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Motives of Utilization of Code-switching in Teaching English in Sudanese Multilingual Classroom

دوافع إستخدام التغيير اللغوي في تدريس اللغة الانجليزية في فصول التعدد اللغوي السودانية

(A Case Study of Three Sudanese Towns' Schools

in the Academic Year (2018-2019)

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(Applied Linguistics)

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Dedication

I dedicate this humble work to:

My dearest parents for sacrificing their lives for the sake of us.

My sincere wife for her patience and moral support

My beloved sons and daughters (Hussein, Ekhlas, Mohamed, and Fatima).

My brothers and sisters.

My friends and colleagues.

Abstract

This study aims at investigating the several uses and functions of code switching in teaching English language in multilingual classroom. EFL students at secondary level face hindrances and difficulties in understanding the English language; therefore, this study intends to help them overcome those problems. The researcher has adopted analytical and descriptive approach. Two questionnaires have been used as primary tools for collecting the data relevant to the study, namely a questionnaire for teachers of English language and a questionnaire for students at secondary schools. The study sample of questionnaire comprises (30) teachers and (60) students. Also, three experts and experienced teachers were interviewed for a short time concerning their impressions about the functions of code switching in teaching English language in multilingual classroom. So, both quantitative and qualitative tools are employed. The researcher applied (SPSS) program to analyze and verify the hypotheses. The study results are: Firstly, both teachers and students have positive attitudes towards the use of code switching. Secondly, they both use it for different reasons including socializing, linguistic competence, emphasis, and repetitive functions. Thirdly, it revealed that a good number of the teachers use both Arabic in English language classes. In the light of these results, the researcher recommends that the use of code switching should be increased to make students proficient in bilingual/multilingual situations. And since both teachers and students have positive attitudes towards using code switching in English language classes, it will be good if teachers adopt it as one of the techniques for teaching English language. Teachers should encourage their students to work collectively to improve their linguistic skills. Finally, the study includes some other recommendations and concludes with some suggestions for further studies.

Abstract (Arabic Version)

مستخلص البحث

هدفت هذه الدراسة لمعرفة استخدام التغيير اللغوي في تدريس اللغة الانجليزية في فصول اللغة الانجليزية في السودان. اتبعت الدراسة المنهج الوصفي التحليلي في تجميع وتحليل البيانات، حيث قام الباحث بأستخدام ثلاثة وسائل لجمع البيانات كانت كالتالي: إستبانة لعدد 30 معلما و إستبانة لعدد 60 تلميذا بالاضافة لمقابلات شخصية مع عدد 3 من الخبراء والأساتذة ذوي الخبرة الطويلة في تدريس اللغة الإنجليزية. وقد شملت الدراسة عينات من ثلاثة مناطق في السودان و هي كسلا في شرق السودان و نيالا في غرب السودان وعبري في شمال السودان. وإعتمادا على نتائج الدراسة يمكننا القول أن الدراسة قد حققت كل فروضها. كما توصلت الدراسة إلى عدد من التنتائج من أهمها أن المدرسين والتلاميذ لديهم إتجاهات إيجابية حول مسالة التغيير اللغوي واستخدام اللغة الأم في فصول اللغة الإنجليزية. وكذلك توصلت الدراسة إلى أن المدرسين والتلاميذ يستخدمون اللغة العربية واللغة الام لعدد من الاسباب من اهمها: عدم الكفاءة في اللغة المستهدفة ولكسر الحواجز بين المعلمين والطلاب ولتاكيد فهم الدرس بصورة افضل بالإضافة للترجمة بغرض سهولة توصيل المعلومات. وقد أقترحت الدراسة عددا من التوصيات من أهمها: زيادة إستخدام التغيير اللغوي لرفع كفاءة التلاميذ في مواقف اللغة المتعددة والثنائية. بالإضافة لذلك وبما أن المعلمين والتلاميذ لديهم ميول إيجابية تجاه مسالة التغيير اللغوي وإستخدام اللغة الأم فيمكن إعتمادها كواحدة من طرق تدريس اللغة الانجليزية.

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Term	Meaning
- Code-switching	The alternating use of two languages at the word, phrase, clause, or sentence level
- Borrowing	The incorporation of lexical elements from one language in the lexicon of another language
- Incorporation	The moment at which the code-switched word becomes a borrowed word.
- Communicative Language Teaching (C.L.T)	It is known as communicative approach. It is an approach to a foreign or second language teaching which focuses on the idea that language should be learnt through communication.
- Language endangerment	Speakers of the small local languages having been rapidly shifting to Arabic, in a similar way, whereby small languages all over the world are retreating before the big languages, a process nowadays known as 'language endangerment'

CHAPTER ONE

INTRODUCTION

Chapter One

Introduction

1.0. Background of the Study

Recently there has been a spate of interest in studying the functions of code switching and English language teaching in multilingual classroom. This study is going to be about a very essential part of a lively, significant, and well-established research area. Code switching is one of the basic language usages that must be given special emphasis in the classroom's language. Multilingualism is an interactive process and should be dealt with as a real social phenomenon in real life situations.

Changing in life conditions, which is caused by phenomena like: globalization, economic crisis, and civil wars around the world, is among the reasons why large numbers of people migrate nationally, trans-nationally and/or internationally resulting in multilingualism in the communities.

Multilingualism refers to the condition in which more than two languages are used in the same setting for similar purposes. It has been one of the characteristics of modern civilization. But it is still a matter of debate just how much proficiency is required to get mastery over languages. Many linguists define bilingualism/ multilingualism as 'mastery over two/more languages...', but they are not clear on what level of mastery makes competence in grammar, vocabulary, and communicative function. The multilingual context has brought many issues which may be sometimes the complications for the sociolinguists.

For example, in isogloss areas, a hybrid type of language may be created among people from various linguistic backgrounds.

The consequence of this dynamic issue is a situation in which both educators and learners are virtually connected in their relationship with each other, and as a result the people have begun exploring strategies to address these problems in certain typical schools. In fact, the study involves many different facets including in-service teacher education and development, material development and teaching methodology.

One of the prominent questions which the sociolinguists are trying to answer is-*What are the consequences of multilingualism concerning all sorts of domains of society involving language, such as language education (language teaching)?* It is generally accepted that language is an important marker of identity. But what is the national, regional, or ethnic identity of people living in the multilingual contexts? What are the consequences of mobility and migration in the union for multilingualism? What different educational impacts are due to multilingualism?

Several social complexities are witnessed. For instance, frequent code-switching is highly probable. From a pedagogical viewpoint, it has been observed that language teachers and language learners switching their code inside the classroom. There may be various purposes for code-switching. Holmes (2008:23) writes that: "*a speaker may switch to another language as a signal of group membership and shared ethnicity with the addressee*". In this context, language is a carrier of ethnic identity and culture. This creates multiculturalism even inside the classroom.

To sum up, it is important to consider the functions of code switching in teaching English language in multilingual classroom by studying and investigating this issue through the lens of the Applied Linguistics and the sociology of language (Sociolinguistics).

On the ground of what has been mentioned above, the choice of this topic of research under investigation is justifiable.

1.1. Statement of the Problem:

Code switching is the most effective technique and method for developing students' comprehension and communication skills which lead

them to use language properly and appropriately. Unfortunately, this effective technique is generally overlooked by English teachers. Multilingual classes consist of students speaking different languages. Similar classroom conditions could be found in Sudanese schools where students come to the class for learning English but are from diverse linguistic backgrounds. There are several major factors one must consider when dealing with multilingualism. Students attending multi-lingual classes have come from different cultures, speaking different languages and may have no common language between them. This has its advantages and disadvantages. The advantages of attending multilingual classes are that students are forced to speak English between themselves and with the teacher. But the disadvantages are that students speaking different languages can work at different speeds and can create divisions in the class. Also, students from different backgrounds can come across different problems in the English language, such as its pronunciation, spelling, or layout. These specific problems should be considered by the teachers. On this basis,

the present study seeks to shed light on this important technique and its role in motivating students in developing their comprehension to use language in a different multilingual situation depending on their needs and it contributes to solve the problems of students in the field of language. This study is an implementation of the code switching as an effective strategy for improving students' linguistic skills, provided that code switching in learning English could provide students with a range of opportunities to learn and enhance their language.

1.2. Objectives of the Study

The general objective of the study is to present the overall scenario of English language teaching in multilingual classrooms. To be specific, the purposes of the study are the following:

1. To find out to what extent the teachers behave linguistically by utilizing the code switching in the classroom while teaching English.
2. To propose the functions of using the code switching in English multilingual classroom.
3. To investigate the reasons why both EFL teachers and students use Arabic language in English language classroom.
4. To explore how often students use their mother tongue in the English multilingual classroom.
5. To identify the problems encountered in multilingual classrooms in Sudanese secondary schools.

1.3 Questions of the Study

The main research questions in this study are: Is the code-switching a problem or an advantage in an English teaching/learning situation in a multilingual classroom, and what is the impact of code-

switching in an EFL/ESL teaching/learning situation in a multilingual classroom?

These fundamental questions lead to the following, more specific questions, which this study strives to answer:

1. To what extent do the teachers behave linguistically by utilizing the code switching in the classroom while teaching English?
2. What are the functions of using the code switching in English multilingual classroom?
3. What are the reasons that make both EFL teachers and students use Arabic language in English language classroom?
4. How often do students use their mother tongue in the English multilingual classroom?
5. What are the problems encountered in multilingual classrooms
6.
7. in Sudanese secondary schools?

1.4 Hypotheses of the Study

The researcher assumes the following:

1. EFL teachers behave linguistically to some extent by utilizing the code switching in the classroom while teaching.
2. The functions of using the code switching in English multilingual classroom are it is an effective strategy for improving students' linguistic skills, it provides students with a range of opportunities to learn and enhance their language and motivates students in developing their comprehension to use language.

3. Both EFL teachers and students use Arabic language in English language classroom for different reasons such as: clarification, effectiveness, translation, socialization, easiness, emphasis and understanding.

4. Students sometimes use their mother tongue in the English multilingual classroom.

5. Problems encountered in multilingual classrooms in Sudanese secondary schools are the English language pronunciation, spelling, and layout.

1.5 Significance of the Study

The significance of this study stems from the fact that it focuses on the function of utilizing the code switching in teaching English in multilingual classroom. There are insufficient research efforts are being made, especially in Sudan, to draw some firm conclusions as the centrality of the role of code switching in developing students' linguistic skills. Instead, much of the study conducted centered on the causes of learning problems. Therefore, this study is an implementation of code-switching strategy to help students to build better oral communication skills. Also, this study which is thought to have practical and theoretical significance, is expected to be of value to all those who are concerned with teaching/learning process, particularly lecturers, EFL teachers, EFL students, material writers, syllabus designers and other educational authorities and institutions, that is because the study is an attempt at giving insight into an important aspect of EFL teaching and learning regarding the code switching and its role in developing the EFL students' comprehension and communication skills. Hence this study has a great significance in the field of education. In addition, it clearly

serves the purpose of educational theory. Thus, the study is considered significant for the following reasons: it can revise and extend theoretically existing knowledge in the area under investigation. It can contribute to the solution of educational problems. And its results can influence programs, methods, educational policy and decision-making.

1.6 Methodology of the Study

In this study the researcher is going to follow the analytical descriptive method. The sample will be chosen randomly to represent the study population. The sample will consist of two groups: teachers and students. The teachers of English language who work at the Sudanese schools in (Kassala/ Nyala/ Abrie), will respond to the questionnaire which will be submitted to (30) language teachers to know their views and opinions about utilizing the code switching in teaching English in Multilingual classroom. The second instrument is a separate questionnaire which will be submitted to (60) students at the same schools. At the end of the data collection process, a focus group discussion will be organized in two schools regarding the problems and challenges of multilingual classrooms. To validate the data, the triangulation will be made among the teachers' responses in the questionnaires, their class observation and finally the focus group discussion activities. Finally, an analysis will be made based on the data obtained. Since the questionnaire has both closed and open type of questions, the data will be analyzed quantitatively and qualitatively.

Accordingly, statistical analysis will be done by Statistical Package for Social Sciences (SPSS) program. The percentage will be calculated to summarize the results in tables and graphs.

1.7 Limits of the Study

The topic of the research is limited to the "evaluation of utilizing the code switching in teaching English in multilingual classrooms, and the functions and reasons of code switching in these classrooms that is by visiting 8- 10 schools in different towns of Sudan and using different tools of data collections. These towns are: Kassala/ Nyala/ Abrie. This study is limited to (60) pupils of Sudanese schools both males and females. The study takes place at (Kassala/ Nyala/ Abrie) in Sudan. The study is also limited to (30) English language teachers at Sudanese schools in these towns. Thus, the geographical limits of the study are confined to Kassala State, Darfur State, and the Northern State. The study will be conducted during the years (2018-2020).

In the following chapter, the relevant literature review regarding the topic of research will be covered.

CHAPTER TWO

LITERATURE REVIEW

<center>**Chapter Two**</center>

<center>**Literature Review**</center>

2.0 Introduction

Since this study is entitled *"Motives of Utilization of Code-Switching in Teaching English in Sudanese Multilingual Classroom"*, it is justifiable that the scope of this chapter is confined to the discussion of the theoretical part and previous studies with respect to the topic of research. In fact, the two fundamental parts constitute the general framework of this chapter.

2.1 Review of Theoretical Background

This section is a major mainstay in this chapter. It elucidates the concepts of code switching, communicative language teaching and multilingualism.

2.1.1 Concept of Code-Switching

It is possible to refer to a language or a variety of a language as a *code*. The term is useful because it is neutral. Terms like *dialect*, *language*, *style*, *standard language*, *pidgin*, and *creole* are inclined to arouse emotions. In contrast, the 'neutral' term *code*, taken from information theory, can be used to refer to any kind of system that two or more people employ for communication. (It can actually be used for a system used by a single person, as when someone devises a private code to protect certain secrets.) All of the above, then, are codes by this, admittedly loose, definition. What interesting are the factors that govern the choice of a particular code on a particular occasion. Why do people choose to use one code rather than another, what brings about shifts from one code to another, and why do they occasionally prefer to use a

code formed from two other codes by switching back and forth between the two or even mixing them? Besides, the various choices will have different social meanings. What are some of the factors that influence the choices people make?

It is important to look mainly at the phenomenon of *code-switching* in bilingual and multilingual situations. However, many of the issues that can be seen there will also arise with those codes which can be called sub-varieties of a single language, for example: dialects, styles, and registers. In particular, it is necessary to examine the so-called *diglossic* situation in which clear functional differences between the codes govern the choice. Following a brief look at some types of bilingual situations, code-switching can be considered as a phenomenon that requires serious explanation.

The particular dialect or language that a person chooses to use on any occasion is a code, a system used for communication between two or more parties, it is unusual for a speaker to have command of, or use, only one such code or system. Command of only a single variety of language, whether it is a dialect, style, or register, would appear to be an extremely rare phenomenon, one likely to occasion comment. Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism. To be multilingual is the norm for many people throughout the world rather than to be monolingual. People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as *code-switching*.

2.1.1.1Philosphical Dimension of Code Switching

Bokamba (1989:23) assumes that code switching emphasizes a bi/multilingual speaker's use of language from one grammatical system to another. The code switching refers to the juxtaposition of the internal utterance in un-integrated linguistic forms from two or more languages. According to Gluth (2008:19), code switching cannot occur simply at any point of the sentence, because it is governed by the grammatical constraints of the languages that are used. That means bilingual speech is fluent in case when a bilingual speaker follows these constraints, and it is not fluent if a bilingual does not switch grammatically. So, the fluency of the bilingual speaker is measured mainly by the correct usage of the grammatical rules of both languages, despite the wide knowledge of the speakers in both languages. The term code switching is different from the term borrowing. Borrowing is defined by Muysken (1995:19) as the incorporation of lexical elements from one language in the lexicon of another language. The term "incorporation" refers to the moment at which the code-switched word becomes a borrowed word. This is because when the word is used for the first time, it is called code switching but when it is used frequently later instead of the original word in the native language, it becomes a borrowed word. So, this word will enter the lexicon of the recipient language as a new word.

Code-switching (also called code-mixing) can occur in conversation between speakers' turns or within a single speaker's turn. In the latter case it can occur between sentences (inter-sentential) or within a single sentence (intra-sentential). Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. As Gal (1988:247) says, 'codes switching is a

conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations.' The following part will discuss this phenomenon more closely.

2.1.1.2 Code-switching as a Tool for Expressing Solidarity

Romaine (1995:42) defines code-switching as: The juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems. Zentella (1981:109) defines the phenomenon of code switching in the following words:

> *"The ability of bilinguals to alternate between the*
> *languages in their linguistic repertoire is generally*
> *referred to as code-switching."*

Fallis (1981:59) provides a definition of code-switching as follows: "code switching may be defined as the alternating use of two languages at the word, phrase, clause, or sentence level". According to Van (2015:34), "code-switching has been found to be neither random nor meaningless, nor does it necessarily reflect a language deficit." Different researchers have explored different perspectives about the phenomena of code switching. For example, Blom and Gumperz (1972:63) have studied code-switching in terms of social relationships among speakers, while Rayfield (1970:56) interprets code-switching occurrences "as a personal rhetoric device which is used both to add color to speech and to emphasize a given statement". As explained by Fallis (1981: 64) code-switching has different functions. It may be used as a means of reflecting social information. It can also signal that they respond to changes in their setting, or they mark their identities. Code-switching can perform to express solidarity or intimacy between bilingual

speakers. Romaine (1995:59) calls code-switching "a communicative option available to a bilingual member of speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker". This reflects the co-incidence of the definition of Weinreich (2003:45) who discusses multiple reasons for lexical innovation in L1. Auer (1995:25), following Romaine, defines code switching "as a robust discourse strategy where code-switches (at least for skilled bilinguals) can indicate change of participant, parenthetical comments, or topic shift, along with other discourse features". This is what is behind Blommaert's (1992:63) claim that the study of code switching itself is "a type of social historiography, in which the object of enquiry is fundamentally historical in nature and we cannot hope to explain code switching behavior purely in linguistic terms".

The explicit definition of code-switching is found in Vogt (2004:36) code switching in itself is perhaps not a linguistic phenomenon, but rather a psychological one, and its causes are obviously extra-linguistic. Haugen (2006:40) also refers to the code-switching which occurs when a bilingual introduces a completely unassimilated word from another language into his speech, and characterizes the phenomenon as one of the three stages in diffusion, together with 'interference' and 'integration'.

In all the above definitions code-switching is considered as the ability of bilinguals, personal rhetoric device, and communicative options of bilinguals. In no definition code-switching has been considered as random or meaningless but, in the past, it has been considered as an inferior competence in one or both languages.

In the following subsection different grammatical dimensions of code switching are discussed. This section describes the grammatical aspects of code switching and this discussion can help the researcher to develop understanding of the phenomenon understudy from different angles. Therefore, the researcher tries to trace-out the grammatical influences of code-switching to recognize the ins and outs of the phenomenon.

2.1.1.3 Grammatical Aspects of Code-switching

The earliest proposals regarding the grammatical properties of code switching began to appear in the 1970s with Gumperz's studies in (1970) and 1976). These early studies were concerned with the basic facts of code-switching and did not attempt to provide anything approaching an explanation of grammatical phenomena. Later on, many scholars looked at code-switching with special focus on grammatical constraint and attempted to give practical treatment to the purely linguistic aspect of code-switching including Poplack (1980, 1981); Joshi (1985); Disciullo, Muysken and Sing (1986); Mahootian (1993); and Belazi, Rubin and Toribio (1994). More recently, Myers (1993:22) has provided a model to account for the linguistic consequences of code-switching, claiming that one language is dominant and the other is subordinate. In addition to that several researchers have attempted to provide a typological framework that accounts for the phenomenon of code switching. Blom and Gumperz (1972:66) claim that there are two types of code switching: situational and metaphorical. Poplack (1980:18), from another viewpoint, proposes a well- known framework that identifies three different types of switching which are tag-switching, inter- sentential and intra-sentential.

