



Sudan University of Science and Technology
College of Post Graduate Studies
College of Education



**The Role of Code-switching in Enhancing EFL Basic
Pupils' Learning Oral Communication Skills**
**(A Case Study of Wad Albakheet Basic School in
Karari Locality)**

**دور التناوب اللغوي في تعزيز تعلم مهارات المخاطبة لدى تلاميذ مرحلة
الاساس (دراسة حالة لمدرسة ود البخيت الأساسية بمحلية كرري)**

A thesis Submitted in Fulfillment for the Requirements Of
Ph.D degree in English Language Teaching

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Dedication

This effort is dedicated to
The martyrs of the glorious December revolution,
and to my father soul may Allah bless them.

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My work would not have reached this phase without the help of many people to whom I would like to extend my profound gratitude. I would like to express my gratitude to my supervisors Dr. Mohamed Bakri Alhadidi and Dr. Alsadig Osman Mohamed for their help, efforts, and guidance. From the bottom of my heart I would like to say very big thank you to Dr Abbas Hussein for his continued support throughout this dissertation. I also thankful to the staff of Sudan University of Science and Technology. Finally, special thanks are conveyed to my family members, my spouse, and my friends for supporting me all the way long.

Abstract

This study aimed at investigating the role of using code switching in teaching oral skill. The study focused on grade five and six at basic schools learners. The researcher has adopted the descriptive analytical method. It also used questionnaire and classroom observation checklist as tools. The sample of the study composed of (50) teachers who teach at different Sudanese basic schools in karari locality. The data were subjected to statistical analysis using the SPSS program. The data was presented in percentage form. Also the results of Chi-square were included. The study concluded that basic schools teachers do not use code switching in teaching English language and basic schools teachers have positive attitude towards using CS in teaching. CS enhances EFL basic students' oral skills. The researcher recommended that EFL teachers should use CS in teaching English language in basic schools and they should be well trained in using code switching in teaching oral skill. Basic schools teachers should use CS to enhance EFL basic pupils' oral skills. The study recommended that EFL teachers should use CS in teaching English language at the basic schools and they should be well trained in using code switching in teaching oral skills.

مستخلص الدراسة

Arabic Abstract

هدفت هذه الدراسة إلى التعرف على دور استخدام التناوب اللغوي في تدريس المهارات الشفوية. ركزت الدراسة على السنة الخامسة والسادسة في طلاب المدارس الأساسية. اعتمد الباحث المنهج الوصفي والتحليلي. كما استخدم الاستبيان الملاحظة الوصفية لجمع البيانات. تكونت عينة الدراسة من (50) معلماً يدرسون في مدارس أساسية سودانية مختلفة بمحلية كراري. خضعت البيانات لتحليل إحصائي دقيق باستعمال برنامج الحزم الإحصائية للعلوم الاجتماعية. تم تقديم تحليل البيانات في شكل نسبة مئوية. خلصت الدراسة إلى أن معلمي المدارس الأساسية لا يستخدمون التناوب اللغوي في تدريس اللغة الإنجليزية وأن معلمي المدارس الأساسية لديهم وجهة نظر تجاه استخدام التناوب اللغوي في التدريس يعزز التناوب اللغوي بالمهارات الشفوية لطلاب الأساس في اللغة الإنجليزية كلغة أجنبية. أوصى الباحث بضرورة استخدام معلمي اللغة الإنجليزية كلغة أجنبية للتناوب اللغوي في تدريس اللغة الإنجليزية في المدارس الأساسية ، كما ينبغي تدريبهم جيداً على استخدام التناوب اللغوي في تدريس المهارات الشفوية. وينبغي على معلمي المدارس الأساسية استخدام التناوب اللغوي لتعزيز المهارات الشفوية لطلاب الأساس في اللغة الإنجليزية كلغة أجنبية. أوصت الدراسة بضرورة استخدام التناوب اللغوي في تدريس اللغة الإنجليزية في مدارس مرحلة الأساس ينبغي تدريب معلمي مرحلة الأساس في استخدام استخدام التناوب اللغوي لتحسين المهارات الشفوية.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

The study provided a brief background to the code switching. It focused on the problem, questions, hypotheses and objectives. Moreover it detailed the method and the limits of the study.

1.1 Background of the Study

The ability of using language can influence self-concept and identity. Cultural influences are also reflected in language and similarly influence how can conceptualize who are and where are come from. Language has a social feature, which means that it is used by the members of society. The social aspect of language is studied by sociolinguistics, a subdivision of linguistics which studies social factors. Bilingual communities use certain phenomena to make communication more effective and meaningful. One of these phenomena is "code switching" which can observe mostly in second or foreign language classrooms. It refers to the use of two languages within a sentence or discourse. It is a natural process that often occurs between multilingual speakers who share two or more languages in common. Fundamentally, teaching English as a second language (EFL) is not as an easy task as we usually think. Teaching languages process needs various approaches, methods and techniques to convey both ideas and feelings as well. Code-switching (CS) is one of these methods that convey and facilitate the pedagogical process, specifically in teaching semantic and syntactical concepts. Code –switching is defined as an alternation between

two or more languages varieties, in the context of a single conversation so multilingual speakers of more than one language, sometimes use elements of multiple languages when conversing with each other. According to Homes (2013:34) "Code-switching is to move from one code to another during speech for a number of reasons such to signal solidarity, to reflect one's ethnic identity, to show off, to hide some information from the third party or to achieve better explanation of a certain concept". Additionally, Numan and Carter (2001:275) state that code - switching means that "a phenomenon of switching from one language to another in the same discourse". Code switching can be used in a variety of degrees, whether it is used at home with family and friends, used with superiors at the workplace or in learning process, also it can be done in different positions e.g. at sentence boundaries. This is seen most often between fluent bilingual speakers. The shift can be done in the middle of the sentence, in this case the speaker is usually unaware of the shift. Also the speaker can insert or tag from one language into an utterance that is in another language.

Since, code-switching is regarded as a turning point in teaching methodologies development, many learning benefits can come out as a result of. First, learners feel comfortable and less lost when code-switching is used in ELT classes, if the students cannot understand what has been mentioned they will not be comfortable in proceeding with the task or retain it in their mind, and that enables them to be more connected with the material that is presented. Second, code-switching makes the learners able to interact effectively throughout the lesson. Cook (2001:413) states that *"the learners find classroom interaction more natural and easy when code-switching is allowed"*

The teachers themselves also can reap benefits from using code-switching to minimize teacher talking time (TTT) and that offers the learners much time to practise the language in the classroom (STT).

To sum up code switching is a good strategy in explaining instructions, translating difficult vocabulary, managing class and reducing students' nervousness.

Generally speaking, code switching is a phenomenon that is inevitable in bilingual communities. It occurs mostly in second/foreign language teaching and it can be used beneficially in classroom activities. Although it is a phenomenon that may be considered incompetence in language, it is natural, and can be turned to a purposeful and useful activity in language classes also considered as a practical method that effectively contributes to ease ESL lessons by giving more explanation to learners through their mother tongue code.

1.2 Statement of the Problem

As an English language teaching practitioner for more than nine years in basic level, the researcher has noticed that when some difficult linguistic concepts appear throughout the ESL learning specially teaching grammar, correspondingly some learning problems occur.

For instance, in learning grammatical structures of the target language, the EFL learners have problems with some syntactic concepts as plurality, possession and tense which are different or even absent in their native language. Also, there are some words and expressions in the second language needed to be more clarified for ESL learners to use them properly. Add to that, in classroom debates learners face a mass of problems to interact well because the learners don't completely understand what is said so their responses are usually improper.

To sum up, these above mentioned problems certainly impede learners' understanding because they are usually above their knowledge as EFL learners. So when CS is used to explain such confusing concepts, their response becomes better. Accordingly, this study attempts to determine how CS can affect positively and enhance EFL Basic Level Students' Learning Oral Skills.

1.3 Objectives of the Study

The researcher seeks to explore the following objectives:

- 1- To find out whether basic schools teachers can use CS in teaching English language or not.
- 2- To discover basic schools attitude towards using CS in teaching English language.
- 3- To explore how CS can enhance EFL basic oral skills.

1.4 Significance of the Study

If this study is conducted it will be with great value to English language teachers to be aware of how using code switching is a beneficial means to improve the quality of English teaching methodology specifically in dealing effectively with the learners' difficulties in Understanding the ambiguous concepts in TL. This study also will redound to the benefit of helping ESL learners use TL confidently and enable them to take a noticeable part in learning process inside classroom. The study also will add very considerable value to teachers' training content across the different educational administrations in Sudan to bridge the gap between using traditional teaching techniques and students' learning abilities and their needs presently.

1.5 Questions of the Study

- 1- To what extent do basic schools teachers use CS in teaching English language?
- 2- What are basic schools teachers' attitudes towards using CS in teaching oral skills?
- 3- To what extent does CS enhance EFL basic pupils learning

1.6 Hypotheses of the Study

The following are the directional hypotheses of this research:

- 1- Basic schools teachers don't use CS in teaching oral skills.
- 2- Basic schools teachers have positive attitude towards using CS in teaching.
- 3- CS enhances EFL basic pupils' oral skills learning.

1.7 The Method of the Study

This study is adopted the descriptive analytic method by using two types of tools to gather relevant information in order to get accurate results. The first tool is classroom observation to investigate the spontaneous interaction of the students in the classroom and also to investigate whether the students feel comfortable and less lost when the teachers code-switch or not and here the researcher simply uses checklist sheet to record down what is seen. The second type is a questionnaire for teachers to investigate how code-switching is beneficial in enhancing EFL Basic Level Students' Learning Oral Skills.

1.8 The Limits of the Study

This study is limited to grade five and six pupils of different basic schools in karari locality. Beside the fifty teachers who selected randomly from the same schools. The duration of this study will be during the academic year (2018 – 2019).

CHAPTER TWO

LITERATURE REVIEW AND PPREVIOUS STUDIES

2.1 Introduction

The previous chapter discussed the general framework of the research. However, this chapter constitutes a review of theoretical aspects related to code-switching proposed by the scholar of this particular field, and a brief review of some related previous empirical studies that have been conducted. Code-switching is related or a part of sociolinguistics which is the study of language in relation to society.

Recent definition of sociolinguistic (Wikipedia,2018) “Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and society's effect on language.” The study focus on the language of the society and how teachers can use code switching in learning the second language, how can it affect in the learning process.

Wardhaugh (2006,p2) states that

“when two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In some cases that code will be something we may also want to call a language”

Code-switching, as a common communicative phenomenon in bilingual communities, has been a controversial subject that serves as a cultural identification. It is has been assumed that code-switching is totally

automatic and unconscious behavior .However, in second language classrooms, it is mainly performed in order to enrich EFL teachers' objectives like classroom misbehavior management. Also code switching can be used as a teaching technique of keeping the learning/teaching process faster as a matter of fact this will economize energy and time while explaining words. CS as any aspect of language has been investigated by many linguists. This chapter discusses CS main challenging stages as: terminology, CS development and the structural and sociolinguistic dimensions as well as the different CS models. In addition to CS in language learning and its implications in language learning and teaching field.

2.2 Bilingualism and Code Switching

Bilingualism could be an idea usually related to code-switching as a speaker should be ready to perform more than a language so as to code-switch. Numerous tries are created by linguists to explain and totally perceive the construct from numerous aspects like categories, factors and degree of bilingualism. One of the earliest studies carried out by Bloomfield (1933) broadly defined bilingualism as the “native-like control of two languages.” The definition raised some questions on the degree of mastery or competency of a speaker in the languages in order to be considered to have native- like control .Haugen (1953) further explained that bilingualism only exists when a speaker of one language has the ability to produce complete meaning full utterances in another language.

While the definitions remain vague and do not entirely reveal what exactly is needed for a speaker to be a bilingual, both Weinreich (1953) and Mackey(1957)provided a more or less similar definition where bilingualism is said to be the alternate use of two languages or more by the

same speaker, altogether embracing the concept of multilingualism in its definition.

2.3 Bilingual Education

Bilingual education can be organized into the following four categories: cognitive development, affective development, linguistic growth, and cultural enrichment.

Blanco (1977) notes that the consensus of experts in the field of bilingual education is that its primary goals are in the area of cognitive and affective development rather than linguistic and cultural realms. From this, one could surmise that the primary goal of bilingual education is not necessarily to teach English or a second language, but to teach children concepts, knowledge, and skills through the language they know best and reinforce this information through the second language. Anderson and Boyer (1970, pp. 43–44) emphasize this strategy in their definition of bilingual education:

Bilingual education is a new way of conceiving the entire range of education especially for the non-English child just entering school. Bilingual learning necessitates rethinking the entire curriculum in terms of a child's best instruments for learning, of his readiness for learning various subjects, and his own identity and potential for growth and development.

Although bilingual education experts feel that cognitive and affective development should be at the core of the bilingual program, not everyone recognizes these as the primary goals. It is not uncommon to have people feel that the linguistic goals should be primary: “The main purpose of the bilingual program is to teach English as soon as possible and integrate the children into the mainstream of education;” or to place emphasis on cultural goals: “The main purpose of the program should be to maintain

the native language and culture while the children learn English.” By placing emphasis on the linguistic and cultural side of bilingual education, confusion and controversy often arise. Although transition to the mainstream and maintenance of the native culture are both important, neither should be the central theme of the bilingual program.

A bilingual program with a transitional linguistic and cultural goal is one that uses the native language and culture of the student only to the extent necessary for the child to acquire English and thus function in the regular school curriculum. This program does not stress the child's native language (L1) and thus, does not teach the student to read or write in the native language.

English-language acquisition is also emphasized in a bilingual program with linguistic and cultural maintenance, but also promoted is the value of linguistic and cultural diversity. Children are encouraged to become literate in their native language and to develop bilingual skills throughout their schooling even into their adult lives. This transitional approach to bilingual education is supported by state and federal legislation; however, many districts go beyond the law and use local resources to implement maintenance programs for language-minority students.

2.4 Definition of Code Switching

Code-switching has been defined in different ways by different researchers, depending on the views of their studies.

Romaine (1992:110) states that

“Code switching is defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations. ”

It is assumed in Bokamba (1989) that CS emphasizes a bi/multilingual speaker's use of language from one grammatical system to another. CS

refers to the juxtaposition of the internal utterance in un-integrated linguistic forms from two or more languages.

In order to understand the phenomenon of code switching, it is important to define the concept and some of key terms. Many linguistic and sociolinguistic scholars have studied the phenomenon of code switching using interlocutors of a speech event and have offered a number of definitions for the phenomenon that depend on the nature of their studies (Erman, 2002; Gross, 2006; Poplack, 1980; Sichyova, 2005; Wardhaugh, 2010). In general, code switching can be defined as switching from one language code to another during a single communicative event. It also is comprised of alternation between one or more languages or dialects in the middle of a conversation between people who have more than one language in common (Sichyova, 2005; Wardhaugh, 2010).

Erman (2002) viewed code switching as a device used in a functional context in which a multilingual person makes alternate use of two or more languages.

Gumperz (1982) defined code switching as, “the juxtaposition within the same speech, exchange of passages of speech belonging to two different grammatical systems or subsystems” (p.59). Similarly, Poplack(1980) stated that,

“Code switching refers to the mixing by bilinguals (or multilingual) of two or more languages in discourse, often with no change of interlocutor or topic, such mixing may take place at any level of linguistic structure, but its occurrence within the confines of a single sentence, constituent or even word, has attracted most linguistic attention”

The definitions above illustrate that code switching is the act of shifting from one language to another in a conversation. It is a normal everyday

practice among people used for various reasons and it is usually an unconscious activity (Moghadam, Samad, & Shahraki, 2012).

Poplack (1990:200) further defined code switching as

“the juxtaposition of sentences or sentence fragments each one is internally consistent with the morphological and syntactic rules of its lexifier language” (p. 200).

Mesthrie, Swann, Deumart, and Leap (2000) defined code switching as the “switching back and forth of languages on varieties of the same language, sometimes within the same utterance” (p. 14). Furthermore, Wong (1979) noted that code switching is the alternate use of two or more distinct languages, varieties of a language or even speech styles within the same conversation by the same speakers. She broadened the meaning of code switching to include not only language, but speech styles as well. According to Gross (2006) “Code switching is a complex skilled linguistic strategy used by bilingual speakers to convey important social meanings. This occurs in order to conform to the interlocutor or deviate from him/her. The interlocutor usually determines the speaker’s choice of language variety, i.e. either to gain a sense of belonging or to create a clear boundary between the parties involved.” (p. 144). Code switching is also seen as a boundary-leveling or boundary-maintaining strategy (Wei, 2003). According to Wei, the interlocutors share an understanding of the communicative resources from where the code is drawn so that the communication is meaningful. Code switching normally occurs in bilingual community settings during sociolinguistic interactions. For example, a family who has just migrated to a new country or setting where the primary language is different from their native tongue (L1) may switch languages when communicating or alternate between L1 and the new

language. Switching is common depending on the subject of discourse or the sociolinguistic settings, for a number of definable reasons.

