7	18.2	100
<b>Clarification</b>	Fr.	4	7	2	5	4	22
	%	18.2	31.8	9.1	22.7	18.2	100
<b>Translation</b>	Fr.	4	6	2	2	3	17
	%	23.5	35.3	11.8	11.8	17.6	100
<b>Checking Understanding</b>	Fr.	4	7	2	5	4	22
	%	18.2	31.8	9.1	22.7	18.2	100
<b>Repetitive Functions</b>	Fr.	0	2	0	1	0	3
	%	0	66.7	0	33.3	0	100
<b>Linguistic Competence</b>	Fr.	0	0	0	0	0	0
	%	0	0	0	0	0	0
<b>Giving Instructions Effectively</b>	Fr.	0	0	0	4	0	4
	%	0	0	0	100	0	100

**Table (4): Reasons for code-switching used by school teachers**

Class Number		T1	T2	T3	T4	T5	Sum
<b>Code Switching</b>	Fr.	13	15	11	31	29	99
	%	13.1	15.2	11.1	31.3	29.3	100
<b>Clarification</b>	Fr.	13	15	11	31	28	98
	%	13.3	15.3	11.2	31.6	28.6	100
<b>Translation</b>	Fr.	11	12	3	22	17	65
	%	16.9	18.5	4.6	33.8	26.2	100
<b>Checking Understanding</b>	Fr.	13	15	11	31	29	99
	%	13.1	15.2	11.1	31.3	29.3	100
<b>Repetitive Functions</b>	Fr.	1	2	0	13	9	25
	%	4	8	0	52	36	100
<b>Linguistic Competence</b>	Fr.	5	2	0	1	6	14
	%	35.7	14.3	0	7.1	42.9	100
<b>Giving Instructions Effectively</b>	Fr.	3	2	1	16	22	44
	%	6.8	4.5	2.3	36.4	50	100

### 4.3 Code Switching

#### 4.3.1 Differences between school teachers and university teachers in code switching

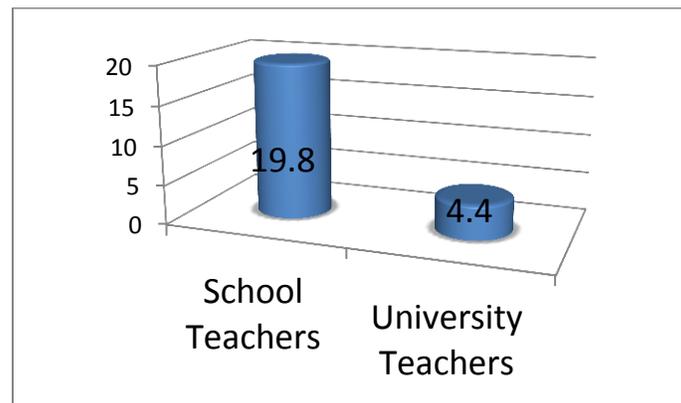
The researcher used the "Independent Sample T-test" to clarify the significant differences between school teachers and university teachers in code-switching, and the results were as follows:

**Table (5): t- test results of the differences between school teachers and university teachers in code -switching.**

Group	N	Mean	Std. Deviation	t	Sig.
School Teachers	5	19.80	9.44	3.58	0.0067
University Teachers	5	4.40	1.82		

From table (5), it is evident that there is a significant difference between the school teachers' and university teachers' mean to code-switching (p- value (sig.) <0.05 for school teachers). This means that school teachers use more code-switching than university teachers as shown in the following figure:

**Figure (1) represents the mean performance of school teachers and university teachers in code-switching**



#### 4.4 Clarification

##### 4.4.1 Differences between school teachers and university teachers in the use of clarification

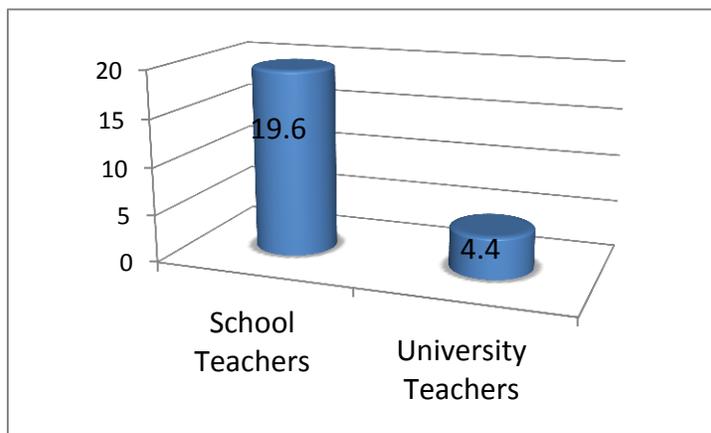
The researcher used the "Independent Sample T-test" to clarify the significant differences between school teachers and university teachers in using clarification, and the results were as follows:

**Table (6): t- test results of the differences between school teachers and university teachers in using clarification.**

Group	N	Mean	Std. Deviation	t	Sig.
School Teachers	5	19.60	9.21	3.62	0.007
University Teachers	5	4.40	1.82		

From table (6), it is evident that there is a significant difference between the school teachers' and university teachers' mean to clarification (p- value (sig.)  $< 0.05$  for school teachers). This means that school teachers use more clarification than university teachers as shown in the following figure:

**Figure (2) represents the mean performance of school teachers and university teachers in the use of clarification.**



## 4.5 Translation

### 4.5.1 Differences between school teachers and university teachers in the use of translation

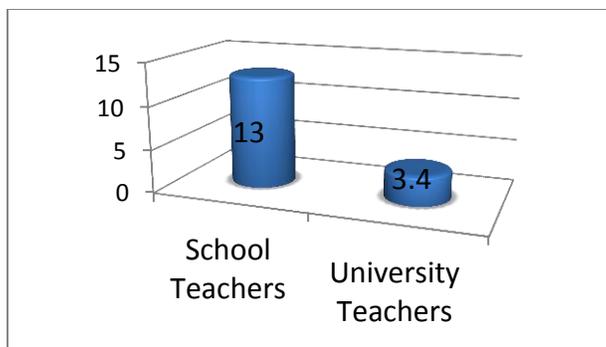
The researcher used the "Independent Sample T-test" to clarify the significant differences between school teachers and university teachers in the use of translation, and the results were as follows:

**Table (7): t- test results of the differences between school teachers and university teachers in the use of translation.**

<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>Sig.</b>
<b>School Teachers</b>	5	13.00	7.11	2.94	0.019
<b>University Teachers</b>	5	3.40	1.67		

From table (7), it is evident that there is a significant difference between school teachers' and university teachers' mean to translation (for school teachers). This means that school teachers use more translation than university teachers as shown in the following figure:

**Figure (3) represents the mean performance of school teachers and university teachers in the use of translation.**



## 4.6 Checking Understanding

### 4.6.1 Differences between school teachers and university teachers in checking understanding

The researcher used the "Independent Sample T-test" to clarify the significant differences between school teachers and university teachers in checking understanding, and the results were as follows:

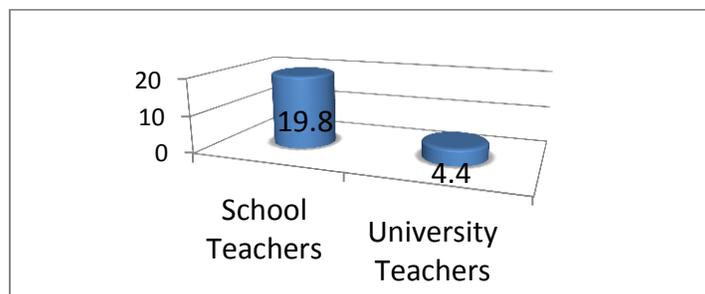
**Table (8): T- test results of the differences between school teachers and university teachers in checking understanding.**

Group	N	Mean	Std. Deviation	t	Sig.
School Teachers	5	19.80	9.44	3.58	0.0067
University Teachers	5	4.40	1.82		

From table (8), it is evident that there is a significant difference between school teachers' and university teachers' mean to the checking of understanding (p- value (sig.)

<0.05 for school teachers). This means that school teachers use more checking understanding than university teachers as shown in the following figure:

**Figure (4) represents the mean performance of school teachers and university teachers in the use of checking understanding.**



## 4.7 Repetitive Functions

### 4.7.1 Differences between school teachers and university teachers in the use of repetitive functions

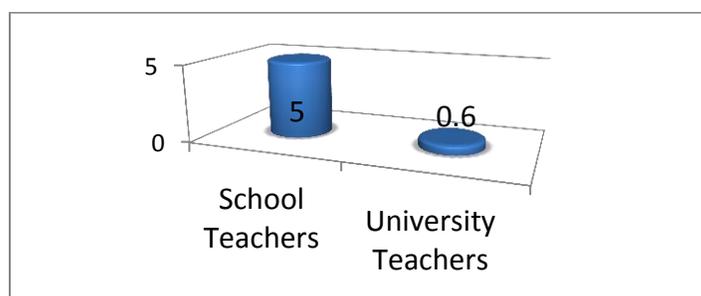
The researcher used the "Independent Sample T-test" to clarify the significant differences between school teachers and university teachers in the use of repetitive functions, and the results were as follows:

**Table (9): t- test results of the differences between school teachers and university teachers in the use of repetitive functions:**

Group	N	Mean	Std. Deviation	t	Sig.
School Teachers	5	5.00	5.70	1.71	0.127
University Teachers	5	0.60	0.89		

From table (9), it is evident that there is not a significant difference between school teachers' and university teachers' mean to the repetitive functions (p- value (sig.) >0.05 as shown in the following figure:

**Figure (5) represents the mean performance of school teachers and university teachers in repetitive functions.**



#### 4.8 Linguistic Competence

##### 4.8.1 Differences between school teachers and university teachers in linguistic competence

The researcher used the "Independent Sample T-test" to clarify the significant differences between school teachers and university teachers in the use of linguistic competence, and the results were as follows:

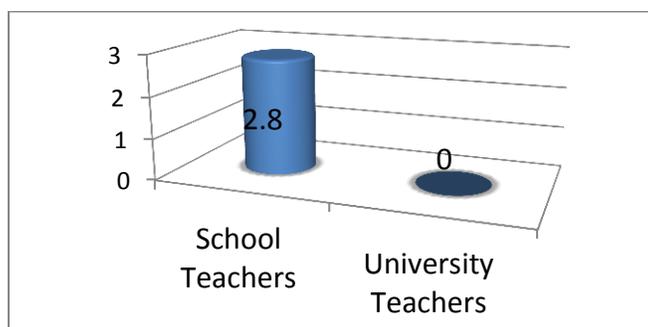
**Table (10): t- test results of the differences between school teachers and university teachers in linguistic competence.**

Group	N	Mean	Std. Deviation	t	Sig.
-------	---	------	-------------------	---	------

<b>School Teachers</b>	5	2.80	2.59		
				2.42	0.041
<b>University Teachers</b>	5	0.00	0.00		

From table (10), it is evident that there is a significant difference between school teachers' and university teachers' mean to the linguistic competence (p- value (sig.) <0.05 for school teachers). This means that school teachers use more linguistic competence than university teachers as shown in the following figure:

**Figure (6) represents the mean performance of school teachers and university teachers in linguistic competence.**



#### 4.9 Giving Instructions Effectively

##### 4.9.1 Differences between school teachers and university teachers in giving instructions effectively

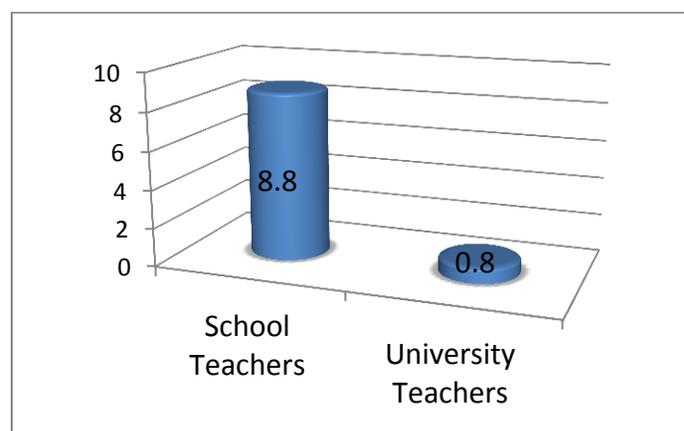
The researcher used the "Independent Sample T-test" to clarify the significant differences between school teachers and university teachers in giving instructions effectively, and the results were as follows:

**Table (11): t- test results of the differences between school teachers and university teachers in giving instructions effectively.**

Group	N	Mean	Std. Deviation	t	Sig.
School Teachers	5	8.80	9.58	1.84	0.104
University Teachers	5	0.80	1.79		

From table (11), it is evident that there is not a significant difference between school teachers and university teachers mean to the giving instructions effectively (p- value (sig.) >0.05) as shown in the following figure:

**Figure (7) represents the mean performance of school teachers and university teachers in giving instructions effectively.**



**Table (12): Numbers of code-switching in university teachers EFL classes and school teacher EFL classes.**

class number		T1	T2	T3	T4	T5	sum
<b>Code Switching</b>	University Teachers	4	7	2	5	4	22
	School Teachers	13	15	11	31	29	99

