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كلية الدراسات العليا

Investigating the Pedagogical Role of Code-Switching in Bridging the Linguistic Gap between the Arabic and Target Languages

(A Case Study of Al-Nokhba Secondary School in Omdurman Locality)

تقصى الدور التعليمى للتناوب اللغوي فى سد الفجوة اللغوية بين اللغة العربية واللغات المستهدفة

(دراسة حالة: مدرسة النخبة الثانوية بمحلية أمدرمان)

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Dedication

This thesis is dedicated to the soul of my father and to all who practice teaching English across my country Sudan!

Acknowledgements

Declaration

I, the signing here-under, declare that I'm the sole author of the (MA) thesis entitled:" ***Investigating the Pedagogical Role of Code-Switching in Bridging the Linguistic Gap between Arabic and Target Language*** "which is an original intellectual work. Willingly, I assign the copy-right of this work to the College of Graduate Studies (CGS), Sudan University of Science & Technology (SUST). Accordingly SUST has all the rights to publish this work for scientific purposes.

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إقرار

انا الموقع ادناه اقر باننى المؤلف الوحيد لرسالة الماجستير المعنونة " التقصى فى الدور التعليمى للتناوب اللغوي فى سد الفجوة اللغوية بين اللغة العربية واللغة المستهدفة" وهى منتج فكرى اصيل ، وباختيارى اعطى حقوق طبع ونشر هذا العمل لكلية الدراسات العليا – جامعة السودان للعلوم والتكنلوجيا ، عليه يحق للجامعة نشر هذا العمل للاغراض العلمية.

إسم الدارس : عماد علي العوض علي
توقيع الدارس :...**التاريخ:** ....

Abstract

This study aims to investigate the pedagogical role that code-switching plays to relate the students with the lesson content during EFL classes .Moreover, this study 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's 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 Alnokhaba 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 that 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 concepts and the effort exerted in it.

According to the findings of the study, the researcher recommends 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.

المستخلص

تهدف هذه الدراسة الى تقصى الدور التعليمي الذى يلعبه التناوب اللغوي في ربط الطلاب بمحتوى الدرس اثناء دروس اللغة الانجليزية وكذلك تهدف الدراسة الي تقصى دور التناوب اللغوي في تعزيز تفاعل الطلاب داخل الصف. كما تتناول الدراسة ايضا دور التناوب اللغوي في الحفاظ علي وقت الدرس وتوفير جهد المدرس. اعتمدت الدراسة المنهج الوصفي التحليلي وهى تتضمن اداتين لجمع البيانات المتعلقة بالدراسة بعد التحقق من صحتها وموثوقيتها وهى قائمة الملاحظات الصفية علاوة على استبيان للمدرسين. اشتملت عينة الدراسة علي 90 طالبا من مدرسة النخبة الثانوية بمحلية ام درمان الى جانب خمسة عشر مدرسا في المرحلة الثانوية تم اختيارهم عشوائيا. وقد تم تحليل البيانات احصائيا بواسطة برنامج (SPSS). تشير النتائج بشكل عام الي ان التناوب اللغوي يحقق رضاء الطلاب ويجعلهم اكثر ارتياحا وارتباطا بمحتوى الدرس. كما ان التناوب اللغوي يمكن الطلاب من المشاركة في الخطاب الصفي. اضافة الى ما سبق ذكره من نتائج فان التناوب اللغوي يقلل كل من الوقت والجهد الذى يبذل من قبل المدرس لشرح محتوى الدرس.

وفقا لنتائج الدراسة يوصى الباحث بان يوسع نطاق الدراسة ليشمل مدارس اخري فى الدولة. اضافة الى ذلك ينبغى ان تشمل العينة مراحل تعليمية اخرى كمدارس الاساس والكليات كما يجب ان تشمل العينة اعمار مختلفة من اجل التقصى من فاعلية استخدام التناوب اللغوي كوسيلة تعليمية تعمل علي سد الفجوة اللغوية بين اللغة العربية واللغات المستهدفة. كما يوصى الباحث ايضا بضرورة ان يكون مدرسو اللغة الانجليزية علي دراية تامة بالغرض التعليمي المحدد وراء استخدام التناوب اللغوى من أجل تجنب استخدامه بشكل مفرط.

Table of Contents

List of Tables

List of Figures

CHAPTER ONE

Introduction

This chapter comprises background of the study, statement of the problem, objectives of the study and research questions. Also it comprises hypotheses of the study, significance of the study and methodology besides delimitations and finally the definitions of key terms.

1.0 Background of the study

Fundamentally, teaching English as a foreign 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.

Consequently, code-switching (CS) has risen as pedagogical technique to bridge the gap between the mother tongue language and the target language, specifically in teaching semantic and syntactical concepts. Without using a flexible tool to ease the transmission of the linguistic content, the native learners often fail to comprehend the depths of target language (TL).

According to Grosjean (1982:145) Code –switching is defined as an alternation between two or more languages or between two or more language 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

is "a phenomenon of switching from one language to another in the same discourse".

Since, code-switching is regarded as a turning point in teaching methodologies development, many learning benefits can come out as a result of. First, students will be comfortable and less lost when code-switching is used in ELT classrooms and that enables them to be more connected with the lesson content presented. Second, code-switching makes the EFL students able to interact effectively during the lesson time. Cook (2001:413) states that "the learners find classroom interaction more natural and easy when code-switching is allowed." Third, the teachers themselves also can reap benefits from using code-switching to minimize teacher talking time (TTT) and that offers the students much time to practise the language and activities accompanied in the classroom .Besides that, CS helps in reducing much effort that exerted by EFL teacher to explain difficult linguistic concepts.

Generally speaking, code-switching is considered as a practical method that effectively contributes to ease EFL lessons by giving more explanation and clarification through using students' mother tongue code.

1.1 Statement of the Study Problem

As an English language teaching practitioner for more than seventeen years in secondary level, the researcher has noticed that when some difficult linguistic concepts appear throughout the EFL classes, specially semantic and syntactical ones, correspondingly some learning problems occur.

For instance, in learning grammatical structures of the target language, the EFL students may have problems with some syntactical concepts as plurality, possession and some tenses which are different or even absent in their native language. Also, there are some words and expressions in the foreign language needed to be more clarified for EFL students to use 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 students' understanding because they are usually above their knowledge as EFL students. 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 on EFL students' learning process and on improving their acquisition; especially the study seeks to investigate the following objectives:

1.2 Objectives of the Study

1- To avoid dissatisfaction and loss feelings of the students during EFL classes.

2- To enhance students' interaction in the classroom.

3- To save lesson time and teacher's effort.

1.3 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 EFL Students 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 at present time.

1.4 Study Questions

The researcher seeks to answer the following questions:

1- How does code-switching make the students be comfortable and less lost during the EFL classes?

2- How can code-switching enable EFL students to take part in classroom discourse?

3-To what extent can the teachers take advantage of code-switching to reduce teacher talking time and teacher's effort?

1.5 Hypotheses of the Study

The following are the directional hypotheses of this research:

1- Code –switching achieves the students' comfort and makes them less lost during EFL classes.

2- Code-switching can enable the students to participate in classroom discourse.

3- Teachers can use code switching advantageously to minimize teacher talking time and teacher's effort to an extent.

1.6 Research Methodology

This study adopted the descriptive analytic method by using two types of tools to gather the relevant data for getting accurate results. The first tool is classroom observation checklist to investigate the spontaneous interaction of the students in the classroom and also to investigate whether the students are comfortable and less lost when the teachers code-switch or are not and here the researcher simply uses checklist sheet to record down what is observed. The second type is a questionnaire for teachers to investigate how code-switching is beneficial for saving class time and teacher's effort.

1.7 Delimitations

Out of 450 second year and third year students of Alnokhaba Secondary School in Omdurman locality, 90 students were selected as a sample for the present study .Besides, fifteen teachers that randomly selected. These selected teachers and students are all represented the sample of the current study. This study limits its coverage on the second year and third year students only. Its main purpose is to investigate the pedagogical role of code –switching to bridge the linguistic gap between Arabic and target language. The range of this study is during the Academic summer course, April 2017.

1.8 Definition of Key Terms

1.8.1 Code Switching

Theoretical Definition of Code Switching: Poplack (1980) defines code switching as "the alternation of two languages within a single discourse, sentence or constituent".

Operational Definition of Code Switching: Code switching is the co-existence of different language varieties within a single context or discourse to better communication with interlocutors and to serve different communicative purposes in listening and speaking.

1.8.2 Target language

A foreign language that a person intends to learn or to translate (interpret) into.

1.8.3 Classroom discourse

The term classroom discourse refers to the language that teachers and students use to communicate with each other in the classroom.

CHAPTER TWO

Theoretical Framework and Literature Review

2.0 Introduction

This section constitutes two subsections; the first is a brief review of theoretical aspects related to code-switching which proposed by the scholars of this particular field, and the second subsection is a brief review of some related previous empirical studies which have been conducted in the same field of the current study.

2.1 Review of Theoretical Literature

This subsection provides definitions and other concepts that related to code-switching and which have been suggested in some different similar studies.

2.1.1 Bilingualism

Bilingualism is a concept often associated with code-switching as a speaker must be able to perform more than a language in order to code-switch. Numerous attempts have been made by linguists to describe and fully understand the concept from various aspects such as 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 meaningful 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.

2.1.1.1 Examples of Bilingual Cases

There are many examples of bilingual cases around the world. For instance, in the history of the Roman Catholic Church, bilingualism was needed for parishioners who heard religious services in Latin while speaking languages such as English, French, Italian, or German in their everyday lives. Moreover, in Canada the term official bilingualism is used to describe the politics, constitutional provisions and laws that ensure legal equality of English and French in the parliament and courts of Canada.

2.1.2 Definition of Code Switching

Code-switching has been defined in different ways by different researchers, depending on the views of their studies. Milroy and Myusken (1995:12) state that sometimes the term code-switching overlaps and sometimes the terminology is used differently by different researchers. According to Romaine (1992:110) 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. Grosjean (1982:145) states code-switching can be defined as "the alternate use of two or more languages in the same utterance or conversation"

Additionally, Gumperz (1982:59) defines code-switching as "juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems". Victoria and

Rodman (1998) also state that code switching is a term in linguistics referring to using more than one language or dialect in conversation.