Suan (1990) emphasized that code switching can originate from genetically unrelated languages to two styles of the same language. For instance, a person would be unlikely to use similar words or phrases that they would use with their friends in less formal situations when speaking to their bosses. This implies that a speaker may also be in possession of two different registers of a language depending on who there are interacting with. Chad Nilep (2006) claimed that code switching is a communicative strategy used by speakers within a linguistic situation where two or more languages coexist within the confines of one society. The speaker switches from one communicative code to another under specific situations and conditions that may be linguistic, psychological, social, or pragmatic in nature.

Since code switching is also seen as an instance of language alternation, Auer (1984) suggested that as a common occurrence, code switching can be viewed from three perspectives: the grammatical, the interactional, and the sociolinguistic. The grammatical perspective refers to a switch that shows a change in grammatical structure. The grammatical perspective is related to the interactional and sociolinguistic perspectives that were the most relevant to that study, which was concerned with code switching in conversational interactions. Auer (1998) defined the term, “code switching” as “code alternation” because code switching is the alternating use of two or more codes within the same conversation.

Like Auer (1998), Milory and Muysken (1995) also saw code switching as the alternative use of two or more languages in the same conversation by bilinguals. They stated that sometimes a switch may occur between turns of different speakers in the conversation, sometimes between utterances

within a single turn, and sometimes even within a single utterance. In multilingual settings, code switching is a central part of bilingual or multilingual discourse (Zuraidah, 2003). Thus, with reference to the above review of the definitions of code switching, it is obvious that there are various ways of looking at the code-switching and this is not surprising, considering that the occurrence is so prevalent.

In this study, based on Gumperz (1982) definition, the term “code switching” is seen as a mixture of two languages, such as Arabic and English within an utterance.

2.5 Code- Mixing

Code-mixing is the change of one language to another within the same utterance or in the same oral/ written text. It is a common phenomenon in societies in which two or more languages are used. Studies of code-mixing enhance our understanding of the nature, processes and constraints of language (Myers-Scotton, 1993a; Boeschoten, 1998; Azuma, 1998), and of the relationship between language use and individual values, communicative strategies, language attitudes and functions within particular socio-cultural contexts. (Auer, 1998; Jacobson, 1998; Myers-Scotton, 1993b; Lüdi, 2003)

2.6 Code-Switching Vs. Code-Mixing

According to Winford (2003) the two terms code-switching and code-mixing in some cases are used as complementary terms, in the sense that code-switching is reserved for language alternation between sentences and code-mixing for the language alternation of two languages within a sentence. Sometimes as Lauttamus(1990) says the term code-change is also used when referring to switching between sentences . However, according to Pandit ([1990] as cited by Kov'acs2001:62) “*Both code-switching and code-*

mixing may also be used as cover terms, that is, they are used for any type of alternation."

Auer (1995, 1998) in turn, uses the term code-alternation to refer to code-switching. Accordingly the linguists usually use the term code-mixing to refer to code-switching.

Code switching involves the movement, whether psychologically or sociologically motivated, from one discrete code (language or dialect) to another within a communicative event. Code mixing, on the other hand, means the blending of two separate linguistic systems into one linguistic system. A very helpful analogy to clarify the differences between code switching and code mixing comes from chemistry. Code switching is similar to the phenomena of suspension where the material is mixed into

a suspended medium wherein the parts eventually separate and settle out

of the mixture. Code mixing is comparable to the phenomena of a solution where a type of bonding occurs that prevents the mixed elements from separating. Obviously, an intra-sentential mixture of codes in the course of discourse output is a little bit more complex than when a definite switch is made between two languages in the course of moving from one language to another in course of providing two different sentences.

2.7 Cod-Switching Vs. Lexical Borrowing

Holmes (2013:43) states that it is obviously important to distinguish this kind of switching (lexical borrowing) from switches which can be accounted for by lack of vocabulary in a language. When speaking a second language, for instance, people will often use a term from their mother tongue or first language because they don't know the appropriate word in their second language. These 'switches' are triggered by lack of

vocabulary. People may also borrow words from mother tongue to express a concept or describe an object for which there is no obvious word available in the language they are using. Borrowing of this kind generally involves single words-mainly nouns – and it is motivated by lexical need. It is very different from switching where speakers have a genuine choice about which words or phrases they will use in which language.

2.8 Diglossia

A *diglossic* situation exists in a society when it has two distinct code-switches with clear functional separations; that is, one code is employed in one set of circumstances and the other in an entirely different set. Ferguson (1959, p. 336) has defined diglossia as follows: “diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is a very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.”

2.9 Attitudes about Code Switching

Within the world of languages use, code-switching has often been perceived as being of lower status, a strategy used by weak language performers to compensate for language deficiency. This view of code-switching and bilingual talk in general is more normatively based than research-based as pointed by Lin (1996) who added that such a view conveys little more than the speaker or writer's normative claims about what counts as standard or legitimate language.

An extensive body of literature studies reported that code switching in classrooms not only just normal but useful tool of learning. Cook (2001) referred to code switching in the classroom as a natural response in a bilingual situation. Furthermore, in the same study, Cook considered the ability to go from one language to another is highly desirable among learners. Moreover, in eliciting teachers reflections to their classroom teachings, Probyn (2010) noticed that most notable strategy that teachers used was code switching to achieve a number of communicative and metalinguistic ends. Cook's studies were mainly in the second language classroom context. Rollnick and Rutherford's (1996) study of science classrooms found the use of learners' main languages to be a powerful means for learners to explore their ideas. They argue that without the use of code switching, some students' alternate conceptions would remain unexposed. (Cited in Setati et al 2002). The recognition to switch codes goes beyond switching between languages; it also recognizes the value of using the vernacular which believes to allow students to draw on useful sense- making resources (Amin, 2009).

Researchers see using code switching in the classroom as a "legitimate strategy" (Cook, 2001, p.105) and no matter how it might be disruptive during a conversation to the listener, it still provide an opportunity for language development (Skiba, 1997). However, historically, strong stigmatic believes about code switching existed in many countries, which ARECLS, 2010, Vol.7, 1-22. 6 made Ferguson (2003) to conclude that ideological and conceptual sources of suspicion all often attached to classroom code-switching, suggesting that deep rooted attitudes may not be easy to change.

2.10 Reasons Speakers Use Code Switching

There are a number of possible reasons for switching from one language to another, and these will now be considered, as presented by Crystal (1987). The first of these is the notion that a speaker who may not be able to express him/herself in one language switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner.

Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language. An example of such a situation may be two people in an elevator in a language other than English. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation.

As Skiba (1997) comments, code switching is not a language interference, on the basis that it supplements speech. Where it is used due to an inability of expression, code switching provides continuity in speech rather than presenting interference in language. The socio-linguistic benefits have also been identified as a means of communicating solidarity, or affiliation to a particular social group, whereby code switching should be viewed from the perspective of providing a linguistic advantage rather than an obstruction to communication. Further, code switching allows a speaker to convey attitude and other emotive using a method available to those who are bilingual and again serves to advantage the speaker, much like bolding or underlining in a text document to emphasize points. Utilizing the second

language, then, allows speakers to increase the impact of their speech and use it in an effective manner.

In some situations, code switching is done deliberately to exclude a person from a conversation. It is seen as a sign of solidarity within a group, and it is also assumed that all speakers in a conversation must be bilingual in order for code switching to occur. Bilinguals do not usually translate from the weaker language to the stronger one. Code switching is used most often when a word doesn't "come".

Code switching can be used in a variety of degrees, whether it is used at home with family and friends, or used with superiors at the workplace.

2.11 Types of Code-Switching

Code-switching can be classified in accordance with two different classifications namely grammatical classification and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches. According to Milroy and Muysken (1995) CS is classified into two different types: *inter-sentential* when the speaker code switches between sentences, in contrast, the *intrasentential* CS is when the speaker switches within the same sentences (as cited in Boztepe(2000-2001) p.4).

Recently, Liu Jingxia (2010) comes detailing more CS through mentioning three maintypes: *tag-switching*, *inter-sentential switching* and *intra-sentential switching*. He explains his classification as the following: the tag-switching is concerning adding a full phrase from the native language to the second language, for instance greeting phrases or parting phrases. The inter-sentential is when switching is appears at the clause or sentences boundaries .Intra-sentential CS occurs within clauses

and sentences when it is considered as the most complex

CS type (Jingxia ,2010, p.11)

Poplack in Romaine (1994: p.178) divides the code switching based on the grammatical classification into three types:

2.11.1 Tag Switching

There is an insertion of a tag from one language into an utterance that is in another language. For example: Arabic speakers use some boundary words like *lakin*(but) or *yani* (I mean) while speaking English for example: "have and has are helping verbs lakin (but) sometimes they are used as main verbs"

2.11.2 Inter-Sentential Switching

In inter-sentential code -switching, the language switch is done at a clause or sentence boundaries (i.e. it occurs outside the sentence or the clause level). This is seen most often between fluent bilingual speakers. For example in Arabic-English switching one could say: "*If you are late for the lesson, ma ha tafahumalddars*" (*If you come late to the class, you will not understand the lesson*)

2.11.3 Intra-Sentential Switching

The last type, intra-sentential switching, is the most frequent kind of switching found in bilinguals "conversation. In intra-sentential code-switching, the shift is done in the middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift. Different types of switch occur within the clause level including within the word level. Some researchers call it also code-mixing.

For example in Arabic-English switching one could say: "min alwajib is to review the previous lessons because anta you have known that there is exam alyawm." ("You have to review the previous lessons because you have known that there is exam today.")

Unlike the grammatical classification, which is based on the position of the different codes found in the utterances, the contextual classification is based on the reasons why people switch. The classification derived from Sociolinguistics point of view based on the Gumperz's theory is divided into two types of code-switching, namely the Situational and Metaphorical code-switching:

2.11.3.1 (A): Situational Code-Switching

According to Gumperz (1983) a situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. The changing situations involved could be the Setting, the Participants, or the Norms of Interaction. For example, in a telephone conversation between two friends. The speaker is talking about recent economic crisis in their country, and the language she uses is Standard Arabic . When she decides to change topics, she marks this change by switching to colloquial Arabic.

(Standard Arabic is shown in ordinary type and colloquial is shown in italics.)

"Imnaraamithlhathihial'azmaalaiqtisadia min
qablrghmtamattuadawlatinabimawaridaiqtisadiakabira . *Indi haja Tanya
dairaas'alikminahaSafa"*

(We have never seen such economic crisis before despite the fact our country has enormous economic resources. *I've got something else to ask you, Safa.*)

2.11.3.2 (B): Metaphorical Code-Switching

Gumperz (1983) states that a metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference to the factors, this type of code-switching involves the Ends, the Act Sequences, or the Key, but not the situation. Bilinguals that code-switch metaphorically perhaps try to change the participants' feeling towards the situation. For example, at a family dinner, where you would expect to hear a more colloquial, less prestigious variety of language (called "L variety" in studies of diglossia), family members might switch to a highly prestigious form (H variety) in order to discuss school or work. At work (where you would expect high prestige language) interlocutors may switch to a low prestige variety when discussing family.

2.12 Functions of Code-Switching

The multiple functions of classroom code-switching have been established in a vast array of linguistic contexts across the world. Both sequential and symbolic analyses have led to the identification of the various functions. Ferguson (2003: 39) calls attention to the fact that considerable overlap exists between the functions of classroom code- switching which have been revealed in different studies. Similar functions are often given different labels by different authors and in an attempt to increase comparability between code-switching studies carried out in different linguistic contexts across the world Ferguson (2003: 39) proposes the following broad categorisation of functions:

- Code-switching for curriculum access

- Code-switching for management of classroom discourse
- Code-switching for interpersonal relations

Code-switching for curriculum access centres on the transmission of curriculum content and is intended to help students understand subject matter and to facilitate participation in classroom activities. In addition to providing students with help in understanding and participating in learning activities, teachers code switch for classroom management purposes. Code-switches fulfilling management functions consist of motivating, disciplining and praising students and/or signaling a shift of topic towards any ‘off-lesson’ concern (Ferguson, 2003: 42). Finally, in multilingual classrooms code-switching is frequently employed to build interpersonal relationships. This can help teachers to project different identities and to appear more human to students by, for example, telling jokes in the students’ native language. Ferguson’s three-fold categorization of classroom code-switching functions encompasses both functions identified through sequential and symbolic approaches to language alternation. While topic shift or clarification functions, for example, are intricately linked to the context in which they appear, code-switches fulfilling interpersonal relationships functions often exploit the social evaluations attached to the various languages used in a given classroom interaction.

Hymes (1962) suggests four basic functions of code-switching including: First, expressive function suggests that students use code switching to express emotions. Second, directive function is used in a situation where a speaker wants to direct someone. This function can get the listeners’ attention. Third, metalinguistic function is utilized to include the definition of terms, paraphrasing others’ words, and some metaphors. The fourth function is a poetic one which means that during the conversation, the

speaker inserts some jokes, stories; some poetic quotations into English-based conversations to add a sense of humor.

Piasecka (1988) proposes a list of situations where teachers use the students' native language in ESL classrooms in Poland including classroom management, language analysis, presentation of grammar, phonological and spelling rules, explanation and correction of errors, discussions on cultural issues, assessment of comprehension, and personal contact.

Hoffman (1991) classifies the functions of code switching into seven points, which are:

2.12.1 Talking About a Particular Topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language.

2.12.2 Quoting Somebody Else

Regarding this function, Hoffman (1991) suggests that “people sometimes like to quote a famous expression or saying of some well-known figures”.

2.12.3 Being Emphatic About Something

Usually, when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about something, as Hoffman (1991) stated “he/she, either intentionally or unintentionally, will switch from his or her second language to his or her first language.

2.12.4 Interjection (Inserting Sentence Fillers Or Sentence Connectors)

Regarding the reason, Hoffman(1991)suggests that “language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally.”

2.12.5 Repetition Used For Clarification

About this reason, Hoffman(1991) states that “when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance(the utterance is said repeatedly).

2.12.6 Intention of Clarifying the Speech Content for Interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman(1991),it was mentioned that there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

2.12.7 Expressing Group Identity

Code-switching and code-mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups.

2.13 Code Switching In Education

Research on CS in the classroom has been undertaken in many parts of the World, Some of the known studies on CS in an educational environmentis: Adendorff (1993), Gila (1996), Moodley (2001) and Mqadi (1990).However, scholars in Africa have now begun to see CS in the classroom as a fertile ground for research as observed by Christa van der Walt (2004: 164) in her article on South African English’s

that: “The challenge, it seems, is to acknowledge this state of affairs and create space in which to grow tolerance for non-standard varieties of English and for other languages (in other words, for linguistic diversity). This opens up new avenues for research, for example into code-switching practices in the classroom.”

Arthur (2001) investigated the role of CS in the classroom through an ethnographic study characterized by lesson observations, questionnaire interviews and direct interviews. Her study focused on two Standard Six (South African Grade 5) classes at two schools located in two different places in northern Botswana. In one place the language of the community was predominantly Setswana (the national language), while in the other the language of the community was Ikalanga (one of the minority languages). In both cases English was the LoLT. According to Arthur (2001: 61), the teachers: “operated under conditions of tension between institutional pressure to adhere to language policy, that is, the exclusive use of English in the classroom, and their professional and personal instincts to code-switch in response to the communicative needs of their pupils.” From this study, Arthur made a number of observations which led to some important conclusions. Some of the observations were that teachers used CS to perform the following functions in the classroom: to fulfill pragmatic functions such as to give encouragement or praise or reproof to individual learners; (used discourse-related CS in the form of contextualization cues) to capture the learners’ attention when moving between stages of the lesson or back to the main topic of the lesson; and (used tag switches) to prompt learners to respond to the teacher’s monologue in the form of ‘a chorus of minimal responses’ (Arthur, 2001: 62).