<b>Clarification</b>	University Teachers	4	7	2	5	4	22
	School Teachers	13	15	11	31	28	98
<b>Translation</b>	University Teachers	4	6	2	2	3	17
	School Teachers	11	12	3	22	17	65
<b>Checking Understanding</b>	University Teachers	4	7	2	5	4	22
	School Teachers	13	15	11	31	29	99
<b>Repetitive Functions</b>	University Teachers	0	2	0	1	0	3
	School Teachers	1	2	0	13	9	25
<b>Linguistic Competence</b>	University Teachers	0	0	0	0	0	0
	School Teachers	5	2	0	1	6	14
<b>Giving Instructions</b>	University Teachers	0	0	0	4	0	4
<b>Effectively</b>	School Teachers	3	2	1	16	22	44

#### 4.10 Summery

Overall, the experiment proved that school teachers are more prone to code-switching rather than university teachers. The standard deviation of code-switching with school teachers was much higher than with university teachers: 9.44 to 1.82, notwithstanding the fact that the number of classes dedicated to code-switching was equal both at school and at university. It can be explained by different factors, occurring during classroom activity. School students may feel more linguistic insecurity than the university ones, or they may not understand a certain topic while teacher's delivery of it in the foreign language, which, thus, requires him/her to explain in their mother tongue (Flyman-Mattsson, 1999). The main reason of teacher code switch is to make students understand his/her utterances

using special language functions (clarification, translation, and so forth), and since general foreign language competence is lower in school students, the teacher turns to code-switching much more frequently than the university teacher. Moreover, university teachers delivered larger portions of code switched text, which again proves that the university students have higher level of English.

## **Chapter Five**

### **Discussion and Conclusions**

#### **5.1 Introduction**

Although multilingual communities existed since the early age, the issue of alternation of different languages in the process of communication started to be discussed only after World War II. Bilingualism, which often occurs in multicultural communities, in its turn leads to a notion of code switching. Therefore, code-switching itself means the shift of bilingual speakers from one code (language) to another code.

#### **5.2 Discussion**

The decision to conduct current research on code-switching during classroom activities was not spontaneous. With the rise of globalization era, an increasing number of people all over the globe feel the necessity of learning English. Thus, more and more teachers of EFL face the challenge of students' mixing their mother tongue with English during classes of foreign language. This usage of 'mixed language' surely leads to code-switching phenomena. It often occurs in the EFL classroom because students are not competent enough in their knowledge of foreign language; in order to fill the gaps in their vocabulary; because of untranslatability of an item; for providing explanations; and to express feelings of excitement, disagreement, solidarity, and other (Rios, 2013).

In addition, code-switching may occasionally be used in the process of language learning subconsciously. For example, the teacher may use students' mother tongue in order to restore control over classroom activities.

Furthermore, code-switching was examined from the social perspective. Sociolinguists argue that code-switching in the means of creating social meaning and serves

specific discourse functions (Boztepe, 2003). Discourse analysts agree with them and prove that code-switching contributes to creating social situations. It occurs during the conversation, and is conditioned by the environment, language proficiency and age of the people engaged into discussion, and many other. These aspects were also taken into account while analyzing the role of code-switching in classroom.

Hence, while conducting current research, the teacher consciously used the code-switching technique, bearing in mind age of the teacher's students, their language knowledge, and working environment. Each class the teacher used different functions of code-switching to her students – starting from the simplest to the most complex. These were clarification, translation, checking understanding, repetitive function, linguistic competence, and giving effective instructions. First three of these could be grasped at once, and the more the teacher used the method of code switching, the better students could comprehend the message using various functions while alternating two languages, which is proved to be a positive result.

Observation method enabled us to understand the phenomena objectively and accurately. Moreover, the utterance of participants were recorded and transcribed. The purpose of the recordings was to analyze them and define the reasons behind the code-switching while studying EFL in Saudi Arabia schools and universities, as well as discovering whether it is beneficial for students in acquiring new skills while foreign language learning. Based on these recordings the quantitative analysis was performed; all the data was structured. The interpretation of the findings and their analysis are presented in the following sections.

### 5.2.1 Clarification

Code-switching has many functions, and one of those is clarification. In this case, code-switching helps students to get more information about the message and clarify the idea given by the teacher. Asking for explanations is natural in the process of foreign language learning and can be easily justified. The experiment demonstrated that the school teachers used clarification function at least eight times more than the university teachers. Clarification took place every time code-switching occurred, notwithstanding the level of educational establishment accreditation (school or university). However, the university students received larger portions of code switched messages, which proves that clarification function was used much more for school students. Compare:

- 1) You see now the difference? You know how to differentiate between the recent past and the distant past? **الماضى البعيد والماضى القريب ؟** (university level)
- 2) **بيكتب تحيه او توقيع** (school level)

University teachers used English more often in comparison with school teacher. While clarifying or explaining the information, university teacher code switched only for one sentence to make sure that students understand him – and they did, which proves their higher English competency. However, school teachers' code switched more often due to the necessity of their students to comprehend the material more effectively.