(i) *Extra-sentential (Tag-switching)*

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language, for example: *you know, I mean,* and *well*. According to Hamers and Blanc (2000:43), this type of code switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence that is given in the L1. Tags include interjections, fillers and idiomatic expressions. Examples of common English tags are *"you know", "I mean"* and *"right"*. In this respect, Romaine (1995:45) mentions that:

> *"Since tags are subject to minimal syntactic restrictions,*
> *they may be easily inserted at several points in*
> *a monolingual utterance without violating syntactic rules".*

(ii) *Inter-sentential*

Inter-sentential code switching involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. Eldin (2014:17) states that since inter-sentential code switching takes place within the same sentence or between speaker turns, it entails fluency in both languages such that a speaker is able to follow the rules of the two languages. Romaine (1995:49) defines that "inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. It may also occur between speaker turns, and inter-sentential switching requires greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages. Also, Romaine (1995:49) adds an example from the Punjabi/English discourse which is: *I am guilty in that sense / clause*

boundary/ ke zaida wasi English I bolde fer ode nal eda hwnde ke twhadi jeri zeban, na"?

(iii) Intra-sentential

Intra-sentential code switching is the third type. According to Poplack (1980:22), it is possibly the most complex type among the three, as it can occur at clausal, sentential, or even word level. A good example to cite here might be the one given by Poplack as the title of one of her papers, for example: *"Sometimes I'll Start a Sentence in English Y termino en espanol."* Translation: *"Sometimes I'll Start a Sentence in English and finish it in Spanish"*. In intra-sentential switching, Romaine (1995:50) explains that "it involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals code-switching, where switches of different types occur within the clause boundary, including within the word boundary, that is to say, *loan, blend*, for example: *checker*. Hamers (2000:31) gives the following example of intra-sentential code switching*: kio ke six, seven hours te school de vich spend karde ne, they spend hours a day at school they are speaking English all the time (Because they spend six or seven hours a day at school they are speaking English all the time,)* (Panjabi-English bilingual conversation in Britain recorded by Romaine, 1995). Hamer (2000:34) explains that only intra-sentential code-switching poses serious problems for linguistic description.

2.1.1.4 Occurrence of Code-switching

Code-switching mostly occurs in bilingual/multilingual communities in which languages come into contact with one another like Pakistani society. It is also equally important in research on code switching to distinguish carefully between conceptual and pragmatic parameters of code switching. In the following section, brief

introduction of different theories related to code switching is presented. Gumperz (1972) defined two types of code-switching practices situational and metaphorical.

(i)Situational code-switching

It refers to the change of language which corresponds to changes in the situation, particularly participant, setting and activity type. For example, in Sauris, Italy, speakers use a localized German dialect at home but speak an Italian dialect, in semi-public settings such as school and Church.

Some bilingual speakers, when conversing, prefer to introduce words from a particular language in order to demonstrate the knowledge of the prestigious code, which is seen as an index of education level and social status for many individuals. Bonvillain (1993:31) in order to exemplify this idea gives the example of switches from Hindi to English: *Society hii aisii hai* ("society is like that"). This common trend is becoming a style of an educated class where they deliberately use prestigious code to be distinguished and sometimes this prestigious code is used as a secretive code as well.

Nishimura (1995:47) in her study *"The Functions of Japanese/English Code-switching among Second Generation of Canadians"* demonstrates that "individuals of a specific bilingual community have identified code-switching in order to express in-group, ethnic and generational identity".

(ii) metaphorical code-switching

In some situations, speakers switch from one language to another in order to achieve special communicative effects, while participants and the setting remain the same. Gumperz (1972:46) refers to this type of linguistic behavior as metaphorical code-switching. He regards

metaphorical code-switching as symbolic of alternative interpersonal relationships. Gumperz's approach to code-switching has inspired a great deal of research into the micro interactional aspects of bilingualism. Li Wei (1994:65) defines two studies which build upon Gumperz's work on the social meaning and discourse functions of language choice respectively. The first is Scotton's (1976, 1980, 1982, and 1983) markedness theory of language choice and the second is Auer's (1984a, b, 1988, and 1991) sequential analysis of language alternation.

2.1.1.5 Poplack's Approach on Code-switching

Poplack (1981:31) proposes restrictions on language switching between varieties of grammatical categories. Poplack and Sankoff (1988:63) predict different possible switch sites for pairs of languages which differ in basic word order typology. For example, if the two languages or SOV (subject –object-verb) and SVO (subject-verb-object), as for example, Punjabi and English are respectively, then there should be no switches between verb and object. Switches could, however, occur after the subject. For a pair of VSO/SVO languages like Welsh and English, for instance, switches would be possible before the object, but not between subject and verb or vice versa. For Poplack and Sankoff, code-switching is basically a real time production phenomenon grammatically constrained by constituent structure. Poplack (1981:31) and Sankoff and Poplack (1988:63) propose constraints which govern the interaction of language systems, deemed a "third grammar" approach by Mahootain (1993:48). Specifically, Poplack purposes the free morpheme constraint and the equivalence constraint.

(i)The free morpheme constraint

To ensure the effective use of code-switching there are however two main restrictions, as developed by Poplack (1981). The first of these is the free morpheme constraint. Sankoff and Poplack (1988:65) propose that Spanish/English code-switching can be generated by a model of grammar which is governed by two constraints. The first of these is the 'free morpheme constraint', which predicts that a switch may not occur between a bound morpheme and a lexical form unless the lexical form has been phonologically integrated into the language of the morpheme. According to Cook (1991:65), this constraint suggests that a 'speaker may not switch language between a word and its endings unless the word is pronounced, as if it were in the language of the ending'. Romaine (1995:54) defines here with an example from Spanish/English bilingual speech, this constraint would predict that *flipcando – 'flipping'* would be permissible, but that *catchcando* would not be, because catch has not been integrated into the phonology of Spanish, and therefore cannot take the Spanish progressive suffix *cando.*

(ii) The equivalence constraint

Sankoff and Poplack (1988:67) define the principles of the equivalence constraint and predict that "code-switching will tend to occur at points where the juxtaposition of elements from the two languages does not violate a syntactic rule of either language. This means that a language switch can take place only at boundaries common to both languages". Macswan (1999:41) defines that codes will tend to be switched at points where the surface structures of the languages map on to each other. Cook (1991:66) illustrates the equivalence constraint is a French/English switch with the suggestion that switches such as 'a car americaine' or 'une American voiture' are both unlikely as they are

wrong in both languages. A switch '*J'ai acheté*' an American car (I *bought an American car*) is possible as both English and French share the construction in which the verb is followed by the object. Poplack (1981:35) defines that "code-switches are allowed within constituents so long as the word order requirements of both languages are met at structure. He adds that a code-switching may not occur at the boundary of a bound morpheme". Like the descriptive accounts, Poplack`s constraints do not attempt to explain the fact that code switching is governed by a sort of "third grammar' which constrains the interaction of the two systems in mixture.

2.1.1.6 Functions of Code-switching in the Bilingual Classroom

As an area of special interest and investigation, importance of code-switching in relation with ESL and EFL classroom has increased around the world. Investigation of this phenomenon in the classroom suggests that teachers' code-switching whether in teacher-led classroom discourse or in teacher-student interaction serves many pedagogical purposes. In the following discussions the researcher reviewed the literature on the studies conducted in the EFL classroom. Jones (1995:98) explains: Whilst the languages used in a bilingual classroom are bound to be associated with different cultural values, it is too simplistic to claim that whenever a bilingual who has the same language background as the learner's switches into shared codes, s/he is invariably expressing solidarity with the learners. Code switching is employed in more subtle and diverse ways in bilingual classroom communication. Teachers and learners exploit code contrasts to demarcate different types of discourse, to negotiate and renegotiate joint frames of reference and to exchange meaning on the spur of the moment. Martin (2003:6) explains that "bilingual teachers and learners

routinely use code-switching (and the contrast between codes) as an additional meaning-making resource within the ongoing flow of classroom talk. Code-switching is used to demarcate different kinds of discourse: to signal the transition between preparing for a lesson and the start of a lesson; to distinguish classroom management talk from talk related to lesson content; to specify a particular addressee; to change footing or to make an aside or to distinguish the reading aloud of a text from talk about the text". She explains that this kind of code-switching is particularly prevalent in teacher talk, especially in classes when teachers take the longest turns at talk. It is labialized by Martin as discourse-related code-alternation. Martin (2003:7) defines that "participant related code-switching is hearer oriented and is more salient in studying bilingual classroom discourse because in classrooms teachers and learners act as interlocutors and have different language abilities and communicative repertoires. At this stage, participant related switching approves to be an important communicative source for managing teaching/learning interactions".

She further explains that bilingual teachers and learners alternate between languages as a means of attending to each other's language proficiencies and preferences. She believes, this kind of code-switching is commonly observed in classrooms where learners have different communicative repertoires and linguistic abilities. It is referred to as participant-related code-alternation. It is most evident in the talk exchanged between teachers and learners, in code-switching across turns. For example, when a teacher asks a question in one language (say, the formally designated medium of instruction) and a pupil answers in another language, the teacher has to make a situated inference as to the significance of this language switch (as well as interpreting the

contribution the pupil is making to the development of the topic being addressed in that part of the lesson). She explains that the teacher also needs to make an on-the-spot decision about whether to follow the pupil's choice of language or to continue with his/her original choice of language. On other occasions, teachers will ask a question in one language and then, if there is no answer forthcoming, they will reiterate the question in a second language in an attempt to elicit a response. These are just some of the ways in which bilingual teachers and learners negotiate their way through classroom interactions as they attempt to make sense of each other's contributions. Martin (2003:7) explains that:

> *"with the passage of time, particular interactional*
> *routines get established, class by class, and bilingual*
> *teaching/learning events take a particular shape."*

It has been found that participant related switching by learners in classroom interaction often consists of what Ludi (2003:176) describes as an attempt to override communicative stumbling blocks by falling back on L1". According to Nussbaum (1990:54), participant related switching is also used by teachers in a "hetero-facilitative" capacity, anticipating that learners would not understand an upcoming utterance if it were in the target language, they fall back on L1. Indeed, Zentella (1981:111) mentions that participant –related code-switching has been found to predominate among both learners and teachers in classrooms as diverse as bilingual education programs for linguistic minority children in the United States. Nzwanga (2000:13) studies the use of code-switching at the Ohio State University in a classroom of French as a second language. She video-taped, transcribed, and then, analyzed according to the conversation analysis method and she determined the informal level and the formal level of code-switching in the classroom

interaction. At the informal level, code switching performed a role of administration or management. At the formal level code-switching was formally used in order to perform functions like introducing, explaining, commenting, practicing, the target language, and so forth. Nzwanga's study highlighted the communicative and academic roles that code-switching engaged in that meticulous atmosphere. Auer (1995:27) compiles a list of types of functions of code-switching as used by different scholars who included the following:

i. Reported speech,

ii. Change of participant constellation, which he explained as the use of code-switching to include, exclude, or marginalize co-participants or bystanders,

iii. Parentheses or side comments

vi. Reiterations where the purpose was to put emphasis on demands or requests; to clarify or to attract the attention,

v Change of activity type which he also called mode shift or role shift

vi. Topic shift

vii. Puns or language play

viii. Topicalization which he also called topic/command structure Using ethnographic observations, Merritt et. al. (1992) also explores the determinants of teachers' code-switching between English, Swahili and mother tongue in three Kenyan primary schools. Reasons they put forward for code-switching include, for example: the socializing role of the teacher, the importance of variation and repetition, and the teacher's linguistic competence and insecurity.

Majority of researchers focused especially on the communicative functions of codes switching in teacher-led talk in ESL/EFL classrooms. For instance, adopting a qualitative approach, Flyman and Burenhult

(1999:23) carry out a preliminary study of code-switching in French-as-a-Foreign-Language classroom. The study explored an extensive use of code-switching in the teacher's interaction with the students and defined different functions of code-switching, which included:

i. Linguistic insecurity,

ii. Topic switch

iii. Affective functions,

iv. Socializing functions,

v. Repetitive functions.

According to Jones (1995:99), Guthrie's comparative study's result proved that the monolingual teacher was less able to teach those students who were at an early stage of development, and at this point he placed bilingual teacher at advantage. Guthrie (1984:55) identifies five communicative functions of code-switching. According to his study, Chinese switching was used for:

i. translation,

ii. coding

iii. procedures and directions

iv. clarification, and

v. checking the understanding.

Auer (1995:29) after conducting different studies asserts that it is important to list the functions of code switching. His first reason was that some categories used were ill-defined. Secondly, he claimed that the typologies of language alternation often confused conversational structures, linguistic forms and functions. Thirdly, he doubted that such lists could provide an explanation of why code-switching may have a conversational meaning or function. Finally, he argued that such listings may imply that code-switching occurs in both directions from language

A to language B and vice versa. He claimed that exact conversational meaning of cases of alternation was often not identical in the two directions of code-switching of the two languages. Flyman and Burenhult (1999:25) suggest that "teachers switch code whether in teacher-led classroom discourse or in teacher-student interaction, may be a sophisticated language use serving a variety of pedagogical purposes". Auer (1995:31) acknowledges that:

> *"It is impossible to compile a comprehensive*
> *inventory of the functions of code-switching*
> *because the number of functions is infinite."*

However, in the following discussions nine selected functions of code-switching are discussed to recognize their role in the Sudanese classroom.

1.Clarification and Emphasis

According to Gulzar (2009:86), clarification and emphasis are the important techniques in the classroom. The teachers consider them as the important reasons for code-switching. They perform the functions of clarification and emphasis in either language or both to clarify and emphasize the substance. Aichun (2003:19) outlines that "teachers' concern for unfamiliar vocabulary or expression which often prompt them to code-switch. When the teacher is not sure whether the students know the meaning of the target language word or expression in question, then it is common for him/her to offer the translation for clarification."

2.Translation

The teachers often switch their code to translate or elaborate the important message during the process of explaining new vocabulary, grammar points or instructions, instead of continuing in the foreign language. It reduces the comprehension burden and makes it easier for

students to focus on the important message conveyed. Krashen (1985: 81) explains his views about translation and says: "the teacher speaks a little in one language, and then translates what was said into the other language. When this happens, students listen to the message in their own language and pay no intention to the English input. In addition, the teacher does not have to attempt to make the English message more comprehensible by using gestures, realia or paraphrase, since a translation is available". Atkinson (1987:31) also warns that excessive use of code-switching for translation (or dependency on L1) is likely to result in such a way: The teacher and/or the students begin to feel that they have not 'really' made clear or understood any item of language until it has been translated. The teacher and/or the students fail to observe the distinctions between equivalence of form, semantic equivalence, and pragmatic features and thus oversimplify the point of using crude and inaccurate translation. Furthermore, some habitual practices of translating the content or the instruction from the foreign language (FL) to the native language (NL), whether it is necessary or not would make the language monotonous and redundant and its practice cannot be advised at the level of adults. But this practice may be advised at the level of junior classes.

3.*Socializing Function*

Flyman and Burenhult (1999:27) define this kind of code-switching by dividing it in two parts: affective function and socializing function. They believe that a common reason for code-switching among people who speak one standard language along with another language in a more vernacular style is to use one of the languages for affective functions. Flyman and Burenhult (1999:27) also define the affective functions of code-switching in the domain of classroom, for example,

the spontaneous expression of emotions and emotional understanding in interacting with students. It was observed in the study that the teachers switched from the target language to the native language and sometimes also expressed themselves in the target language (English language) while expressing their feelings of pleasure and displeasure.

4. Topic Shift

Flyman and Burenhult (1999:28) identify that code-switching at topic shift is relatively a frequent phenomenon in the classroom. Instruction is usually carried out in the students' mother tongue. They clarify that teachers consider that the first language is a compulsory means of explaining rules of the foreign language. Martin (2003:10) defines that "in natural discourse this kind of topic switch is not very common, mainly because meta-linguistic conversations are rare outside the classroom". It is not unusual to switch the code when a new subject is introduced. This code-switching may be due to a higher degree of control of a certain subject in one of the languages. Flyman and Burenhult (1999:31) give two reasons in this regard: the message is so important that the teacher is not willing to risk a misinterpretation, or the code switching is used to get the students' attention. In the case of topic switch, the teachers used this function of code switching for multi-purposes and reasons, for example: to get students' attention, for affective function, to build solidarity and intimacy.

5. Ease of Expression

For further explanation, Aichun (2003:22) defines the code-switching function for ease of expression in other examples of intra-sentential code-switching. The teacher may switch to English for ease of expression when an English word or expression finds its equivalent in several Chinese terms or when its Chinese equivalent is not easy to

retrieve. Code-switching, in the use of checking vocabulary, understanding or the translation of teacher utterances, can expedite learning. Brice (2000:23) mentions that "the teachers switched to native languages due to their stylistic preferences and bilingual style".

6. Teachers' Linguistic Competence

To explain the teachers' linguistic competence and insecurity, Aichun (2003:24) claims that most English language teachers are native speakers of Chinese rather than true bilinguals. They are monolingual individuals who have skills and knowledge in the target language. Due to this reason, it is possible that they sometimes cannot recall the required target language word especially at the moment of utterance. Some intra-sentential code-switching instances belong to this category. Flyman and Burenhult (1999:32) claim that "there are some differences in the reasons for switching code. In natural speech, in bilinguals as well as monolinguals, linguistic insecurity in the speakers may constitute a possible cause for switching into the code that is most comfortable for the speaker". They further explain that teachers' code-switching due to linguistic insecurity may damage the students' confidence in the teacher's proficiency of the foreign language. A possible solution for the teacher might, therefore, be to avoid words or structure he/she cannot control or quite simply restructure the utterances. Considering it as a vital issue Flyman-Mattson and Burenhult (1999:33) define that linguistic insecurity in classroom interaction is a more complicated matter. Crystal (1987:112) states that "there are a number of possible reasons for switching from one language to another and the most prominent of these is the notion that a speaker may not be able to express him/herself in one language. So, he/she switches to the other language to compensate the deficiency. This kind of conception in the

classroom is very dangerous for the teachers and the learners especially in reference to EFL teachers". At the same time, Wong (2000:41) explains that many bilinguals often code-switch in order to fill the lexical gap encountered because sometimes there are no equivalent words in the other language. The lack of equivalent words in one language may exemplify the idea that languages reflect different cultures. Wong's explanation is acceptable due to the difference of nature of languages, for instance, Urdu speakers make a clear distinction of gender, seniority, collaterally and generation whereas English speakers use a more egalitarian kinship terminology.

7. Checking Understanding

Flyman and Burenhult (1999:35) explain that the main reason for the teachers' code-switching to the L1 of the students is to make the students understand their utterances. Kamwangamalu and Lee (1991:28) have identified the function of reiteration for checking understanding.

8. Repetitive Function

Flyman and Burenhult (1999:37) point out that "the repetition in the first language 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". Commonly in the repetitive form of code-switching, the target language precedes the first language. Repetitive function can be a valid function of code-switching at the junior level, Eldridge (1996:33) who claims that "messages are reinforced, emphasized or clarified where the messages have already been transmitted in one code but not understood."

9. Creating a Sense of Belonging

In this function of code-switching Flyman and Burenhult (1999:38) explain that socializing functions are closely related to

affective functions, for example: when a speaker signals friendship and solidarity by using the addressee's first language. It seems as if the teacher were code-switching when he/she wishes to be friendly with the students. It shows an obvious attempt on the teacher's part to fraternize with the students to create a positive attitude towards the task. However, the switch might as well be ironically intended as well since the student is late for the class and must then be classified as having an affective function. Crystal (1987:14) further defines that "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 conversations who don't speak that language".

To conclude, the main focus of the study is to explore, describe and interpret interactional behaviors in the English language classrooms understudy. This study is guided by a number of relevant theories and these theories (Second Language Acquisition, Bilingualism, Classroom Discourse, and Code-switching) can help to frame the theoretical structure for the study. While discussing theories, the researcher tries to connect them with the topic of the research. It can be claimed that the present study is an attempt to understand better the phenomena of code-switching in Sudanese context.

2.1.2 Concept of Communicative Language Teaching (C.L.T)

Communicative Language Teaching or the Communicative Approach is an approach to foreign or second language teaching which focuses on the idea that language should be learnt through communication. According to Richards and Schmidt (2002: 90), C.L.T

is *"*an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence, and which seeks to make meaningful communication and language use a focus of all classroom activities". Unlike the other approaches and methods to language teaching which viewed language learning as merely memorization and repetition of language structures and forms, communicative language teaching stipulates that students should be taught communicative competence rather than linguistic competence. That is, learners need to learn not only how to form grammatically correct sentences, but also how to communicate appropriately. Hence, teaching the grammatical aspect is insufficient for knowing and using a language.