2.14 Code Switching In an English Classroom

Milroy and Gordon (2003) see that code switching as a manner or form of communication that is common in a bilingual or multilingual society using a number of different languages. By contrast, in the process of bilingual education, code switching is more managerial. For instance, in the learning process, switching of code acts more as a tool to manage and facilitate interaction and learning. Heller (2007) plainly says that code switching is the process of using more than one language in one episode of communication. In this case, it requires the balancing mastery of two or more languages by speakers who switch codes. Code switching in a foreign language classroom has recently been the subject of considerable study and debate. When researchers address the issue, especially the use or the roles of the L1 (first language) and the TL (target language) or L2 (second language), there appear to be two opposing language attitudes between them, either use the target language exclusively or tolerate and get benefits from code switching. According to (Macaro, 1997), the switching to L1 necessarily serves some basic functions which may be beneficial in the foreign language learning environment. However, to get main goal in learning a language, the teacher has to create a situation for student to speak in English in the classroom (Rahayu, 2016). There are many functions of code-switching in the teaching-learning process. According to Reyes (2004, p. 84), they are: (1) speech representation, (2) imitate quotation, (3) turn accommodation, (4) topic shift, (5) situation switch, (6) insistence, (7) giving an emphasis, (8) clarification or persuasion, (9) persons specification, (10) question shift, and (11) as a discourse maker. An additional function by Mattsson and Burenhult (1999, p. 9) is repetition, where “the repetition in the first language (L1) can be either partial or full

and is often expanded with further information, but more frequently code switching is used as a repetition of the previously uttered sentences.

using code switching in the classroom fosters a positive ambience according to Metila (2009).Bautista (1996) concurs with Metila that code switching can transform the atmosphere of a classroom from being too formal to informal thereby allowing collaborations among the students in group works and also aids in the interactions and discussions in the classroom. According to Bautista (1996) code switching is the simplified strategy that students with poor English language proficiency use. Whilst Metila (2009) agrues that the use of code switching in a bilingual classroom fulfills a pedagogical function when it makes a challenging subject matter comprehensible to students. In other words, the use of code switching in a bilingual classroom seems beneficial because it helps in explaining abstract concepts and in defining difficult terms to students. This indicates that code switching makes explanations easy to understand for the students by the teachers. Code switching helps students to communicate easily with one another and in the classroom, it helps students to understand lesson contents, helping the students seek clarification concerning some topics. It also helps the students to bridge communication gaps in the classroom.

2.15 Using Code Switching Between the Teachers And Students In The Classroom

The use of code switching in its naturally occurring context; in other words its functions in the discourse of bilingual individuals can be seen according to Trudgill, (2000, p.105)

“in speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention”.

It may be suggested that code switching can be used for self-expression and is a way of modifying language in the respect of personal intentions. Code switching may be used in order to build good relationships among members of bilingual communities for example: a person conversing with a friend might say I am going to buy some *gelato* to his friend and the friend replies back Ok, me too. Following this example and conversation it is observed that they have code switched from English to Italian, the word *gelato* means ice-cream in the Italian language. The language shift that is performed between people reflects their ethnic identity and functions as a bridge that builds unity among them according to Palmer (2009 p: 58): *“Teachers who understand the power of discourse and the impacts of students” race, class, gender, sex etc are able to make sense of bilingual*". Their identities in their participation in classroom talk and learning will be better and able to uncover ways to manage classroom conversation for more equitable linguistic balance. Also, the students whose identities are preserved and reinforced as they interact in the classroom will better be able to achieve academic competencies in any setting.”

It is necessary to keep in mind that a language classroom is a social group. Therefore a phenomenon related to naturally occurring daily discourse of any social group has the possibility to be applicable to and valid for any language classroom. Metila (2009) asserted that context may also demand for the use of code switching because it is deemed the most appropriate and most acceptable to use in a particular situation. The teachers’ use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. “The use of code switching, therefore, is a conscious choice, especially because speakers are aware of the social consequences of

this particular action” (Metila, 2009). Therefore, in some cases it may be regarded as an automatic and unconscious behavior.

Also, contrary to this claim Kaschula and Anthonissen (1995, p.81) assert that

“it has appeared that speakers have a variety of possibilities they do not make random decisions on which form of language they will use in a given situation. For each form there is a related communicative function which the speaker wishes to be operative”.

The same thing applies to students and teachers in the classroom. In some topic cases of code switching, the teacher changes his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, where the teacher shifts his/her language to the mother tongue of his/her students in dealing with a particular grammar points, which are taught at that moment. In these cases, the students’ attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue (Abad, 2005). At this point, it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way (Baker, 1995).

Also, Baker (1995) further argues that code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one might speak of the contribution of code switching for creating a supportive language environment in the classroom. According to Metila (2009, p.44) “the pedagogical and communicative functions of classroom code switching justify its use in teaching and learning contexts, but it is recommended that codes switching be restricted to informal classroom activities”.

Student code switching is equal in use between a native language and a foreign language. The student makes use of the native equivalent of a certain lexical item in target language and therefore code switches to his/her native tongue. This makes the student use the native lexical item when he/she does not have the competence in using the target language explanation for a particular lexical item. During a conversation in the target language, the students fill the stopgap with native language use. It may be suggested that this is a mechanism used by the students in order to avoid gaps in communication, which may result from the lack of fluency in the target language (Baker, 1988). The student tends to avoid a misunderstanding or tends to utter words indirectly for specific purposes and this is one of the strengths of code switching. Code switching is also known to improve class participation by inducing a relaxed class atmosphere that allows students to recite and to understand more often.

The teacher uses code switching in order to transfer the necessary knowledge for the students for clarity (Wei, 2000). Therefore, following the instruction in target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in the native language may lead to some undesired student behavior. A learner who is sure that the instruction in foreign language will be followed by a native language translation may lose interest in listening to the former instruction which will have negative academic consequences; as the student is exposed to foreign language discourse limitedly. In a study conducted by Metila (2009) where teachers were interviewed and revealed that they had no alternative but to code switch in order for pupils to understand material content. Palmer (2009, p.45) found that “for children just as for adults code-switching was about

communicative competence and about maintaining a sense of control in a conversation, not about lack of language proficiency”. Various studies had shown that code switching benefited students and teachers. These studies also maintain that classroom codes switching should be allowed, this is due to the supposed advantages that code switching gives to learning.

In this respect, code switching stands to be a supporting element in communication of information and in social interaction; and it therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning. As early as 1953, the United Nations Educational Scientific and Cultural Organization (UNESCO) (1953, p.11) reported on the use of vernacular (native) languages in education and discussed the issue of which language to use with a bilingual child. Findings of that report stated:

“It is axiomatic that the best medium for teaching a child is his mother tongue. Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of the community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium.”

The above statement supports the concept that the native or home language is the best medium for working with children and it adds to the child’s ability to communicate in the second language (English). This might become important when a special educator is working with a bilingual child who has a language disorder. Although more researchers are asserting the value of allowing code switching of languages in the classroom, while few of the researchers are in support of the development of a curriculum that draw explicitly on children’s bilingual competencies. In other words, as a

result of these issues there arose a conflict among classroom teachers in either the use code switching in their bilingual classrooms.

2.16 Positive And Negative Sides Of Code Switching In The Class Room

In the context of the classroom, claims have been reported both in favor and against the code switching use as pedagogy of bilingualism. Those contending the former in the bilingual classroom reinforce its usefulness as instruction tool; for example, Rollnick and Rutherford(1996) stated that code switching helps learners in their exploration of ideas. In a science classroom, code switching is considered as a tool that enables learners to explore their alternate thought on the subject matter being taught. Along the same lines, Amin (2009) claimed that code switching allows students to utilize sense-making resource. Also, Hhornberger (2005) documented that bilingual or multilingual learning is improved when students are allowed to make use of their resources in their language skills in one or two languages and not to be limited to a monolingual instructional process.

Additionally, Lin (2005) concurred with above view contending that code switching or code mixing is a practical and local reaction to the dominance of English Language in Hong Kong, wherein most of the students are socioeconomically disadvantaged and have limited access to English resources, while living in a society that is trying its best to adopt English medium in Education in an attempt to develop the country's socio-economy.

Lin's (2005) finding was supported by Arthur and Martin (2006) whose study focused on the interactional patterns in CLIL in Brunei. Their findings showed that code switching is generally used to allow students comprehension and to reinforce bilingualism. Teachers who participated in

the study viewed the use of code switching as hearer-oriented that addresses the students' competence in the language being learnt.

They argued that the students intensified interaction, participation and comprehension of the learning process and develop the associations between the participants through effective conveyance of ideas in classrooms (Lin and Martin, 2005; and Arthur and Martin, 2006).

In addition to the above, regardless of the proven pedagogical validity of code switching an issue appears among teachers as to whether or not the phenomenon perpetuates "access to meaning or access to English" (Setati, etal 2002, p.140). This is due to the fact that despite the teachers' reformulation of the students' local language concept, it is still important to receive and reproduce the same concept in English as it is the language to be learnt. Therefore, code switching in classrooms may hinder the skills of the student in replying to question in the examination in English.

A related study was conducted by Payawal-Gabriel and Reyes-Otero (2006), which revealed another disadvantage to code switching by maths teachers in their teaching negatively impacts the students' code switching often led to students' learning. Their analysis findings showed that teachers' code switching often led to students' confusion and impacted their comprehension of the lesson being taught.

Moreover, the practice of code switching in classroom context has also been negatively addressed by bilinguals. Shin (2005, p. 18), for example, noted that "*bilinguals may feel embarrassed about their code switching and attribute it to careless language habits*". In Malaysia, Martin (2005) contended that the use of local language with the official language in classroom instruction is widespread but it is often criticized and considered as an adverse practice that is associated with the teacher's incomplete in English or the phenomenon is completely ignored.

The following sections proceed with the study objectives to further explain the relationship between code switching and code mixing, borrowing and bilingualism as an attempt to clarify the code switching phenomenon.

2.17 Code-Switching In Teaching and Learning Grammar And Vocabulary

Grammar and vocabulary learning can also be facilitated by code-switching (Cook 2001:414; Jingxia 2010:21; Kumar & Arenda 2012:61; Lin 2013:205). Kumar and Arenda (2012) found that grammar instruction was the area that contained the largest amount of code-switching. When code-switching, L2 teachers were able to draw upon students' L1 grammar knowledge, which agreed with what Cook found in her study from 2001. It showed that explicit grammar teaching could be conveyed more thoroughly in the students' L1; even students with a high L2 proficiency level absorbed information about grammar better if it was in their L1 (Cook 2001).

Another area where the effects of code-switching have been studied is that of vocabulary learning where Lin's (2013:205-207) findings indicate that code-switching seems to increase the amount of cognitive processing made by students. Lin suggests that a larger cognitive effort is required to process words when there is both an explanation in the students' L2 and a translation into the students' L1, which could mean that the students will learn new vocabulary more thoroughly.

There seems to be an agreement on the effects of code-switching in research from the 1990s until 2013. Both the sociolinguistic approach focusing on e.g. the topic of conversation, the participants and the setting, and the grammatical approach focusing on grammatical functions of code-switching e.g. intersentential and intrasentential codeswitching can be applied in second language learning to facilitate the learning outcome. However, the

strongest argument against code-switching is that the students miss out on target language input.

2.18 Code Switching and Learners' Participation in the Classroom Practice

Comprehensive and comprehensible input is mandatory for a learner to learn effectively in the classroom, and if learners do not understand the language the teacher uses, she/he simply cannot learn the subject matter effectively. Broke-Utne (2000) quotes Osaki (1991) as having said the following after observing a science class where English only was the medium of instruction: Students either talk very little in class or copy textual information from the chalkboard, or attempt discussion in a mixed language (i.e., English and Kiswahili) and then copy notes on the chalkboard in English ... teachers who insist on using English only end up talking to themselves with very little student input. Policy makers should be made aware of the two different dimensions of classroom talk when dealing with issues of language of instruction for schools, namely:

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- 1) The exploratory talk which is such a necessary part of talking to learn and which is likely to be most effective in the learners' main languages because learners need to feel at ease when they are exploring ideas (Barnes, 1992).
- 2) The discourse-specific talk is part of learners' apprenticeship into the discourse genre of subjects in the school curriculum (Wells, 1992).

Grosjean (1985) in Setati, Adler, Reed and Bapoo (2002, p. 11) have described code switching as the coexistence and constant interaction of two languages in the bilingual which has produced a different but complete language system. An analogy comes from the domain of athletics. The high hurdler blends two types of

competencies: that of high jumping and that of sprinting. When compared individually with the sprinter or the high jumper, the high hurdler meets neither level of competence, and yet when taken as a whole, the high hurdler is an athlete in his or her own right. No expert in track field would ever compare a high hurdler to a sprinter or to a high jumper, even though the former blends certain characteristics of the latter two. In many ways the bilingual learner is like the high hurdler. Therefore, the teacher could employ code switching to draw the learners' attention to new knowledge which could then be transferred into the medium of instruction. Eldridge's (1996) assumption is that code switching seems to be a natural and purposeful phenomenon which facilitates both communication and learning. Jernudd (2002) argues that individuals accomplish adequate communication quite happily through participation in communicative interaction that is meaningful to them. Zabrodskaja (2007) notes that in an academic sphere, bilingual pedagogical practices can help learners overcome communication barriers in their classroom environment, a scenario which Namibia could also employ. Huerta-Macias and Quintero (1992) propose that code switching should be viewed as part of a whole approach in bilingual contexts. According to Aichum (2003), Huerta-Macias (1992), Zabrodskaja (2007), Moore (2002), Gabusi (2005) and Brock-Utne (2002), code switching is an essential tool in the classroom for both teachers and learners, who use a second language as a medium of instruction as it allows both teachers and learners to negotiate meaning; it thus facilitates interaction between the teacher and learners and between the learners themselves. Brock-Utne (2002) argues that if African languages are used as media of instruction in science, it may eliminate the great barrier that exists between the privileged English classes and the ordinary people. Moore (2002) suggests that similar switches trigger divergent interactive

treatments; therefore, code switching can help bridge the gap in the discourse. Jernudd (2002) maintains that a democratic society should strive to give all learners the opportunity of equal access to information and to participation in political process. He continues that educational language selection policy and practice should reflect that value (Jernudd, 2002). Namibia is a multilingual country with English being the official language and the medium of instruction in schools; therefore, to support the principles of learning and teaching embedded in the Namibian curriculum, code switching practices are not only inevitable but necessary in schools where www.scholink.org/ojs/index.php/selt Studies in English Language Teaching Vol. 4, No. 2, 2016 159 Published by SCHOLINK INC. the English language is being learned at the same time as being used as medium of instruction. Code switching is a language practice that supports classroom communication and it is a useful tool in learning and teaching in the Namibian context.

Part Two: Previous Studies

The First Study

This study was carried in 2016 by Mr. Ali AbakerShuhib. The researcher found the major factors that motivating code switching / mixing among bilingual hausa students in international university of Africa. This study was carried out in sudan university of science and technology. These factors are divided into categories of linguistic, social and situational factors. In this study, the differences between these factors are also explored. The researcher used a quantitate research approach in that the researcher used closed ended questionnaire and data was collected from the students of international university of Africa. Data has been analyzed by use of software spss. Data analysis showed that these is a significant differences between linguistic, social and situational factors as compared to social and situational factors. The research recommends that switching/mixing can be investigated on basis of mother tongue. Also code switching/mixing in ELT classrooms can be investigated. This study is similar to the current study in motivating codes; both studies investigate the role of code switching among the bilingual students. However, it is different in the level of the students; the current study is in basic school and the other one in tertiary level.

The Second Study

This study was carried out in 2017 by Mr Emad Ali Alawad. The researcher investigates the pedagogical role that code switching plays to relate the students with the lesson content during EFL classes. This study was carried out in Sudan University of Science and Technology. Moreover, it aims to investigate the role of code switching in enhancing students' interaction in classroom. Also the study addresses the role of code switching in saving lesson time and teacher effort. The study takes on the descriptive analytic method and it incorporates two data gathering tools after checking their validity and reliability which are classroom observation checklist and teachers' questionnaire. The sample included 90 students at Alnokhba Secondary School in Omdurman locality besides (15) EFL secondary teachers whom randomly selected. The data has been statistically analyzed by (SPSS) programme. The findings generally indicate the code switching achieves the students' satisfaction and makes them more comfortable and more connected with the lesson content. Also code switching can enable the students to participate in classroom discourse. In addition to the previous mentioned findings, code switching minimizes both the time spent by the teacher to explain the difficult concept and the effort exerted in it. According to the findings of the study, the researcher recommended that the study should be expanded to cover different schools across the country. Moreover, the sample should include other educational stages as basic schools and colleges and different ages so as to investigate the effectiveness of using code switching as an instructional tool in bridging the linguistic gap between the Arabic and the target languages. Also the researcher recommends that, EFL teachers should be fully aware of the specific pedagogical purpose behind using code switching for the sake to avoid using it excessively. This study is similar to the present study in the main

aim, the role of code switching in the classroom, interactions of students and learning oral skills are both in the classroom; also they are similar in tools they used. However, it is different in the level of the students; the current study is in basic school and the other one in secondary level.