Not only because of linguistic incompetency of the student was clarification used, but also due to misunderstandings while social interaction between a teacher and his/her students, which is another reason for using this function. Both of these cases occurred during out experiment.

Example of clarification due to misunderstanding:

1) Notes مين تقرأها ؟ (school level)

2) ok, number 2:yes , Sanaa

مين تقرأ

Yes, Samar (school level)

Example of clarification of a certain topic (mostly, grammar):

1) Object تبدأ ب ال subject وبعدين الفعل وبعدين ال (school level)

2) You see? So it is in the recent past, OK?

متى خُص الفعل ؟ متى خُص ال action. Before 8 hours, so it is in the recent past, you see? I slept eight hours ago, it means I slept before eight hours, the action finished before 8 hours. (university level)

### 5.2.2 Translation

Translation is another most important function of code switching. Students translate a message into their first language in order to elaborate and understand a significant idea of an utterance and enhance their vocabulary or explain instructions (Moghadam et al, 2012). In addition, translation may be the tool for checking students' understanding of the message, and, thus, interacts with another function of code-switching (the function of checking understanding will be discussed in the following section). While carrying out a study, we observed that whenever clarification function occurred, translation accompanied it in most cases, both with school and university students. For instance:

1) You see the tenses changing? You see?

تغيرات الأزمنة كيف الامس كانت ايش واليوم ايش بس بالاول كل شيء كان مع بعض

OK, now let's complete: "now she feels sick and doesn't want to work"

(university level)

In this example, the teacher translated his utterance into Arabic in order to make clear the tense change for his students. This utterance also performs the checking understanding and clarification functions, which shows that translation normally supports both of these functions and accompanies them.

However, the study showed that translation is mostly used at schools, with its standard deviation being 7.11, while it is less common between university language learners, with its standard deviation being less than 2. During our experiment, translation was used both by teachers and by students in order to interpret the message, learn/teach new lexical items, learn/explain grammar, and so forth:

2) Who used to meet Nora at the gym every Monday, and then the question mark,

OK? So, **لما تجون تسالو** (university level)

3) Exercise C **عندنا هنا يابنات تمرين**

Read the text again (school level)

Bringing L1 into the classroom in the form of translation increases communication possibilities and improves general atmosphere in the class (Corcoll, 2013). Our findings confirmed this assumption and showed how useful of translation technique of code-switching.

### **5.2.3 Checking understanding**

The function of checking understanding in code-switching usage while learning foreign language is essential for students to comprehend the information. Checking understanding often occurs align with translation and clarification functions (see above).

Flyman-Mattsson and Burenhult (1999) insist that students and teachers use code switching into their mother tongue to make the audience understand their utterance. Our research confirmed their statement, as students/teachers checked whether they understood the idea behind the message properly every time they switched the code. For instance:

1) متى بنستخدم ال ing فى الجملة (school level)

This sentence was code switched into L1 and performed the function of clarification, translation, and checking understanding. The utterance asks how the –ing form is usually used in a sentence, ensuring that the audience understands the message as it was uttered in their native tongue.

2) So, when you want to ask about the subject “الفاعل”, which is at the beginning of the sentence, we don’t have to follow the rules, you just have to what? (university level)

In this example, the teacher transcoded what he meant by the word subject into Arabic to check whether students understand his instructions.

Standard deviation of checking understanding section was 9.44 in school and 1.82, which again proved that school teachers use more of it. However, it constitutes the most widespread function (together with clarification) to take place in the process of learning English.

#### **5.2.4 Repetitive Functions**

Teacher uses code-switching in the classroom in order to clarify the information to his students, and is an extremely effective instrument in language learning. The teacher repeats the same phrase in the L2 and then repeats it in L1 so that the students do not get confused if they do not know meanings of certain lexemes, or grammatical constructions,

or other. This way, he/she stresses the importance of the content of an utterance. However, Sert (2005) states that repetitive function should not be overused, since students get used to the fact that each utterance is being repeated in their L1 and stop focusing on comprehending the message in L2 (Bensen,2013). During our research repetitive function was hardly used at the university with its standard deviation being 0.89, and was much more used at school – its standard deviation is 5.70. The teacher mostly used repetitive functions for explaining the previous message. For instance:

1) place للمحل نفسه هذا (school level)

This utterance of the teacher follows his first phrase the content of which includes information on a certain kind of shop. Obviously, this example is an elaborative repetition of the first phrase of his, which clarifies its meaning. Code-switching took place at clause level. The teacher did not transform the syntactic structure of the sentence in English, but, roughly speaking, defined the word to his/her students.