However, focusing on communicative competence does not mean that Communicative Language Teaching neglects grammatical competence. But, C.L.T considers it as a part of communicative competence and teaches it implicitly. According to Al-Humaidi (2013: 20), since C.L.T focuses on meaning rather than form, the language form is learnt through meaning and not the other way around. And this is what makes this approach distinctly different from the other structural methods.

Richards and Rodgers (1986:16) claim that Communicative Language Teaching should be viewed as an approach rather than a method (qtd. in Al-Humaidi 2013: 11). Rodgers (2001:10) explains the differences between a method and an approach. He argues that:

> *"The approach is a much broader concept which includes language teaching philosophies that can be differently perceived and used in teaching, while the method is a limited stable teaching process including specific techniques and activities".*

2.1.2.1 Background to Communicative Language Teaching

For many years, language teaching was dominated by traditional approaches and methods such as the Audio-lingual Approach in the United States and Situational Language Teaching in Great Britain. According to Richards (2006:6), traditional approaches were based on the belief that learning a language requires learners to master grammatical competence. This basic competence was taught directly through drilling and memorization of language structures and rules. Therefore, grammatical rules were taught in a deductive way. The teacher presented his or her students with the language structure then he or she gave them the chance to practice using those rules.

However, according to Richards and Rodgers (1986:64), traditional structural theories were unable to provide an inclusive description to language. That is, Audio-lingual and Situational Language Teaching approaches focused only on the form of language and neglected another broader aspect of language: the functional aspect. This is what was argued by the American linguist Noam Chomsky who declared: ''the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language-the creativity and uniqueness of individual sentences''. They thus failed to help language learners to be competent speakers in the target language.

After Audio-lingualism had been refused in the United States in the mid-1960s, British linguists started questioning the reliability of the Situational Language Teaching approach. By the end of the sixties, Situational Language Teaching became no longer useful in teaching the language. Howatt (1984:19) claims that: *'There was no future in*

continuing to pursue the chimera of predicting language on the basis of situational events" (qtd. in Richards and Rodgers (1986: 64).

What was rather needed in language teaching was a focus on the functional and communicative aspects of language. Richards, (2006: 9) states that for the mastery of language ability, language learners needed to be communicatively competent and to know how to use the language appropriately for several communicative purposes such as giving advice, and making requests, and not only to know how to form grammatically correct sentences. This led to a shift in language teaching from teaching pure grammatical competence to emphasizing communicative competence instruction, and therefore, to the emergence of Communicative Language Teaching.

Communicative Language Teaching (C.L.T) came as a reaction or a re-evaluation to traditional approaches to language teaching. In this context, Savignon (2004:4) states that C.L.T was derived from the work of many educators in different disciplines such as the work of John Firth, M. A.K. Halliday in functional linguistics, the American sociolinguists Dell Hymes, John Gumperz, and William Labov in Sociology and John Austin and John Searle in the field of Philosophy.

Another cause for the emergence of the Communicative Approach was the rise of European countries interdependence. Richards and Rodgers (1986:65) say that when the number of immigrants and foreign workers increased, the Council of Europe, a regional organization for cultural and educational cooperation, decided to create a syllabus to teach adults the major languages of the European Common Market. After much consultation and investigation undertaken by some experts, the idea was to develop a communicative syllabus for language teaching.

2.1.2.2 Principles of Communicative Language Teaching

There are some major principles of Communicative Language Teaching. They can be discussed as follows:

(i) Language is learnt through communication:
The primary and the main principle in C.L.T is that language is taught through communication. Richards and Rodgers (1986: 69) argue that C.L.T ''starts from a theory of language as communication'', responding to what Hymes referred to as 'communicative competence', and contrasting what Chomsky referred to as 'linguistic competence' which is concerned with an ideal speaker and listener who knows the whole language perfectly avoiding any kind of errors to apply this knowledge in a perfect performance in an idealized situation, or, in other words, to produce grammatically correct sentences. Hymes' communicative competence refers to the speaker's ability to communicate appropriately in a given speech community. Schmidt (2002: 94) states that:

> *"Teaching language as communication is what makes the communicative approach completely different from other traditional approaches which focused on form rather than meaning".*

Finocchiaro and Brumfit (1983:23) state that the most significant characteristic that makes communicative language teaching different from the audio-lingual method is that the latter views language learning as a mere learning of sounds, words, and sentences, whereas language learning in C.L.T is learning to communicate (qtd. in Richards and Rodgers 1986: 67). According to C.L.T, students will be communicatively competent if they are taught through communication.

Patten (2003:10) claims that the more learners are engaged in communication, the more their communicative ability will improve (qtd. in Benati 2009: 60). Therefore, teachers should maximize communication in their language classrooms.

(ii) Learners' Engagement in Authentic Use of Language and in Meaningful Communication

The second major principle in C.L.T is that students should be exposed to authentic use of language and engaged in meaningful communication. Widdowson (1979:11) claims that, Communicative Language Teaching focuses on the use of authentic learning activities and materials in meaningful communication acts (qtd. in Zang 2012: 117). Authenticity means ''the quality of being genuine or true'' (Oxford Learners Pocket Dictionary 2008: 24). It refers to the extent to which something is natural and real. Many Proponents of C.L.T agreed upon the significance of the authenticity of the learning situation for improving the learning process. Corder (1981:32) for instance, claims that using language in real situation, and giving students the opportunity to perform authentic communicative functions are of great importance. Benati (2009: 68) also argues that teachers should maximize the use of authentic materials and have his or her students prepared for the real language outside the classroom. Meaningful communication is also one of the key factors that promote language learning, and that C.L.T focuses on. According to Richards (2006:22), communication is meaningful when the content being dealt with by students is relevant, purposeful, interesting, and engaging. Furthermore, Richards and Rodgers (1986: 72) indicate that the learning process is much better sustained when learners are exposed to meaningful language, because it facilitates the learning of foreign language.

(iii) *Significance of Fluency and Accuracy in Language Learning*

Communicative Language Teaching aims at developing both fluency and accuracy of the language learner. According to Richards and Schmidt (2002: 90), one of the basic principles of C.L.T is improving students' fluency and accuracy. Fluency is the ability to speak naturally using stress, rhythm, pausing, intonation, as well as interjections and interruptions. On the other hand, accuracy is the ability to produce sentences that are grammatically correct (ibid 204). Although the communicative approach gives priority to fluency as Finocchiaro and Brumfit (1983:12) argue, it does not neglect the importance of accuracy in learning the language.

(iv) *Communication Involves the Integration of Language Skills*

Another principle of Communicative Language Teaching is including and emphasizing the teaching of the four language skills. Richards (2006: 9) states that when C.L.T emerged, grammar became no longer the focus of language teaching, there was rather a shift to the teaching of knowledge and skills.

2.1.2.3 Objectives of Communicative Language Teaching

Like any other language teaching approach, communicative language teaching has many objectives and goals such as developing students' ability to speak fluently and engaging them in meaningful communication. However, the primary and the overall goal of the communicative approach, is to develop language learners' communicative competence.

According to Richards and Rodgers (1986: 69), the goal of language teaching in the communicative approach is to develop what Hymes (1972:29) referred to as 'communicative competence'. Richards and Schmidt (2002: 90) also argue that C.L.T is an approach which focuses

on communicative competence as the main goal of language learning. In the same path, Savignon (2002:41) claims that the main goal of C.L.T is to develop communicative competence. It refers to the language learners' ability to communicate meaningfully and appropriately with other language speakers, far from reciting dialogues and concentrating only on the correctness of grammatical knowledge. In other words, communicative competence is the knowledge of not only if something is grammatically correct, but also if it is appropriate in a given speech community. According to Richards and Schmidt (2002:90~91), this competence is by itself composed of other sub-competences. Those latter are : (1) grammatical competence which concerns the formal correctness of language ; (2) sociolinguistic competence or socio-cultural competence which includes the knowledge of how to deal appropriately with different types of speech acts such as requests, apologies, and invitations ; (3) discourse competence which refers to the knowledge of how to begin and end conversations ; and (4) strategic competence which refers to the knowledge of communication strategies that the speaker uses for compensating and correcting speech deficiencies and problems. Therefore, a successful communicative teacher is the one who makes communicatively competent students.

2.1.2.4 Types of Activities in Communicative Language Teaching

Types of activities in C.L.T are numerous and unlimited. In spite of being to some extent different, they all share the same objective: to engage students in communication, and to develop their communicative competence. Littlewood (1981: 20) distinguishes between two main types of activities in Communicative Language Teaching: ''functional communication activities'' and ''social interaction activities''.

(i)   *Functional Communication Activities*

Functional communication activities are those exercises which emphasize the functional aspect of communication, and in which students are asked to use the language they know, even if it is not grammatically accurate or appropriate for a particular situation to get meanings. Examples of such a type of activities may be looking for the similarities and differences found in several sets of pictures, discovering missing features in a map or a picture, completing maps, following directions, and solving problems from shared clues. The principle of this activity is that the teacher creates an appropriate situation for the learners to overcome an information gap or to solve a problem by sharing and processing information in order to find a specific solution or to arrive to a particular decision. The success of functional tasks depends on the nature of the classroom situation.

(ii) *Social Interaction Activities*

In this type of activities, in addition to conveying meaning effectively, students are also required to take into consideration the social context in which the interaction occurs. According to Littlewood (1981:22), social interaction activities are very similar to those communication situations outside the classroom. Because of the classroom artificiality and limitations, the teacher uses some techniques to create different social situations such as dialogues, role plays, simulations, and improvisations. The task is successful when students use functionally effective forms and, more importantly to produce socially appropriate utterances.

2.1.2.5 Learners' Role in C.L.T Activities

Being a learner-centered approach, Communicative Language Teaching requires the learner to be almost independent from their teacher's instruction and continual control. This makes the learners responsible of

their learning behavior inside the classroom and urges them to perform different tasks.

Breen and Candlin (1980:51) claim that learners in C.L.T mainly act as joint negotiators within a group and within the exercises undertaken by that group.

Richards and Rodgers (1986: 77) argue that:

> *"Students communicate primarily with each other, and that the responsibility in communication is the responsibility of the whole group and not of one particular participant".*

At first, the learners find it very difficult to get accustomed to the 'heavy' responsibility of interaction. They may; therefore, lose their self-confidence and become afraid of getting involved in such a type of activities. Therefore, the teacher should take this psychological factor into account, and tries to apply some strategies to make his or her students familiar with those activities. For example, he or she may check his or her students' comprehension of the activity, then he or she can perform the task himself or herself with some students for better understanding.

2.1.2.6 Teacher's Role in C.L.T Activities

Since the learner is the focus of Communicative Language Teaching activities, the teacher's role in those exercises is less dominant. However, this does not mean that the teacher is a passive participant in classroom activities. Rather, she or he has many tasks to perform.

According to Breen and Candlin (1980:23), the teacher has two major roles in C.L.T activities. The first role is to facilitate the communication process and the various activities and texts. The second role is to act as an independent participant in those activities. Other

secondary roles assumed by the teacher are an organizer, a guide, a researcher, and a learner at the same time (ibid).

The teacher also acts as a needs' analyst who is in charge of determining and responding to the learner language needs, a counselor who acts as a communicator to match the speaker's intention and the hearers' interpretations through paraphrasing, confirming, and feedback; as well as a group process manager who arranges the classroom situation for communication and communicative activities (ibid, 78).

Littlewood (1981: 19) suggests other roles for the teacher in communication activities. He argued that the teacher's presence in classroom activities represents a psychological support to students, especially those who find a difficulty to be independent participants. Moreover, the teacher may act as a controller who prevents the learners' resort to their first language, and who sometimes corrects some critical errors that may negatively affect the learners' speech. Another important role for the teacher is that of acting as an advisor who provides learners with necessary language items when they are unable to maintain interaction.

2.1.2.7 Language Teaching Approaches and Methods

Throughout history, many English language-teaching methods have developed. Some were in favor of using first languages and some were not. One of the first English language teaching methods that highly encouraged and depended heavily on the use of first language was The Grammar Translation Method. Freeman (1986:47) went into a detailed description of this method and other teaching methods in her book *"Techniques and Principles in Language Teaching"*. She pointed out how the teacher in her class depended heavily on translations from English to Spanish. All the

vocabulary and texts that were taught during class were instantly translated into the first language.

This method had been used for centuries before teachers and educators started to think of using different methods. However, in many countries, teachers still use this method to teach English. Growing up in a school where teachers used The Grammar Translation Method, students felt attached and inclined to use their first language rather than using English when in the classroom.

Along with the huge spread of the Grammar Translation Method to teach English in many countries, other methods developed. Some of these methods almost forbade the use of the first language. One of the methods that did not allow students to use their first language was the Direct Method. Other methods such as Audio-Lingual, the Silent Way and Communicative Language Teaching did not encourage the use of the first language but accepted it whenever it was needed to facilitate language learning. Generally, throughout history there have been methods that encouraged teachers and students to use the first language and some that did not allow it. As a result, both teachers and students followed different principles to address this issue. Not having one opinion on how to address it has made it even more confusing to the students to either use it or not as they come through different teachers who either encourage or prohibit it. Many of these methods dealt with English teaching in settings in which students learned English as a foreign language. The following part will discuss the different methods of teaching English:

(i)   Grammar Translation Method:

Grammar –translation methods do exactly what they say. Students are given explanations of individual points of grammar, and then they are

given sentences which exemplify these points. These sentences have to be translated from the target language (L1) back to the students' first language (L1) and vice versa. Several features of the grammar-translation method are worth commenting on. In the first place, language is treated at the level of the sentence only, with little study, certainly at the early stages, of longer texts. Secondly, there is little if any consideration of the spoken language. And thirdly, accuracy is considered to be necessary.

(ii) The Direct Method:

At the end of the nineteenth century, there was the product of a reform movement which was reacting to the restrictions of Grammar-translation. Translation is abandoned in favor of the teacher and the students speaking together, relating the grammatical forms they are studying to objects and pictures in order to establish their meaning. The sentence is still the main object of interest, and accuracy is all important. Crucially it is considered vitally important that only the target language should be used in the classroom. This may have been a reaction against incessant translation, but, allied to the increased numbers of monolingual native speakers who started, in the twentieth century, to travel the world teaching English, it created a powerful prejudice against the presence of the L1 in language lessons…, this position has shifted dramatically in the last few years, but for many decades L2-only methods were promoted all over the world.

(iii) The Audio-lingual Method:

When behaviorist account of language learning became popular in the 1920s and 1930s, the direct method morphed, especially in the USA, into Audio-lingual method. Using the stimulus-response-reinforcement model, it attempts, through a continuous process of such positive reinforcement, to engender good habits in language learners. Audio-lingualist relied heavily on drills to form these habits; substitution was built into these drills so that,

in small steps, the student was constantly learning and, moreover, was shielded from the possibility of making mistakes by the design of the drill.

Much of the audiolingual teaching stayed at the sentence level, and there was little placing of language in any kind of real-life context. A premium was still placed on accuracy; indeed, Audiolingual methodology does its best to banish mistakes completely. The purpose was habit-formation through constant repetition of correct utterances, encouraged and supported by positive reinforcement.

(iv)The Other Four Methods:

Four methods, developed in the year 1970s and 1980s, are often considered together. While, individually, they are rarely used exclusively in 'mainstream' teaching, in different ways their influence still felt today.

In the classic form of **Community Language Learning,** a 'knower' stands outside a circle of students and helps the students say what they want to say by translating, suggesting, or amending the students' utterances. The students' utterances may then be recorded so that they can be analyzed later. Students with the teacher's help, reflect on how they felt about the activities.

Suggestopedia was developed by Georgi Lozanov and is considered above all with the physical environment in which the learning takes place. Students need to be comfortable and relaxed so that their affective filter is lowered. Students take on different names and exit in a child-parent relationship with the teacher (Lozanov called this 'infantilisation').

A typical Total Physical Response (TPR) lesson might involve the teacher telling students to '*pick up the triangle from the table and give it to me*' (Asher 1977:54-65). When the students can all respond to commands correctly; one of them can then start giving instructions to other classmates.

One of the most notable features of *the Silent Way* is the behavior of the teacher who, rather than entering into conversation with the students, says as little as possible. Gattegno (1976:66) believed that learning is best facilitated if the learner discovers and creates language rather than just remembering and repeating what he has been taught.

2.1.3 Concept of Linguistic Diversity and Multi-lingual Classroom

The salient feature of the Sudanese social setting is ethnic and linguistic diversity coupled with the constant population displacement and influx of refugees (because of civil wars and drought within the county and the neighboring countries). However, with its heavy demographic weight (known by almost 80% of the total population of the Sudan as L1 or L2 or L3), multiple roles and great spreading force, Arabic has been causing constant changes in the linguistic map of the Sudan. Speakers of the small local languages having been rapidly shifting to Arabic, in a similar way, whereby small languages all over the world are retreating before the big languages, a process nowadays known as 'language endangerment'. In the following part, the diversity of language situation and 'language endangerment' in the Sudan will be described.

2.1.3.1 The Demographic and Linguistic Map of the Sudan

Sudan is the one of the largest countries in Africa, with an area of ca. 1,861,000 square miles inhabited by ca. 37.96 million people according to the latest census of the 2013. Like many of the tropical African countries, it is characterized by linguistic density and diversity. But it is also distinguished from the other countries by a number of additional characteristics, most prominent among these being the instability of its language situation, multiplicity of border languages and existence within its territories of a number of West African immigrant languages. In the following section, it is important to give more details

about these characteristics. More than a hundred languages are spoken within the Sudanese national territories: 113 languages according to the 1956 census, 106 languages according to Tucker and Bryan 1956 and 177 languages and dialects according to Abu-Bakr and Hurreiz 1984[2], and 134 according to Ethnologue. However, it is noteworthy that Ethnologue gave 6 entries of Banda, 5 entries of Dinka, 3 entries of Arabic and 2 entries of Daju. Therefore, the number of the languages in Ethnologue is 122. In all these sources Arabic has been found to be the first and only major language (with more than 50% of speakers) in the Sudan, spoken by 51.4% as a first language. Its general knowledge (as Ll or L2 or L3) may cover up to 80% of the total population. From 1956 until 2005 it was the only official language of the state, the medium of instruction in almost all levels of education, and its different varieties serve as lingua franca among most Sudanese communities, particularly in the urban areas.

Apart from Arabic, none of the other Sudanese languages satisfy the condition of the 'majority language' status. However, it is important to find it pertinent to provide a list of 13 languages described by Hurreiz and Bell as "languages with the largest number of speakers".

A summarizing statistical calculation on all the Sudanese languages, in terms of numbers of speakers and percentages, projects the following picture in Table (2.1):

Language	Number of speakers	Percentage
Arabic	13.191.340	51.3%
The 13 main languages	9.013.460	35.1%
The remaining 92 languages.	3.498.840	13.6%

2.1.3.2 Linguistic Density and Diversity

To illustrate the degree of the density and diversity characterizing the linguistic map of the Sudan, it suffices to note that the Sudan falls within the zone termed by David Dably the 'Sub-Saharan Fragmentation Belt. This belt, some 3,500 miles in length but only 700 miles in average width, runs immediately to the south of and parallel to the Saharan desert. From a total of approximately 90 language complex-units and simple-units (typological classification), all but a dozen is located within this belt. It includes languages belonging to all of the four Greenberg's language families (phyla). For Dably, its eastern end — in which the Southern Sudan lies — "needs to be the pivotal area for any future historical study of linguistic relationship in Africa".

The languages of the Sudan belong to three out of the four language families (Phyla) of Africa according to Greenberg's (1963) classification; namely, the Afro-Asiatic, Niger-Kordofanian and Nilo-Saharan[8] (exception is Khoisan). Adding the immigrant languages, it is found that 16 out of the 18 branches comprised in these three language families are represented in the Sudan. Based on their classification in Ethnologue, the distribution of all these languages in the three families is as follows: Afro-Asiatic (3 languages), Niger-Kordofanian (35 languages) and Nilo-Saharan (80 languages).