2.1.3 Code-switching vs. code-mixing

According to Winford (2003:105) the two terms code-switching and code-mixing in some cases are used as a 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.

2.1.4 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. Theses '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.

Borrowings often differ from code-switches in form too. Borrowed words are usually adapted to the speaker's first language. They are pronounced and used grammatically as if they were part of the speakers' first language. In brief way, code-switching involves a choice between the words of two languages or varieties while lexical borrowing is resulted from the lack of vocabulary.

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

2.1.5.1 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 <u>lakin</u> (but) sometimes they are used as main verbs"

2.1.5.2 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 class, ma ha tafahum alddars"* (*If you are late for the class, you will not understand the lesson*)

2.1.5.3 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 an exam toddy.")

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:

A): Situational Code-Switching

According to Gumperz (1983) a situational code-switching appears when there is a change in the situation that makes the bilingual switch 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.)

"Ennana lam nara mithl hathihi al'azma alaiqtisadia min qabl raghm tamattua dawlatina bimawarid aiqtisadia kabira . *Indi haja tanya daira as'alik minaha Safa*"

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

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 issues.

2.1.6 Functions of Code-Switching

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 forth 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:

2.1.6.1 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.

2.1.6.2 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".

2.1.6.3 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.

2.1.6.4 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."

2.1.6.5 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)."

2.1.6.6 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.

2.1.6.7 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

2.1.7 Attitudes toward cod-switching

Holmes (2013:46) states that people are often unaware of the fact that they code-switch. When their attention is drawn to this behavior, however, many tend to say sorry for it, condemn it and generally indicate disapproval of mixing languages. Among Mexican Americans the derogatory term (*Tex Mex*) is used to describe rapid code switching between Spanish and English. In parts of French-speaking Canada , (*joual*) is a similar put-down label for switching between French and English .Reactions to code-switching styles are negative in many communities , despite the fact that proficiency in intra-sentential code-switching requires good control of both codes . This may reflect the attitudes of the majority monolingual group in places like North America and Britain .In places such as Papua New Guinea (PNG) and East Africa, where

multilingualism is the norm, attitudes to proficient code-switching are much more positive.

2.2 Review of Previous Empirical Literature

This sub-section provides three local and two international previous studies that have been conducted in the same area as the present study.

2.2.1 The First Study

Abdel Magid & Mugadam (August 19, 2013) conducted online published research paper on (Code-switching as an Interactive Tool in ESL Classrooms). This study addressed the role of code-switching to students' L1 (Arabic) in their ESL classrooms and whether it expands interaction in these classrooms. The study incorporated various data gathering tools: audio-taped spoken data of some ESL classrooms, questionnaire and semi-structured interviews. The target population of this study was basic, secondary and college ESL students in the Sudan and Saudi Arabia. The findings generally indicated that code-switching has been extensively, purposefully and functionally as a part and a parcel of ESL classrooms' discourse. Finally, the study recommended that syllabi and methods of teaching ESL should incorporate code-switching in an occasional and judicious way.

2.2.2 The Second Study

Ali Abakar Shuib Ibrahim (August 2016) in his MA study entitled "Factors Motivating Code-switching and Code-mixing Among Hausa English Bilingual Students" which submitted to College of languages, Sudan University of science and technology, the researcher aimed to investigate the linguistic, social and situational factors that motivate code-switching/mixing among Hausa bilingual students. The researcher adopted the descriptive analytic method by using questionnaire for students to collect relevant data. The target population of the study was the university level bilingual Hausa students in International

University of Africa. The findings of this study indicated that Hausa bilingual students use code-switching for clarifying a message, communicating effectively, easing communication and showing group identity as well. This study recommended that code-switching in ELT classrooms can be investigated. The study came up with the results that a linguistic research on code switching based on mother tongue positive effect should be investigated in depth and using code switching in ELT classrooms as a practical technique should be relied on.

2.2.3 The third Study

Ahmed Marouf Abdullah (June 2016) conducted a MA study on "Motivations and Attitudes Towards Using Code-switching Strategy by Medical Students" which was submitted to Nile Valley University. The researcher adopted the descriptive analytical method and (110) Saudi medical students who enrolled at Northern Border University in Arar were selected as a sample of the study.   To collect relevant data the researcher adopted questionnaire. The main findings revealed that the students' attitudes and motivations towards code-switching are high and there is a positive relationship between the medical students' attitudes and their motivations toward code switching. The researcher recommended that training programmes should be designed to develop students' attitudes and motivations towards code-switching, a methodological frame should be constructed for decision makers including the most effective motivations for code-switching and finally the effect of students' age on motivations towards code-switching should be investigated for other different samples.

2.2.4 The Fourth Study

This study is published research paper conducted by Muhammad Yousaf Malik in July 2014 in Journal of professional Research in Social Science

(JPRSS) Vol. 1, No.1, under the title "Code-switching as an Effective Technique of Teaching English at the Intermediate level in Pakistan". The study aimed to determine how-code-switching is an effective teaching strategy for the students of intermediate classes and it also aims to find out the relation of teacher's code-switching and learners' success. Also the paper focused on determining how much code-switching arouses interest of learners and keep them confident in getting ahead. 200 students of intermediate level were selected from various colleges at Khushab in Pakistan as the target population of this study. A questionnaire has been used for investigating the effectiveness of code-switching strategy on the target population. The findings generally indicated that code-switching helped students in understanding new vocabulary and difficult ideas in the lesson. Also the findings showed that teachers' code-switching helped students in feeling less lost during the lesson. Finally, the study recommended that the teachers should be very careful and cautious while code-switching and its use should not be made excessively as it may turn the pace of learning very slow. Besides that, code-switching should be used only for those learners who are weak in language acquisition and it shouldn't be employed for the learners who possess high linguistic proficiency.

2.2.5 The Fifth Study

This study was carried in 2013 by Sara Johansson as research paper under the title "Code-switching in the English Classroom: What teachers do and what their students wish they did". This study was submitted as a research paper to Faculty of Arts and Social Science University of Karlastads in Sweden. The aim for this paper was to investigate when and why teachers in upper secondary school code-switch when teaching L2 English. It has also looked into what language the students preferred in different classroom situations. The researcher took on the interview for teachers and questionnaire for students to

gather the relevant data. In this study the target population was both teachers and students, who were from a medium-sized town in Sweden .There were six teachers and (96) students selected as the participants of the study. The final findings of this study showed that the teachers generally tried to code-switch as little as possible but that they did code-switch in some of those situations where the students preferred either a combination of Swedish and English or only Swedish. Two of these situations were grammar instructions, where a majority of the students preferred a combination of English and Swedish, and one-to-one situations, where a majority of the students preferred Swedish. A clear majority of the students (87%) wanted their teacher to make them speak more English. The researcher recommended that it would be interesting to investigate the amount of unintentional code-switching among English teachers in upper secondary school and to see the extent to which their code- switching activities are planned ahead. It would also be interesting to study the teachers who are native speakers of English and see if and how they code-switch. This could be done by a combination of classroom observations and interviews

In conclusion, the review of previous empirical studies enriches the present research with fundamental data on which the theatrical review of the present study is based to some extent. All of these previous studies dealt with the code-switching from different points of view which are related to teaching and learning process to a degree. Investigating through previous studies, the researcher found out that the mother tongue has a remarkable functional role in pedagogy especially when it is used to explain difficult linguistic elements, motivate interaction or avoid ambiguous linguistic concepts. The previous empirical studies and the review of theoretical aspects stimulated the researcher to design well-structured questionnaire and classroom observation checklist that precisely help in collecting the relevant data.

To sum up the present study differs from all the previous mentioned ones because it directly investigates code-switching as an instructional technique that can be used to bridge the linguistic gap between students' mother tongue (Arabic) and the target language besides using it as a tool that helps in minimizing the much time and effort that exerted in explaining specific ambiguous concepts in EFL classrooms.

CHAPTER THREE
Methodology

3.0 Introduction

This chapter provides a brief look on the methodology adopted to carry out the study. It gives information about the population, the sample and the selection of participants. It also describes the validity and reliability of the instruments and finally it shows the steps and stages used in the study and it concludes with data analysis.

3.1 The Methodology

To answer the present study questions, two instruments of data collection were conducted; teachers' questionnaire and classroom observation checklist. The teachers' questionnaire was developed and distributed to (15) EFL secondary teachers who were selected randomly. Whilst, the observation process was carried out in six classes and the observations were recorded by using the observation checklist sheet.

3.2 Population and Sampling

The population of this study consisted of both teachers and students in secondary schools. The sample of the study was those students who were selected from Al-Nokhaba Secondary School in Omdurman Locality and the teachers who were randomly chosen.

3.3 The Instruments

The tools for data collection are a classroom observation checklist and a questionnaire. The questionnaire was distributed to fifteen EFL teachers who experienced teaching different levels of (SPINE) in secondary schools. Three of those selected teachers have experienced teaching for more than 20 years

and the rest has been working in the field for two to 10 years. 90 students whose mother tongue is Arabic were observed in six classes, 35 of them were in grade two and 55 ones were in grade three.

3.3.1 Classroom Observation Checklist

Observing a sample of grades two and three secondary students in six classes at Alnokhaba Secondary School provided the researcher with an opportunity to investigate how code-switching makes the learners be comfortable and less lost during the EFL classes and how code-switching can enable EFL students to interact spontaneously in the classroom. The classroom observation checklist consisted of nine items which were created to observe students' attitudes towards using code-switching and their interaction during the lessons.

3.3.1.1 Validity of the Classroom Observation Checklist

The observation checklist was reviewed by some experts in the field of linguistic whose participation was valuable and requested for establishing the content validity of the observation checklist. The experts commented on the content of the checklist items and the researcher modified and updated them upon their request.

3.3.1.2 Reliability of the Classroom Observation Checklist

To establish the reliability of the observation checklists, this was carried out on some students from girls' section of the same school and who were not part of the main sample. These students were observed through two lessons and the observations showed stability in the results.

3.3.2 Questionnaire

The purpose of the questionnaire was to investigate the views of teachers upon how code-switching can enable EFL students to interact in classroom and to what extent EFL teachers can take advantage of code-switching to reduce

teacher talking time and teacher's effort .The questionnaire consisted of two main parts, the first has questions about EFL teachers' work experience and their qualifications whereas the second part consisted of eight multiple-choice type questions. It took the teacher approximately three to five minutes to fill out the questionnaire. Fortunately, all teachers responded to answer all the questions.