2) Now let's move to the other one: "I slept for eight hours". Now the example means what? انا نمت لده ثمان ساعات?

The L1 utterance repeats the meaning of L2 phrase, and, thus, is clarified to the students. Code-switching occurred at clause level. By using repetitive function teacher stresses the importance of the message to his/her students and makes it easier for them to comprehend it.

### **5.2.5 Linguistic competence.**

The function of linguistic competence serves for clarifying the information and is often used to enrich general linguistic background of the students. It frequently refers to grammar. Poplack (1980) suggests that code-switching is quite normal practice in

bilingual communities and requires “considerably more linguistic competence in two languages” (Boztepe, 2003). It means that the function of linguistic competence in EFL classroom is essential for gaining more comprehension skills in the students: the higher the level of linguistic competence of the students, the easier it is to master the language for them. In addition, it may refer to the ability of a teacher to convey the information to his/her students effectively, especially to those who have limited foreign language command. It requires from the teacher to use simple words and adjusting his/her speech to the target audience.

Our study showed that university teachers did not use the function of linguistic competence at all. It may be due to already high level of knowledge of L2 in university students; since the students already had a high level of background knowledge on the subject, they did not need additional explanations using this method. On the contrary, standard deviation of the usage of function of linguistic competence by school teachers constituted 2.59, showing that school teachers made use of it much more frequently. For instance:

1) Usb desk تستخدم للكمبيوتر صغيره كتر سماكته

The example shows that the teacher used his high linguistic competence in order to clarify the meaning of the word “usb desk” with the help of code switching. In this example, the teacher showed his/her high proficiency in the field of pedagogics as he/she masterfully used the linguistic competence function.

2) advice والا opinion؟ عطيناه عطيناها نصيحه وألا تحذير

The phrase shows the example of usage of linguistic function during explaining grammatical points. The teacher was covering the topic of the usage of must, should and

had better. Because of students' linguistic insecurity, the teacher code switched the message and clarified the main points of discussion.

### **5.2.6 Giving instructions effectively.**

Whenever misunderstandings occurred and other explanations were no longer effective, the teacher had to use the direct methods of instructing his/her students. These were general rules and point were clearly formulated and could be hardly misunderstood by the students. Our study found that standard deviation of giving effective instructions in school constituted 8.8, and in university – 0.8. It proves that the school teachers used it much more often, which may be connected with their frequent misunderstandings of certain phrase or clause. With university students it occurred only during the fourth class when they were covering the topic of word order in the sentence. The example below illustrates the case:

و بعد هذه الافعال like·love, enjoy, hate, finish, start أو How about, worth

وبعد حروف الجر

ثلاث حالات وإيش هي الحالات؟

The teacher gives direct instruction concerning the usage of –ing after certain words. The teacher used verbs followed by –ing in English, but the very instructions were in Arabic, which enables the students to comprehend the message better. In addition, by applying L1 in the process of speaking, the teacher stressed the importance of the rule and made sure that the students understand the information provided.

### **5.3 Implication and Limitations for the study**

From the above results, there are several implications of using code switching. Notably, Arabic/English code-switching is a dominant medium of communication in

classrooms and in the communities. These occurrences are vivid despite several textbooks being generated in English. It is thus commendable for the policy makers to develop amendments on utilization of code-switching in planning of syllabus.

Teachers should be engaged in evaluation of their language preference in pursuing education programs. Thus, teachers should be encouraged to use code-switching if it acquires support from students as a good learning activity. Researchers have the responsibility of identifying the correct levels of code-switching in order to promote harmony in the community.

This short study was restricted to 10 classes of 10 English teachers in Imam Mohammad Bin Saud Islamic University in Riyadh and the public high school, where English is the medium of communication between the participants .Furthermore, this college was chosen because it was accessible public university and high school. The length of the time made the researcher to take the results on hurry, it would be better if it's taken in a long time. In addition, the limitation of the time didn't give the researcher a chance to know about the participant's proficiency level which leads to limited results. This limited the results obtained as it would be better if comparison was done with results from another college.