Although the Afro-Asiatic family includes only three languages (Arabic, Hausa and Tigre), these languages are spoken by ca. 55 % of the total population of the Sudan as MT. Apart from Fulfulde, all the Niger-Kordofanian families are found in the Nuba Mountains and Southern Sudan. As can be seen from what is mentioned above that the largest number of the languages of the Sudan belong to the Nilo-Saharan family.

In fact, the Sudan represents the ideal home of this family, where all its branches are represented as follows:

1 - <u>Soghai</u> spoken by a number of Sudanese of West African background in the Nuba Mountains, on the Blue Nile near Sennar and in Gedaref

   State.

2- <u>Saharan</u>, represented by Zaghawa, and Kanuri.

3- Eu•, mainly in Darfur

4- <u>Maban</u>, represented by Maba (Borgo), and Masalit.

5- <u>Chari-Nile</u>, represented by the Nilotic languages, the Nubian languages, Nyimang.

6- <u>Koman</u>, mainly in Southern Blue Nile, represented by Koma, Ganza, and Gumuz.

2.1.3.3 Instability of the Language Situation

As stated above, the language situation in the Sudan has been constantly changing. One of the salient features to underline in this regard is the uneven geographical distribution of the Sudanese languages and the instability of the language situation.

The actual factor behind the instability of the language situation in the Sudan is the constant population movement, especially during the last 30 years, as a result of the civil wars, on the one hand, and drought and famine, on the other hand. As the direction of the movement has always been from the peripheries to the centre, Khartoum agglomeration today has become a new home for all the Sudanese language. One of the ultimate outcomes of this phenomenon is the acceleration of language shift to Arabic.

2.1.3.4   Border Languages

Sudan shares borders with more than six neighboring countries, which makes it the country with the most numerous neighbors in Africa. Since political boundaries in Africa do not consider ethnic or linguistic boundaries, Sudan shares at least two languages with each of its neighboring countries, as follows:

- Egypt: (Nile) Nubian, Beja, Arabic
- Libya: Zaghawa, Arabic
- Chad: Zaghawa, Arabic, Maba, Daju, Kanuri, Massalit and others
- CAR: Banda, and others
- DRC (Zaire): Zande
- Uganda: Acholi, Madi and others
- Kenya: Toposa
- Ethiopia: Murle, Nuer, Shilluk, Koma (Gumuz), Tigre
- Eritrea: Tigre, Arabic

2.1.3.5 West African Immigrant Languages

According to Miller and Abu-Manga (1992:35), establishment of West African communities in the Sudan can be dated in terms of centuries. Since the advent of Islam in West Africa until recently West African Muslims from as far west as Senegal and Mauritania used to cross the Sudan on their way to or back from pilgrimage in Arabia. A number of these pilgrims, for one reason or another, settled permanently in Sudan. However, such old migrations of individuals or small groups of people had a very limited linguistic impact, because these immigrants have already been completely integrated linguistically and culturally in the Sudanese indigenous societies. The real West African linguistic impact on the Sudanese linguistic map was associated with the waves of West African

migrations to Sudan with the advent of colonialism during the first decades of the last century. As a result of this historical event the linguistic map of the Sudan added a number of West African languages, the largest of which are: Fulfulde, Hausa, Songhai, Kanuri.

2.1.3.6 Arabic within the Linguistic Map of the Sudan

As stated above, the 1956 census showed that 51.4 % of the Sudanese population spoke Arabic as their mother tongue (MT), whereas the remaining 112 languages were spoken as MT by 48.6 % of the total population. All recent language surveys agree that Arabic is spoken by ca. 80 % as a first, second or third language. As such it serves as a lingua franca and facilitates communication between groups, which speak over a hundred mutually unintelligible languages spreading all over the country, including the Southern Region. Mother-tongue Arabic speakers make up the most economically affluent, socially prestigious and culturally dominant ethnic group in the country, and thus, Arabic derives its prestige. It is the dominant language in all other official and semi-official domains, including mass media, politics, administration, and the army. After the Arabicization of higher education in 1967, Arabic became the official medium of instruction at all educational levels. Other languages with large number of speakers include Beja in Eastern Sudan; Fur and Masalit in Darfur in Western Sudan; Koalib and Nyimang in the Nuba Mountains in Kordofan and Fellata or Fulani in different areas in Western, Central and Eastern Sudan.

To conclude, it is worth mentioning that the previous part has set the sociolinguistic and theoretical context for a study of language attitudes and code-switching behavior in Sudanese classroom in addition to the historical background which has discussed the development of English language in Sudan besides language planning and linguistic diversity.

2.2 Previous studies

This section, which is about previous studies, is going to focus and discuss the methods and techniques used by other researchers who worked in the same field under concern. It will also provide information concerning the uses of instrumentation, sampling, and data analysis. There are many studies on code switching in particular and on English language teaching and learning in general that have inspired this study. Although the studies differ from each other in terms of their main aims, they serve as a backdrop for this Arabic-English code-switching study. For many years, researchers have investigated the types, functions and reasons of code switching among bilingual speakers around the world. Research on code switching has identified different functions of code switching in different contexts. The following twenty-two previous studies can be classified into: (A) eight local studies, (B) four regional studies and (C) ten international ones.

(A) Local Previous Studies

First Study

This study was carried out in (2005) by Mansour Mohammed Galalaldin. The researcher investigated*. "Problems Facing EFL Teachers in ELT in Singa Area". It* was M.A. The study was carried out at *Nile Valley University, College of Postgraduate.* The researcher examined English language teaching problems in Singa area of Sinnar State. The researcher found out that the shortage of teachers, lack of fundamental and non-specialized teachers are the reasons that responsible for this case. The researcher recommended that the educational authorities have to increase the number of English language teachers and to provide them with visual aids to improve learning process and to update their abilities. This previous study is similar to the present study in a number of aspects both studies have used teachers and students as sample. Also, the present study is

similar to this previous study in that the sample of this previous study is both students and teachers of English language at secondary school level and the sample of the present study is both teachers and students at secondary level. However, this previous study differs from the present study in that the previous study discusses the problems encountered by EFL teachers in teaching English in general, meanwhile the present study discusses specifically the usage of code-switching in teaching English.

Second Study

This study was carried out in (2006) by Basher Alfadil Ahmed**.** The researcher investigated: *"Causes of Declining of English Language Communication at Basic Schools in Northern Kordofan State"*. It was M**.**A. The study was carried out at University of Gezira, Faculty of Education-Hantoub. The study aims at investigating the causes of declining of English language teaching communication in Northern Kordofan at basic schools. The researcher stated the problems attributed to un-trained teachers and the nature courses. The researcher used questionnaire to collect data. The researcher suggested that the ministry of education can start in-service training courses for teachers who have not yet received the basic training. This previous study is like the present study in a number of aspects both studies have used the descriptive method. However, the present study differs from this previous study in that the sample of this previous study is students at basic level while the sample of the present study is students and EFL teachers at secondary level.

Third Study

This study was carried out in (2006) by Omer Adam Hassan. The researcher investigated: *"Difficulties Facing Bedwait Pupils Learning English Languages as the Third Language"*. It was MA. The study was carried out at University of Gezira, Faculty of Education-Hasahisa. The study aims at investigating difficulties face Bedwait pupils who learn

English language as the third language as perceived by the teachers. The researcher used questionnaire to collect data. The researcher recommended that the ministry of education should make intensive training for the teachers on the strategies for teaching English language as a third language in the Sudan (Area of Bedwait). This study is similar to the present study in a number of aspects both studies have used the descriptive method and both studies discussed the issues of multilingual classroom. However, the present study differs from this previous study in that the present has used two questionnaires: one for the teachers and another for students for collecting the required data while this previous study has used only a questionnaire to collect data.

Fourth Study

This study was carried out in (2008) by Ayman Ofash Mohammed Adam. The researcher investigated: *"The Problems of Teaching English language (Beja region Sinkat locality as the case of the study"*. It was MA. The researcher used a questionnaire to collect data. The sample was composed of 48 male teachers and 33 female teachers from the total number *eighty*. This study is similar to the present study in a number of aspects both studies have used the descriptive method. However, the present study differs from this previous study in that the present has used two questionnaires: one for the teachers and another for students for collecting the required data while this previous study has used a questionnaire to collect data.

Fifth Study

This study was carried out in (2010) by Lula Oman. The researcher investigated: *"The Students' Strategies in Overcoming Speaking Problems in Speaking Class"*. The population of her study was the first semester students at University of Gezira. The results of her study suggested that in

speaking class, the students faced some speaking problems including inhibition, nothing to say, low or uneven participation and mother tongue use. The findings of the study also revealed that the students' speaking performance was not good because they did not master the three elements of speaking namely vocabulary, grammar, and pronunciation. This study is similar to the present study in a number of aspects such as both studies have used the students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for the teachers and another for students for collecting the required data, whereas the previous study used only a questionnaire.

Sixth Study

This study was carried out in (2011) by Albasher Abdalla Albasher. It was entitled "*Views of Teachers on Problems of English Language Teachers in Secondary School Level*". It was MA. This study was carried out at Khartoum University, Faculty of Education. The researcher used questionnaire for collecting data. The researcher recommended that the English language teachers should use communicative method and the teachers should use various techniques to improve their abilities of teaching. One of the main findings of this study is that the school's environments are not motivating in target area. The researcher recommended that the teachers should use modern techniques to improve their abilities in teaching process. This study is similar to the present study in a number of aspects both studies have used the descriptive method. However, the present study differs from this previous study in that the present has used two questionnaires: one for the teachers and another for students for collecting the required data while this previous study has used only a questionnaire to collect data.

Seventh Study

This study was carried out in (2012) by Mohammed Omer. The researcher investigated: *"The Factors Increasing the Development of Learners' Speaking Skill in Diverse Classroom"*. The study was carried out at An-Najah National University. The results represented that the use of appropriate activities for speaking skill can be a good strategy to decrease speakers' anxiety. The results also revealed that the freedom of topic choice urged the participants to feel comfortable, persuaded to speak English, and increased the speaking confidence among EFL learners. This study is similar to the present study in a number of aspects such as both studies adopted the analytical descriptive approach. Also, the present study is concerned with the secondary level's students and this previous study was concerned with the secondary level's students too. The present study differs from this study in that the number of the sample. In this regard, the study has used two questionnaires: one for the teachers and another for students as tools for data collection, while the previous study used on a questionnaire and an observation checklist.

Eighth Study

This study was carried out in (2017) by Abubaker, S. The researcher investigated the *"Effect of the Communicative Task-based Instruction (CTBI) on Developing Students' Oral Communication Skills among the Sudanese University EFL Students at the first year"*, College of Languages, Sudan University for Science and Technology. The researcher used three tools for collecting data and applied descriptive and analytical methods of qualitative and quantitative information. The researcher conducted a questionnaire which was administered to the teachers, pre-test and post-test which was administered to students, and observation checklist which was

administered to both teachers and students. The teachers' sample size was (33) teachers who were selected randomly from Sudan university teaching staff, while the students' sample size was (30) students who were reselected randomly from students of the first year, College of Languages, Sudan University for Science and Technology. The results of this study revealed that using communicative task-based instruction came out with good quality learning outcomes and highly developed students' oral communication skills because it includes different tasks, techniques, and activities. This study is similar to the present study in a number of aspects such as both studies have used the students as the subjects of the studies. Besides, both studies ended with some recommendations and suggestions for further studies. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for the teachers and another for students, whereas the previous study used only a questionnaire, a test, and an observation checklist.

(B) Regional Previous Studies

Ninth Study

This study was carried out in the academic 2014/2015 by Ms. Ilham Madbuli. The researcher investigated; *"The Effectiveness of using Language games in Teaching Vocabulary".* The study was carried out at University of Alexandria". The researcher examined the effectiveness of using language games on improving students' vocabulary knowledge. She came up with a result that games are an effective technique in improving EFL middle school students' vocabulary knowledge. They proved to have learned nearly all the unfamiliar words they have seen in the first session. She attributed this to these methods and techniques which used in teaching vocabulary. This study is similar to the present

one in a number of aspects such as both studies deal with techniques and approaches as an effective method in teaching and learning the different skills of English language besides help in acquiring the knowledge related. Moreover, this study is different from the present one in tools of data collection, the researcher in the present study used two questionnaires: one for the teachers and another for students while in the previous study the researcher used an interview for collecting the data.

Tenth Study

This study was carried out in (2015) by Sarah Abufatima. The researcher investigated: *"The Effectiveness of Using Debates in Developing Speaking Skills among English Majors at the University of Palestine"*. To achieve the aim of the study, the researcher adopted the quasi-experimental approach. The sample of the study consisted of (20) English major students (one group) from the University of Palestine in Gaza. The researcher used real-life situations to measure the students' ability to speak. The test consisted of two questions for (10) minutes and was used as a pre -and post-test. The results of the pre and post speaking skills tests were statistically analyzed. The findings indicated that there are statistically significant differences between the pre and post-tests due to Pronunciation, Grammar, and Vocabulary skills after the use of debates as a strategy for teaching speaking skills. This study recommended teaching English speaking through debates. The researcher recommended the adaptation of using debates regarding other English teaching skills such as reading, writing and listening. This study is similar to the present study in a number of aspects such as both studies have used the students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for the teachers

and another for students, whereas the previous study used only a pre and post-test.

Eleventh Study

This study was carried out in (2015) by Benter, O. The researcher sought to find out: *"The Classroom Activities Used by Teachers to Promote Learners' Active Participation in Speaking Skills Lessons in Eight Secondary Schools in Eldoret Municipality in Kenya".* The study was based on Krashen's (1985), Monitor Model specifically the input and the affective filter hypothesis which emphasize that learners acquire target language when they are motivated and involved actively in the learning process. The study adopted mixed methods design and simple random sampling to select schools, students and English language teachers from National, Provincial and District schools. In certain cases, a purposive sampling technique was also used. Data on classroom activities used to teach speaking skills were collected using Questionnaires administered to teachers and students, direct observation during speaking skills lessons in Form three classrooms. The data collected were analyzed using descriptive statistics. The study found out that: there was variation in the use of classroom activities, for example, a discussion was the most used classroom activity while the oral drill was the least used, during classroom discussions, students code switched to Kiswahili or Sheng due to low oral skills and teachers did not integrate various classroom activities in one lesson thus denied learners chances of using authentic language in context.

The study recommends that: 1) students should be given chances to practice using the authentic English language in context; 2) teachers should integrate various activities in a lesson to meet learners' needs and 3) Curriculum to acknowledge learners' cultural backgrounds to enhance their

learning outcomes. This study is useful to language educators and teachers of the English language. This study is similar to the present study in a number of aspects such as both studies have used an analytical descriptive approach. The present study differs from this study in the number, size and the level of the sample: the present study has been carried out among a secondary level's students, whereas the previous study was carried out among a basic level's students. Furthermore, the present study has employed two questionnaires: one for the teachers and another for students as tools for data collection, while the previous study employed a questionnaire and a direct observation.

Twelfth Study

The study of Ahmed, M. (2016) aimed at exploring: *"The Speaking Difficulties Encountered by English Language Students at Al Quds Open University".* The researcher used the experimental method to measure the speaking difficulties encountered by English language students at Al Quds Open University. An interview was used to collect data. Such an interview was applied for each student to investigate speaking difficulties and the causes of such difficulties. The results indicated that there are some difficulties in the speaking of the students due to some reasons such as fear of mistake, shyness, anxiety and lack of confidence. The study recommended that it is important to support and encourage the students to speak English. This study is similar to the present study in a number of aspects such as both studies have used the students as the subjects of the studies. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for the teachers and another for students, whereas the previous study used only an interview.

(C) International Previous Studies

Thirteenth Study

This study was carried out in (2004) by Awasthi. The researcher investigated: *"Exploring Monolingual School Practices in Multilingual Nepal"*. It is a PhD study. The study was carried out at Danish University of Education Copenhagen, Denmark. The researcher examined the language policies and practices in terms of 'who does what, in what ways and why?' in relation to the education of non-Nepali speaking (NNS) children at the primary level of schooling, and how the national school system as a collective entity involving various actors to non-Nepali speaking children's learning needs in primary schools.

He came up with a result that the existing Nepali-only [or English-only] MOI practices in schools have contributed to creating linguistic hierarchies, leading to tension in schools and causing a deep cleavage in society. Based on the empirical evidence the author draws the conclusion that the language hierarchy among students in the class is parallel to the power hierarchy among the teachers inside and outside the school. The Nepali-only [or English-only] medium of instruction in schools seems to have perpetuated inequalities by creating 'failed' and 'pass' categories of students, causing serious problems to the 'failed' students for their school life and for the life 'after school'. Also, because of monolinguistically-oriented practices in the school system, Nepal's linguistic diversity seems to be at risk. Based on the empirical evidence the author suggested that "students' mother tongue shall be the medium of instruction at the primary level of education." Likewise, the indigenous ethnic groups should be considered indigenous peoples, so that they can be granted more rights. He also argued that there is a need for children's mother tongues as the media of instruction from early childhood development (ECD) stage to minimally class three. This study is similar to

the present study in a number of aspects such as both studies applied in schools. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other for students and, whereas the previous study used a questionnaire and a test.

Fourteenth Study

This study was carried out in (2007) by Abdelhay. The researcher investigated: *"The Politics of Language Planning in the Sudan: The Case of The Naivasha Language Policy"*. It is a PhD thesis. The study was carried out at University of Edinburgh, Department of Linguistics and English Language.

The study has four main objectives. The first objective is to historicize the Naivasha Language Policy. The second objective is to examine the language rights regime embodied in the Naivasha Language Policy. The third objective of the study is a comparative analysis between the proposed structural political system and the discourse of the Naivasha Language Policy. The fourth objective is to explore the relationship between the allocation of political power in the peace protocols and the language policy, and to investigate the ways in which power relations may influence the realization of the language policy. The analysis shows that the proposed configuration of power relations would mainly affect the language situation in the south of Sudan. The thesis concludes with an assessment of the current status of the institutional implementation of the language policy text. This study is similar to the present study in a number of aspects such as both studies have considered and discussed the linguistic diversity. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other

for students and, whereas the previous study used a questionnaire and an interview.

Fifteenth Study

This study was carried out in (2009) by Gulzar. The researcher investigated: *"Classroom Discourse in Bilingual Context: Effects of Code switching on Language Learning in Pakistani TEFL Classroom"*. It is a PhD. The study was carried out at the National University of Modern Languages, Islamabad. The researcher examined the functions of code-switching in the bilingual classroom discourse with special reference to the Diploma TEFL classroom at AIOU. The main purposes of the study were: (i) to identify the indigenous reasons for code-switching by observing how and why teachers code-switched and what specific pedagogical functions code-switching served in the Diploma TEFL classrooms,(ii) to describe and interpret the role of communicative competence in bilingual classroom discourse,(iii) to find out how teachers and students can accomplish objectives in the TEFL classrooms by using code-switching,(iv) to investigate the role of L1 as a bilingual aid in the TEFL classrooms.

The results of the study are: the representative examples of the Diploma TEFL classroom show that code switching is a common, an inevitable and unavoidable phenomenon in the Diploma TEFL classrooms due to the requirement of the mixed ability classrooms. The analysis of qualitative and quantitative data emphasizes the need of limited use of code-switching and L1 in the classroom and stresses on determining the percentage for their use. The analysis of qualitative and quantitative data emphasizes the need of limited use of code-switching and L1 in the classroom and stresses on determining the percentage for their use. All the teachers used different categories of code-switching to perform different functions in the classroom. The findings of all the observed sessions demonstrated that even

experienced teachers were not sure about the use of CS and L1. It also supports the idea that code-switching can be used as an extra-source at the time of dire need but should not be applied as a technique or strategy in the classroom. This study is similar to the present study in a number of aspects such as both studies applied in schools. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other for students and, whereas the previous study used a questionnaire and a test.