3.3.2.1 Validity of the Questionnaire

The questionnaire was given to three experts at Sudan University and was given to an expert at Omdurman Islamic university to judge its validity. They were asked to review and check its convenience. The experts' advice, comments, modification and suggestions were taken into consideration. The researcher followed all which said by experts until he came up with a final draft that to great extent convinced all of them.

3.3.2.2 Reliability of the Questionnaire

The questionnaire was piloted to check its reliability. Four teachers who were not part of the main samples were selected to respond to the questionnaire. After one week, it was administrated again for the second time and the results showed stability in the answers.

3.4 Research Procedures

- The research procedures began with a review of theoretical and empirical studies related to the topic of investigation for the purpose of establishing the tools of the current study and to set the research procedures.

- The researcher obtained a letter of permission from Sudan University of Science and technology, registering office to facilitate the process of researching.

- The researcher constructed the teachers' questionnaire and the observation checklists and checked their validity and reliability by a group of experts.

- The researcher selected the sample to apply on it the tools of the study. The tools were applied during the last two weeks of April (15th. $- 28^{th}$.), 2017.

- Questions were answered by the teachers and the researcher attainted six classes and recorded his observations using the classroom observation checklist.

- 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.

3.5 Data Analysis

The data collected through the classroom observation checklist and the questionnaire will be tabulated and treated statistically by the (SPSS) programme.

3.6 Conclusion

The aim of this chapter is to give a clear description of methodology and design of the present study and how data was collected and analyzed in fulfilling the research purpose. Besides that, this chapter gives a description of testing the validity and reliability of tools used. Finally, the chapter displays the procedures followed in conducting the study. In the next two chapters, data will be analyzed and discussed and findings of the research will be provided and followed by further discussion and conclusion to the study.

CHAPTER FOUR

Data Analysis, Results and Discussions

4.0 Introduction

After presenting a detailed description of the subjects and the tools of collecting and classifying the data in chapter three, this chapter presents the researcher's analysis of the data collected with classroom observation checklist and teachers' questionnaire.

The purpose of this chapter is to find answers to the three questions raised by the study which are:

1- How does code-switching make the students be comfortable and less lost during the EFL classes?

2- How can code-switching enable EFL students to take part in classroom discourse?

3-To what extent can the teachers take advantage of code-switching to reduce teacher talking time and teacher's effort?

4.1 Results Related to Question One and Question Two

This section answers the researcher's first and second questions which are mentioned above.

In order to provide supportive answers to these two questions the researcher used a classroom observation checklist tool, through which the following results were obtained.

4.1.1 The Analysis of the Classroom Observation Checklist Results

The classroom observation checklist presents the researcher's observations on nine items which formed to suit the first and the second questions of the study that are: how does using code-switching make the students be

comfortable and less lost during EFL classes? And how can the students take part in classroom interaction?

 The observation checklist items are shown below in separate tables and figures.

Table [4-1]: The students seem to be comfortable when the difficult concepts are explained in their mother tongue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	3	50.0	50.0	50.0
	Most of the time	2	33.3	33.3	83.3
	Rarely	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
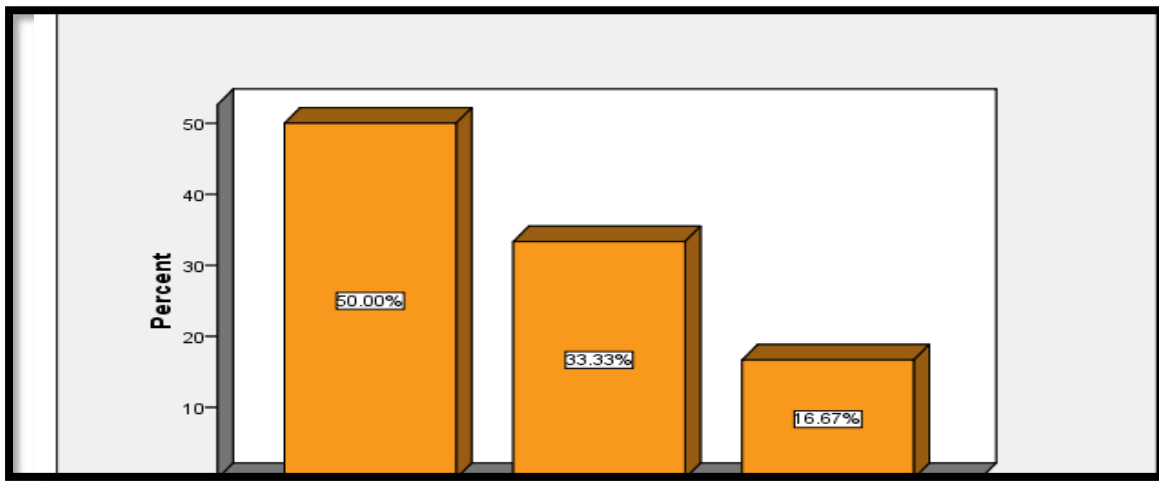
Figure [4-1]: The students seem to be comfortable when the difficult concepts are explained in their mother tongue

As can be seen in table (1-1) and figure (1-1) above, the first item of the observation checklist shows that during the six observed classes the students all of the time (50.0%) seem to be comfortable when the difficult concepts are explained in their mother tongue .This observation result proves

that the answer of the first study question is positive and that confirms hypothesis one.

Table [4-2]: The students seem to be interested in the lesson and less lost when code-switching is used in the classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	3	50.0	50.0	50.0
	Most of the time	3	50.0	50.0	100.0
	Total	6	100.0	100.0	
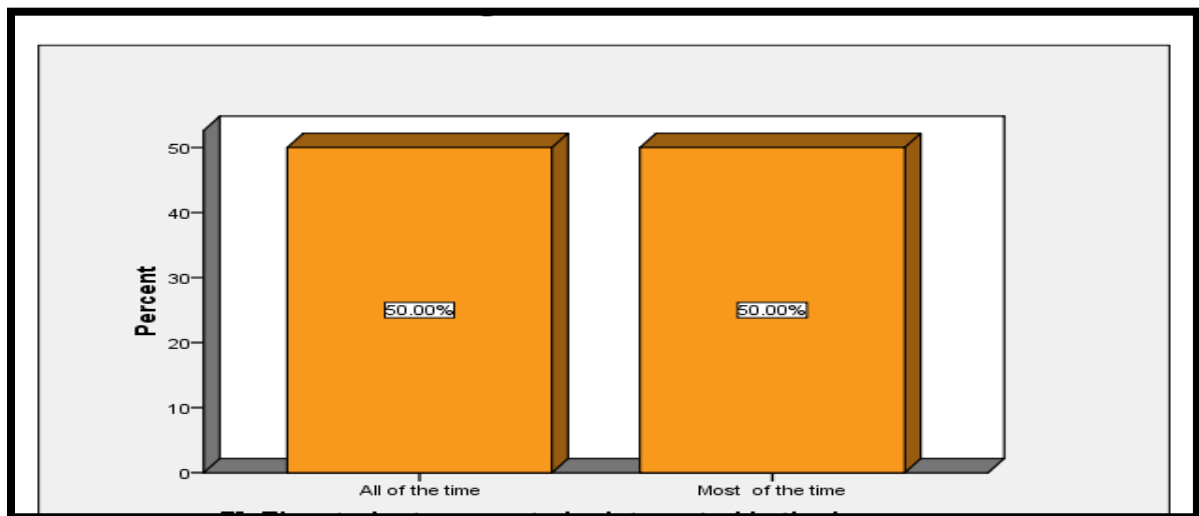
Figure [4-2]: The students seem to be interested in the lesson and less lost when code-switching is used in the classroom

Table (1-2) and figure (1-2) present the results of the observation checklist second item which indicate that all of the time (50.0%) and most of the time (50.0%) the participants seem to be interested in the lesson and less lost when code-switching is used in the classroom and accordingly this result

is considered as a positive answer to question one and this answer in turn verifies the first hypothesis of the study as well.

Table [4-3]: The students seem to be confident to interact with their teacher and classmates.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	1	16.7	16.7	16.7
	Most of the time	4	66.7	66.7	83.3
	Some of the time	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
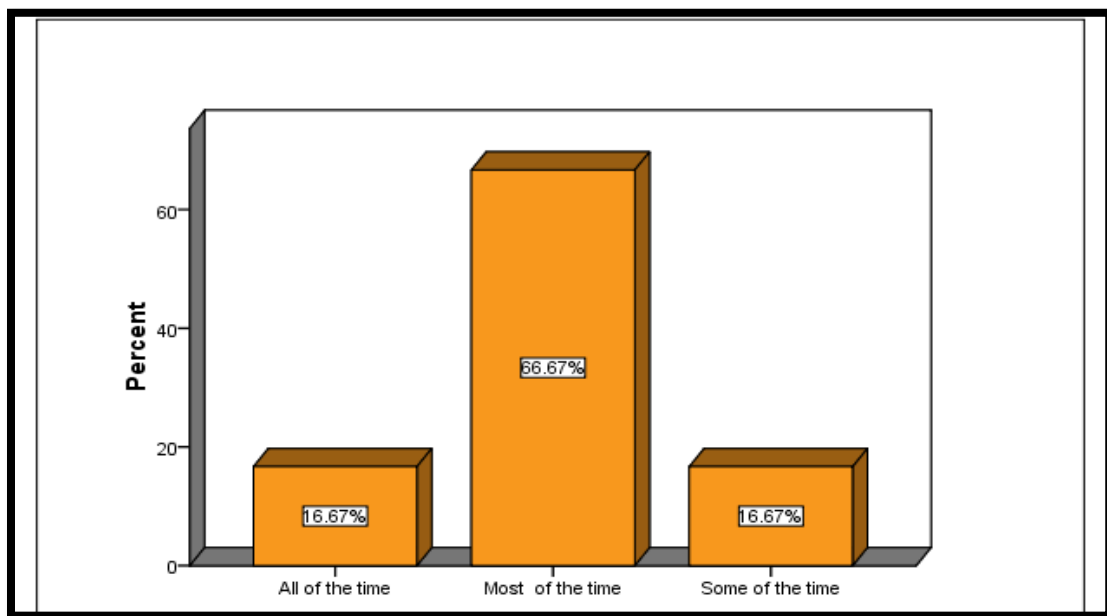
Figure [4-3]: The students seem to be confident to interact with their teacher and classmates.