#### **5.4 Conclusion**

Overall, while conducting current study, clarification, translation and checking understanding functions were mostly used and may be considered as primary strategies. The strategies of repetitive function, linguistic competence and effective instructions were applied by a teacher additionally to the primary ones. Code-switching occurred

whenever the students needed to express their misunderstandings on the subject, or asked for clarification. Another crucial factor for code-switching in the classrooms was linguistic incompetence of the students, especially at school. According to the results, school teachers tend to use more code-switching techniques in the process of learning as compared to the university teachers, which may be connected with the lower level of linguistic knowledge in school student and their insufficient skills in the English language. The study showed that code-switching is indeed related to the language proficiency of EFL teachers, and teachers' linguistic competence plays a major part in the relevance of code-switching in classroom activities.

Generally, the study showed a positive tendency of using code-switching in the process of learning a foreign language. Turning to the native language of the students during a conversation may help students continue participating and interacting during classroom activities, since it largely contributes to their better comprehension of various topics. Basing on our observation of code-switching in the classroom, we affirm that the primary goal of code-switching itself is achieving more effective communication with the students, as well as clarifying the messages and ideas in the process of teaching.

Although the researcher draw the conclusion that code-switching is undoubtedly useful in the process of learning a foreign language, still more researchers on this subject are welcomed. The topic is prospective and further researches may show new ways and strategies to learning English if conducted effectively.

## References

- Ahmed, H. B. (2009). Teachers' code-switching in classroom instructions for low English learners. *English Language Teaching* 2 (2), 49-55.
- Angouri, Jo. (2010). Quantitative, qualitative or both? Combining methods in linguistic research. In Litosseliti, Lia (ed.), pp. 30-45.
- Barker, G. (1947). Social Functions of Language in a Mexican-American
- Boxer, D., & Cohen, A. D. (2004). *Studying Speaking to Inform Second Language Learning*. Clevedon: Multilingual Matters.
- Boztepe, I. (2003). Issues in Code Switching: Competing Theories and Models. Working Paper in TESOL & Applied Linguistics, 3, 1-27. Retrieved from:  
[http://www.communicationcache.com/uploads/1/0/8/8/10887248/issues\\_in\\_code-switching-\\_competing\\_theories\\_and\\_models.pdf](http://www.communicationcache.com/uploads/1/0/8/8/10887248/issues_in_code-switching-_competing_theories_and_models.pdf)
- Cantone, F., & MacSwan, J. (2009). The syntax of DP-internal code switching, pp. 243-278. In L. Isurin,
- Catane, J. (2002). *Conducting research: A practical application*. Goodwill Trading Co. Inc.
- Chaudron, C. (1988). *Second language classrooms: Research on teaching and learning*. Cambridge, Cambridge University Press.
- Cook, V. (2000). *Second language learning and teaching*. (3rd Ed.). New, York: Oxford University Press.
- Cook, V. J. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57, 403-423.

- Dash, S. (2002). English only (EO) in the classroom: time for a reality check? [Online]  
Available: [http://www.asian-efl-journal.com/december\\_02.pd.php](http://www.asian-efl-journal.com/december_02.pd.php) (January 2, 2007).
- De La Campa, J. & Nassaji, H. (2009). The amount, purpose, and reasons for using L1 in L2 Classrooms. *Foreign Language Annals*, 42, 742–759.
- Ellis, R. (1984). *Classroom second language development*. Oxford: Pergamon.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.
- DeWalt, M, & DeWalt, R. (2002). *Participant observation : a guide for fieldworkers*. Walnut Creek, CA: AltaMira Press.
- Flyman-Mattsson, A., & Burenhult, N. (1999). Code Switching in Second Language Teaching of French. *Working Papers*, 47, 59-72. Retrieved from: <http://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=528694&fileOId=624446>
- Gumperz, J. (1982). *Discourse Strategies - Studies in interactional sociolinguistics*. Cambridge: Cambridge University Press.
- Guske, I., & Swaffield, B. C. (2008). *Education Landscapes in the 21st Century: Cross-Cultural Challenges and Multi-Disciplinary Perspectives*. Newcastle: Cambridge Scholars Pub.
- Iqbal, L (2011). Linguistic Features of Code-Switching: A Study of Urdu/English Bilingual Teachers' Classroom Interaction. *International Journal of Humanities and Social Sciences*, 1 (14), 188-194.