The Third Study

The study was carried out in 2016 by Mr. Ahmed Marouf Abdallah in Nile Valley University. The researcher tries to investigate the attitude of Saudi medical students enrolled at Northern Borders University, Saudi Arabia, toward code switching in learning that involves Arabic and English Language. It also highlights the medical students' motivation in utilizing code switching in their conversation. The study in that tries to find out the reasons beyond code switching and recognizes the students' attitude to understand the phenomenon deeply so that it can be taken into consideration by the decision and policy makers. The study adopts the descriptive analytical method to analyze the data of the study. The data obtained from the sample of medical students provides answers to research questions concerning the student's attitudes and motivations toward code switching. The sample of the study was drawn from a population of (110) students that represents the target population. The study came up with findings which revealed the validity of the hypotheses that already stated. It has been clarified that the Saudi medical students prefer code switching in learning medicine for different reasons. It is also stated that student's motivation toward code switching differ to meet their instructional and social demands. The study offered some recommendation that encourage considering the phenomenon and paying more attention to its aspects. It is recommended to put the decision makers into their consideration to facilitate the medium of instruction as teaching medicine through a foreign language can pose certain difficulties and problem to learners. This study is similar to the current study in a number of ways, such as the attitude of learners toward the use of code switching in the learning process. And it is different in terms of population because the intended population because the intended population is medical students at Northern Borders University

The Fourth Study

The study is a PHD research conducted by Alenei'sA(2010) at Allied health Science College in Kuwait University, under the title “ Students’ language Attitude Towards Using Code Switching as a Medium of Instruction in the College of the Health Sciences an Exploratory Study” in 2010. The study focused on students’ language attitudes towards Arabic and English code switching as a medium of instruction during a science class of Human Development for Occupational Therapy at Allied Health Science College in Kuwait University. The study used both qualitative and quantitative analysis of data. Data collection approaches were adopted through a questionnaire. It was then analyzed to shed light on the differences in the attitudes of the respondents towards the media of instruction and the influences of their attitudes n their learning. The findings showed the students’ strong inclination to a medium of instruction involving Arabic/English code switching. Data obtained supported the students’ positive language attitude towards code switching. Despite the fact that most students strongly agree that using one language benefits them, they were more inclined to code switching may lead to confusion in the classroom. It is notable that although the students seemed to accept monolingual teaching to reinforce their English competence, they thought that code switching would strengthen their understanding of the science subject. This study is similar to the current study in a number of ways, such as the attitude towards using code switching in learning process. And it is different in terms of population because the intended population because the intended population is medical students in the College of the Health Sciences an Exploratory Study.

The Fifth Study

The study is a PHD research conducted by Suk May Low in 2016. The researcher investigates the Effectiveness of Classroom Code-Switching in Malaysian Science Classrooms. This study was carried out in The University of Sheffield. The researcher come up with In 2003, English for Teaching of Mathematics and Science policy was implemented in Malaysia, requiring teachers to teach these subjects in English through primary to tertiary education. However, this policy was abolished in 2011, leaving schools to decide for themselves the medium of instruction (MOI) for these subjects during the soft-landing period. By 2022, all primary and secondary education is expected to complete the reversion of MOI to Malay. However, this is not applicable to both pre-university and tertiary education where students will continue to learn Mathematics and Science in English. Under such circumstance, it is foreseen that students and teachers in higher education will have problem learning and teaching these subjects when the reversion of MOI to Malay is completed as students will have learnt the subjects fully in Malay before entering higher education. As Malaysia is a multilingual country and most teachers and students speak both English and Malay, the researcher is interested to investigate the effectiveness of classroom code-switching (CS) and the possibility of adopting it as a strategic teaching tool in science classrooms. This research was carried out in three schools in Malaysia in 2013. Lessons conducted by two science teachers from each school were observed and audio-recorded for four hours. Three of these teachers were teaching science in English medium (EMI) whereas the other three had bilingual classrooms, teaching in both Malay and English (BMI). The recordings were then transcribed and analyzed for instances of CS and their functions. These teachers were also interviewed about their language and education

backgrounds. Students in each class were asked to complete a questionnaire by providing their language background and preferences of MOI for the teaching of science. Having compared both EMI and BMI classes, it is found that CS in EMI classes does provide strategic functions for classroom management and transmit of content knowledge. Students also appear to be very receptive to classroom CS and even view it as a way to improve their language skills. This study is similar to the current study in the aim of the study, the researcher investigates the effectiveness of classroom code-switching in Malaysian science classrooms. And the different is in intended population.

The Sixth Study

The study is a PHD research conducted by Tsaona S Mokgwathi (2011) at University of Pretoria, South Africa, under the title (Role Of Code-Switching in Teaching and Learning In Selected Senior Secondary Schools in Botswana) This qual-quant case study investigated the role of code-switching (CS) in education in four senior secondary schools in Botswana. CS is a communicative strategy used in many places, including Botswana, during formal and informal social occasions. CS

also occurs in education; however, its occurrence is viewed as a somewhat problematical phenomenon – that it signals the speaker’s lack of proficiency in the Language of Learning and Teaching (LoLT). The study also investigated if CS in the classroom contravenes the country’s Language-in-Education Policy (LiEP), which states that English is the medium of instruction throughout the education system (Botswana Government White Paper No.2 of 1994). The study found that CS occurrence in teaching and learning has positive and negative educational effects. However, its use has adverse implications for the LiEP of Botswana. Consequently, recommendations are made on the effective use of CS and on the revision of the LiEP. This study is similar to the present study in the main aim, the role of code switching in the classroom; also they are similar in tools they used. However, it is different in the level of the students; the current study is in basic school and the other one in secondary level.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This study is focused on the role of code switching in enhancing the EFL basic level students' learning oral skills. This chapter describes the methodology that used designing, testing, and administering the instruments that used in the study. First the teachers' questionnaire, second the classroom observation checklist.

3.1 The Methods

The researcher has used two tools to collect data in this study. The first tool is a questionnaire for basic school teachers from different schools in karari locality; it was distributed to fifty EFL basic teachers who were selected randomly. The second tool is a classroom observation check list to observe using of code-switching in basic schools classrooms and how basic school learners are able to interact comfortably in the classroom when the teachers use code switching, the observation process was carried out on thirty classes and the observations were recorded using the observation checklist tool.

3.2 Population and Sampling

The population in this study consisted of teachers and pupils from different basic schools in kararilocaliy (wad albakheet basic schools for girls and other one for boys – al ashra basic schools for girls – al Nile basic schools for boys and other one for girls).

3.3 The tools of the study

The tools for data collection are a questionnaire and a classroom observation checklist. The questionnaire consist of three categories, each one has five statements. These categories intended to support the research hypotheses. The questionnaire was distributed to fifty English language teachers in basic schools. The purpose of the questionnaire was to investigate the views of teachers upon basic schools attitude towards using CS in teaching English language and how CS can enhance EFL basic schools oral skills. It took the teacher approximately five to ten minutes to fill out the questionnaire. Fortunately, all teachers responded to answer all the questions. The observation checklist was mainly designed to collect data about whether basic schools teachers can use CS in teaching English language or not and To discover basic schools attitude towards using CS in teaching English language. The classroom observation checklist consisted of ten items which were constructed To explore how CS can enhance EFL basic oral skills.

3.4 Validity and Reliability

3.4.1 Validity of the Questionnaire and the Classroom

Observation Checklist

The researcher consulted five experts in English language to check the content validity in term of topics and statements appropriateness in both the questionnaire and the classroom observation checklist. The experts' advice, comments, modification and suggestions were taken into consideration. The researcher followed all which said by experts to make the questionnaire and the classroom observation checklist clear and convinced all of them,

3.4.2 Reliability of the Questionnaire and the Classroom

Observation Checklist

Statistical Reliability And Validity

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

1. Split-half by using Spearman-Brown equation.
2. Alpha-Cronbach coefficient.
3. Test and Re-test method
4. Equivalent images method.
5. Guttman equation.

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

The researcher calculated the validity statistically using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (split-half) method. This method stands on the principle of dividing the answers of the sample individuals into two parts, i.e. items of the odd numbers e.g. (1, 3, 5, ...) and answers of the even numbers e.g. (2,4,6 ...). Then Pearson correlation coefficient between the two parts is calculated. Finally, the (reliability coefficient) was calculated according to Spearman-Brown Equation as the following:

$$\text{Reliability Coefficient} = \frac{2 \times r}{1 + r}$$

r = Pearson correlation coefficient

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher was distributed about (20) questionnaires to respondents. In addition, depending on the answers of the pre-test sample, the above Spearman-Brown equation was used to calculate the reliability coefficient using the split-half method; the results have been showed in the following table:

Table (3-2)

The statistical reliability and validity of the pre-test sample about the study questionnaire

Hypotheses	Reliability	Validity
First	0.88	0.94
Second	0.78	0.88
Third	0.80	0.89
Overall	0.91	0.95
Teacher	0.76	0.87

We note from the results of above table that all reliability and validity coefficients for pre-test sample individuals about each questionnaire's theme, and for overall questionnaire, are greater than (50%), and some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

3.5 Procedures

After validity of the tools have been ensured, the researcher has distributed the questionnaire to the fifty EFL teachers in different basic level schools in Karari locality. They were asked to respond to the questionnaire and then return it as soon as they finish.

The researcher attained 15 classes in different basic level schools in karrailocaliylocaliy (wad albakheet basic schools for girls and other one for boys – al ashra basic schools for girls – al Nile basic schools for boys and other one for girls)and recorded the observations using the classroom observation checklist.

The tools were applied during the period of 15th of December to 30th of January 2019.

After the data were collected, the items of the observation checklist and the questionnaire statements were analyzed and described. Results were discussed and recommendations were suggested.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter present the discussion, analysis and interpretation of the data collected through the questionnaire from fifty respondents who represent EFL teachers in different basic level schools (see Appendix A), and the observation checklist to fifteen respondents (see Appendix B). This step consisted of transformation of the qualitative (nominal) variables (Strongly agree, Agree, undecided, Disagree, Strongly agree) to quantitative variables (5,4,3,2,1) respectively, also the graphical representation have done for this purpose. The statements in the questionnaire have been analyzed in terms of frequencies and percentage. The questionnaire includes three categories to support the hypotheses of the study.

4.1 Statistical Analysis of the Questionnaire

The questionnaire consist of three categories, each one has five statements.

These categories intended to support the research hypotheses.

4.1.1 Statement (1): I am aware of the term code switching.

Table (4.1) The Awareness Of Code Switching

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	1	2.0
Undecided	7	14.0
Disagree	25	50.0
Total	50	100.0

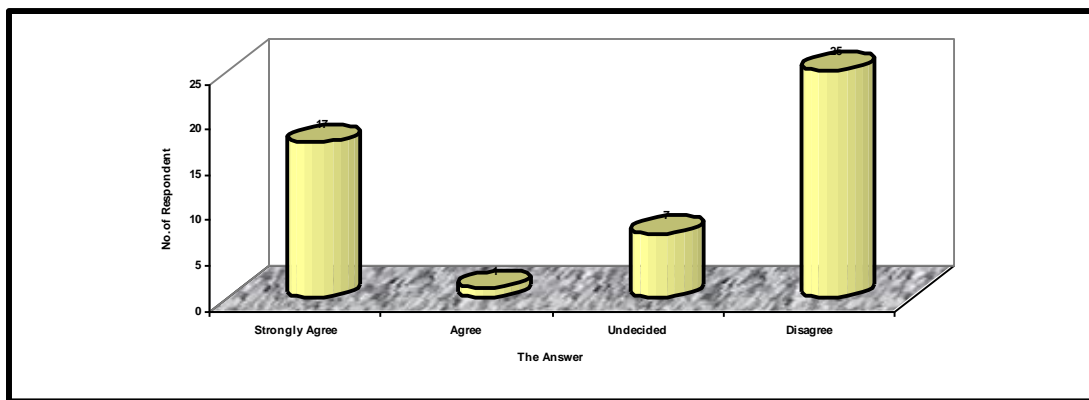


Figure (4.1) The Awareness Of Code Switching

It is clear from the above table and figure that there are (17) respondents in the study's sample with percentage (34.0%) have strongly agreed with the statement. There are (1) respondent with percentage (2.0%) have agreed on that and (7) respondents with percentage (14.0%) have undecided about that, and (25) respondents with percentage (50%) are disagree about that. This indicates that most of the respondents are not aware of the term code switching.

4.1.2 Statement (2): I use code switching in oral skills.

Table (4.2) Using Code Switching In Oral Skills

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	4	8.0
Undecided	5	10.0
Disagree	24	48.0
Total	50	100.0

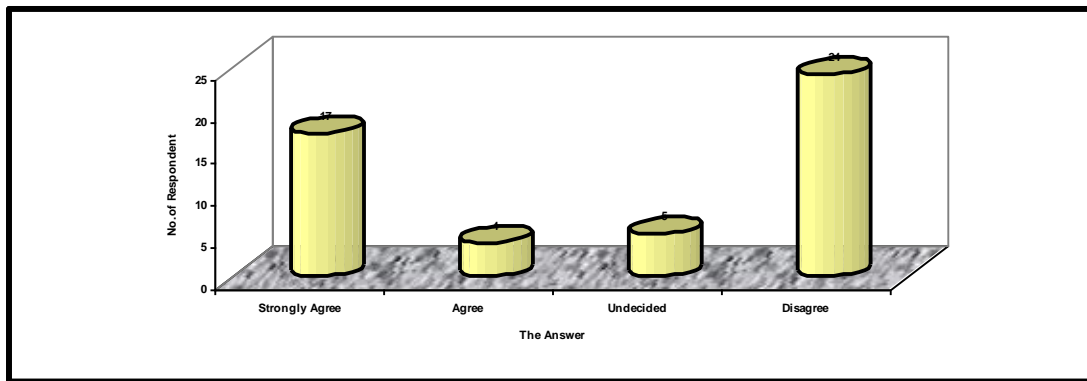


Figure (4.2)Using Code Switching In Oral Skills

It is clear from the above table and figure that there are (17) respondents in the study's sample with percentage (34.0%) have strongly agreed with the statement. There are (4) respondents with percentage (10.0%) have agreed on that, and (5) respondents with percentage (10.0%) have undecided about that, and (24) respondents with percentage (48.0%) are disagree about that. This indicates that most of the respondents do not use code switching in oral skills.

4.1.3 Statement (3): I don't use code switching due to the large number of students.

Table (4.3) Code Switching Due To The Large Number Of Students

Answer	Number	Percent
Strongly Agree	16	32.0
Agree	3	6.0
Undecided	12	24.0
Disagree	15	30.0
Strongly disagree	4	8.0
Total	50	100.0

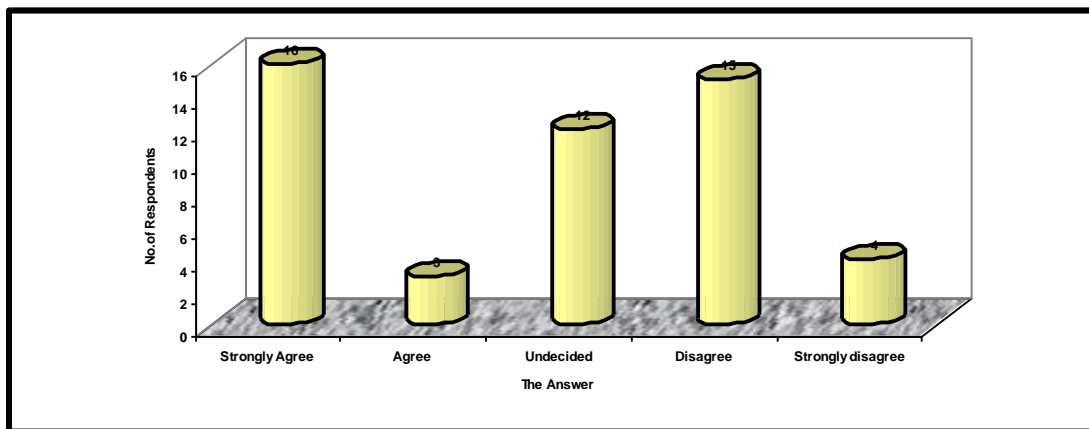


Figure (4.3) Code Switching Due To The Large Number Of Students

The table and figure above show that there are (16)respondents in the study's sample with percentage (32.0%) have strongly agreed with the statement. There are (12)respondents with percentage (26.1%) have agreed on that, and (15)respondentswith percentage (32.6%) have undecided about that, and (3) respondentswith percentage (6.5%) have disagree about that, while (4) respondents with percentage (8.7%) have strongly disagree about that.This indicates that the majorityof the respondents don't use code switching due to the large number of students.