Sixteenth Study

This study was carried out in (2010) by Uys. The researcher investigated: *"The functions of Teachers' code switching in Multilingual and Multicultural high school classrooms in the Siyanda District of the Northern Cape Province"*. The study was submitted for MA in Intercultural Communication. The study was carried out at Stellenbosch University. This study focuses on code switching by teachers in multilingual and multicultural high school classrooms in the Northern Cape Province - South Africa. The aims of this study were to establish whether teachers in the classrooms concerned do code switch and, if so, what the functions thereof are. It was found that the teachers used code switching mainly for academic purposes (such as explaining and clarifying subject content) but also frequently for social reasons (maintaining social relationships with learners and for being humorous) as well as for classroom management purposes (such as reprimanding learners). The teachers in this data set never used code switching solely for the purpose of asserting identity. The study further indicated that code switching by the teachers was mainly an unmarked choice itself, although at times the sequential switch was triggered by a change in addressee. In very few instances was the code switching a marked choice; when it was, the

message was the medium, code switching functioned as a means of increasing the social distance between the teacher and the learners or of demonstrating affection. One of the recommendations of the study is, therefore; that particular modes of code switching should be encouraged in the classrooms, especially where the medium of instruction is the home language of very few of the learners in that school. This study is similar to the present study in a number of aspects such as both studies applied in schools. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other for students and, whereas the previous study used a questionnaire and a test.

Seventeenth Study

This study was carried out in (2010) by Redinger. The researcher investigated: "*Language Attitudes and Code-switching Behavior in a Multilingual Educational Context: The Case of Luxembourg*". It was submitted for the degree of PhD. The study was carried out at the University of York, Department of Language and Linguistic Science. The study is a sociolinguistic investigation of language attitudes and code-switching behavior in Luxembourg's multilingual education system. Through a large-scale questionnaire study of language attitudes and an ethnographic study of attitudes and multilingual classroom behavior, the study aims to examine the role of socio-psychological, socio-political and socio pragmatic factors in the production of language. A link between language attitudes and language behavior is statistically established in both the large-scale questionnaire study and the ethnographic investigation of classroom code-switching. However, attitudes emerge as only one of many factors that influence language choice in multilingual contexts. The pragmatic analysis of code-switching reveals that language choice inside

the classroom is heavily influenced by the context in which it appears as students and teachers code-switch in order to achieve various context-bound goals such as clarifying curriculum content and/or managing classroom discourse and interpersonal relationships. Further analyses suggest that Luxembourg's current language in education policies have largely negative impacts on educational attainment among secondary school students. Various options for future policy reform in Luxembourg are discussed in order to demonstrate how findings from applied sociolinguistic research can be directly applied to policy development. This study is similar to the present study in a number of aspects such as both studies have considered and discussed the linguistic diversity. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other for students and, whereas the previous study used a questionnaire and an interview.

Eighteenth Study

This study was carried out in (2012) by Al- Sharaeai. The researcher investigated: *"Students' Perspectives on the Use of L1 in English Classrooms"*. It was a MA. The study was carried out at Iowa State University. The researcher examined the reasons and perspectives students have about the use of their first language in English classrooms. It analyzes their opinions on different issues connected to first language use. The analysis for the paper was conducted on data from an online survey and follow-up interviews based on 51 total participants. The results showed that students used their first language for a variety of reasons. The amount of first language used also differed. The results also showed that patterns emerged when considering the participants' language backgrounds, age, and the English language proficiency level. The results of this study will

help teachers and students understand the reasons students have for using their first language in English classrooms. By knowing these reasons, students may be able to eliminate them and eventually improve the English language learning process. Teachers can also use the results to modify their classroom management to reduce the amount and frequency for first language use. This study is similar to the present study in a number of aspects such as both studies have considered and discussed the code switching and linguistic diversity. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other for students and, whereas the previous study used an online survey and an interview.

Nineteenth Study

This study was carried out in (2013) by Lugoloobi-Nalunga. The researcher investigated: *"Teaching and learning English in a multilingual classroom: A study of code-switching in an EFL/ESL teaching/learning situation"*. The study aims at finding out if code-switching is an advantage or a problem in a multilingual classroom. The main goal of the study was to find out what impact code-switching into mother tongue has on L2 development and what learning/teaching situations induce the act of code-switching. The results of the study showed that code-switching is a natural phenomenon in L2 development, and that code-switching has a positive effect on L2 development as it fulfills a significant number of functions in the classroom, including vocabulary and concept development, need for clarification and emphasis, provides a learning strategy for L2 acquisition, and generally helps students maintain and develop their L2. This study is similar to the present study in a number of aspects such as both studies applied in schools. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for

teachers and the other for students and, whereas the previous study used a questionnaire and a test.

Twentieth Study

This study was carried in (2015) by Shivaprasad. The researcher investigated: *"The Optimal Grammar of Code-Switching between Kannada and English."* It was a MA in Linguistics. The study was carried at University of Illinois. This study argued that code-switching between Kannada and English follows the five socio-cognitive constraints: faith, power, solidarity, face and perspective provided in Bhatt and Bolonyai (2011). Informal semi-structured interviews were conducted among Kannada speaking young adults in urban and semi-urban Karnataka. The results show that they code-switch between Kannada and English at intra-sentential and inter-sentential levels to reflect their traditional-modern and local-global identity. Although the extent of code-switching is quite high, making the code-switched variety the unmarked variety in conversations among the members of this group, the placement and the content of the switches show that the five principles still control the grammar of these bilinguals. The interaction of these principles gives rise to a ranking amongst them which accounts for the uniqueness of the grammar of code-switching between Kannada and English of this speech community. This study is similar to the present study in a number of aspects such as both studies have considered and discussed the code switching and linguistic diversity. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other for students and, whereas the previous study used semi-structured interviews.

Twenty-first Study

This study was carried out in (2015) by Cabral. The researcher investigated: *"Multilingual Talk, Classroom Textbook and Language Values: A Linguistic Ethnographic study in Timor-Leste"*. A thesis was submitted to the University of Birmingham for PhD degree. This thesis presents a multi-layered study of multilingual classroom discourse, with two teachers, in a primary school in Timor-Leste. The wider context for the study was a major shift in language-in-education policy – to the use of Portuguese and Tetum as media of instruction – on the independence of Timor-Leste in 2002. The researcher used linguistic ethnography to investigate the ways in which teachers are navigating the policy shift and to analyze the links between multilingual classroom interaction and wider policy processes and language ideologies. Fieldwork for the study was conducted in 2012. It included classroom observation, note-taking, audio/video-recording of classroom interaction, interviews with teachers and with policymakers. The data analysis presented in the study centers on talk around Portuguese textbooks, in Tetum and Portuguese. The findings of the study were as follows: (1) teacher-pupil relationships were discursively co-constructed as strict and asymmetrical; (2) code-switching practices evoked beliefs associated with hegemonic ideologies about bilingual education; and (3) teachers mediated textbooks language and content by building bridges between textual knowledge and local knowledge. This study is similar to the present study in a number of aspects such as both studies have considered and discussed the code switching and linguistic diversity. The present study differs from this study in the tools for collecting data: the present study has used two questionnaires: one for teachers and the other for students and, whereas the previous study used

classroom observation, note-taking, audio/video-recording of classroom interaction, and interviews with teachers and with policymakers.

Twenty-second Study

This study was conducted in (2016) by Al-Horani. The researcher investigated: *"The Use of Code switching by Bilingual Jordanian Speakers in their Daily Oral Interactions during Formal and Informal Communicative Events, from a Sociolinguistic Perspective"*. It was a PhD. The study was carried out at the University of Saints Islam Malaysia. The study attempted to achieve the following objectives: (1) to identify the contexts in which Arabic-English code switching occurs, including the communicative events in which Arabic-English code switching occurs, (2) to describe and investigate the functions of Arabic-English code switching among the bilingual Jordanian speakers in Selangor, Malaysia from a sociolinguistic perspective, (3) to investigate the code-switching patterns and (4) to investigate whether the communicative events and the patterns of code switching influence each other. Based on the analysis, it was found that the phenomenon of code switching occurs in both formal and informal communicative events. In a functional sense, Jordanian speakers switched from English to Arabic and vice-versa for various communicative purposes such as to bridge lexical gaps, quote someone, demonstrate their ability, explain a point, and to exclude someone from a conversation. The findings also revealed that the communicative events and the inter-sentential and intra-sentential patterns of code switching did not influence each other. This study is similar to the present study in a number of aspects such as both studies have considered and discussed the code switching and linguistic diversity. The present study differs from this study in the tools for collecting data: the present study has

used two questionnaires: one for teachers and the other for students and, whereas the previous study used interviews.

After discussing the review of the literature, summary of the whole discussion is presented in the following section.

2.3 Summary

Chapter Two is about the literature review. It is the framework of the study. It is confined to the discussion of the theoretical part and empirical (practical) part. The empirical part is concerned with the previous studies with respect to the topic of research. The first theoretical part is composed of three fundamental concepts which are:

1. Concept of Code-switching
2. Concept of Communicative Language Teaching
3. Concept of Linguistic Diversity and Multilingual Classroom

As far as the practical part is concerned, it involves twenty two previous studies which are classified into: (8) local studies, (4) regional studies and (10) international studies.

In the following chapter the methodology of the study will be covered.

CHAPTER THREE

METHODOLOGY OF THE STUDY

Chapter Three

Methodology of The Study

3.0 Introduction

This chapter is concerned with the methodology adopted to conduct the study. It describes the sample involved in the study, tools of data collection and data analysis. Both quantitative and qualitative tools have been employed.

3.1 Study Design

It is a cross- sectional study design where an experimental descriptive approach has been adopted. The researcher has selected a random sample to represent the study population.

3.2 Sampling

The sample of the study consists of two categories: the first one involves thirty (females and males) teachers of English language at secondary level in Kassala, Nyala and Abrie who have responded to the questionnaire and the second one involves students at the secondary level in the same areas who have responded to another questionnaire. A random sample of sixty students has been selected.

As far as the teacher's sample is concerned, it is obvious that the factors of gender, experience, and qualification have a considerable presence in this study under investigation as shown in the following part.

(i)Gender (sex)

Table (3-1): The frequency and percentage distribution for the respondents according to the gender

Sex	Frequency	Percentage
Male	20	66.7%
Female	10	33.3%
Total	30	100%
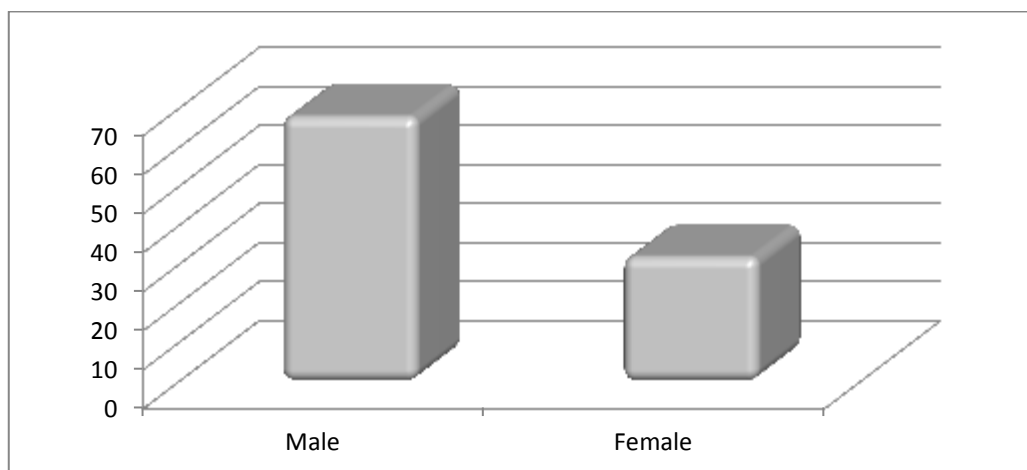
Figure (3-1) The distribution for the respondents according to the gender

From the table and figure (3-1), it is obvious that the percentage of male at the study sample is 66.7% while female percentage is 33.3%

(ii)Teaching experience

Table (3-2): The frequency and percentage distribution for the respondents according to the years of experience

Years of experience	Frequency	Percentage
From 1 to 5	9	30%
From 6 to 10	13	43.33%
More than 10	8	26.67%
Total	30	100%
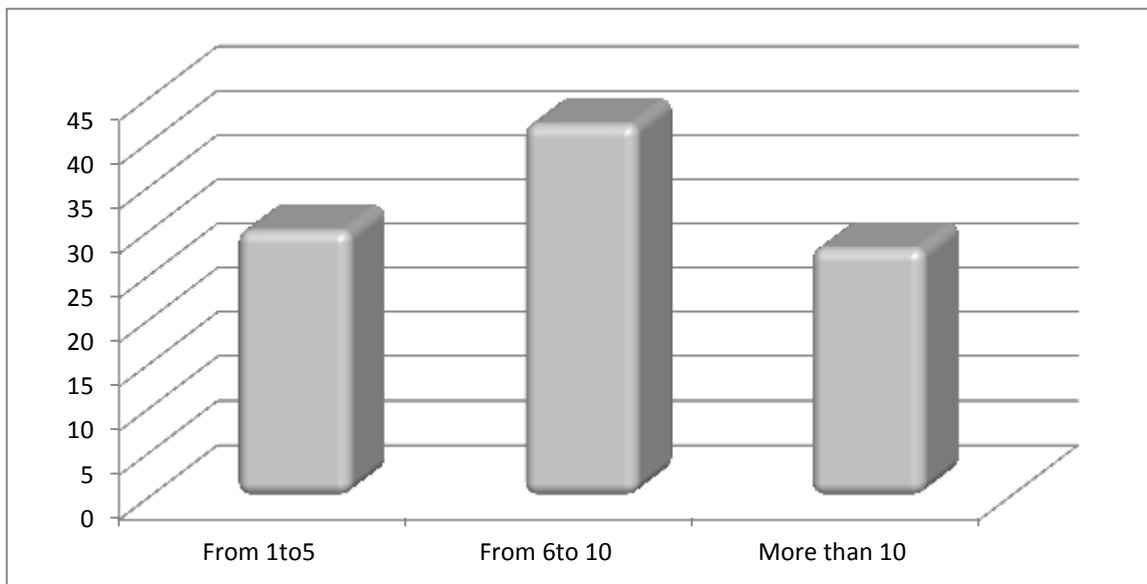
Figure (3-2) The distribution for the respondents according to the years of experience.

It is clear from the above table and figure there is 30% of the study sample have experience (from 1 to 5 years) and 43.33% (from 6 to 10) and 26.67% have more than 10 years.

(iii)Qualifications

Table (3-3): The frequency and percentage distribution for the respondents according to their Academic qualifications

Academic qualification	Frequency	Percentage
BA	3	10%
MA	25	83.33%
PhD	2	6,67%
Total	30	100%
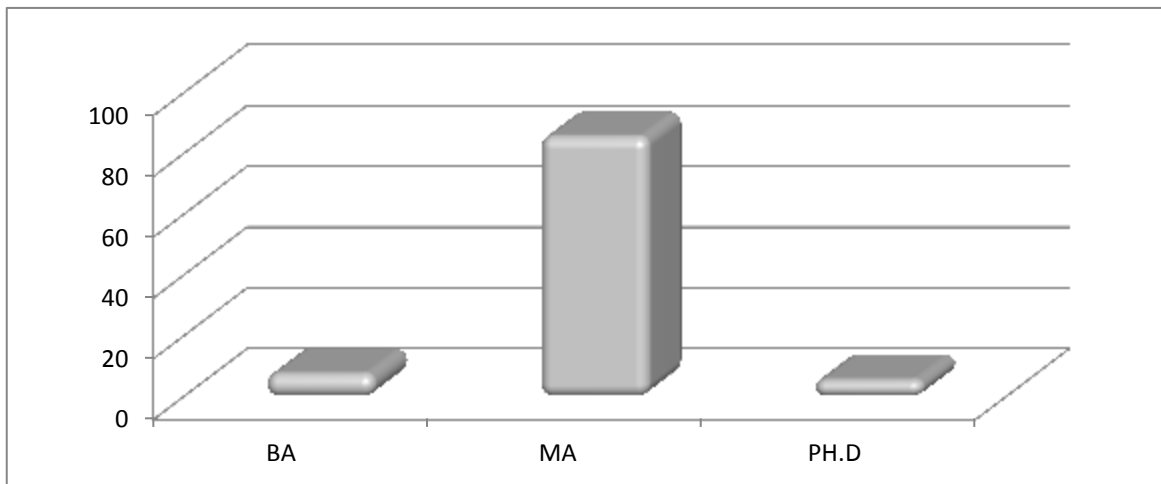
Figure (3-3) The distribution for the respondents according to the academic qualifications

From the table and the figure, it is clear that most respondents have MA as qualification with percentage 83.33%.

As far as the students' sample is concerned, it is obvious that the factors of gender, age, level, and town have also a considerable presence in this study under investigation.

(i)Gender:

Table No. (3.4) the sample distribution according to gender variable:

Type	Frequency	Percent
Male	38	63.3%
Female	22	36.7%
Total	60	100%

As seen from the table (3.4), the study frequencies are (38) for the male participants and (22) for the female participants, which means that the male participants composed 63.3% while the female participants composed 36.7%.

(ii)Age

Table No. (3.5) the sample distribution according to age variable:

Type	Frequency	Percent
10-15	22	36.6%
16-20	33	55%
21 and above	5	8.4%
Total	60	100%

In the table (3.5), the study frequencies are (22) for the 10–15-year-old participants with 36.6%; (33) for the 16-20 years old participants, which means that the 16-20 years old participants composed 55% of the study sample while the 21–and-above-year-old participants composed 8.4% with 5 participants.

(iii)Level

Table No. (3.6) the sample distribution according to level variable:

Students' level	Frequency	Percentage
High	25	41.67%
Medium	25	41.67%
Low	10	16.66%
Total	**60**	100%

It is apparent that from the table (3.6), the study frequencies are (25) participants make 41.67% of the sample with high level; (25) participants make 41.67% of the study sample with medium level while the (10) participants make 16.66% of the study's sample with low level.

(iv)Town

Table No. (3.7) The sample distribution according to town variable:

Type	Frequency	Percent
Kassala	15	%25
Abrie	20	%33.33
Nyala	25	%41.67
Total	60	100%

It is clear that from the table (3.7), the study frequencies are (15) participants with 25% from Kassala; (20) participants with 33.33% of the study sample from Abrie while the (25) participants with 41.67% of the study from Nyala.

3.3 Tools for Collecting Data

A questionnaire for EFL teachers has been adopted as a tool for collecting the required data of the study. The practical reason for adopting such a tool is that the study subjects are able to deal with it. Likewise, a questionnaire for EFL students at secondary schools have been adopted as a tool for collecting the required data of the study because of its practicality and suitability for the respondents. Therefore, both quantitative and qualitative tools were employed in the study.

3.3.1 Contents of the Questionnaire for EFL teachers

The first instrument (appendix (1)) for the collecting of the related data is the questionnaire for teachers. So, the questionnaire has been distributed to the teachers of English language at Kassala, Nyala, and Abrie. The questionnaire includes a covering page to introduce the title of the research to the participants and to identify the researcher. The questionnaire has been designed to serve as a tool for gathering data about utilizing code switching in teaching English in multilingual classrooms. The questionnaire contains (22) statements each of which is accompanied by the options (*strongly agree, agree, neutral, disagree and strongly disagree).* The statements of the questionnaire are built based on the hypotheses stated earlier in chapter one. It has been shown to experts in the field for the purpose of judgment and revision.

3.3.2 Contents of the Questionnaire for Students

The tool (appendix (2)) which is another questionnaire, is used to collect the required data of the study from EFL students at secondary level. So, the questionnaire has been distributed to the students at schools in Kassala, Nyala and Abrie. The questionnaire includes a covering page to introduce the title of the research to the participants

and to identify the researcher. The questionnaire has been designed to serve as a tool for gathering data about utilizing code switching in teaching English in multilingual classrooms. The questionnaire contains (13) statements each of which is accompanied by the options (*strongly agree, agree, neutral, disagree and strongly disagree*). The statements of the questionnaire are built based on the hypotheses stated earlier in chapter one. It has been shown to experts in the field for the purpose of judgment and revision.

3.4 Procedures of Data Collection

Since the time allowed is limited, the researcher has decided to use two questionnaires: one for teachers and the other one for students, as this instrument allows for a quick and easy way to get vast amounts of data. One of the researcher's objectives is to identify reasons for usage and possibilities of code-switching in a multilingual classroom; and a questionnaire is a good tool to solicit that kind of information directly from the teachers and learners.