- Lai, Mee-Sing. (1996). *Using the L1 sensibly in English language classrooms*. [Online]  
Available: <http://sunzi1.lib.hku.hk/hkjo/view/48/4800045.pdf>.
- Levine, S. (2011). *Code choice in the language classroom*. Bristol: Multilingual Matters.
- Lightbown, M. (2001). L2 Instruction: time to teach. *TESOL Q* 2001; 35:598-99.
- Liu, G. Baek, K. & Han, N. (2004). South Korean high school English teachers' code-switching: Questions and challenges in the drive for maximal use of English in teaching. *TESOL Quarterly*, 38, 605- 638.
- Llurda, E. (2006). *Non-Native Language Teachers: Perceptions, Challenges and Contributions to the Profession*. New York: Springer.
- Long, H., & Doughty, C. (2009). *The Handbook of Language Teaching*. Chichester, U.K: Wiley-Blackwell.
- MacSwan, J. (2013). "Code-switching and grammatical theory." In T. Bhatia and W. Ritchie. *Handbook of Multilingualism* (2nd Ed.) Cambridge: Blackwell.
- Malik, L. (1994). *Sociolinguistics: A study of code switching*. New Delhi: Anmol.
- Martinez, A. J. D. (2014). *English as a Foreign Language Teacher Education: Current*
- Miller, J., Kostogriz, A., & Gearon, M. (2009). *Culturally and Linguistically Diverse Classrooms: New Dilemmas for Teachers*. Bristol, UK: Multilingual Matters.
- Moghadam, H., & Samad A., & Shahmaki R. (2012). Code Switching as a Medium of Instruction in an EFL Classroom. *Theory and Practice in Language Studies*, 2 (11), 2219-2225.
- Myers-Scotton, C. (1972). *Choosing a Lingua Franca in an African Capital*. Edmonton: Linguistic Research.

- Nilep, C. (2006). Code-Switching in Socio-cultural Linguistics. *University of Colorado, Boulders, 19*, 1-22.
- Poplack S. (1980). Sometimes I'll start a conversation in Spanish YTERMINO EN ESPAÑOL: Toward a typology of code switching. *Linguistics 18*, 581-616.
- Richards, C. and Rodgers, T. S. (2001). *Approaches and methods in language teaching*. (2nd Ed.). Cambridge: Cambridge University Press.
- Rios, A. (2013). Code switching in the EFL Classroom: Friend or Foe? *Revista de Lenguas Modernas, 19*, 375-391. Retrieved from:  
<http://revistas.ucr.ac.cr/index.php/rlm/article/viewFile/13948/13254>
- Romaine S. (1989). *Bilingualism*. Oxford: Basil Blackwell Ltd.
- Schunk, H., & Zimmerman, B. J. (1998). *Self-regulated Learning: From Teaching to Self-reflective Practice*. New York: Guilford Press.
- Schweers, Jr. (1999). Using 11 in the 12 classroom. *The English Teaching Forum. 37* (2).  
[Online] Available: <http://exchanges.state.gov/forum/vols/vol37/no2/p6.htm>  
(December 12, 2006).
- Sharifian, F. (2009). *English as an International Language: Perspectives and Pedagogical Issues*. Clevedon: Multilingual Matters Ltd.
- Stern H. (1992) *Issues and options in language teaching*. Allen P, Harley B Eds. Oxford: Oxford University Press.
- Turnbull, M., & Dailey-O'Cain, J. (2009). *First Language Use in Second and Foreign Language Learning*. Bristol, UK: Multilingual Matters.

- Wardhaugh, R. (2006). *An introduction to sociolinguistics*. Malden, MA: Blackwell Publishing.
- Weinreich, I. (1953). *Languages in Contact*. The Hague: Mouton.
- Wong-Fillmore L. (1985). *When does teacher talk work as input?* In Gass SM, Madden CG, Eds. *Input in second language acquisition*. Rowley, MA: Newbury.
- Yoon, B., & Kim, K. (2012). *Teachers' Roles in Second Language Learning: Classroom Applications of Sociocultural Theory*. Charlotte, N.C: Information Age Pub.

## Appendix

### Consent Form

- I agree to participate in Ashwaq's research study.
- The purpose and nature of the study has been explained to me in writing.
- I am participating voluntarily.
- I give permission for my interview with Ashwaq to be tape-recorded.
- I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.
- I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.
- I understand that anonymity will be ensured in the write-up by disguising my identity.
- I understand that disguised extracts from my interview may be quoted in the thesis and any subsequent publications if I give permission below:
- (Please tick one box:)

I agree to quotation/publication of extracts from my interview

I do not agree to quotation/publication of extracts from my interview

Signed.....

Date.....