4.1.4 Statement (4): I often switch from English to Arabic.

Table (4.4) Switching From English ToArabic

Answer	Number	Percent
Strongly Agree	16	32.0
Agree	1	2.0
Undecided	3	4.0
Disagree	30	60.0
Total	50	100.0

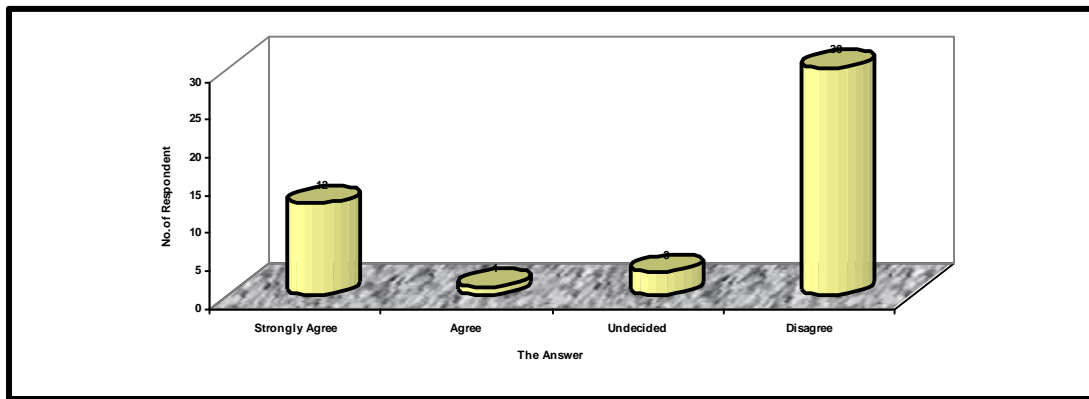


Figure (4.4) Switching From English ToArabic

The table and figure above show that there are (16) respondents in the study's sample with percentage (32.0%) have strongly agreed with the statement. There is (1) respondent with percentage (2.0%) have agreed on that, and (3) respondents with percentage (4.0%) have not decided about that, and(30) respondents with percentage (60.0%) are disagree about that. This indicates that most of respondents do not often switch from English to Arabic.

4.1.5 Statement (5): Basic school teachers' weakness is due to the lack of knowledge of code switching.

Table (4.5) The Knowledge Of The Code Switching

Answer	Number	Percent
Strongly Agree	18	36.0
Agree	7	14.0
Undecided	4	8.0
Disagree	21	42.0
Total	50	100.0

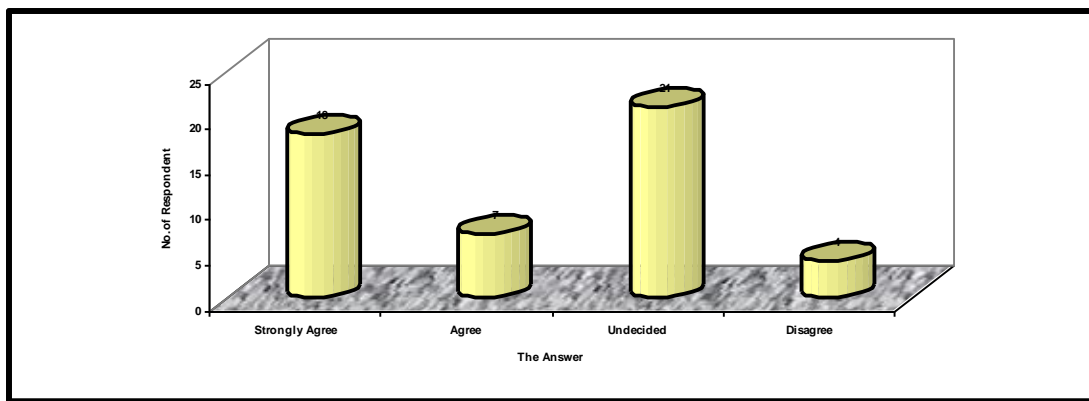


Figure (4.5) The Knowledge Of The Code Switching

According to the table and figure above the result show that there are (21) respondents in the study's sample with percentage (42.0%) have strongly agreed with the statement. There are (18) respondents with percentage (36.0%) have agreed on that and (4) respondents with percentage (8.0%) have not sure about that and (7) respondents with percentage (14.0%) have disagreed about that. This indicates that most of respondents think that basic school teachers' weakness is due to the lack of knowledge of code switching.

4.1.6 Statement (6): Basic schools teachers have positive attitude towards using code-switching in teaching.

Table (4.6) Attitude Towards Using Code Switching

Answer	Number	Percent
Strongly Agree	12	24.0
Agree	27	54.0
Undecided	8	16.0
Disagree	2	4.0
Strongly disagree	1	2.0
Total	50	100.0

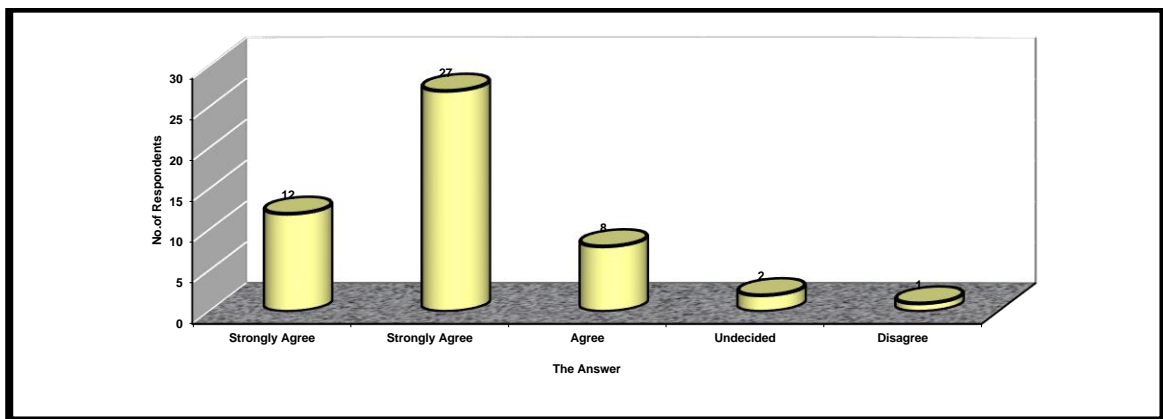


Figure (4.6) Attitude Towards Using Code Switching

According to the table and figure above the result show that there are (12) respondents in the study's sample with percentage (24.0%) have strongly agreed with the statement. There are (27) respondents with percentage (54.0%) have agreed on that and (8) respondents with percentage (16.0%) have undecided about that, and (2) respondents with percentage (4.0%) have disagreed about that, while only one person with percentage (2.0%) has strongly disagreed about that. This indicates that the majority of the respondents have positive attitude towards using code-switching in teaching.

4.1.7 Statement (7): Code-switching can affect positively to improve students speaking.

Table (4.7) Positive Effect Of Code Switching

Answer	Number	Percent
Strongly Agree	12	24.0
Agree	30	60.0
Undecided	6	12.0
Disagree	2	4.0
Total	50	100.0

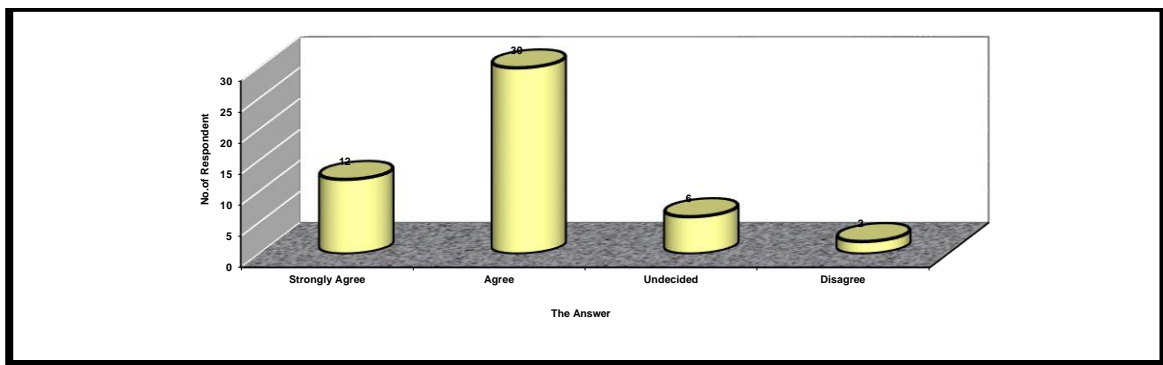


Figure (4.7) Positive Effect Of Code Switching

It is noticed from the above table and figure that there are (12) respondents in the study's sample with percentage (24.0%) have strongly agreed with the statements. There are (30) respondents with percentage (60.0%) have agreed on that, and (6) respondents with percentage (12.0%) have undecided about that, and (2) respondents with percentage (4.0%) is disagree about that. This indicates that the majority of the respondents think that Code-switching can affect positively to improve students speaking.

4.1.8 Statement (8): Code switching motivates basic school learners to participate orally.

Table (4.8) Motivating Learners

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	24	48.0
Undecided	7	14.0
Disagree	2	4.0
Total	50	100.0

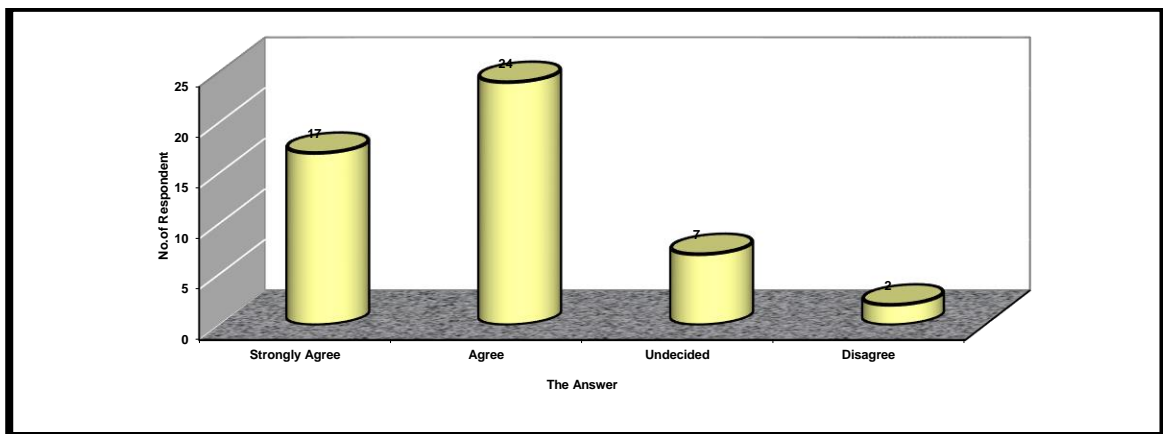


Figure (4.8) Motivating Learners

According to the table and figure above the result show that there are (17) respondents in the study's sample with percentage (34.0%) have strongly agreed with the statements. There are (24) respondents with percentage (48.0%) have agreed on that, and (7) respondents with percentage (14.0%) have undecided about that, and (2) respondents with percentage (4.0%) is disagree about that. This indicates that the majority of respondents support the statement.

4.1.9 Statement (9):Code- switching enhance basic school learners acquisition

Table (4.9)Learners' Acquisition

Answer	Number	Percent
Strongly Agree	17	34.0
Agree	27	54.0
Undecided	4	8.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

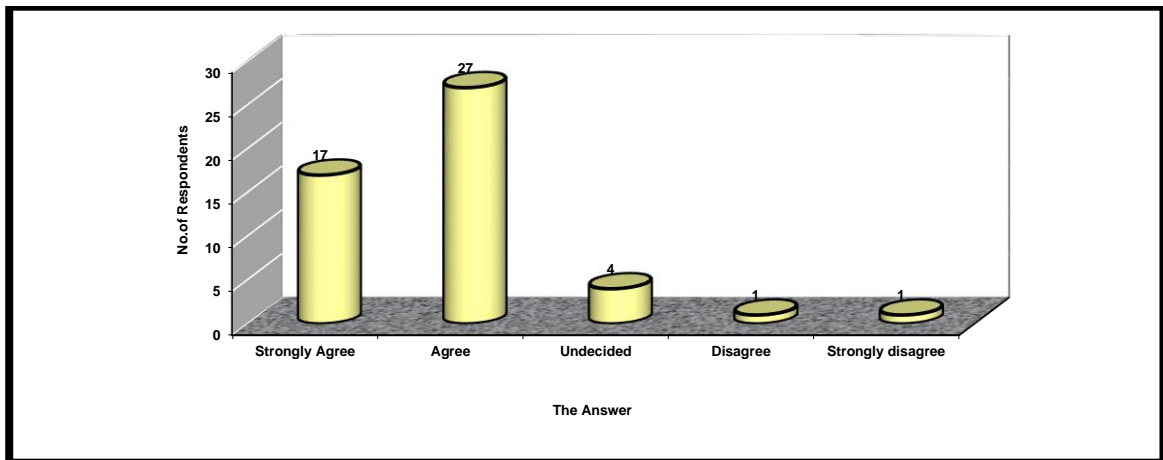


Figure (4.9)Learners' Acquisition

It is noticed from the above table and figure that there are (17) respondents in the study's sample with percentage (34.0%) have strongly agreed with the statement. There are (27) respondents with percentage (54.0%) have agreed on that, and (4) respondents with percentage (8.0%) have undecided about that, and only one respondents with percentage (2.0%) have disagree about that, while only one person with percentage (2.0%) have strongly disagree about that. This indicates that the most of the respondents support the statement.

4.1.10 Statement (10): Code-switching helps basic school learners to understand the teacher when the uses more than one language in the class.

Table (4.10) Using More Than One Language In The Class

Answer	Number	Percent
Strongly Agree	16	32.0
Agree	20	40.0
Undecided	12	24.0
Disagree	1	2.0
Strongly disagree	1	2.0
Total	50	100.0

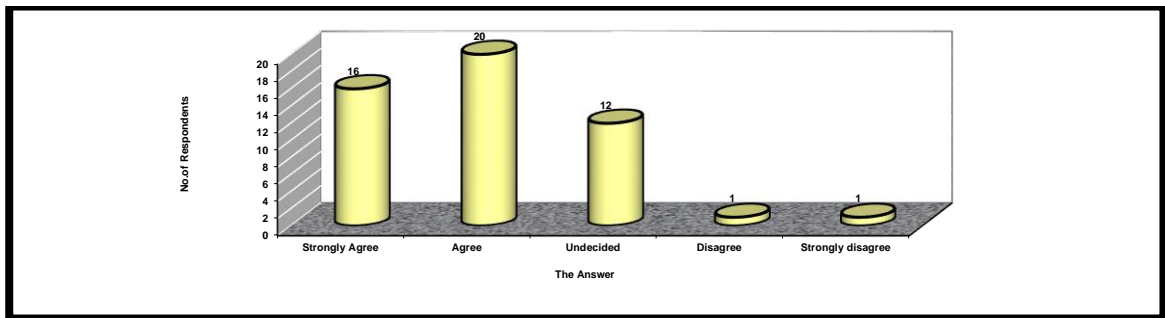


Figure (4.10) Using More Than One Language In The Class

The table and the figure above show that there are (16) respondents in the study's sample with percentage (32.0%) have strongly agreed with the statements. There are (20) respondents with percentage (40.0%) have agreed on that, and (12) persons with percentage (24.0%) have undecided about that, and only one respondents with percentage (2.0%) have disagree about that, while only one person with percentage (2.0%) have strongly disagreed about that. This indicates that the most of the respondents support the statement.

4.1.11 Statement (11): Code-switching enhances basic school learners' oral skills.

Table (4.11) Enhancing Learners' Oral Skills

Answer	Number	Percent
Strongly Agree	16	32.0
Agree	29	58.0
Undecided	4	8.0
Disagree	1	2.0
Total	50	100.0

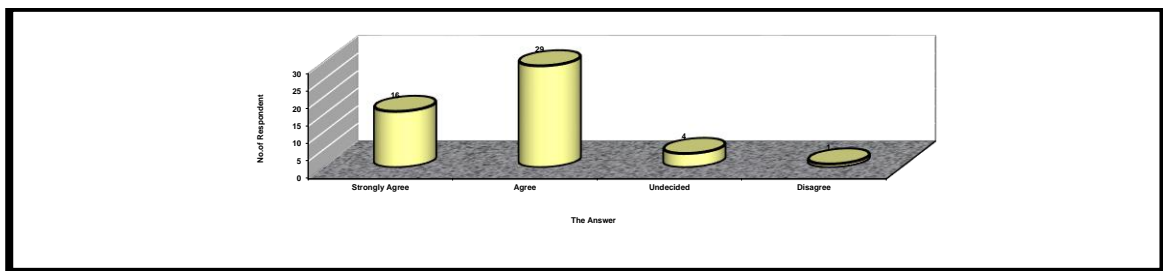


Figure (4.11) Enhancing Learners' Oral Skills

The table and the figure above show that there are (16) respondents in the study's sample with percentage (32.0%) have strongly agreed with the statement. There are (29) respondents with percentage (58.0%) have agreed on that, and (4) respondents with percentage (8.0%) have undecided about that, and only one respondent with percentage (2.0%) is disagree about that. This indicates that the most of the respondents support the statement.