The student's questionnaire is translated into Arabic language in order to make the students understand the statements clearly. The teacher's questionnaire is divided into three sections: The first section covers general information about the respondents. The second section covers the medium of instruction and classroom practice. While the third section, which is consisted of 23 statements, covers the communicative functions of code switching and the reasons for using code switching; and it is divided into six distinct parts, in addition to two open questions. It has been distributed to as many as 30 teachers. The student's questionnaire is divided into three sections. It is composed of 20 statements that cover general information about the students besides

investigating their point of view towards the use of code switch in English language classroom.

Table (3.8) Summary of the Teachers' Questionnaire

Variable measured	Measured by statement
Ease of use of CS	1, 2, 3, 4
Usefulness of CS	5, 6, 7, 8
Behavioral intention	9, 10, 11, 12
Subjective norms of CS	13, 14, 15, 16, 17
Attitude towards CS	18, 19, 20, 21, 22
Reasons that lead to the use of CS	23

3.5 Validity of the Instruments

In general, the term validity means the degree to which a test measures what it supposes to measure. Validity has different forms. The following are two of them:

The Face Validity: it refers to the test's surface credibility, public acceptability and/or the appearance of real life.

The Content Validity: it refers to the representative or sampling adequacy of the content, the matter, or the topic of a measuring instrument as it is defined by Alderson (1995:45). Therefore, in order to ensure the face and content validity of the research instruments, both the test and questionnaire were shown firstly to the supervisor of the study and to 5 experts with PhD degree in the field.

3.6 Reliability of the Research Instruments

The research instruments are called reliable and valid if they are consistent and stable to measure what is intended to be measured. Therefore, to prove the reliability and validity of the research instruments, the questionnaire has been shown first to the supervisor of the study and to some experts in the field who all agreed that the questionnaire is going on the track of the study.

3.7 Statistical Reliability and Validity

Reliability refers to 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 is applied on a number of individuals and the marks of everyone are counted; then the same test applied another time on the same group and the same marks are obtained; then this test is described 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 of the questionnaire:

The "split half method" has been followed. The questions have to be divided into odd and even numbers. As co-efficient of reliability can be made for the two separate units using:

$$ r \ = 1 \ - \ \frac{6\sum DxD}{N(NxN-1)} $$

Where N = number of testes

D = rank difference

r = co-efficient of reliability

X	Y	DxD
1	2	1x1=1
3	4	1x1=1
5	6	1x1=1
7	8	1x1=1
9	10	1x1=1
11	12	1x1= 1
13	14	1x1=1
15	16	1x1=1
17	18	1x1=1
19	20	1x1=1
21	22	1x1=1
		11x11=121

r $= 1 - \frac{6\sum DxD}{N(NxN-1)}$ 80

r $= 1 - \frac{6x121}{30(30x30-1)}$

r $= 1 - \frac{726}{26970}$

r $= \textbf{0.97}$

The Spearman formula is used to make co-efficient of reliability for the whole unit:

R $= \frac{2xco\text{-efficient of reliability of the first half}}{1^{+}co\text{-efficient of reliability of the second half}}$

R $= \frac{2x0.97}{1^{+}0.97}$

R $= \underline{\textbf{0.9}}$

The result obtained is **0.9** which means that the questionnaire is reliable and consistent.

On the other hand, validity 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.

In this study the validity calculated by using the following equation: Alpha-Cronbach coefficient.

$$\text{Validity} = \sqrt{\text{Re liability}}$$

$V = \sqrt{R}$

Where V = the validity

R = the reliability

$V = \sqrt{0.9} = \underline{\textbf{0.95}}$

The result obtained is = **0.95** , So, the questionnaire is valid.

Also, Moment of Correlation (Person R) or Equivalent Form Method is used for calculating the reliability and validity of the questionnaire.

X	Y	XY	XxX	YxY
1	2	2	1	4
3	4	12	9	16
5	6	30	25	36
7	8	56	49	64

9	10	90	81	100
11	12	132	121	144
13	14	182	169	164
15	16	240	225	256
17	18	306	289	324
19	20	380	361	400
21	22	462	441	484
121	**132**	**1892**	**1771**	**1992**

$$r = \frac{N(\sum XY) - \sum(X)(\sum Y)}{\sqrt{[N(\sum XxX) - (\sum X).(\sum X)][N(YxY)-(\sum Y).(\sum Y)]}} \quad\quad 80$$

Where r = Co-efficient of reliability

R = Reliability of the questionnaire

N = Number of the respondents

X = Odd numbers of the questions

Y = Even numbers of the questions

$\sum$ = Sum

V = Validity

$$r = \frac{30 \times 1892 - 121 \times 132}{\sqrt{[30(1771) - (121).(121)][30(17424)-(132).(132)]}}$$

r = **0.97**

$$R = \frac{2_+0.97}{1_+0.97}$$

R = **0.9**

V = √R = √0.9 = **0.95**

Thus, the first questionnaire is valid and reliable.

Here also are the same methods used for calculating the reliability and the validity of the second questionnaire:

The "split half method" has been followed. The questions have to be divided into odd and even numbers. As co-efficient of reliability can be made for the two separate units using:

$$r \ = 1 \ - \ \frac{6\sum DxD}{N(NxN-1)} \qquad \text{Where N = number of testes}$$
$$D = \text{rank difference}$$
$$r = \text{co-efficient of reliability}$$

X	Y	DxD
1	2	1x1=1
3	4	1x1=1
5	6	1x1=1
7	8	1x1=1
9	10	1x1=1
11	12	1x1= 1
13	14	1x1=1
		7x7=49

$$r \ = 1 \ - \ \frac{6\sum DxD}{N(NxN-1)}$$

$$r \ = 1 \ - \ \frac{6x49}{60(60x60-1)}$$

$$r \ = 1 \ - \ \frac{294}{3540}$$

$$r \ = \textbf{0.92}$$

The Spearman formula is used to make co-efficient of reliability for the whole unit:

R = 2xco-efficient of reliability of the first half

     1⁺co-efficient of reliability of the second half

R = 2x0.92

    1⁺0.92

R = **0.9**

The result obtained is **0.9** which means that the questionnaire is reliable and consistent.

V = √Reliability

V = √R

 Where V = the validity

R = the reliability

V = √0.9 = **0.95**

On the basis of this result, the questionnaire is valid.

     Also, Moment of Correlation (Person R) or Equivalent Form Method is used for calculating the reliability and validity of the test.

X	Y	XY	XxX	YxY
1	2	2	1	4
3	4	12	9	16
5	6	30	25	36
7	8	56	49	64
9	10	90	81	100
11	12	132	121	144
13	14	182	169	196
49	**56**	**504**	**455**	**560**

$$r = \frac{N(\sum XY) - \sum(X)(\sum Y)}{\sqrt{[N(\sum XxX) - (\sum X).(\sum X)][N(YxY)-(\sum Y).(\sum Y)}}$$

Where   r   =   Co-efficient of reliability

R   =   Reliability of the questionnaire

N   =   Number of the respondents

X =   Odd numbers of the questions

Y =   Even numbers of the questions

$\sum$ =   Sum

V =   Validity

$$r = \frac{60x504 - 49x56}{\sqrt{[60(455) - (49).(49)][60(560)-(56).(56)}}$$

r   =   **0.97**

$$R = \frac{2_+0.97}{1_+0.97}$$

R =   **0.9**

Thus, the questionnaire is reliable.

On the other hand, validity 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.

In this study the validity calculated by using the following equation: Alpha-Cronbach coefficient.

$$\text{Validity} = \sqrt{\text{Re liability}}$$

$$V = \sqrt{R} = \sqrt{0.9} = \underline{\mathbf{0.95}}$$

Thus, the questionnaire is valid.

3.8 Data Analysis Procedure

The quantitative data on students score in the role of situational language activities in developing the EFL students' speaking skills tests was entered and processed using IBM SPSS Statistics version 22 (Corp, 2013). The results obtained in the two tests and questionnaire was analyzed by an expert in SPSS program and relevant statistical measure was applied to arrive at accurate results.

3.9 Summary

This chapter has drawn the road map for the current study. It describes in detail the research design, population of the study, sample of the study, procedure of data collection, validity and reliability of the research tools and data analysis procedure. The questionnaire was distributed to (30) teachers of English language (females and males) from Kassala, Nyala and Abrie. In addition, another questionnaire was given to sixty (females and males) students. The obtained data by the research's instruments was processed and analyzed by using SPSS program in order to figure out the teachers' viewpoints about the functions of code-switching and to make a comparison between the students' responses in the questionnaire to see whether there are any significant differences in the students' responses or not.

The following chapter will present the data analysis and discussion of the results of data collected.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS DISCUSSION

Chapter Four

Data Analysis and Results Discussion

4.0 Introduction

This chapter presents the analysis, evaluation and interpretation of the data collected through the tools the researcher has used in order to collect the data of the study. The first part of this chapter is devoted to questionnaire (A) which has been directed to (30) respondents who represent the teachers' community at Sudanese schools while the second part is devoted to questionnaire (B) which has been administered to (60) Sudanese school students.

4.1 Testing the Study's Hypotheses

To answer the study's questions and hence verify its hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study's respondents about the problem in question, namely "Teaching English in the multilingual Classroom".

The researcher used the non-parametric chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions. The hypotheses to be tested are as follows:

H1 EFL teachers behave linguistically to some extent by utilizing the code switching in the classroom while teaching.

H2 The functions of using the code switching in English multilingual classroom are it is an effective strategy for improving students' linguistic skills, it provides students with a range of opportunities to learn and enhance their language and motivates students in developing their comprehension to use language.

H3 Both EFL teachers and students use Arabic language in English language classroom for different reasons such as: clarification, effectiveness, translation, socialization, easiness, emphasis and understanding.

H4 Students sometimes use their mother tongue in the English multilingual classroom.

H5 Problems encountered in multilingual classrooms in Sudanese secondary schools are the English language pronunciation, spelling and layout.

4.2 Analysis of Questionnaire (A): (The teachers' Questionnaire):

The researcher distributed the questionnaire on the determined study sample (30), and constructed the required tables for the collected data, the sample of the questionnaire consists of (30) expert EFL Sudanese teachers who teach English as a foreign language at Sudanese schools. The teachers are from different areas of Sudan (Kassala in the East, Nyala in the West, and Abrie in the North) and they are from different ethnic backgrounds. The following is an analytical interpretation and discussion of the results regarding different points related to the objectives and hypotheses of the study. Each item in the questionnaire is analyzed statistically and discussed. The questionnaire is divided into three sections: the first section which has been discussed earlier is about the general information about the respondents, the second section is about the medium of instruction and classroom practice and the third section is about the communicative functions of code-switching in EFL classroom. The following tables will support the discussion.

Hypothesis (1): *"EFL teachers behave linguistically to some extent by utilizing the code switching in the classroom while teaching".*

Section 2: Medium of instruction and classroom practice

Table No (4.1) What is (are) the language(s) that you use with your students in the classroom?

Variables	Frequency	Percent%
Arabic	3	10%
English	7	23.3%
Both	20	66.7%
Other	0	0%
Total	30	100%

It is clear from the table No. (4.1) that there are (3) persons in the study's sample with percentage (10%) chose *Arabic.* There are (7) persons with (23.3%) opted *English*, (20) persons with (66.7%) considered *both* and (0) person with percentage (0%) answered *other.*

Table No (4.2) Indicate the extent of the use of Arabic in the classroom.

Variables	Frequency	Percent%
Never	4	13.3%
Occasionally	21	70%
Mostly	5	16.7%
Total	30	100%

It is apparent from the table No. (4.2) that there are (4) persons in the study's sample with (13.3%) chose *never.* There are (21) persons with (70%) considered *occasionally* and (5) persons with (16.6%) answered *mostly.*

Table No (4.3) Indicate the extent of the use of English.

Variables	Frequency	Percent%
Never	0	0%
Occasionally	6	20%
Mostly	24	80%
Total	30	100%

It is obvious from the table No. (4.3) that there is (0) person in the study's sample with (0%) answered *never*. There are (6) persons with (20%) chose *occasionally* and (24) persons with (80%) chose *mostly.*

Table No (4.4) Indicate the extent of the use of intermixing languages in the classroom.

Variables	Frequency	Percent%
Never	14	46.7%
Occasionally	12	40%
Mostly	4	13.3%
Total	30	100%

It is apparent from the table No. (4.4) that there are (14) persons in the study's sample with (46.7%) answered *never*. There are (12) persons with (40%) decided *occasionally* and (4) persons with (13.3%) considered *mostly.*

Table No (4.5) Indicate the extent of the use of other language in the classroom.

Variables	Frequency	Percent%
Never	20	66.7%
Occasionally	6	20%
Mostly	4	13.3%
Total	30	100%

It is observed from the table No. (4.5) that there are (20) persons in the study's sample with (66.7%) answered *never*. There are (6) persons with (20%) considered *occasionally* and (4) persons with (13.3%) chose *mostly*.

According to the above-mentioned results, it is quite clear that the first hypothesis of the study is accepted.

Hypothesis (2): *"The functions of using the code switching in English multilingual classroom are it is an effective strategy for improving students' linguistic skills, it provides students with a range of opportunities to learn and enhance their language and motivates students in developing their comprehension to use language ".*

Section 3: The communicative functions of code-switching (CS) in the EFL classroom:

Please tick (√) the appropriate choice.

Statements: 1-4 Easy usage of code-switching (CS)

Table No (4.6) Code- switching is an easy way for interaction of multilingual students.

Variables	Frequency	Percent%
strongly agree	3	10%
Agree	14	46.7%
Neutral	3	10%
Disagree	7	23.3%
strongly disagree	3	10%
Total	30	100%
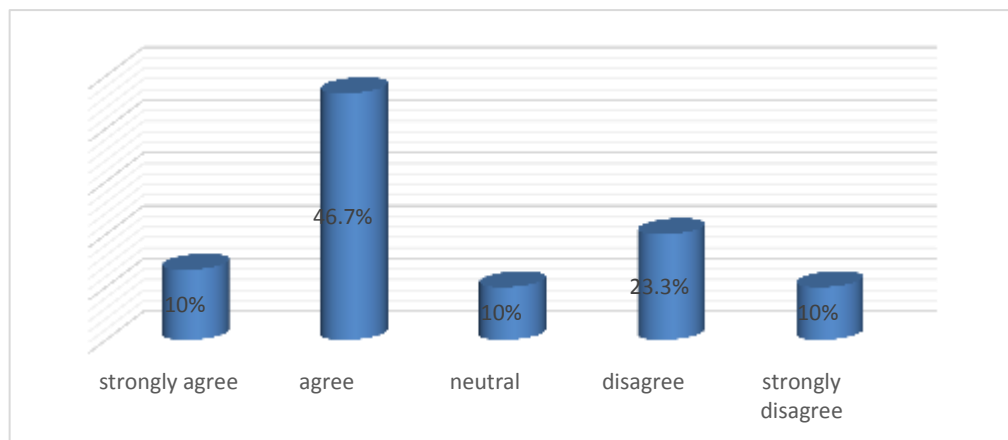
Fig (4.1) The Frequency Distribution for the Respondents' Answers of the Statement No. (1)

It is clear from the table No. (4.6) and figure No. (4.1) that there are (3) persons in the study's sample with (10%) *strongly agreed* with '' Code-switching is an easy way for interaction of multilingual students''. There are (14) persons with (46.7%) *agreed* with that, (3) persons with (10.0%)

were *not sure*, (7) persons with (23.3%) *disagreed* and (3) persons with (10%) *strongly disagreed.*

Table No (4.7) It is easy to adopt multilingual style of teaching in the EFL classroom.

Variables	Frequency	Percent%
strongly agree	13	43.4%
Agree	10	33.3%
Neutral	3	10%
Disagree	3	10%
strongly disagree	1	3.3%
Total	30	100%
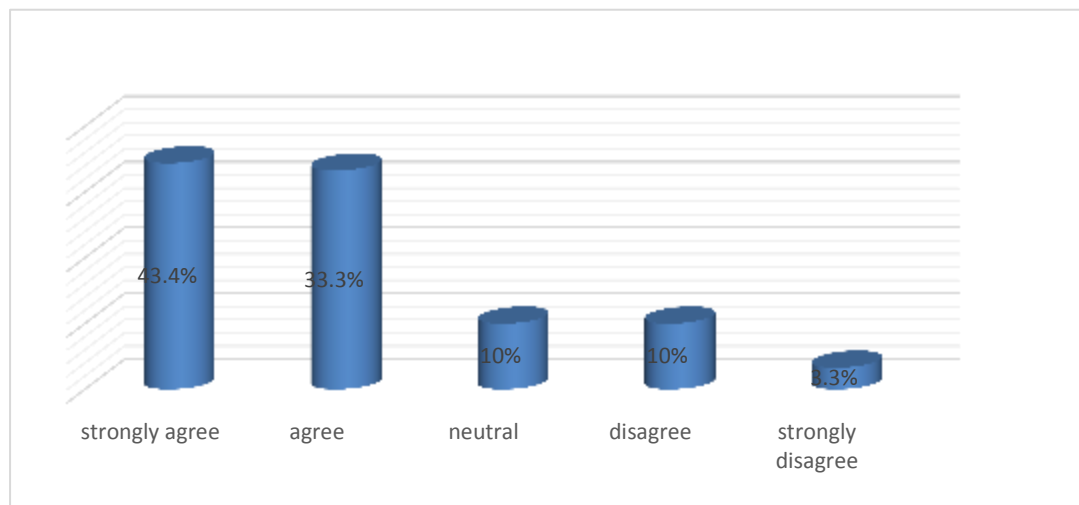
Fig (4.2) The Frequency Distribution for the Respondents' Answers of the Statement No. (2)

It is clear from the above table No. (4.7) and figure No. (4.2) that there are (13) persons in the study's sample with (43.4%) *strongly agreed* with ''It is easy to adopt multilingual style of teaching in the EFL classroom''. There are (10) persons with percentage (33.3%) *agreed* with that, (3) persons with

(10.0%) were *not sure*, (3) persons with percentage (10.0%) *disagreed* and (1) person with (3.3%) *strongly disagreed.*

Table No (4.8) CS is a simple and flexible way for teaching in the multilingual classroom.

Variables	Frequency	Percent%
strongly agree	18	60%
agree	10	33.4%
neutral	1	3.3%
disagree	1	3.3%
strongly disagree	0	0%
Total	30	100%

Fig (4.3) The Frequency Distribution for the Respondents' Answers of the Statement No. (3)

It is observed from the table No.(4.8) and figure No. (4.3) that there are (18) persons in the study's sample with percentage (60.0%) *strongly agreed* with ''CS is a simple and flexible way for teaching in the multilingual classroom'' .There are (10) persons with percentage (33.4%) *agreed* with

that, (1) person with percentage (3.3%) was *not sure*, (1) person with percentage (3.3%) *disagreed* and (0) person with (0%) *strongly disagreed.*

Table No (4.9) Code-switching (CS) is an effortless way to pass on even technical information to the students.

Variables	Frequency	Percent%
strongly agree	17	56.6%
Agree	10	33.3%
Neutral	2	6.7%
Disagree	1	3.4%
strongly disagree	0	0%
Total	30	100.%
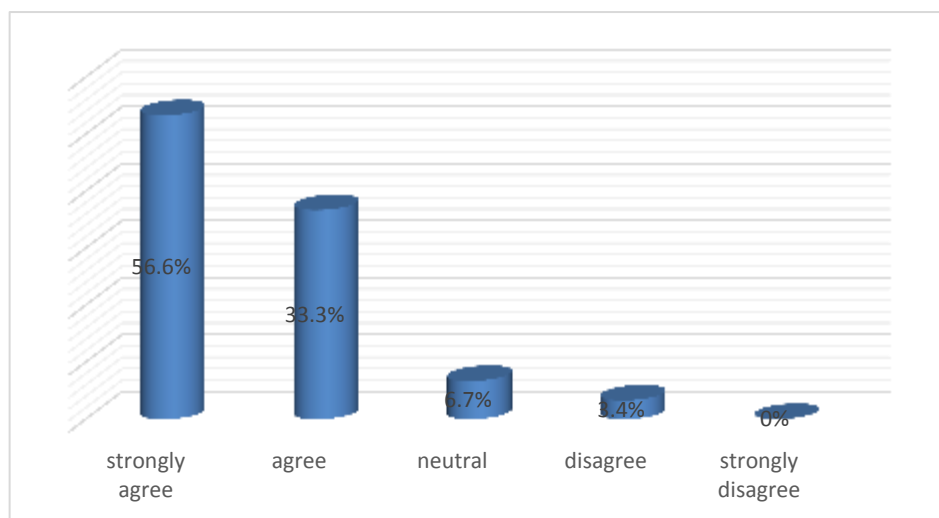
Fig (4.4) The Frequency Distribution for the Respondents' Answers of the Statement No. (4)

It is noticeable from the table No.(4.9) and figure No. (4.4) that there are (17) persons in the study's sample with percentage (56.6%) *strongly agreed* with 'CS is an effortless way to pass on even technical information to the students'' .There are (10) persons with percentage (33.3%) *agreed* with

that,(2) persons with percentage (6.7%) were *not sure* , (1) person with percentage (3.4%) *disagreed* and (0) person with (0%) *strongly disagreed.*

Usefulness of Code-switching (CS)

Table No (4.10) CS improves the teaching performance.