Referring to the third item of the observation checklist, the categorized information in table (1-3) and figure (1-3) shows that most of the time (66.7%)

the subjects seem to be confident to interact with their teacher and classmates when two languages are simultaneously used in the classroom. This high obtained percentage provides a positive answer to question two which in turn leads to the second hypothesis verification.

Table [4-4]: Students respond to teachers instructions when code-switching is used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	2	33.3	40.0	40.0
	Most of the time	3	50.0	60.0	100.0
	Total	5	83.3	100.0	
Missing	System	1	16.7		
Total		6	100.0		
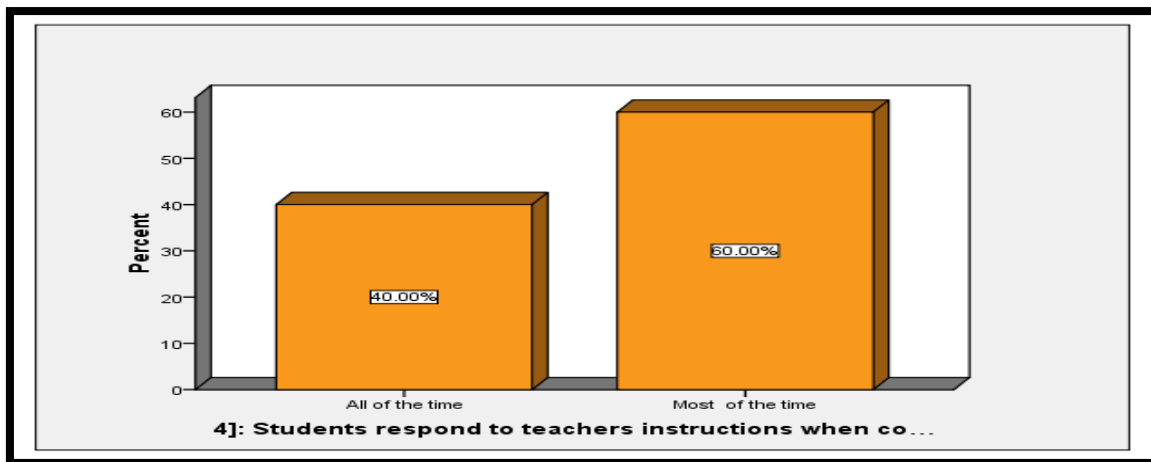
Figure [4-4]: Students respond to teachers instructions when code-switching is used

Table (1-4) and figure (1-4) display item four whose results show that most of the time (50%) the participants respond to teacher's instructions when code-switching is used .This percentage indicates that code-switching is an interactive technique in EFL classrooms and that answers the study second question which clearly verifies the hypothesis: code-switching makes EFL students participate in classroom debate.

Table [4-5]: The students do accompanied activities easily when code-switching is used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	1	16.7	20.0	20.0
	Most of the time	4	66.7	80.0	100.0
	Total	5	83.3	100.0	
Missing	System	1	16.7		
Total		6	100.0		
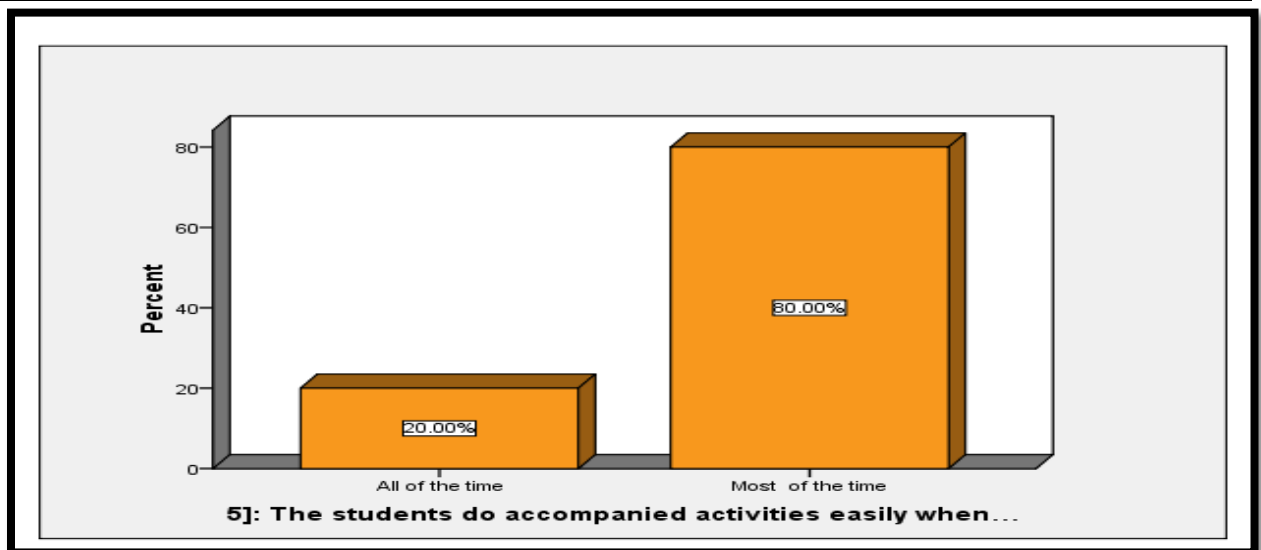
Figure [4-5]: The students do accompanied activities easily when code-switching is used

28

The observation result of the item five as displayed in table (1-5) and figure (1-5) indicates that the students most of the time (66.7) do accompanied activities easily when code-switching is used .Therefore this percentage clearly indicates that code-switching helps in motivating the classroom interaction and this is an answer which can be consistent with question two and accordingly the second hypothesis of the study has clearly been verified.

Table [4-6]: The students show willingness to ask questions and give accurate answers to teacher's questions in the presence of code-switching.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Most of the time	4	66.7	66.7	66.7
	Some of the time	2	33.3	33.3	100.0
	Total	6	100.0	100.0	
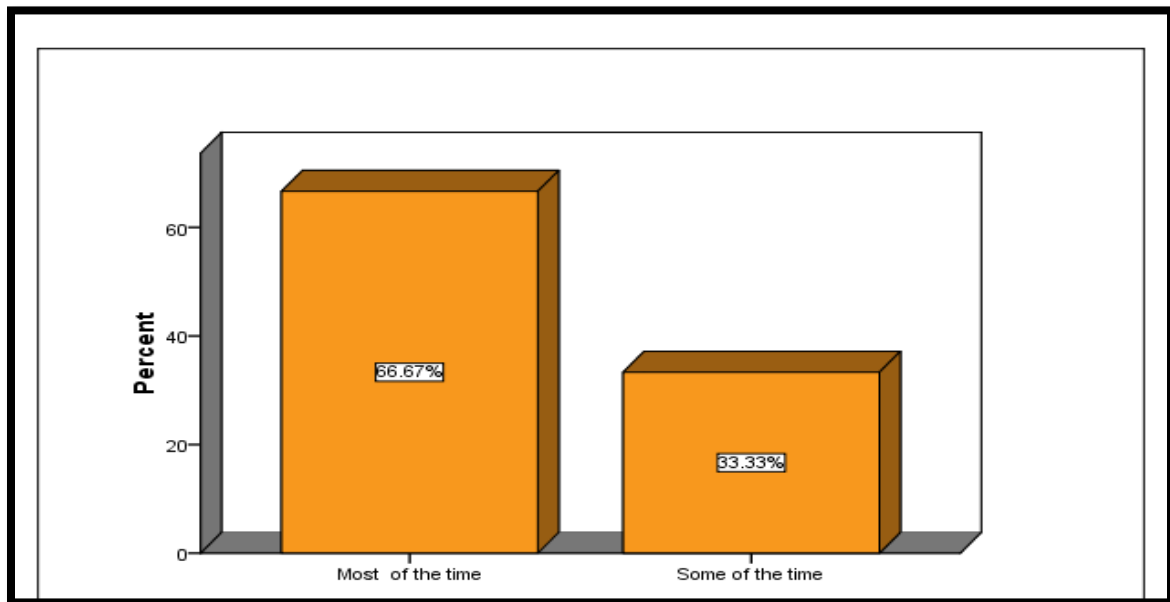
Figure [4-6]: The students show willingness to ask questions and give accurate answers to teacher's questions in the presence of code-switching.

Table (1-6) and figure (1-6) above illustrate that the observation result of the item six indicates that, most of the time (66.7) the students show willingness to ask questions and give accurate answers to teacher's questions while using code-switching. Thus, this percentage obviously confirms the hypothesis two that code-switching can enable EFL students to participate in classroom discourse.

Table [4-7]: Using code-switching makes the students' participate in the classroom discussion.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	3	50.0	50.0	50.0
	Most of the time	3	50.0	50.0	100.0
	Total	6	100.0	100.0	
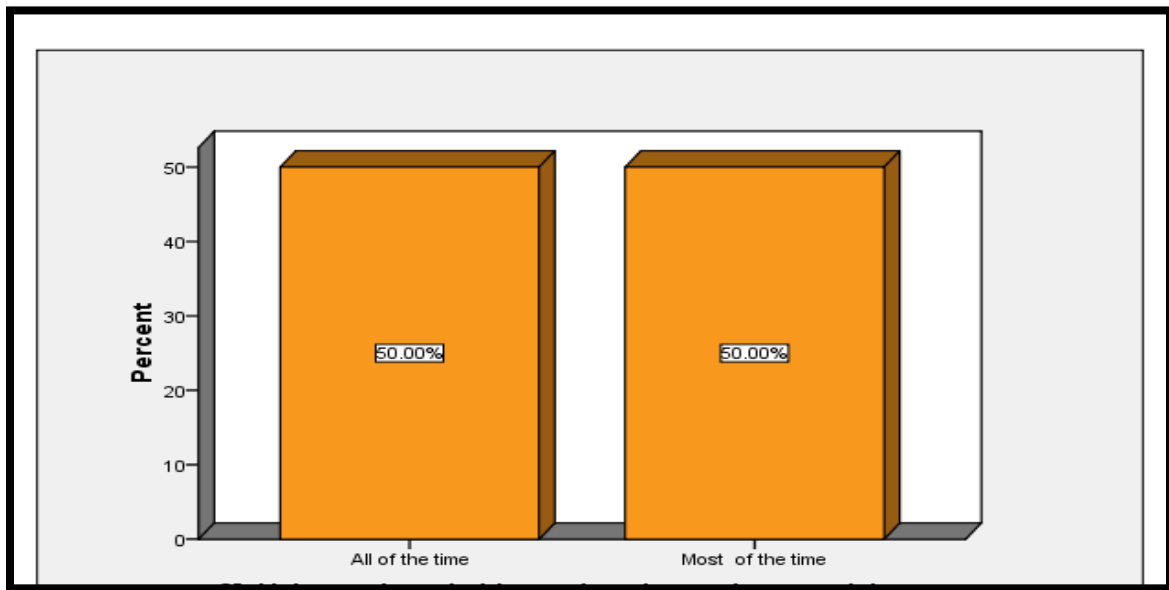
Figure [4-7]: Using code-switching makes the students' participate in the classroom discussion.