4.1.12 Statement (12): EFL basic students understand better when teachers use code-switching.

Table (4.12) Understanding of EFL Basic Students

Answer	Number	Percent
Strongly Agree	12	24.0
Agree	16	32.0
Undecided	17	34.0
Disagree	4	8.0
Strongly disagree	1	2.0
Total	4	100.0

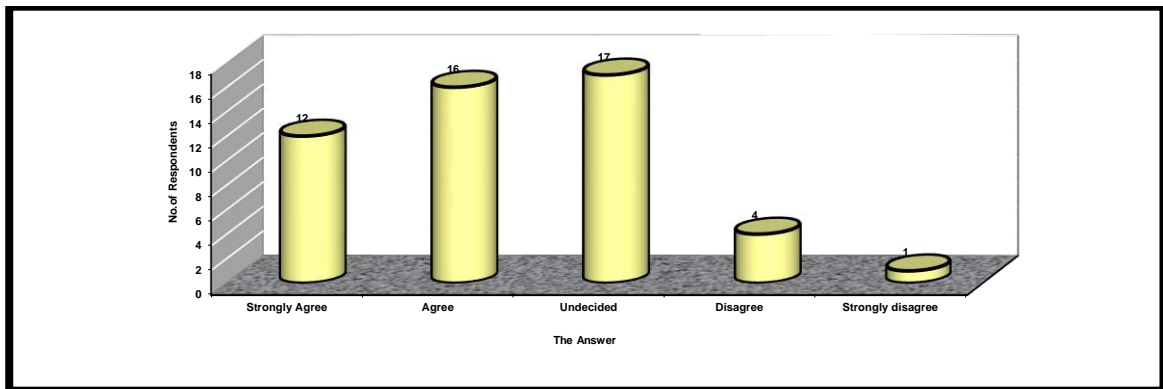


Figure (4.12) Understanding of EFL Basic Students

It is noticed from the above table and figure that there are (12) respondents in the study's sample with percentage (24.0%) have strongly agreed with the statement. There are (16) respondents with percentage (32.0%) have agreed on that, and 17) respondents with percentage (34.0%) have undecided about that, and (4) respondents with percentage (8.0%) have disagree about that, while only one person with percentage (2.0%) have strongly disagree about that. This indicates that the most of the respondents support the statement.

4.1.13 Statement (13): Basic School Learners Participate Orally When Teachers Use Code Switching.

Table (4.13) Oral participation

Answer	Number	Percent
Strongly Agree	18	36.0
Agree	25	50.0
Undecided	6	12.0
Disagree	1	2.0
Total	46	100.0

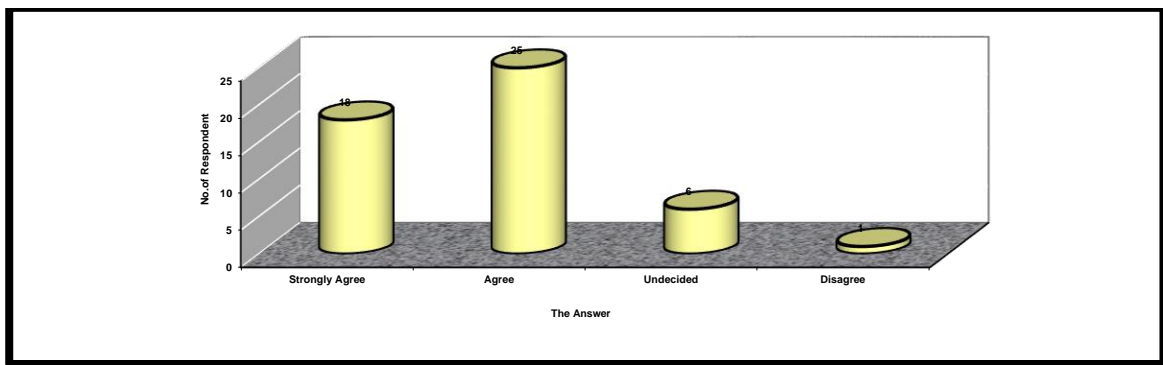


Figure (4.13) Oral Participation

The table and the figure above show that there are (18) respondents in the study's sample with percentage (36.0%) have strongly agreed with the statement. There are (25) respondents with percentage (50.0%) have agreed on that, and (6) respondents with percentage (12.0%) have undecided about that, and only one respondent with percentage (2.0%) is disagree about that. This indicates that the majority of the respondents support the statement.

4.1.14 Statement (14): Basic School Learners Interact When Teachers Use Code Switching.

Table (4.14) Learners interaction

Answer	Number	Percent
Strongly Agree	13	26.0
Agree	27	54.0
Undecided	9	18.0
Disagree	1	2.0
Total	50	100.0

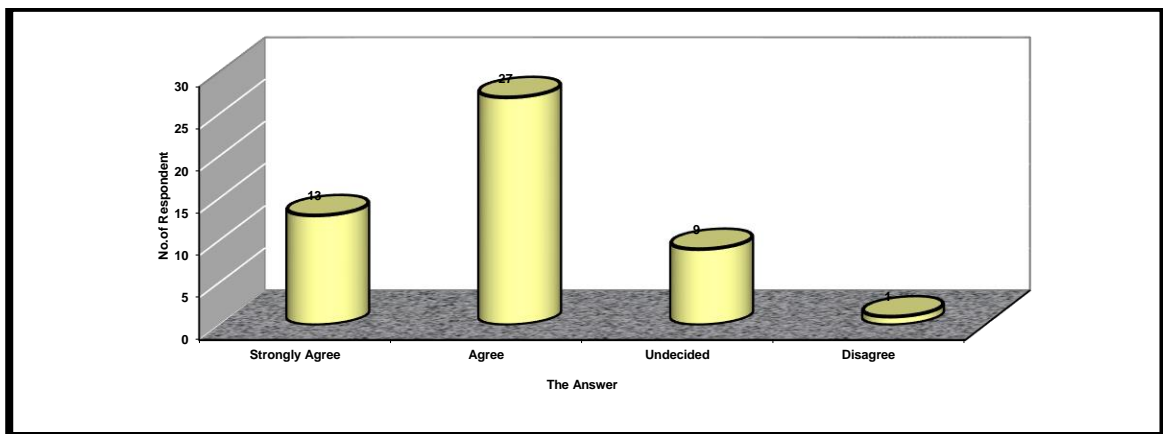


Figure (4.13) Learners Interaction

The table and the figure above show that there are (13) respondents in the study's sample with percentage (26.0%) have strongly agreed with the statement. There are (27) respondents with percentage (54.0%) have agreed on that, and (9) respondents with percentage (18.0%) have undecided about that, and only one respondent with percentage (2.0%) is disagree about that. This indicates that the majority of the respondents support the statement.

4.1.15 Statement (15): Basic School Learners Communicate Effectively When Teacher Use The Code Switching.

Table (4.15) learners' communication

Answer	Number	Percent
Strongly Agree	18	36.0
Agree	24	48.0
Undecided	7	14.0
Disagree	1	2.0
Total	50	100.0

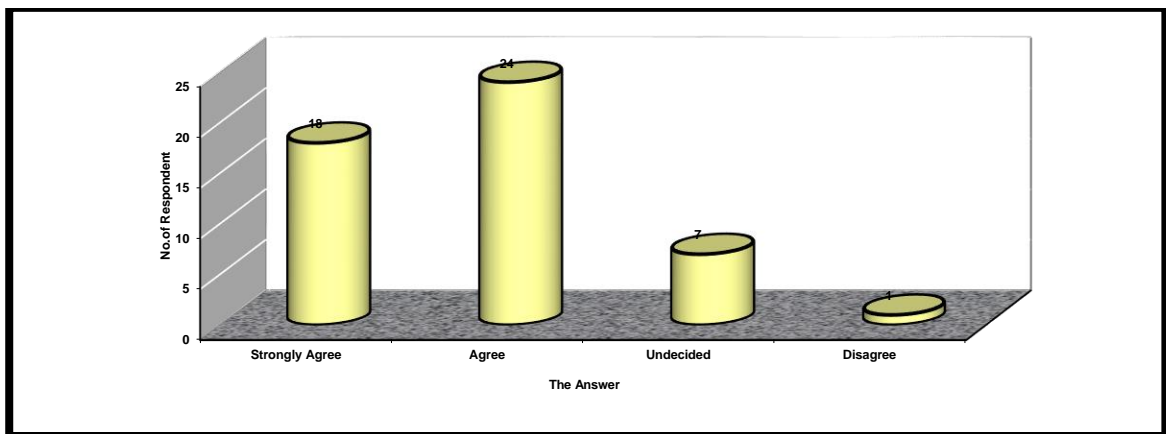


Figure (4.15) Learners' Communication

The table and the figure above show that there are (18) respondents in the study's sample with percentage (36.0%) have strongly agreed with the statement. There are (24) respondents with percentage (48.0%) have agreed on that, and (7) respondents with percentage (14.0%) have undecided about that, and only one respondent with percentage (2.0%) is disagree about that. This indicates that the majority of the respondents support the statement.

4.2 The Analysis of The Classroom Observation Checklist

4.2.1 Item (1) The learners show willingness to ask questions and give accurate teachers questions in the presence of code switching

Table (4.16) Willingness to Ask Questions

Answer	Number	Percent
Yes	11	73.0
No	4	27.0
Total	15	100.0

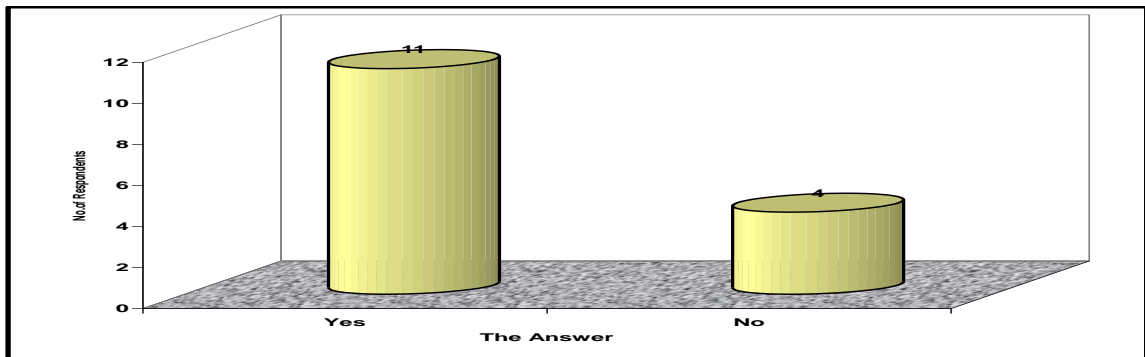


Table (4.16) Willingness to Ask Questions

The table and the figure above show that during the (15) observed classes (11) of them in the study's sample with percentage (73.0%) show willingness to ask questions and give accurate teachers questions in the presence of code switching and (4) ones with percentage (27.0%) do not. This means the majorities of the learners show willingness to ask questions and give accurate teachers questions in the presence of code switching.

4.2.2 Item (2): Using code-switching makes the learners participate in classroom discussion

Table (4.17) Learners' Participation

Answer	Number	Percent
Yes	9	60.0
No	6	40.0
Total	15	100.0

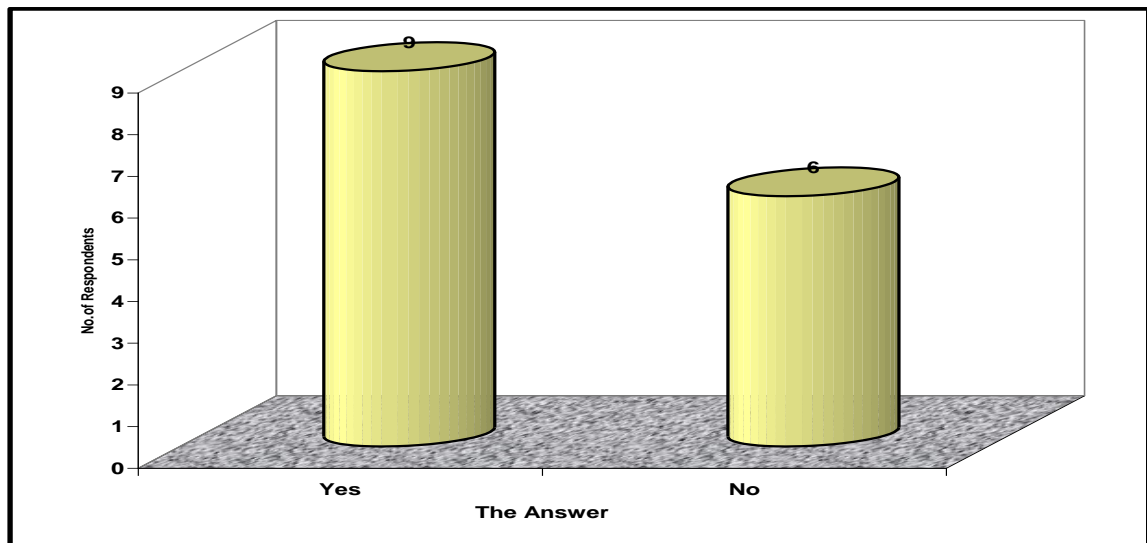


Figure (4.17) Learners' Participation

The table and the figure above show that in (9) classes in the study's sample with percentage (60.0%) using code-switching makes the learners participate in classroom discussion and in (6) classes with percentage (40.0%) do not. This indicates that most of learners participate in classroom discussion when code-switching is used.

4.2.3Item (3): Using code-switching hinder learners interaction

Table (4.18) Hindering Learners Interaction

Answer	Number	Percent
Yes	13	87.0
No	2	13.0
Total	15	100.0

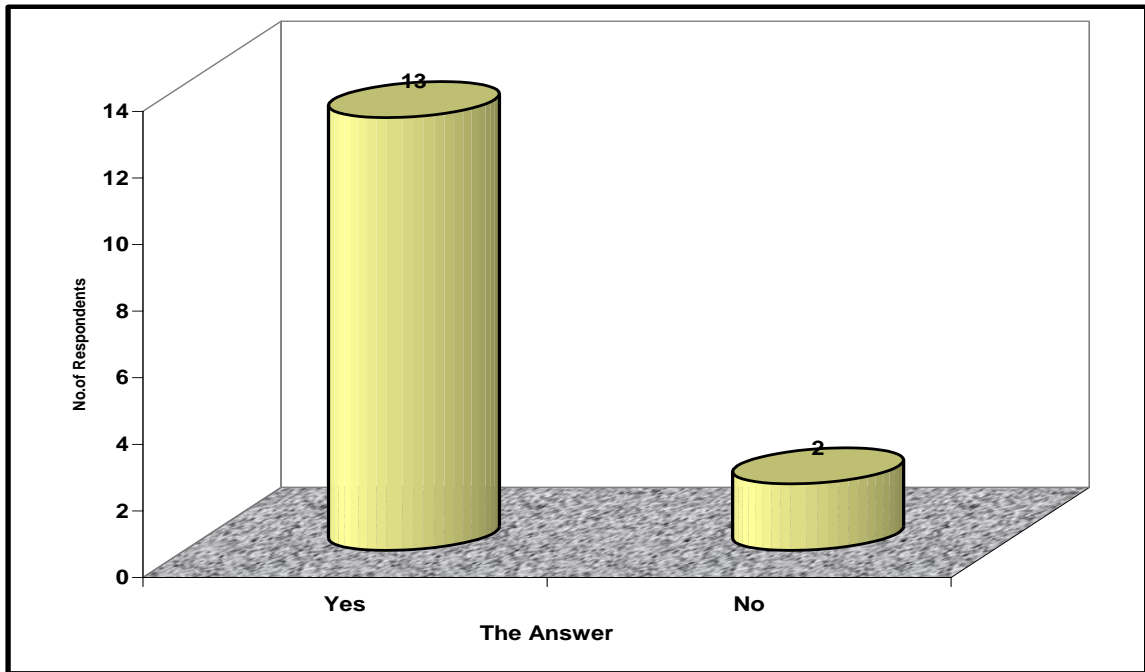


Figure (4.18) Hindering Learners Interaction

The table and the figure above show that in (13) classes in the study's sample with percentage (86.0%) using code-switching does not hinder learners interaction but in (2) classes with percentage (13.0%) it does.

This indicates that using code-switching in the classroom does not hinder learners interaction.