Variables	Frequency	Percent%
strongly agree	15	50%
agree	13	43.4%
neutral	1	3.3%
disagree	1	3.3%
strongly disagree	0	0%
Total	30	100%

Fig (4.5) The Frequency Distribution for the Respondents' Answers of the Statement No. (5)

It is quite clear from the table No. (4.10) and figure No. (4.5) that there are (15) persons in the study's sample with percentage (50.0%) *strongly agreed* with that " CS improves the teaching performance ". There are (13) persons with percentage (43.4%) *agreed* with that, (1) person with percentage

(3.3%) was *not sure*, (1) person with percentage (3.3%) *disagreed* and (0) person with (0%) *strongly disagreed.*

Table No (4.11) CS enables the teacher to accomplish teaching tasks more effectively.

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	4	13.4	10.0	83.3
disagree	3	10.0	13.3	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	100.0

Fig (4.6) The Frequency Distribution for the Respondents' Answers of the Statement No. (6)

From the table No. (4.11) and figure No. (4.6), it is seen that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with ''CS enables the teacher to accomplish teaching tasks more effectively".

There are (12) persons with percentage (40.0%) *agreed* with that, (4) persons with percentage (13.4%) were *not sure*, (3) persons with percentage (10%) *disagreed* and (1) person with (3.3%) *strongly disagreed.*

Table No (4.12) CS enhances understanding of the students.

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	12	40.0	40.0	73.3
neutral	3	10.0	10.0	83.3
disagree	4	13.3	13.3	96.7
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	100
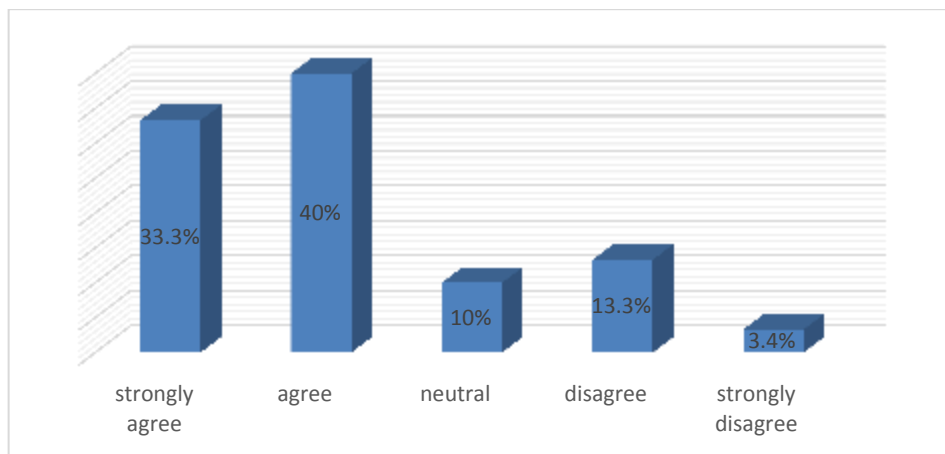
Fig (4.7) The Frequency Distribution for the Respondents' Answers of the Statement No. (7)

From the table No. (4.12) and figure No. (4.7), it is noticed that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with "CS enhances understanding of the students''. There are (12) persons with percentage (40.0%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure*, (4) persons with percentage (13.3%) *disagreed* and (1) person with (3.4%) *strongly disagreed.*

Table No (4.13) CS enhances the effectiveness in the communicative process of a bilingual / multilingual teacher.

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	100.0
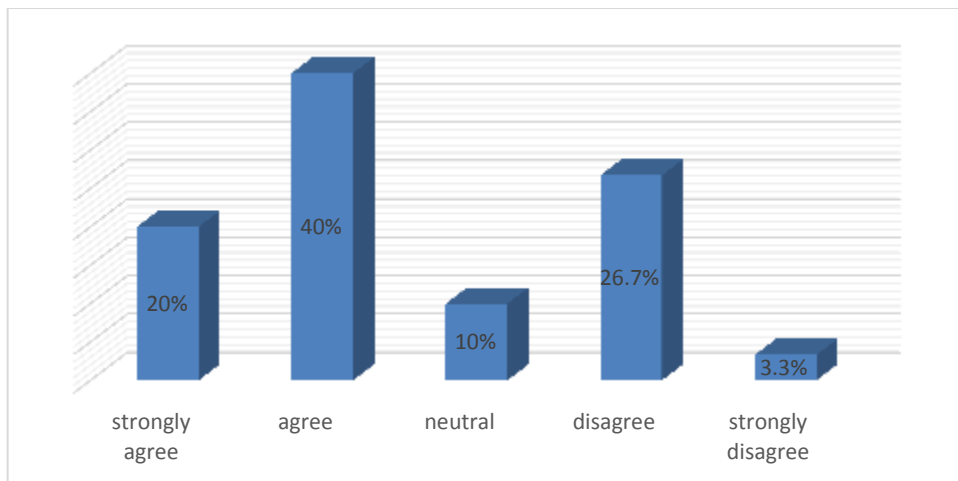
Fig (4.8) The Frequency Distribution for the Respondents' Answers of the Statement No. (8)

From the table No. (4.13) and figure No. (4.8), it is obvious that there are (6) persons in the study's sample with percentage (20.0%) *strongly agreed* with" CS enhances the effectiveness in the communicative process of a bilingual /multilingual teacher''. There are (12) persons with percentage (40.0%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure*, (8) persons with percentage (26.7%) *disagreed* and (1) person with (3.3%) *strongly disagreed.*

Behavioral intentions of Code-switching (CS)

Table No (4.14) Code-switching (CS) ought to be employed for teaching in the EFL classroom.

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
agree	8	26.7	26.7	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	100.0

Fig (4.9) The Frequency Distribution for the Respondents' Answers of the Statement No. (9)

From the table No. (4.14) and figure No. (4.9), it is witnessed that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with "CS ought to be employed for teaching in the EFL classroom''. There are (8) persons with percentage (26.7%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure*, (8) persons with percentage (26.7%) *disagreed* and (1) person with (3.3%) *strongly disagreed.*

Table No (4.15) The bilingual teacher should make a conscious effort to code-switch in the classroom.

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
Agree	16	53.3	53.3	86.7
Neutral	3	10.0	10.0	96.3
Disagree	0	0	0	0
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	100.0
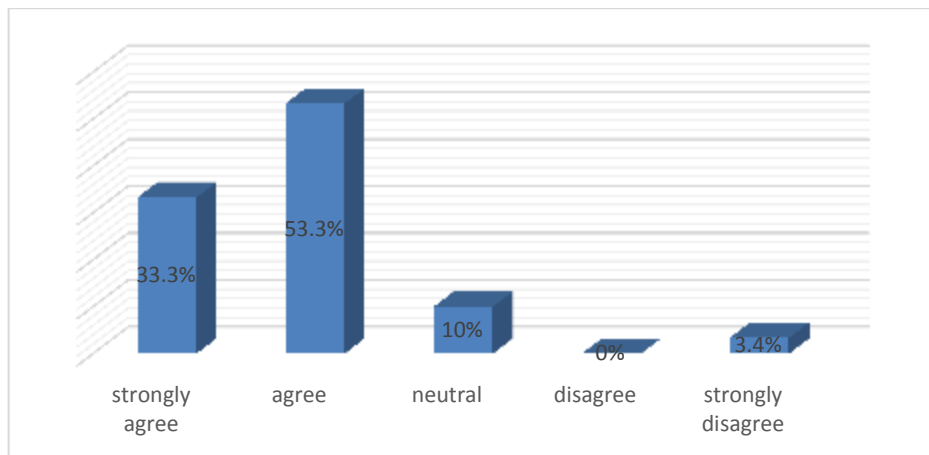
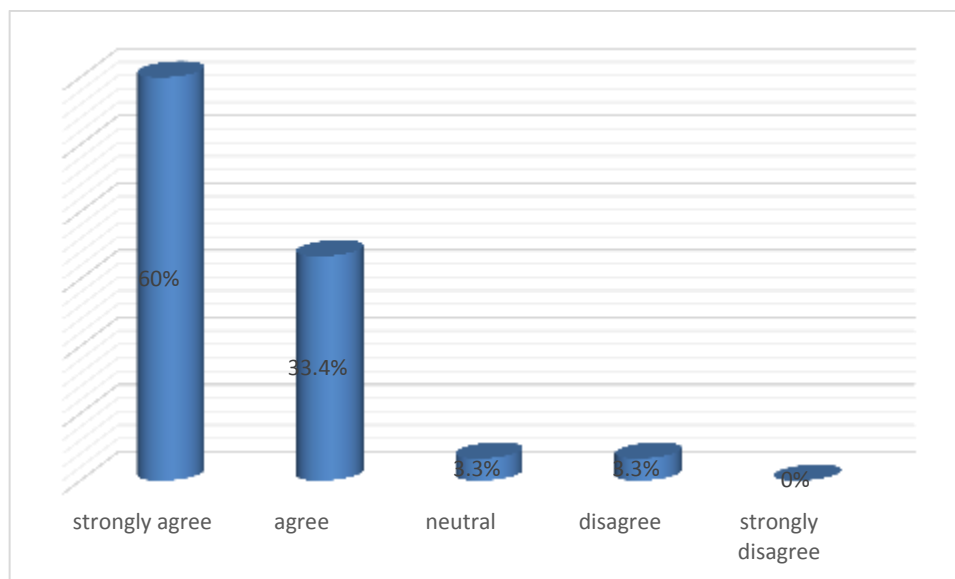**Fig (4.10) The Frequency Distribution for the Respondents' Answers of the Statement No. (10)**

In the table No.(4.15) and figure No. (4.10), it is see that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with ''The bilingual teacher should make a conscious effort to code –switch in the classroom'' .There are (16) persons with percentage (53.3%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure* , (0) person with percentage (0.0%) *disagreed* and (1) person with (3.4%)   *strongly disagreed*.

Table No. (4.16) The CS habits ought to be encouraged among the multilingual students.

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
Agree	15	50.0	50.0	70.0
Neutral	3	10.0	10.0	80.0
Disagree	4	13.3	13.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	100.0
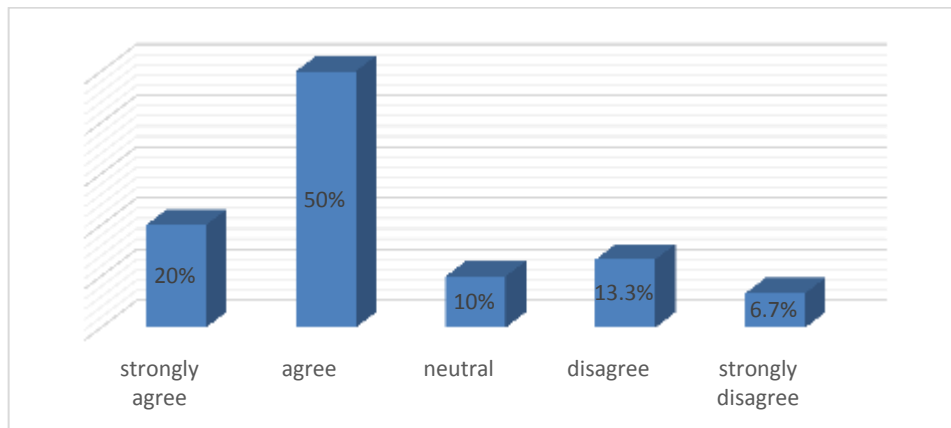
Fig (4.11) The Frequency Distribution for the Respondents' Answers of the Statement No. (11)

In table No. (4.16) and figure No. (4.11), it is apparent that there are (6) persons in the study's sample with percentage (20.0%) *strongly agreed* with " The CS habits ought to be encouraged among the multilingual students''. There are (15) persons with percentage (50.0%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure*, (4) persons with percentage (13.3%) *disagreed* and (2) persons with (6.7%) *strongly disagreed.*

Table No (4.17) Purposeful CS ought to be welcomed in the multilingual classroom discourse.

Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	8	26.7	26.7	53.3
neutral	3	10.0	10.0	63.3
disagree	8	26.7	26.7	90.0
strongly disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	100.0
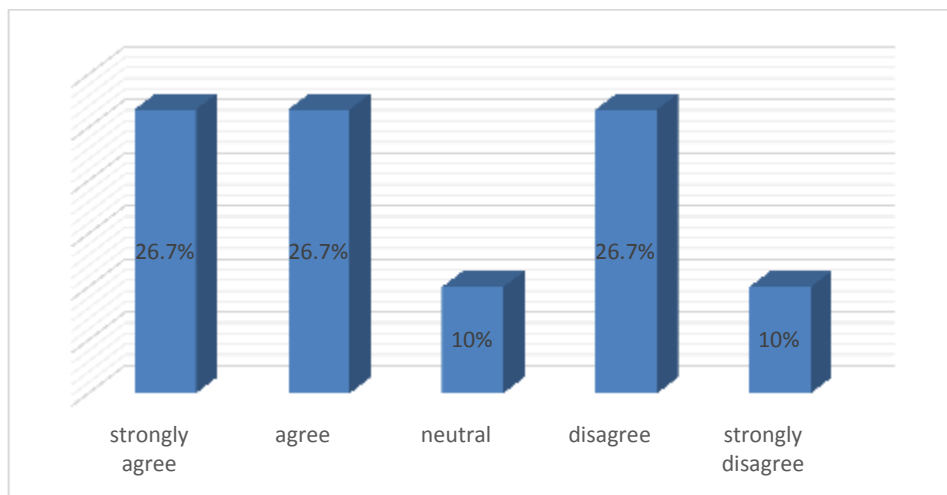
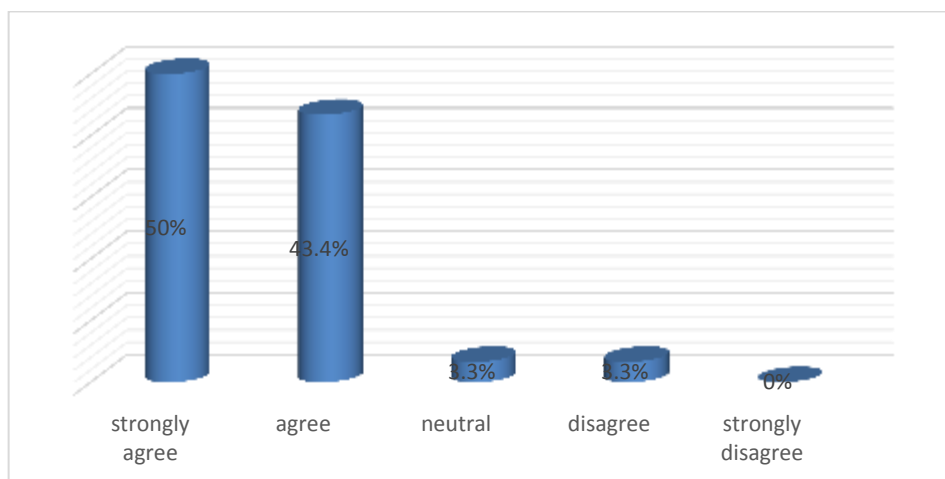**Fig (4.12) The Frequency Distribution for the Respondents' Answers of the Statement No. (12)**

In table No. (4.17) and figure No. (4.12), it is seen that there are (8) persons in the study's sample with percentage (26.7%) *strongly agreed* with ''Purposeful CS ought to be welcomed in the multilingual classroom discourse". There are (8) persons with percentage (26.7%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure*, (8) persons with percentage (26.7%) *disagreed* (3) persons with (10.0%) *strongly disagreed.*

Subjective norms of Code-switching (CS)

Table No (4.18) CS is a necessary technique in the EFL classroom discourse.

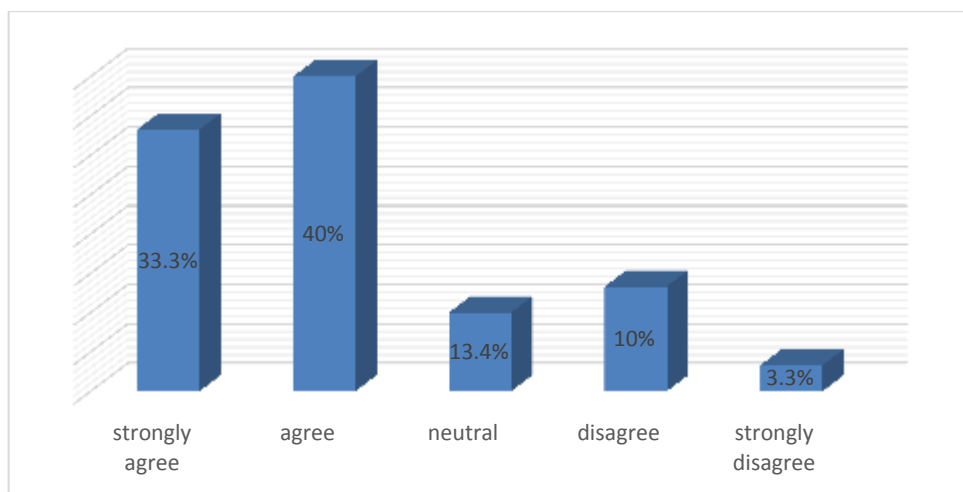| Variables	Frequency	Percent%
strongly agree	3	13.3%
Agree	14	46.7%
Neutral	3	10%
Disagree	7	20%
strongly disagree	3	10%
Total	30	100%
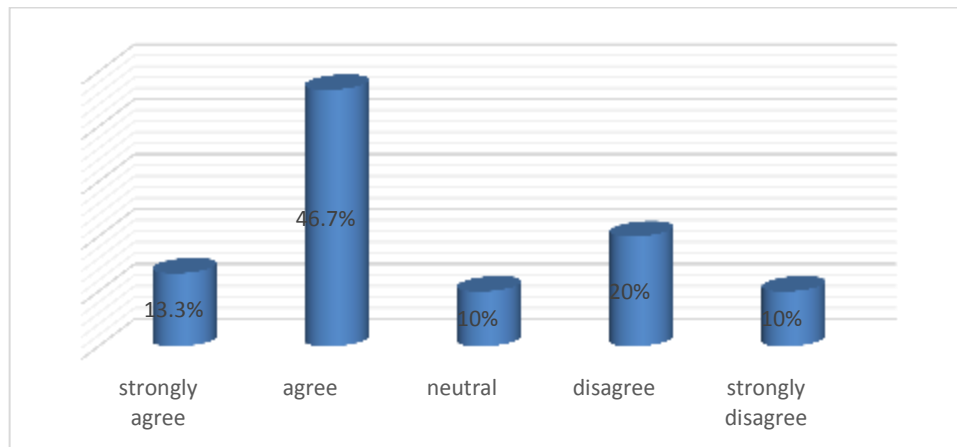
Fig (4.13) The Frequency Distribution for the Respondents' Answers of the Statement No. (13)

It is clear from the table No. (4.18) and figure No. (4.13) that there are (3) persons in the study's sample with percentage (13.3%) *strongly agreed* with that ''CS is a necessary technique in the EFL classroom discourse. ''. There are (14) persons with percentage (46.7%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure*, (7) persons with percentage (20%) *disagreed* and (3) persons with (10%) *strongly disagreed*.