According to the item seven, the tabulated information in table (1-7) and figure (1-7) above shows that all of the time (50%) and most of the time (50%) the participants of the study participate in the classroom discussion when code-switching is used. Hence, these results shown give a satisfied answer to question two and that also verify the second hypothesis of the study.

Table [4-8]: Using code-switching hinders students' interaction.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	2	33.3	33.3	33.3
	Most of the time	3	50.0	50.0	83.3
	Some of the time	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
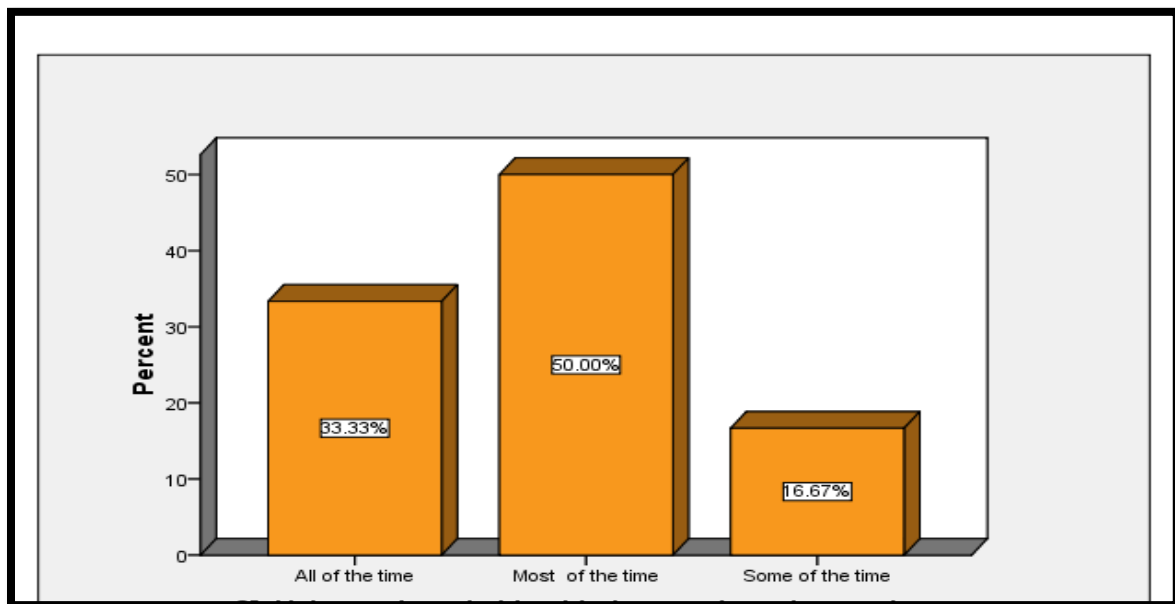
Figure [4-8]: Using code-switching hinders students' interaction

According to the result that related to the statement eight which shown in table (1-8) and figure (1-8), it was observed that most of the time (50%) the

students' interaction is impeded when code-switching is used. Therefore this result gives negative answer to question two and it also contrasts with the second hypothesis that using code-switching enables the students to interact in the classroom.

Table [4-9]: The students switch to express the ideas that they are unable to say in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	2	33.3	33.3	33.3
	Most of the time	3	50.0	50.0	83.3
	Some of the time	1	16.7	16.7	100.0
	Total	6	100.0	100.0	
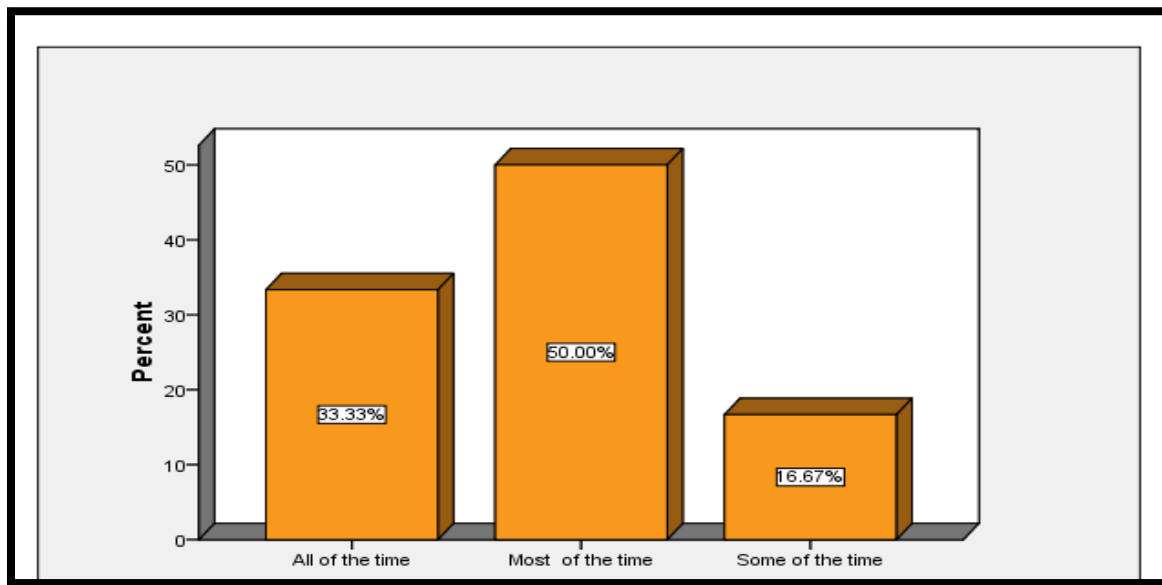
Figure [4-9]: The students switch to express the ideas that they are unable to say in English.

It was observed that the highest percentage shown in table(1-9) and figure (1-9) above indicates that the students most of the time (50%) switch to express

the ideas that they are unable to say in English .Of course, this result is considered as a positive answer and that in turn confirms the second hypothesis of the study .

Table [4-10]: Observation check list Summary of Results

Valid	Frequency	Percent %
All of the time	17	32.7%
Most of the time	29	55.8%
Some of the time	5	9.6%
Rarely	1	1.9%
Never	0	0%
Total	**52**	**100%**

The observation checklist summary of results that shown in table [1-10] indicate that the frequency of the response (all of the time) is (17) with percentage (32%) and the frequency of the response (most of the time) is 29 with percentage (55%). All these frequencies and percentages of items confirm hypothesis two except the item (8) result that using code-switching hinders students' interaction which is opposed to the second hypothesis .However, generally speaking; the results of most of the items do positively verify the study hypotheses one and two.

Table [4-11] Summary Table

N	Mean	Std. deviation	Chi-Square	Df	Sig.
52	1.8077	0.68709	36.923a	3	0.000

From table [1-11] above it can be seen that the value of Chi-squire is (36.923) and the significant value is (0.000) which is less than probability value

(0.05).The overall mean of the items results is (1.8077) and the standard deviation is (0.68709), which clearly indicate that code -switching achieves the students' comfort and makes them less lost throughout EFL classes. It can also enable them to participate in classroom discourse.

4.2 Results Related to Question Three

This section answers the study third question which is:

To what extent can the teachers take advantage of code-switching to reduce teacher talking time and teacher's effort?

So as to collect the relevant data to this question the researcher used a questionnaire tool for the teachers, through which the following results were obtained.

4.3 The Analysis of Questionnaire Responses

The questionnaire presents the teachers' views on the question, to what extent can the teachers take advantage of code-switching to reduce teacher talking time and teacher's effort?

Below the questionnaire statements are shown in separate tables and bar figures.

Table [4-12]: Using code switching throughout EFL classes minimizes teacher talking time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	46.7	46.7	46.7
	Agree	6	40.0	40.0	86.7
	strongly disagree	2	13.3	13.3	100.0
	Total	15	100.0	100.0	
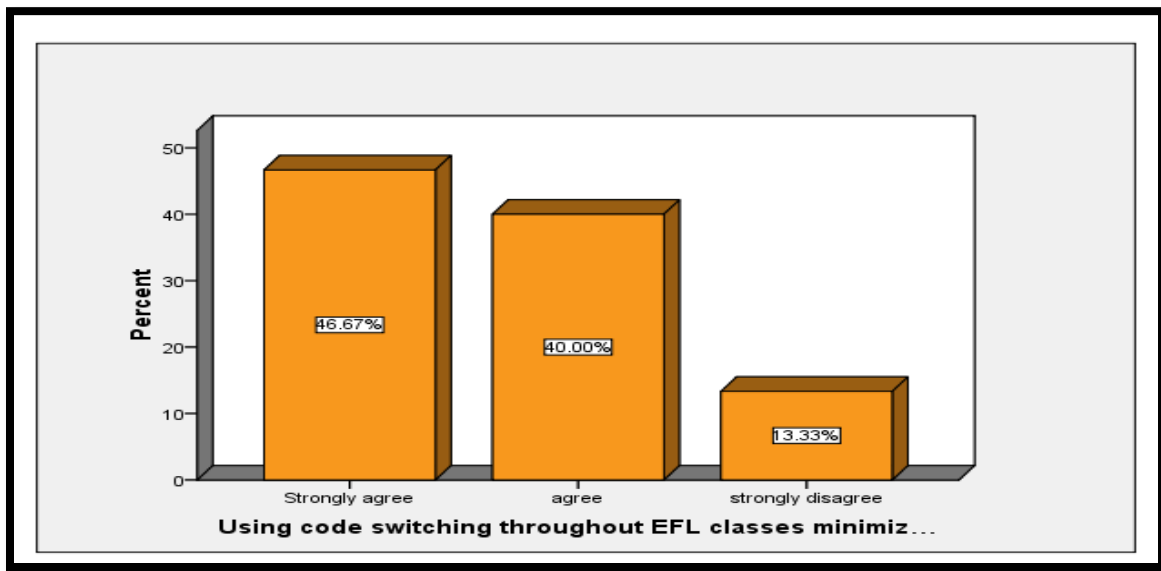
Figure [4-10]: Using code switching throughout EFL classes minimizes teacher talking time.