4.2.4Item (4): Learners respond to teachers instructions when code-switching

Table (4.19)Learners' Responding

Answer	Number	Percent
Yes	12	80.0
No	3	20.0
Total	15	100.0

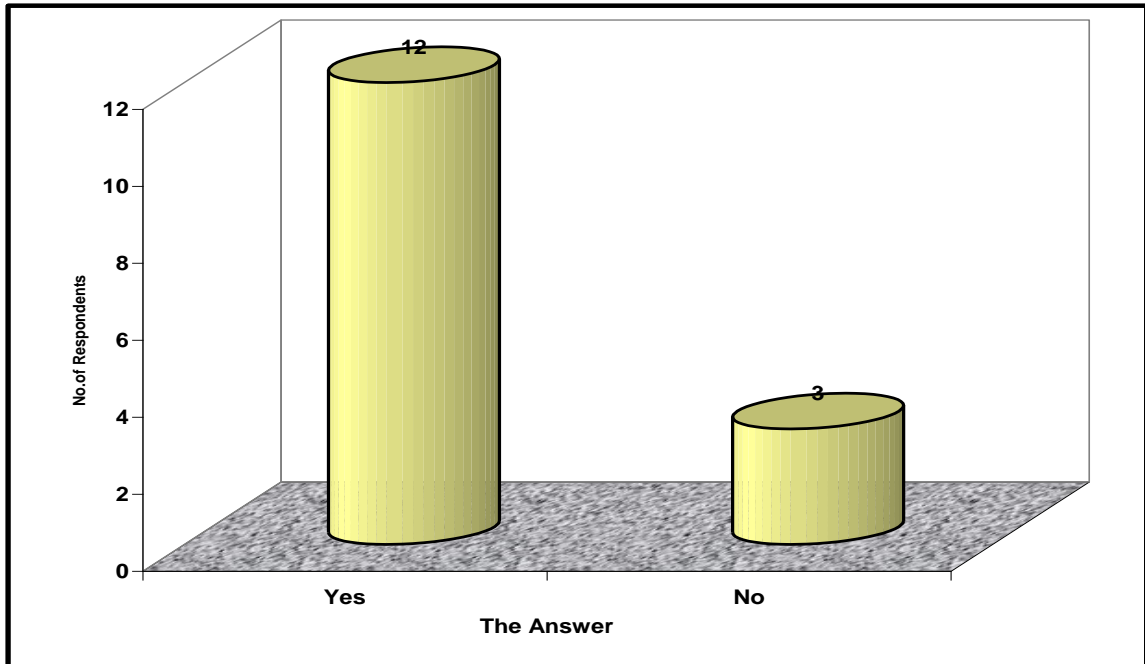


Figure (4.19)Learners' Responding

The table and the figure above show that there are (12) classes with percentage (80.0%) the learner respond to teachers instructions when code-switching and the result in (3) classes with percentage (20.0%) show less responding. This means the majority of the thelearners respond to teachers instructions when code-switching

4.2.5 Item (5): The learners do accompany activities easily when code-switching

Table (4.20) AccompanyActivities

Answer	Number	Percent
Yes	8	53.0
No	7	47.0
Total	15	100.0

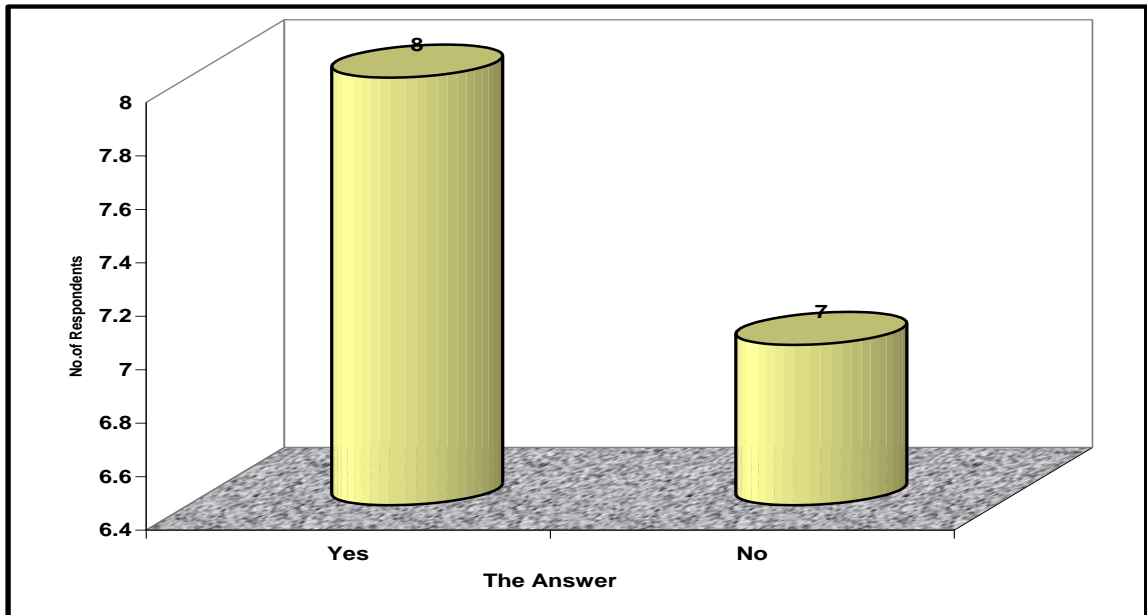


Table (4.20) AccompanyActivities

The table and the figure above show the result of (8) classes in the study's sample with percentage (53.0%) that learners do accompany activities easily when code-switching but in the other (7) ones with percentage (47.0%) do not. This means that the most of learners do accompany activities easily when code-switching.

4.2.6Item (6): The learners seem to be comfortable when difficult the concepts are explained in their mother tongue

Table (4.21) Explanation Concepts

Answer	Number	Percent
Yes	10	67.0
No	5	33.0
Total	15	100.0

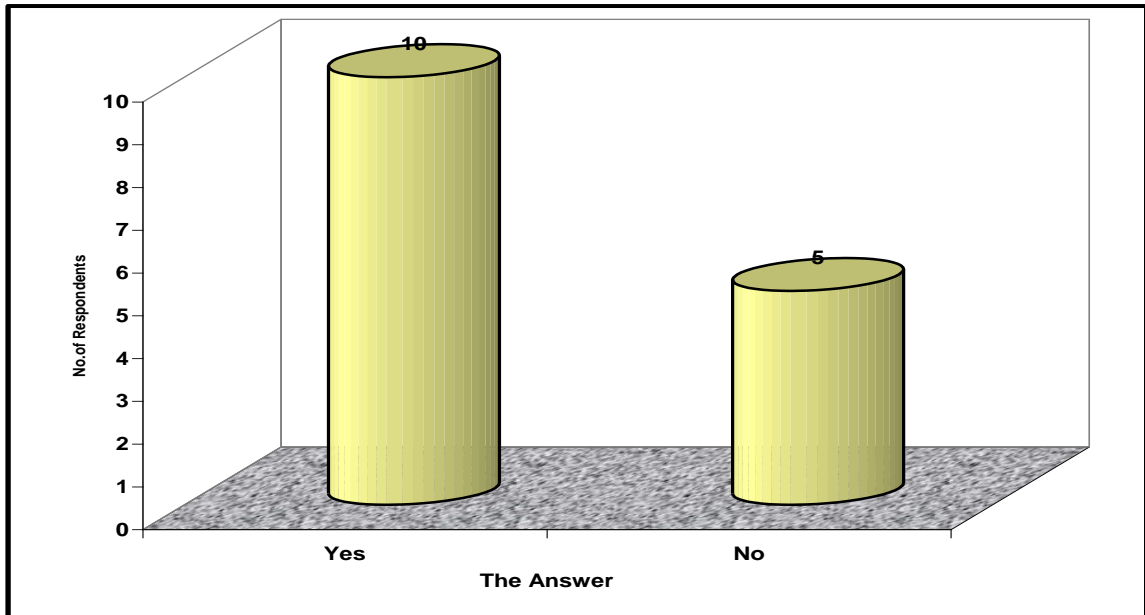


Figure (4.21) Explanation Concepts

The table and the figure above show the result of (10) classes in the study's sample with percentage (67.0%) the learners seem to be comfortable when difficult concepts are explained in their mother tongue. (5) classes with percentage (33.0%) do not. This indicates that the majority of learners seem to be comfortable when difficult concepts are explained in their mother tongue.

4.2.7Item (7): The learners seem to be interested in the lesson and less lost when code-switching is used in the classroom

Table (4.22)Learners’ Interest

Answer	Number	Percent
Yes	11	73.0
No	4	27.0
Total	15	100.0

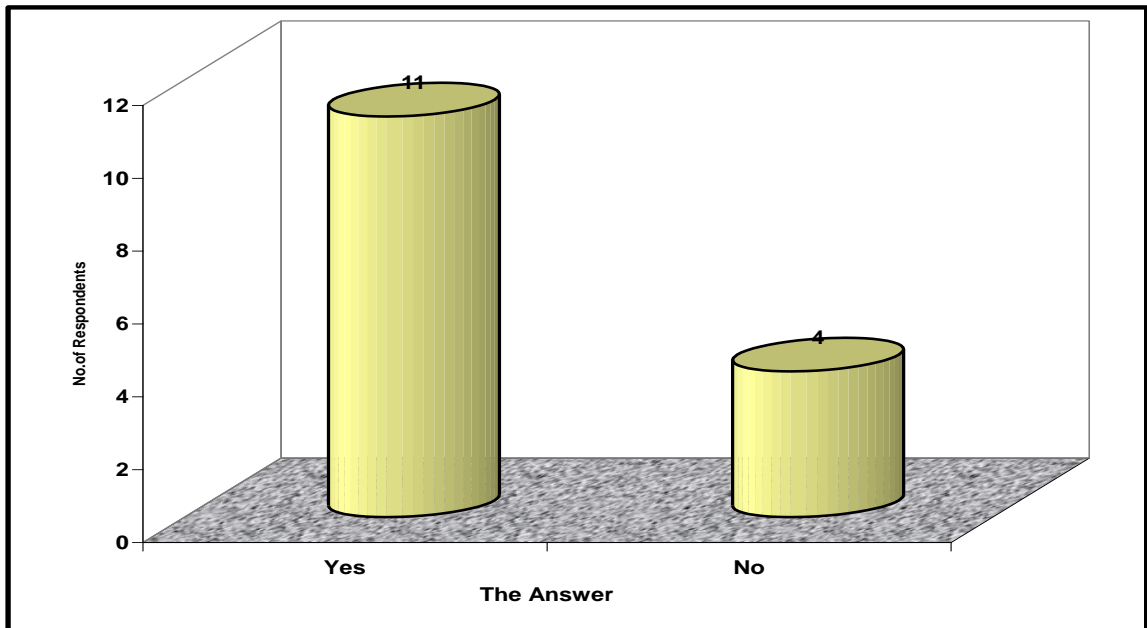


Table (4.22)Learners’ Interested

The table and the figure above show the result of (11) classes in the study’s sample with percentage (73.0%) The learners seem to be interested in the lesson and less lost when code-switching is used in the classroom. (4) classes with percentage (27.0%) do not. This means the majority of learners in the class seem to be interested in the lesson and less lost when code-switching is used.

4.2.8Item (8): The learners seem to be confident to interact with their teacher and classmate

Table (4.23)Learners' Confidence

Answer	Number	Percent
Yes	12	80.0
No	3	20.0
Total	15	100.0

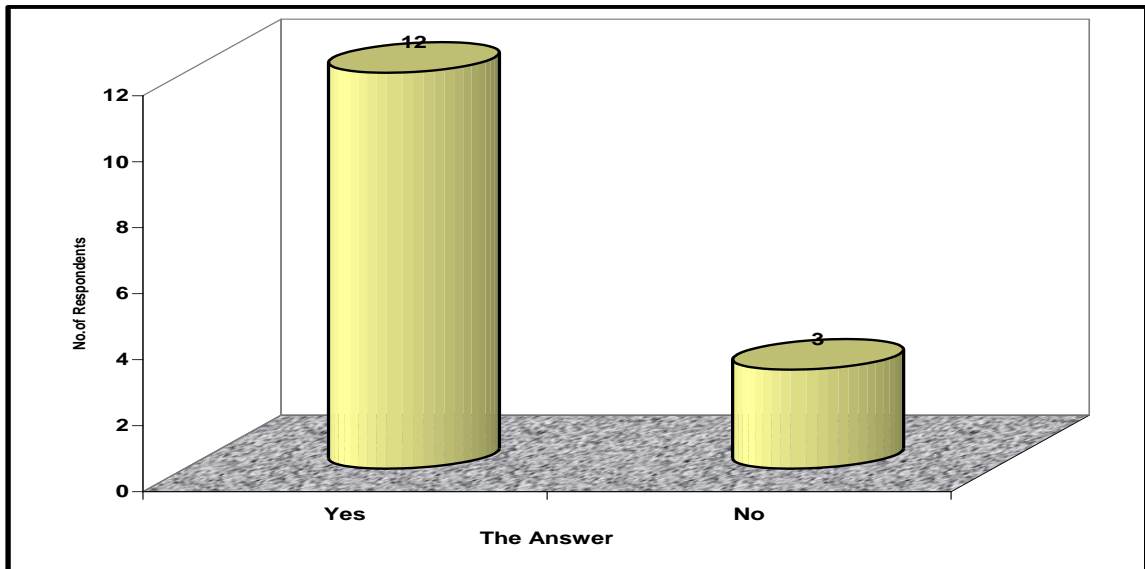


Figure (4.23)Learners' Confidence

The table and the figure above show the result of (12) classes in the study's sample with percentage (80.0%) That the learners seem to be confident to interact with their teacher and classmate and different result in the other (3) classes with percentage (20.0%). This means The learners seem to be confident to interact with their teacher and classmate.

4.2.9Item (9): The learners switch to express the ideas that they are unable to say in English

Table (4.24)Expressing Ideas

Answer	Number	Percent
Yes	13	87.0
No	2	13.0
Total	15	100.0

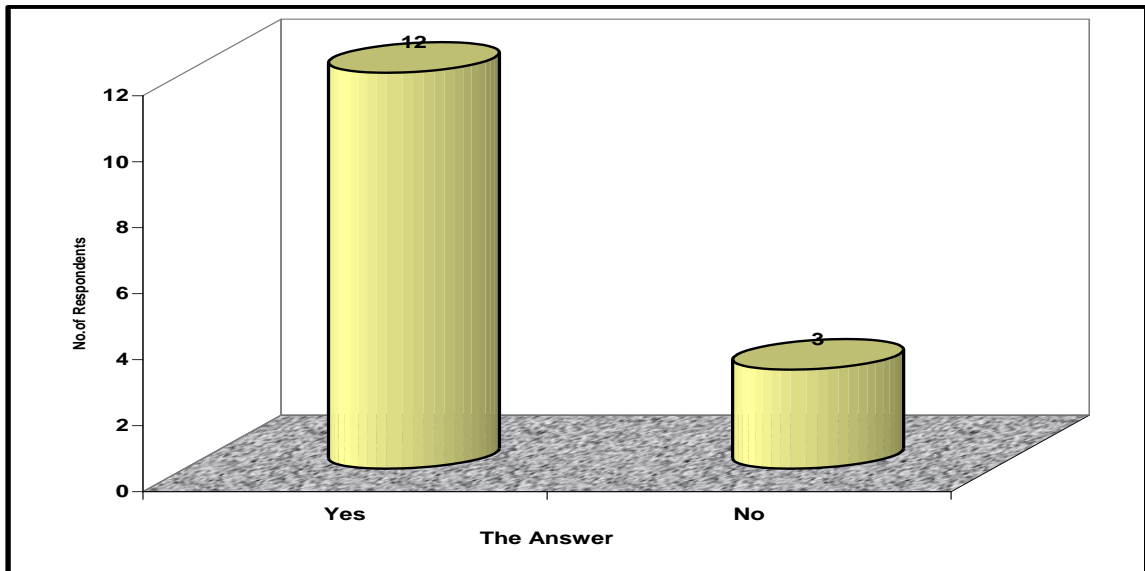


Figure (4.24)Expressing Ideas

The table and the figure above show the result of (13) classes in the study's sample with percentage (87.0%) That the learners switch to express the ideas that they are unable to say in English and different result in (2) classes with percentage (13.0%). This means the learners switch to express the ideas that they are unable to say in English.