As shown in table (2-1) and figure (2-1), the responses toward the first statement show that 46.7% of the participants strongly agree, and, 40.0% of them agree whilst, 13.3% of the respondents strongly disagree. Thus, the highest positive percentages 46.7% and 40.0% clearly indicate that using code switching during EFL classes really minimizes teacher talking time and this result certainly gives a supportive answer to the third question of the study.

Table [4-13]: Code-switching helps teachers exert less effort in explaining difficult linguistic elements.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	46.7	46.7	46.7
	agree	7	46.7	46.7	93.3
	disagree	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
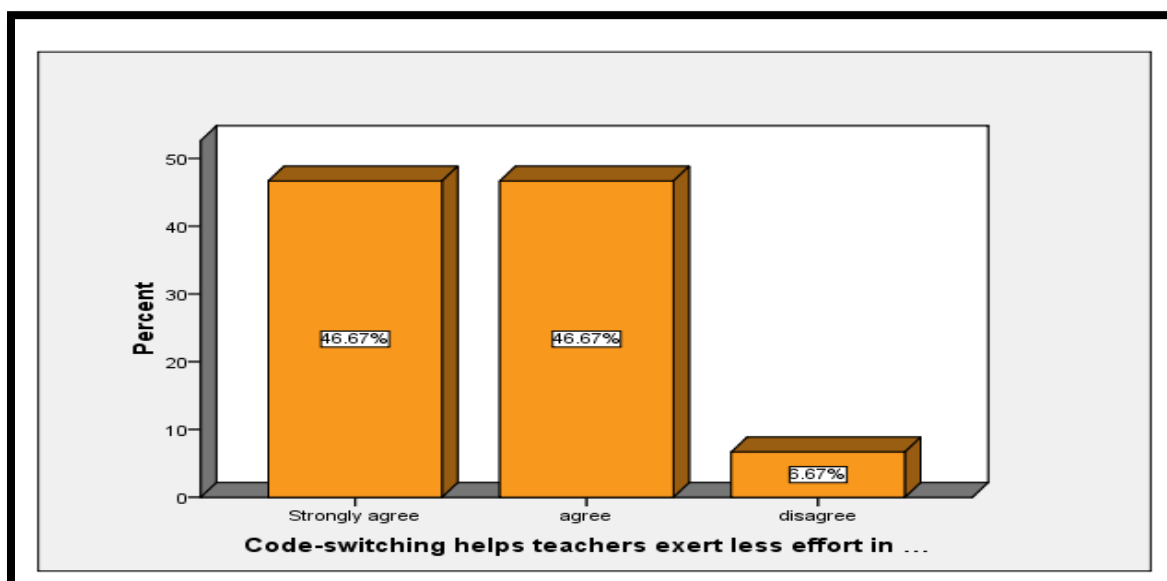
Finger [4-11]: Code-switching helps teachers exert less effort in explaining difficult linguistic elements.

As displayed in table (2-2) and figure (2-2) above the responses toward the statement two show that 46.7% of the teachers strongly agree and equally 46.7% of them agree that code-switching helps teachers exert less effort in explaining difficult linguistic elements. Yet, 6.7% of the subjects disagree so the result positively answer the third question and verifies the third hypothesis as well.

Table [4-14]: Avoiding mother tongue during teaching contributes to save classroom time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	2	13.3	13.3	13.3
	Agree	2	13.3	13.3	26.7
	Undecided	8	53.3	53.3	80.0
	Disagree	3	20.0	20.0	100.0
	Total	15	100.0	100.0	
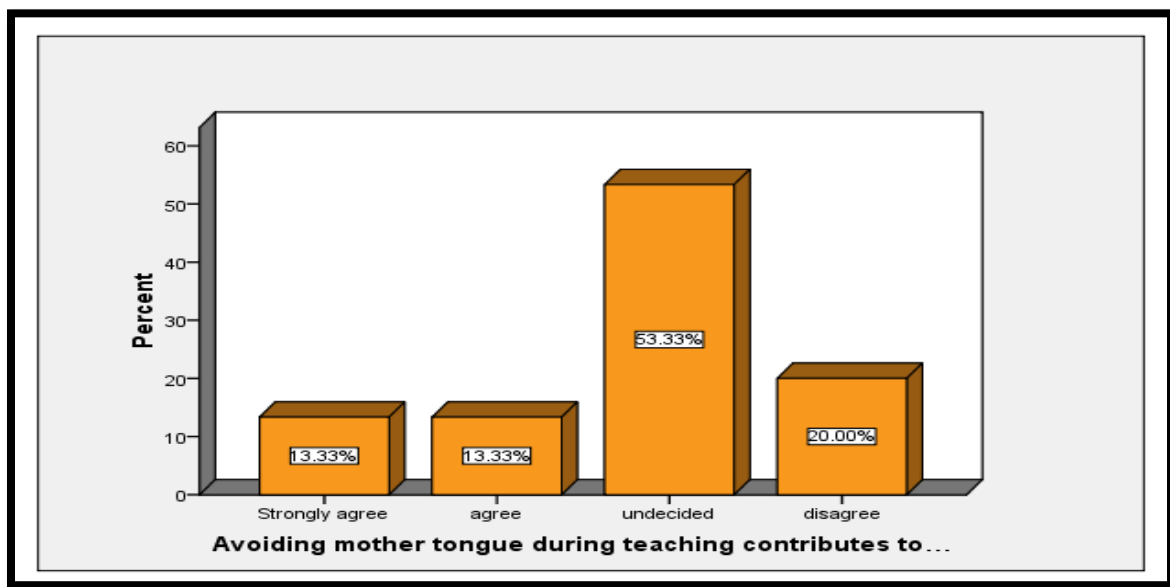
Figure [4-12]: Avoiding mother tongue during teaching contributes to save classroom time

Referring to table (2-3) and figure (2-3) ,13.3% of respondents strongly agree, the same percentage 13.3% of the them agree , 53.3% of them are undecided and 20% of the respondents disagree on the statement that is avoiding mother tongue during teaching contributes to save classroom time. According to the last percentage 20% of the respondents disagree so this result

tends to confirm the third hypothesis and it supports the third question of the study with positive answer.

Table [4-15]: Teaching English through English saves lesson presentation time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	26.7	26.7	26.7
	Agree	5	33.3	33.3	60.0
	Undecided	2	13.3	13.3	73.3
	Disagree	3	20.0	20.0	93.3
	strongly disagree	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
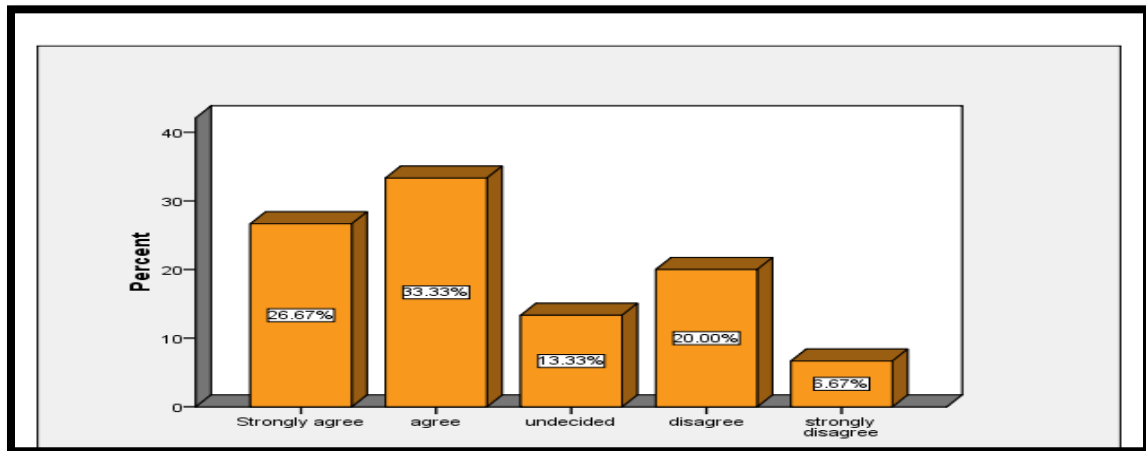
Figure [4-13]: Teaching English through English saves lesson presentation time.

As shown in table (2-4) and the figure that follows, 26.7% of the participants strongly agree that teaching English through English saves lesson presentation time and 33.3% of them also agree on that statement while 13.3% of subjects are undecided, 20% of them disagree and finally 6.7% of

the respondents strongly disagree. It is clear that the highest percentages 26% and 33.3% give negative results which are against confirming the third study hypothesis that the teachers can take advantage of code-switching to reduce teacher talking time and teacher's effort.