4.2.10 Item (10): Using code-switching enhanced learners learning of the English language

Table (4.25) Enhancing Learners' Learning

Answer	Number	Percent
Yes	14	93.0
No	1	7.0
Total	15	100.0

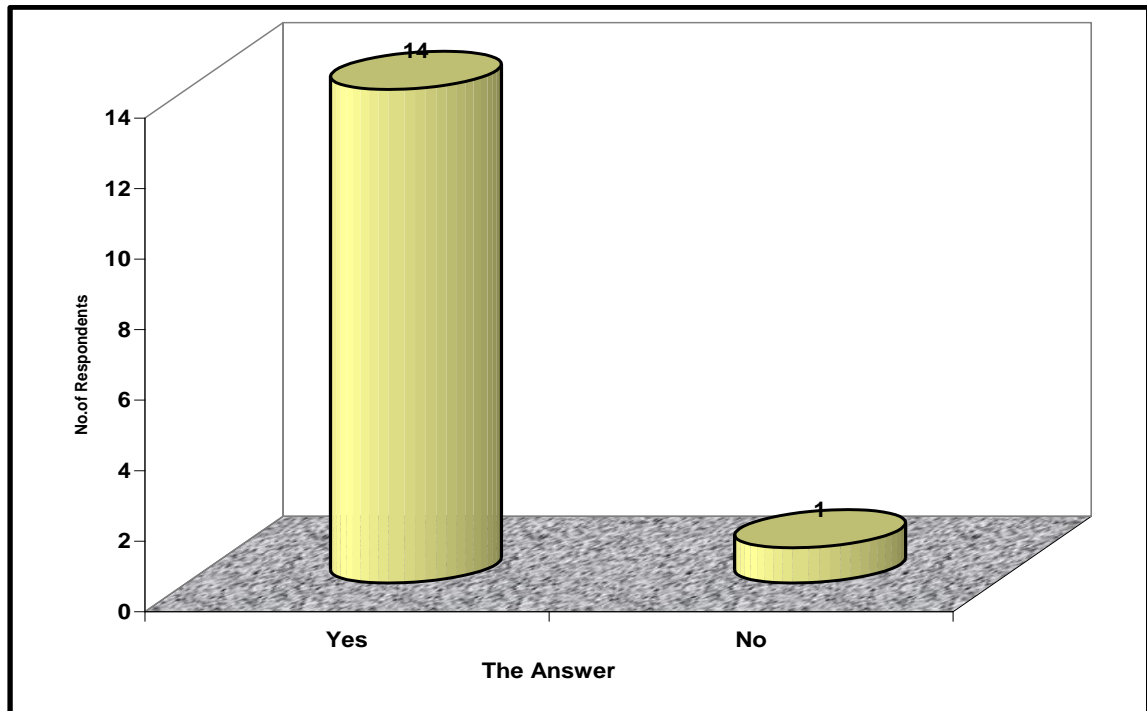


Figure (4.25) Enhancing Learners Learning

The table and the figure above show the result of (14) classes in the study's sample with percentage (93.0%) that Using code-switching enhanced learners learning of the English language and the result is different in only one class with percentage (7.0%). This means Using code-switching enhanced learners learning of the English language.

4.3 The result of the Chi square test

The first hypothesis

Table (4.26)

No	statements	Median	Result
1	I am aware of the term code switching.	1	Disagree
2	I use code switching in oral skills.	2	Disagree
3	I don't use code switching due to the large number of students.	2	Disagree
4	I often switch from English to Arabic ..	4	Agree
5	Basic school teacher's weakness is due to the lack of knowledge of code switching.	5	Undecided
	Overall	4	Agree

Table (4.26) has shown that

Statement One

The calculated value of the median for the respondents' answers of the first statement is (1). This value means that, most of the respondents' are strongly disagreed with "I am aware of the term code switching".

Statement Two

The calculated value of the median for the respondents' answers of the second statement is (2). This value means that, most of the respondents' are disagreed with that "I use code switching in oral skills".

Statement Three

The calculated value of the median for the respondents' answers of the third statement is (2). This value means that, most of the respondents' are strongly disagreed with that "I don't use code switching due to the large number of students".

Statement Four

The calculated value of the median for the respondents' answers of the fourth statement is (4). This value means that, most of the respondents' are agreed with that "I often switch from English to Arabic".

Statement Five

The calculated value of the median for the respondents' answers of the fifth statement is (5). This value means that, most of the respondents' are strongly agreed with that "Basic school teachers weakness is due to the lack of knowledge of code switching".

The calculated value of the median for the respondents' answers about the all statements that related to the first hypothesis is (4). This value, in general, means that most of the respondents' have disagreed with all what mentioned about the first hypothesis.

Table (4.27)

No	statements	Degree of freedom	Chi-square value
1	I am aware of the term code switching.	3	27.12
2	I use code switching in oral skills.	3	22.48
3	I don't use code switching due to the large number of students.	4	15.00
4	I often switch from English to Arabic.	3	43.28
5	Basic school teacher's weakness is due to the lack of knowledge of code switching.	3	16.40

Table (4.27) has shown that

Statement One

The calculated value of chi-square for the significance of the differences for the respondents' answers in the first statement was (27.12) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). That means there is significant differences that are statistically significant differences of the sample for disagree.

Statement Two

The calculated value of chi-square for the significance of the differences for the respondents' answers in the second statement was (22.48) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34) That means there is significant differences that are statistically significant differences of the sample for disagree.

Statement Three

The calculated value of chi-square for the significance of the differences for the respondents' answers in the third statement was (15.00) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). That means there is significant differences that are statistically significant differences of the sample for disagree.

Statement Four

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourth statement was (43.28) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34)). That means there is significant differences that are statistically significant differences of the sample for undecided.

Statement Five

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifth statement was (16.40) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34).). That means there is significant differences that are statistically significant differences of the sample for disagree.

The second hypothesis

“Basic schools teachers have positive attitude towards using code-switching in teaching”

Table (4.28)

No	statements	Median	Result
6	Basic schools teachers have positive attitude towards using code-switching in teaching.	4	Agree
7	Code-switching can affect positively to improve students speaking.	4	Agree
8	Code switching motivate basic school learners to participate orally	4	Agree
9	Code- switching enhances basic school learner’s acquisition.	4	Agree
10	Code-switching helps basic school learners to understand.	4	Agree
	Overall	4	Agree

Table (4.28) has shown that

Statement Six

The calculated value of the median for the respondents’ answers of the sixth statement is (4). This value means that, most of the respondents’ are agreed with that “Basic schools teachers have positive attitude towards using code-switching in teaching”.

Statement Seven

The calculated value of the median for the respondents' answers of the seventh statement is (4). This value means that, most of the respondents' are agreed with that "Code-switching can affect positively to improve students speaking".

Statement Eight

The calculated value of the median for the respondents' answers of the eighth statement is (4). This value means that, most of the respondents' are agreed with that "Code switching motivate basic school learners to participate orally".

Statement Nine

The calculated value of the median for the respondents' answers of the ninth statement is (4). This value means that, most of the respondents' are agreed with that "Code- switching enhances basic school learner's acquisition."

Statement Ten

The calculated value of the median for the respondents' answers of the tenth statement is (4). This value means that, most of the respondents' are agreed with that "Code-switching helps basic school learners to understand".

The calculated value of the median for the respondents' answers about the all statements that related to the second hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the second hypothesis.

Table (4.29)

No	statements	Degree of freedom	Chi-square value
6	Basic schools teachers have positive attitude towards using code-switching in teaching.	4	44.20
7	Code-switching can affect positively to improve students speaking.	3	36.72
8	Code switching motivate basic school learners to participate orally.	3	23.44
9	Code- switching enhances basic school learners acquisition.	4	53.60
10	Code-switching helps basic school learners to understand.	4	30.20

Table (4.26) has shown that

Statement Six

The calculated value of chi-square for the significance of the differences for the respondents' answers in the sixth statement was (44.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Seven

The calculated value of chi-square for the significance of the differences for the respondents' answers in the seven statement was (36.72) which is

greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34).). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Eight

The calculated value of chi-square for the significance of the differences for the respondents' answers in the eighth statement was (23.44) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). According to this there is significant differences that are statistically significant differences of the sample for agree.

Statement Nine

The calculated value of chi-square for the significance of the differences for the respondents' answers in the ninth statement was (53.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to there is significant differences that are statistically significant differences of the sample for agree.

Statement Ten

The calculated value of chi-square for the significance of the differences for the respondents' answers in the tenth statement was (30.20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). According to there is significant differences that are statistically significant differences of the sample for agree.

The third hypothesis

“Code- switching enhances basic school learners’ oral skills”

Table (4.30)

No	statements	Median	Result
11	Code-switching enhances basic school learners’ oral skills.	4	Agree
12	EFL basic students understand better when teachers use code-switching.	3	Undecided
13	Basic school learners participate orally when teachers use code switching.	4	Agree
14	Basic school learners interact when teachers use code switching.	4	Agree
15	Basic school learners communicate effectively when teacher use the code switching.	4	Agree
	Overall	4	Agree

Table (4.30) has shown that

Statement Eleven

The calculated value of the median for the respondents’ answers of the eleventh statement is (4). This value means that, most of the respondents’ are agreed with that “Code-switching enhances basic school learners’ oral skill”.

Statement Twelve

The calculated value of the median for the respondents’ answers of the twelfth statement is (3). This value means that, most of the respondents’ are undecided with that “EFL basic students understand better when teachers use code-switching”.

Statement Thirteen

The calculated value of the median for the respondents' answers of the thirteenth statement is (4). This value means that, most of the respondents' are agreed with that "Basicschool learners participate orally when teachers use code switching".

Statement Fourteen

The calculated value of the median for the respondents' answers of the fourteenth statement is (4). This value means that, most of the respondents' are agree with that "Basic school learners interact when teachers use code switching".

Statement Fifteen

The calculated value of the median for the respondents' answers of the fifteenth statement is (4). This value means that, most of the respondents' are agreed with that "Basic school learners communicate effectively when teacher use the code switching".

The calculated value of the median for the respondents' answers about the all statements that related to the third hypothesis is (4). This value, in general, means that most of the respondents' have agreed with all what mentioned about the third hypothesis.

Table (4.31)

No	statements	Degree of freedom	Chi-square value
11	Code-switching enhances basic school learners oral skills.	3	39.12
12	EFL basic students understand better when teachers use code-switching.	4	20.60
13	Basic school learners participate orally when teachers use code switching.	3	28.88
14	Basic school learners interact when teachers use code switching.	3	28.40
15	Basic school learners communicate effectively when teacher use the code switching.	3	26.00

Table (4.31) has shown that

Statement Eleven

The calculated value of chi-square for the significance of the differences for the respondents' answers in the eleventh statement was (39.12) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34).). That means there is significant differences that are statistically significant differences of the sample for agree.

Statement Twelve

The calculated value of chi-square for the significance of the differences for the respondents' answers in the twelfth statement was (20.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which was (13.28). That means there is

significant differences that are statistically significant differences of the sample for agree.

Statement Thirteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the thirteenth statement was (28.88) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34).). This value means that, most of the respondents' are agreed with the statement.

Statement Fourteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fourteenth statement was (28.40) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.

Statement Fifteen

The calculated value of chi-square for the significance of the differences for the respondents' answers in the fifteenth statement was (26.00) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level (1%) which was (11.34). This value means that, most of the respondents' are agreed with the statement.). This value means that, most of the respondents' are agreed with the statement.

4.4 Discussion In The Light Of Result

Question One and Hypothesis One

Question 1 What are basic schools teachers' attitudes towards using CS in teaching oral skills?

Hypotheses 1 Basic schools teachers don't use CS in oral skills.

Statements 1,2,3,4 and 5 were phrased to elicit whether the teachers in basic schools use code switching in oral skills or not. The majority of respondents chose the options (dis agree and strongly disagree) this indicates that the majority of respondents do not use code switching in teaching oral skills.

According to statistical analysis that concerning the questionnaire the results and percentages obviously show that the responses towards the statements are negative. Based on statements 1,2,3,4 and 5 the result show that most of teachers chose (disagree), this prove that basic school teachers do not use CS in teaching oral skills.

Question Two and Hypothesis Two

Question 2 What are basic schools teachers' attitudes towards using CS in teaching oral skills?

Hypotheses 2 Basic schools teachers have positive attitude towards using CS in teaching.

According to statistical analysis in chapter four which related to the questionnaire result there are four statements obtained high positive percentage that to great extent serve the hypotheses 2.

Question Three and Hypothesis Three

Question 3 To what extend does CS enhance EFL basic students?

Hypotheses 3 CS enhances EFL basic students' oral skills.

Referring to statistical analysis shown in chapter four and which concerning the questionnaire statements and classroom observation check list, it has been noticed that high percentages of participants show agreement responses towards the statements of the questionnaire which supports hypothesis 3 positively.

4.5 Summary of the Chapter

The findings examined in this chapter will be supported with discussions and explanation in the next chapter while recommendations for future research topics will be given as a conclusion to this study.

CHAPTER FIVE

SUMMARY, FINDINGS, RECOMMENDATIONS, AND CONCLUSION

5.0 Introduction

This chapter includes the analysis and discussion of data to the three study questions and the hypotheses. Moreover, it presents the conclusions of the study. Finally, the chapter concludes with recommendations and suggestions for future research.

5.1 Findings

The study is proposed to investigate the role of code-switching in enhancing EFL basic level students' learning oral skills. A descriptive study was carried out and the results are analyzed and discussed in relation to the hypotheses. As the analysis and discussion in the chapter show the following findings resulted from the study:

- 1- Basic schools teachers don't use CS in oral skills.
- 2- Basic schools teachers have positive attitude towards using CS in teaching.
- 3- Code Switching enhances EFL basic students' oral skills.

5.2 Recommendations

Basing on the findings of this study, the researcher suggests a number of recommendations to be taken into consideration by other researchers:

- 1- The study should be expanded to cover different schools across the country.

2- The sample should include different educational institutions as basic and secondary schools and colleges and different ages for investigating the role of code switching in enhancing EFL oral skills.

3- EFL teachers should be fully aware of code switching and using in the classroom positively.

4- Teachers should encouraged using code switching in teaching English language.

5.3 Suggestions for Future Research

The researcher suggests some topics which can be investigated

1- Investigating the strengths and weaknesses of using code-switching in tertiary level

2- The impact of using code-switching excessively in EFL classroom on learning process.

3- The effectiveness of using code-switching between Arabic and the target language.

5.4Conclusions

In conclusion, it can be said that basic schools teachers don't use CS in the classroom and they have positive attitude toward using it. When students' mother tongue is used beside a foreign language they can participate in classroom discourse because code- switching helps them to avoid misunderstanding, express themselves easily.CS enhances EFL basic students' oral skills and it eases receiving EFL difficult linguistic concepts and that certainly contributes to making them feel more comfortable

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Appendix (1) teachers' questionnaire

Appendix (A) EFL TEACHERS' QUESTIONNAIRE

Dear teachers,

This study mainly focuses on the role of code-switching in enhancing EFL basic level students' learning oral skills (Code –switching is defined as an alternation between two or more languages varieties, in the context of a single conversation). The study is submitted in fulfillment of the requirements for PhD degree in English language teaching (ELT). Rest assured that all information gained from this study will be dealt with confidentiality. The results of this study will only be used for academic purposes .Kindly spend some of your time to fulfill it.

Please choose your level of agreement or disagreement with each of these statements and then put a tick mark in the box of your choice (✓):

Hypothesis One: 1-Basic schools teachers don't use Code-Switching in oral skills.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1-I am aware of the term Code-Switching					
2- I use code switching in oral skills.					
3- I don't use code switching due to the large number of students.					

4- I often switch from English to Arabic.					
5- Basic school teacher's weakness is due to the lack of knowledge of code switching.					

Hypothesis Two:2-Basic schools teachers have positive attitude towards using Code-Switching in teaching.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1-Basic schools teachers have positive attitude towards using Code-Switching in teaching.					
2-Code-switching can affect positively to improve students' speaking.					
3- Code switching motivates basic school learners to participate orally.					
4- Code-switching enhances basic school learners' acquisition.					
5- Code switching helps basic school learners to understand the teacher when he uses more than one language in the class.					

Hypothesis Three:3 - Code-Switching enhances basic school learners' oral skills.

Statements	Responses				
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
1-Code-Switching enhances basic school learners' oral skills.					
2- EFL basic students understand better when teachers use code-switching.					
3-Basic school learners participate orally when teachers use code switching.					
4-Basic schools learners interact when teachers use code switching.					
5- Basic school learners communicate effectively when teacher use the code switching.					

Appendix (2) Students' Observation

CLASSROOM OBSERVATION CHECKLIST

This classroom observation checklist has been designed to observe basic schools attitude towards using CS in teaching English language and whether basic schools teachers can use CS in teaching English language or not.

Statements	Scale	
	YES	NO
1- The learners show willingness to ask questions and give accurate answers to teacher's questions in the presence of code-switching.		
2- Using code-switching makes the learners participate in classroom discussion.		
3- Using code-switching does not hinder learners' interaction.		
4- Learners respond to teachers instructions when code-switching is used.		
5- The learners do accompany activities easily when code-switching is used.		
6- The learners seem to be comfortable when difficult the concepts are explained in their mother tongue.		
7- The learners seem to be interested in the lesson and less lost when code-switching is used in the classroom.		
8- The learners seem to be confident to interact with their teacher and		

classmates.		
9- The learners switch to express the ideas that they are unable to say in English.		
10- Using code-switching enhanced learners' learning of the English language.		

List of Reviewers

No	Name	Rank	Institute
1	Prof. AbdelmahmoudIdreas	Associate professor	Shagraa university
2	Prof. Farouq Mohamed alhaj	Associate professor	Ahfad university
3	Dr. TahiaAlhameem	Associate professor	AlzaeimmAlazhari university
4	Dr. Abbas Hussein	Associate professor	Algasim University (KSA)
5	Dr.HafizAlwali	Associate professor	Modern College of Business and Science (Oman)