Table [4-16]: Students spontaneously are able to share their ideas throughout the class when they switch from L1 to L2 and vice versa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	3	20.0	20.0	20.0
	Agree	3	20.0	20.0	40.0
	Undecided	2	13.3	13.3	53.3
	Disagree	7	46.7	46.7	100.0
	Total	15	100.0	100.0	
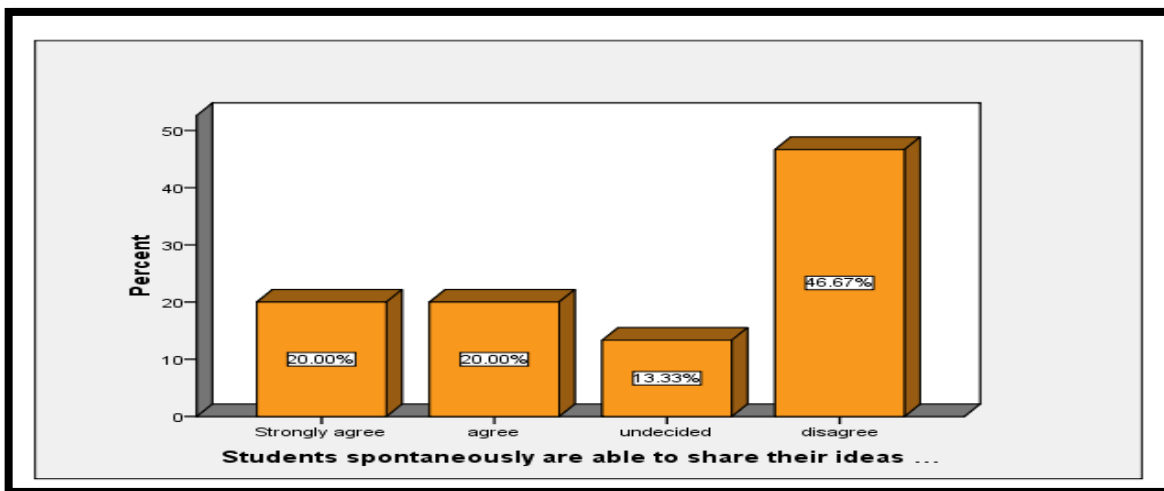
Figure [4-14]: Students spontaneously are able to share their ideas throughout the class when they switch from L1 to L2 and vice versa

From table (2-5) and the figure (2-5) we can notice that , 20% of the teachers strongly agree that students spontaneously are able to share their ideas throughout the class when they switch from L1 to L2 and vice versa . Moreover, 20% of the participants agree on that statement. However, 13.3% of them are undecided and 46.7.3% of the participants disagrees and that obviously indicates, the result obtained is not consistent to the third hypothesis of the study.

Table [4-17]: Explaining unfamiliar terms and concepts through mother tongue wastes learning time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	26.7	26.7	26.7
	Agree	5	33.3	33.3	60.0
	Undecided	2	13.3	13.3	73.3
	Disagree	2	13.3	13.3	86.6
	strongly disagree	2	13.3	13.3	100.0
	Total	15	100.0	100.0	
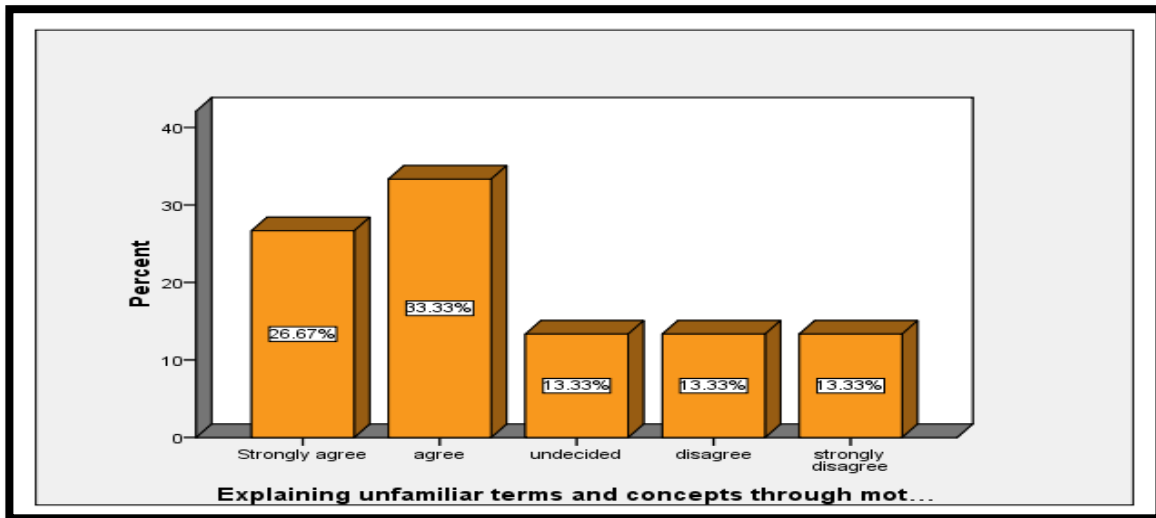
Figure [4-15]: Explaining unfamiliar terms and concepts through mother tongue wastes learning time

In accordance to table (2-6) and figure (2-6) the information tabulated above reveals that 13.3% of the teachers are undecided, 13.3% of them disagree and the same percentage 13.3% of them strongly disagree on the statement that explaining unfamiliar terms and concepts through mother tongue wastes learning time. However, 26.7% of the participants strongly agree and 33.3% of them agree so these two highest percentages confirm that code-switching saves class time and reduces teacher's effort.

Table [4-18]: Students understand the lesson content in less time when their L1 (Arabic) is used.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	4	26.7	26.7	26.7
	Agree	7	46.7	46.7	73.3
	Undecided	1	6.7	6.7	80.0
	Disagree	2	13.3	13.3	93.3
	strongly disagree	1	6.7	6.7	100.0
	Total	15	100.0	100.0	
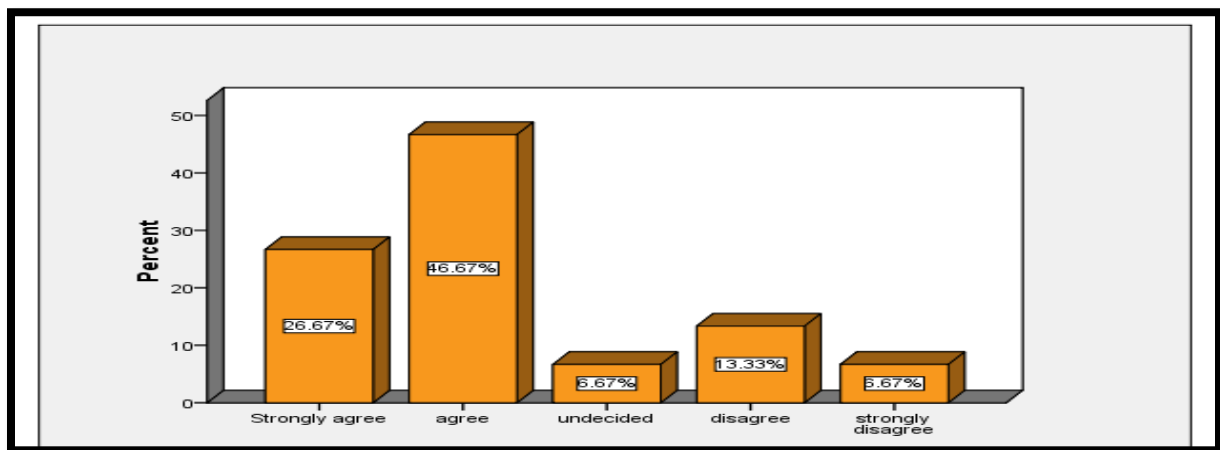
Figure [4-16]: Students understand the lesson content in less time when their L1 (Arabic) is used.

As noted in table (4-18) and the figure that follows (26.7%) of the respondents strongly agree on the statement "students understand the lesson content in less time when their L1 (Arabic) is used " and (46.7%) of them also agree. Whilst, (6.7%) of the subjects are undecided, (13.3%) of them disagree and (6.7%) of them strongly disagree. Hence, the two highest percentages clarify the positive responses of the participants towards the role of code-switching in reducing teacher talking time.

Table [4-19]: Teaching lesson content in English only makes the teacher take much time and effort to carry out the lesson plan

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	6	40.0	40.0	40.0
	Agree	3	20.0	20.0	60.0
	Undecided	2	13.3	13.3	73.3
	Disagree	2	13.3	13.3	86.7
	strongly disagree	2	13.3	13.3	100.0
	Total	15	100.0	100.0	

Figure [4-17]: Teaching lesson content in English only makes the teacher take much time and effort to carry out the lesson plan

As shown in the last table (2-8) and figure (2-8) , (40.0%) of the participants strongly agree that teaching lesson conten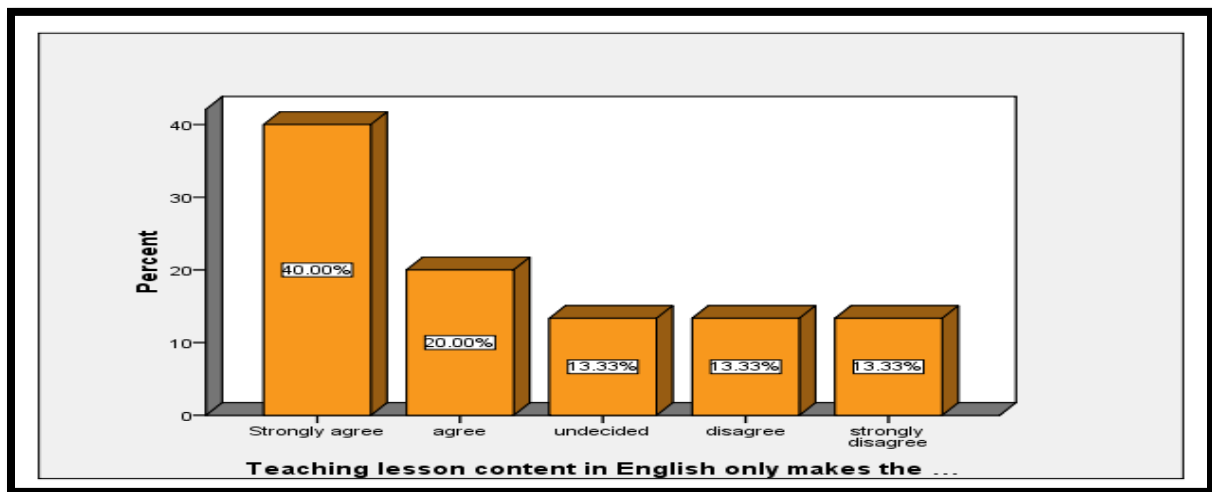t in English only makes the teacher take much time and effort to carry out the lesson plan and also (20.0%) of them agree . However, (13.3%) of the respondents are undecided, (13.3%) of them disagree and the same percentage (13.3%) of the participants strongly disagree. The highest percentage is regarded as a positive result which confirms the study third hypothesis that teachers can take advantage of code-switching to reduce teacher talking time and teacher's effort to some extent.

Table [4-20]: Questionnaire Summary of Results

Valid	Frequency	Percent %
Strongly agree	37	30.8
Agree	38	31.7
Undecided	17	14.2
Disagree	20	16.7
Strongly disagree	8	6.7
Total	**120**	**100%**

As shown in table [2-9] the overall frequencies and the percentages which related to the response (strongly agree) is (37- 30.8%) and that related to (agree) is (38 -31.7%). Hence, these frequencies and percentages in general lead to confirm the last hypothesis of the study which is code-switching reduces teacher talking time and teacher's effort.

Table [4-21]: Summary Table

N	Mean	Std. deviation	Chi-Square	Df	Sig
120	2.3667	1.26314	28.583	4	0.000

From table [2-10] above it can be seen that the value of Chi-squire is (28.583) and the significant value is (0.000) which is less than probability value (0.05).The overall mean of the questionnaire statements results is (2.3667) and the standard deviation is (1.26314), which indicate that code - switching helps in reducing teacher talking time and teacher's effort to great extent.

4-4 Conclusion

The pedagogical role of code-switching in bridging the linguistic gap between Arabic and target language evidently observed from the data and was defined in this 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

Findings, Conclusions, Recommendations and Further Studies

5.0 Introduction

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

5.1   Findings

5.1.1 Question One and Hypothesis One

Q.1 How does code-switching make the students comfortable and less lost during the EFL classes?

H.1 Code –switching achieves the students' comfort and makes them less lost during EFL classes.

From the statistical analysis that concerning the classroom observation checklist which displayed in the previous chapter, the results and percentages obviously show that the responses towards the checklist items that related to hypothesis one are positive..

Based on obtained percentages, items (1) and (2) show that the observation indicates that the students all of the time (50%) seems to be comfortable when the difficult concepts are explained in their mother tongue. Moreover, it was observed that the students all of the time (50%) and most of the time (50%) seem to be interested in the lesson and less lost when code-switching is used in the classroom. This result clearly proves that code-switching achieves the students' comfort and makes them less lost throughout

EFL classes and this result exactly proves what is suggested in the first hypothesis and gives positive answer to question one as well.

5.1.2 Question Two and Hypothesis Two

Q.2 How can code-switching enable EFL students to participate in classroom oral discourse?

H.2 Code-switching can enable the students to participate in classroom oral discourse.

According to statistical analysis in chapter four which related to the classroom observations, it has been observed that six items out of seven scored high positive percentages that to great extent serve the H2 and positively answer question two.

Based on the classroom observation checklist items 3, 4,5,6,7 and 9 the percentages indicate the following: the students most of the time (66.7%) seem to be confident to interact with their teacher and classmates and they all of the time (33.3%) and most of the time(50%) respond to teachers instructions when code-switching is used. Also it was observed that the subjects most of the time (66.7%) do accompanied activities easily when code-switching is used and they most of the time (66.7%) show willingness to ask questions and give accurate answers to teacher's questions in the presence of code-switching. Add to that all of the time (50%) and most of the time (50%) is observed that using code-switching makes the students participate in the classroom discussion. Moreover, the classroom observation shows that the students all of the time (33.3%) and most of the time (50%) switch to express the ideas that they are unable to say in English. According to these percentages and positive results, it is clear that H2 that "code-switching can enable the students to participate in classroom oral

discourse" is highly conformed and the second question is also positively answered.

5.1.3 Question Three and Hypothesis Three

Q.3 To what extent can the teachers take advantage of code-switching to reduce teacher talking time and teacher's effort?

H3 Teachers can use code switching advantageously to reduce teacher talking time and teacher's effort.

Referring to statistical analysis shown in chapter four and which concerning the questionnaire statements, it has been noticed that most of participants show agreement responses towards the statements of the questionnaire which in turn support H3verification positively.

Based on the questionnaire statements from (1) to (8) the percentages indicate the following: (46.7%) of the participants strongly agree on statement (1) that is "using code switching throughout EFL classes minimizes teacher talking time" and this percentage presents the highest one among the others. In statement two (46.7%) of the correspondents strongly agree and (46.7%) of them agree that code-switching helps teachers exert less effort in explaining difficult linguistic elements. These two high percentages are regarded as positive results conforming H3. The highest percentage of statement (3) shows that (53.3%) of the participants are undecided and this response isn't regarded as a positive result to prove the hypothesis three. In statement four (26.7%) of the subjects strongly agree and (33.3%) of them agree that teaching English through English saves lesson presentation time so these responses are against the hypothesis that teachers can use code switching advantageously to reduce teacher talking time and teacher's effort . Furthermore, in statement (6) "explaining unfamiliar terms and concepts through mother tongue wastes learning time" (33.3%) of the participants show agreement. Hence, this

percentage leads to support the third hypothesis positively. Concerning the statement five, (46.7%) of the teachers disagree that students spontaneously are able to share their ideas throughout the class when they switch from L1 to L2 and vice versa and this disagreement definitely contrasts with what H3 looks for. In statement seven (46.7%) of the respondents strongly agree on the statement "students understand the lesson content in less time when their L1 (Arabic) is used. In statement eight (40.0%) of the participants strongly agree that teaching lesson content in English only makes the teacher take much time and effort to carry out the lesson plan. Hence, the two highest percentages in statements (7) and (8) clarify that the positive responses of the participants conform H3 that states" teachers can use code switching advantageously to reduce teacher talking time and teacher's effort ".

5.2 Conclusions

In conclusion, it can be said that that students prefer code switching because it eases receiving EFL difficult linguistic concepts and that certainly contributes to make them feel more comfortable. When students' mother tongue is used beside a foreign language during EFL lessons they can participate in classroom discourse because code- switching helps them to avoid misunderstanding, express themselves easily and fill in stopgaps. In addition to that, code-switching helps even EFL teachers to minimize the much time that they spend and the much effort that they exert in explaining some EFL concepts.

5.3 Recommendations

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

The study should be expanded to cover different schools across the country. Moreover, the sample should include different educational institutions as basic schools and colleges and different ages for investigating the effectiveness of using code-switching as an instructional tool in bridging the linguistic gap between Arabic and the target language. Also the researcher recommends that, EFL teachers should be fully aware of the pedagogical definite purpose behind using code-switching for the sake to avoid using it excessively.

5.4 Suggestions for Future Research

The researcher suggests three topics which can be investigated:

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

2- Investigating the strengths and weaknesses of code-switching as an instructional tool in enhancing speaking skill.

3- The role of code-switching on enriching students' interaction out classrooms.

5.5 Summary

This chapter concluded the study by providing answers to the research questions and verifying the hypotheses of the study. It also presented the conclusions of the study and it offered some recommendations and suggested three topics for further researches.

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APPENDIX A

CLASSROOM OBSERVATION CHECKLIST

This classroom observation checklist has been designed to observe how EFL students in secondary schools are able to interact comfortably in EFL classrooms and to what extent they become strongly connected with the lesson.

Below is the scale of this instrument:

5	4	3	2	1
All of the time	Most of the time	Some of the time	Rarely	Never

Teacher's Name: ....

Grade: (   )   **Period: (   )**   **Date:** /   /2017

TICK THE APPROPRIATE RESPONSES:

Statements	Scale
1]: The students show willingness to ask questions and give accurate answers to teacher's questions in the presence of code-switching.	____All of the time ____Most of the time ____Some of the time ____rarely ____Never
2]: Using code-switching makes the students participate in classroom discussion.	____All of the time ____Most of the time ____Some of the time ____rarely ____Never
3]: Using code-switching hinders students' interaction.	____All of the time ____Most of the time ____Some of the time ____rarely ____Never
4]: Students respond to teachers instructions when code-switching is used	____All of the time ____Most of the time ____Some of the time ____rarely ____Never
5]: The students do accompanied activities easily when code-switching is used	____All of the time ____Most of the time ____Some of the time ____rarely ____Never

6]: The students seem to be comfortable when difficult the concepts are explained in their mother tongue	____All of the time ____Most of the time ____Some of the time ____rarely ____Never
7]: The students seem to be interested in the lesson and less lost when code-switching is used in the classroom	____All of the time ____Most of the time ____Some of the time ____rarely ____Never
8]: The students seem to be confident to interact with their teacher and classmates.	____All of the time ____Most of the time ____Some of the time ____rarely ____Never
9]: The students switch to express the ideas that they are unable to say in English.	____All of the time ____Most of the time ____Some of the time ____rarely ____Never

APPENDIX B

Teachers' Questionnaire

Dear colleagues,

This questionnaire is an essential component of my MA research **(Investigating the Pedagogical Role of Code-Switching in Bridging the Linguistic Gap between Native Language and Target Language)**

I would like to inform you that, this questionnaire has been designed to investigate the study third hypothesis that "**using code-switching reduces teacher talking time and teacher's effort in the classroom".**

Please give your ideas by answering the questions which constitute a valuable contribution to the study. Dear colleagues, be assured that your answers will be treated confidentially and for research purposes only.

I remain thankful to you

Work experience:

1- 1   -   5 years.   (   )

2- 6   - 10 years.   (   )

3- 11   - 15 years.   (   )

4- Over 15 years.   (   )

Qualification:

1- B.Ed. (   ) 2- P.G. diploma (   ) 3- MA (   ) 4- PhD (   ) 5-Other (   )

Indicate your agreement or disagreement with the following statements by circling your response using this scale:

5	4	3	2	1
Strongly agree	Agree	Undecided	Disagree	Strongly disagree

1- Using code switching throughout EFL classes minimizes teacher talking time.

a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

2- Code-switching helps teachers exert less effort in explaining difficult linguistic elements.

a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

3- Avoiding mother tongue during teaching contributes to save classroom time.

 a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

4- Teaching English through English saves lesson presentation time.

a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

5- Students spontaneously are able to share their ideas throughout the class when they switch from L1 to L2 and vice versa.

a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

6- Explaining unfamiliar terms and concepts through mother tongue wastes learning time.

a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

7- Students understand the lesson content in less time when their L1 (Arabic) is used.

a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

8- Teaching lesson content in English only makes the teacher take much time and effort to carry out the lesson plan.

a) Strongly agree **b)** agree **c)** undecided **d)** disagree **e)** strongly disagree

APPENDIX C

Validity Jury Committee

Name	Job Title	Place of Work
Dr. Hilary Mario	Assistant professor in applied linguistic	Sudan University of Science and Technology
Dr. Nagla Bashari	Academic Coordinator	Sudan University of Science and Technology
Dr. Mohammed Alhafiz Abdulla	Assistant professor in phonology	Omdurman Islamic University
Abdul Kareem Kakoom	Assistant professor in applied linguistic	Sudan University of Science and Technology