Table No (4.19) Students do agree with bilingual conversational patterns.

| Variables	Frequency	Percent%
strongly agree	13	43.4%
Agree	10	33.3%
Neutral	3	10%
Disagree	3	10%
strongly disagree	1	3.3%
Total	30	100%
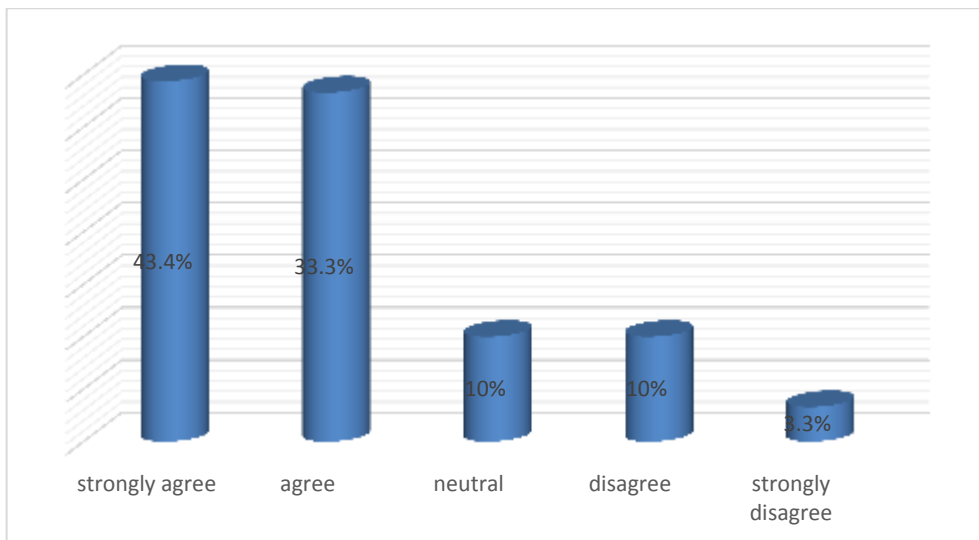
Fig (4.14) The Frequency Distribution for the Respondents' Answers of the Statement No. (14)

It is clear from the table No. (4.19) and figure No. (4.14) that there are (13) persons in the study's sample with percentage (43.4%) *strongly agreed* with "Students do agree with bilingual conversational patterns". There are (10) persons with percentage (33.3%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure,* (3) persons with percentage (10.0%) *disagreed* and (1) person with (3.3%) *strongly disagreed.*

Table No (4.20) Mother tongue is a helping factor to achieve communicative competence in the EFL classroom.

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	3	10.0	10.0	70.0
disagree	8	26.7	26.7	96.7
strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	100.0

Fig (4.15) The Frequency Distribution for the Respondents' Answers of the Statement No. (15)

From the table No. (4.20) and figure No. (4.15), it is quite clear that there are (6) persons in the study's sample with percentage (20.0%) *strongly agreed* with" Mother tongue is a helping factor to achieve communicative competence in the EFL classroom''. There are (12) persons with percentage (40.0%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure* that, (8) persons with percentage (26.7%) *disagreed* and (1) person with (3.3%) *strongly disagreed.*

Table No (4.21) The use of CS should be increased to make students proficient in bilingual/ multilingual situations.

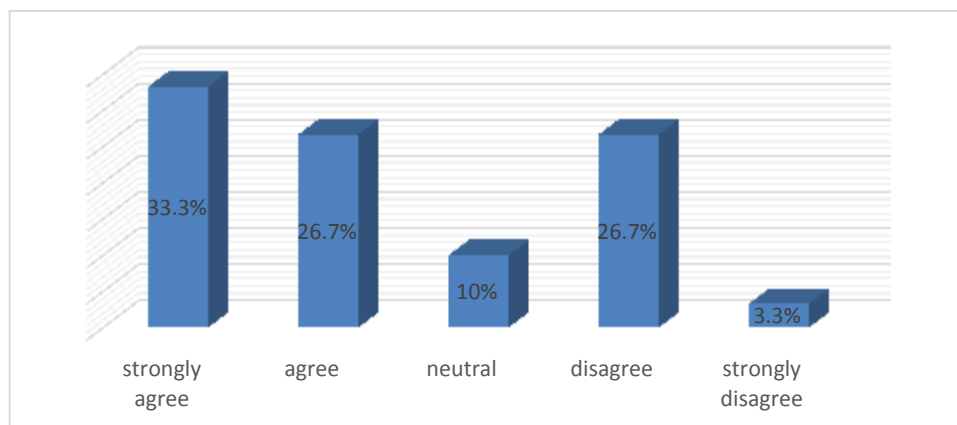| Variables	Frequency	Percent%
strongly agree	17	56.6%
Agree	10	33.3%
Neutral	2	6.8%
Disagree	1	3.3%
strongly disagree	0	0%
Total	30	100%
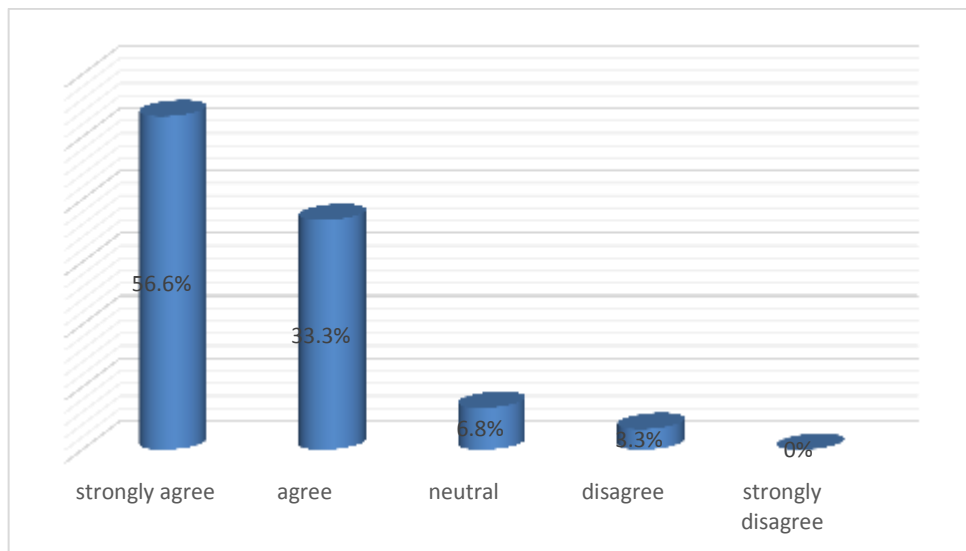
Fig (4.16) The Frequency Distribution for the Respondents' Answers of the Statement No. (16)

It is clear from the table No.(4.21) and figure No. (4.16) that there are (17) persons in the study's sample with percentage (56.6%) *strongly agreed* with '' The use of CS should be increased to make students proficient in bilingual/ multilingual situations'' .There are (10) persons with percentage (33.3%) *agreed* with that, (2) persons with percentage (6.8%) were *not sure* that, (1) person with percentage (3.3%) *disagreed* and (0) persons with (0%) *strongly disagreed.*

Table No (4.22) Learners think that bilingual teachers can enhance their motivation to learn English.

| Variables	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	10	33.3	33.3	33.3
Agree	16	53.3	53.3	86.7
Neutral	3	10.0	10.0	96.7
strongly disagree	1	3.4	3.3	100.0
Total	30	100.0	100.0	100.0
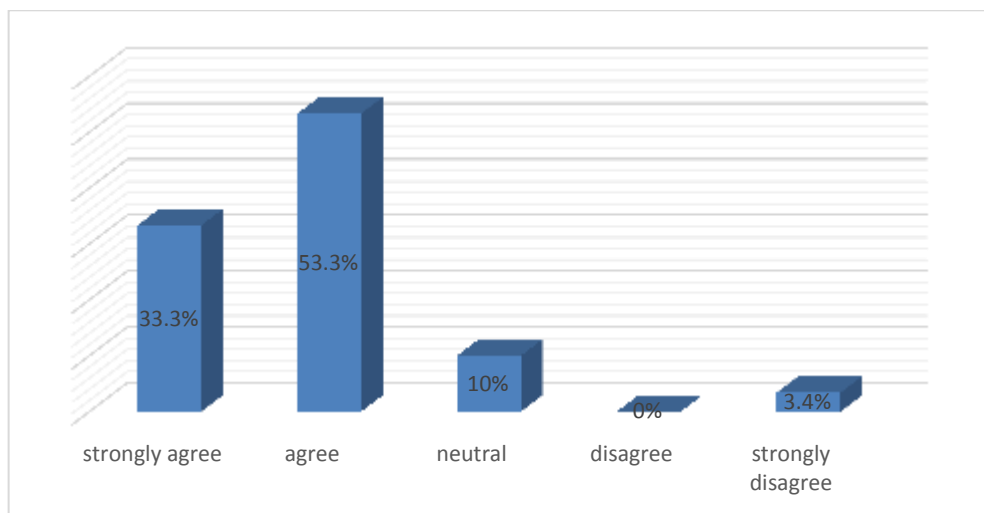
Fig (4.17) The Frequency Distribution for the Respondents' Answers of the Statement No. (17)

From the table No. (4.22) and figure No. (4.17), it is obvious that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with ''Learners think that bilingual teachers can enhance their motivation to learn English''. There are (16) persons with percentage (53.3%) *agreed* with that, (3) persons with percentage (10.0%) were *not sure*, (0) person with percentage (0.0%) *disagreed* and (1) person with (3.4%) *strongly disagreed.*

An attitude towards the code-switching (CS)

Table No. (4.23) It is important to understand the reasons for CS in the multilingual classroom discourse.

Variables	Frequency	Percentage%
Strongly agree	7	23.3%
Agree	11	36.7%
Neutral	5	16.7%
Disagree	3	10%
Strongly disagree	4	13.3%
Total	30	100%
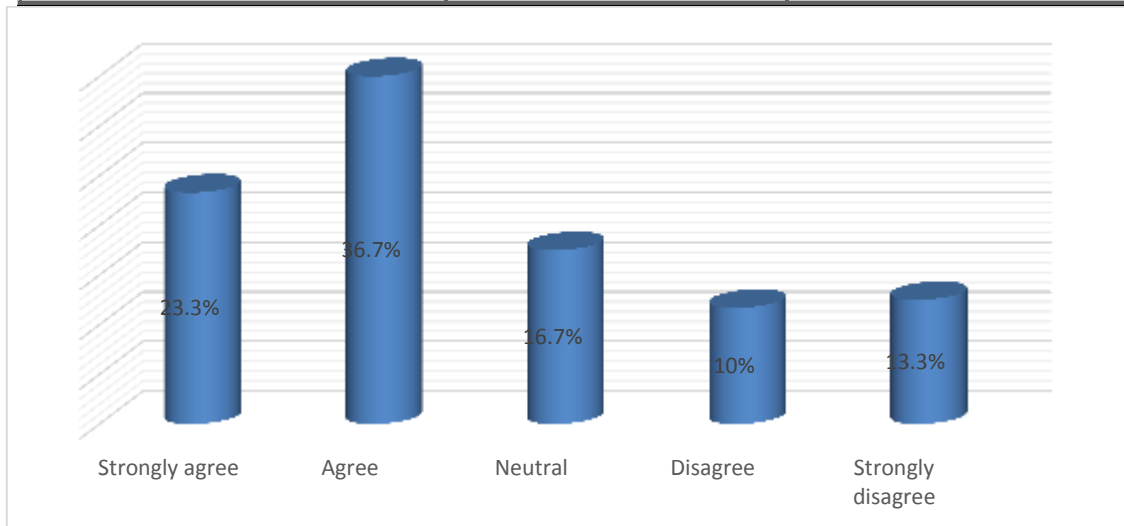
Fig (4.18) The Frequency Distribution for the Respondents' Answers of the Statement No. (18)

It is clear from the table No. (4.23) and figure No. (4.18) that there are (7) persons in the study's sample with percentage (23.3%) *strongly agreed* with "It is important to understand the reasons for CS in the multilingual classroom discourse". There are (11) persons with percentage (36.7%) *agreed* with that, (5) persons with percentage (16.7%) were *not sure* that, (3) persons with percentage (10%) *disagreed* and (4) persons with (13.3%) *strongly disagreed*.

Table No. (4.24) It is important to encourage CS among students.

Variables	Frequency	Percentage%
Strongly agree	5	16.7%
Agree	10	33.3%
Neutral	6	20%
Disagree	5	16.7%
Strongly disagree	4	13.3%
Total	30	100%
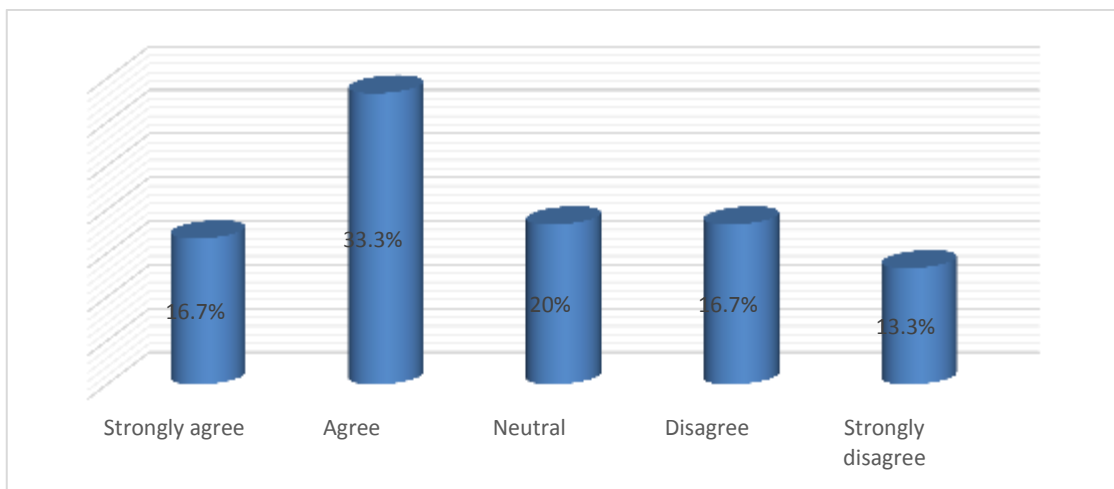
Fig (4.19) The Frequency Distribution for the Respondents' Answers of the Statement No. (19)

It is clear from the table No. (4.24) and figure No. (4.19) that there are (5) persons in the study's sample with percentage (16.7%) *strongly agreed* with "It is important to encourage CS among students." There are (10) persons with percentage (33.3%) *agreed* with that, (6) persons with percentage (20%) were *not sure*, (5) persons with percentage (16.7%) *disagreed* and (4) persons with (13.3%) *strongly disagreed.*

Table No (4.25) It sounds friendly when the student mixes languages in the classroom.

| Variables	Frequency	Percentage%
Strongly agree	5	16.7%
Agree	8	26.6%
Neutral	6	20.0%
Disagree	7	23.4%
Strongly disagree	4	13.3%
Total	**30**	**100%**
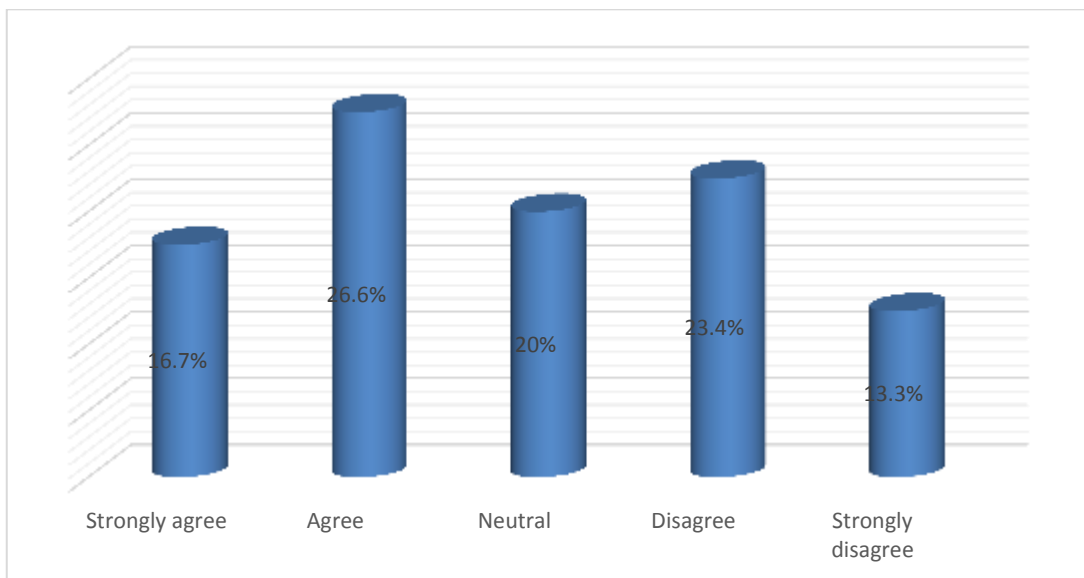
Fig (4.20) The Frequency Distribution for the Respondents' Answers of the Statement No. (20)

It is clear from the table No. (4.25) and figure No. (4.20) that there are (5) persons in the study's sample with percentage (16.7%) *strongly agreed* with " It sounds friendly when the student mixes languages in the classroom". There are (8) persons with percentage (26.6%) *agreed* with that, (6) persons with percentage (20.0%) were *not sure*, (7) persons with percentage (23.4%) *disagreed* and (4) persons with (13.3%) *strongly disagreed.*

Table No. (4.26) It is easy to understand a student when he/she mixes languages in the classroom.

| Variables	Frequency	Percentage%
Strongly agree	5	16.6%
Agree	8	26.6%
Neutral	6	20.0%
Disagree	7	23.5%
Strongly disagree	4	13.3%
Total	30	100
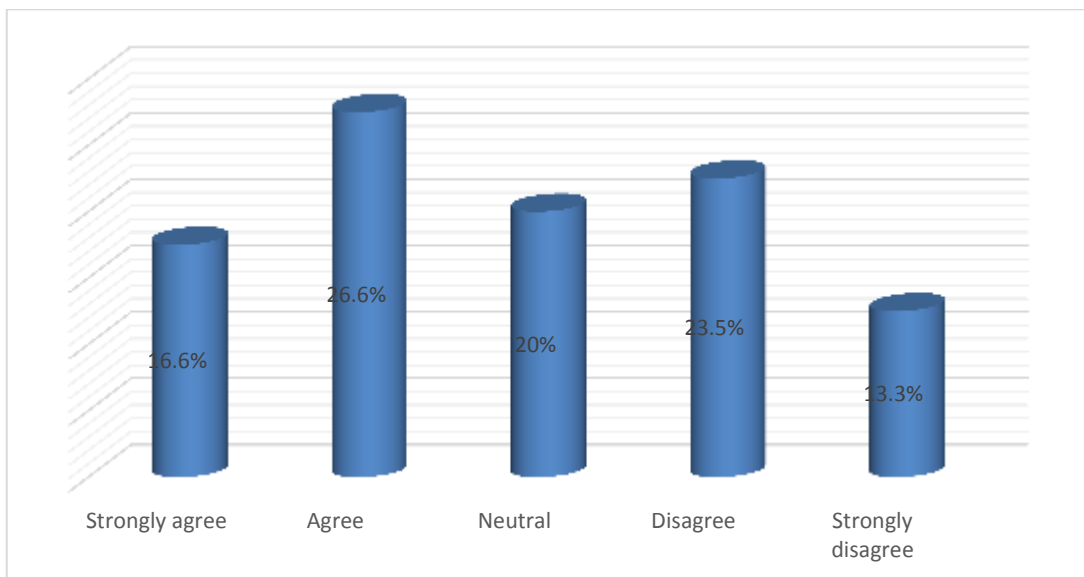
Fig (4.21) The Frequency Distribution for the Respondents' Answers of the Statement No. (21)

It is clear from the above table No. (4.26) and figure No. (4.21) that there are (5) persons in the study's sample with percentage (16.6%) *strongly agreed* with". It is easy to understand a student when he/she mixes languages in the classroom". There are (8) persons with percentage (26.6%) *agreed* with that, (6) persons with percentage (20.0%) were *not sure*, (7) persons with percentage (23.5%) *disagreed* and (4) persons with (13.3%) *strongly disagreed.*

Table No (4.27) It is a pleasant experience to teach multilingual students.

Variable	Frequency	Percentage%
Strongly agree	5	16.6%
Agree	7	23.3%
Neutral	4	13.3%
Disagree	8	26.8%
Strongly disagree	6	20.0%
Total	30	100%
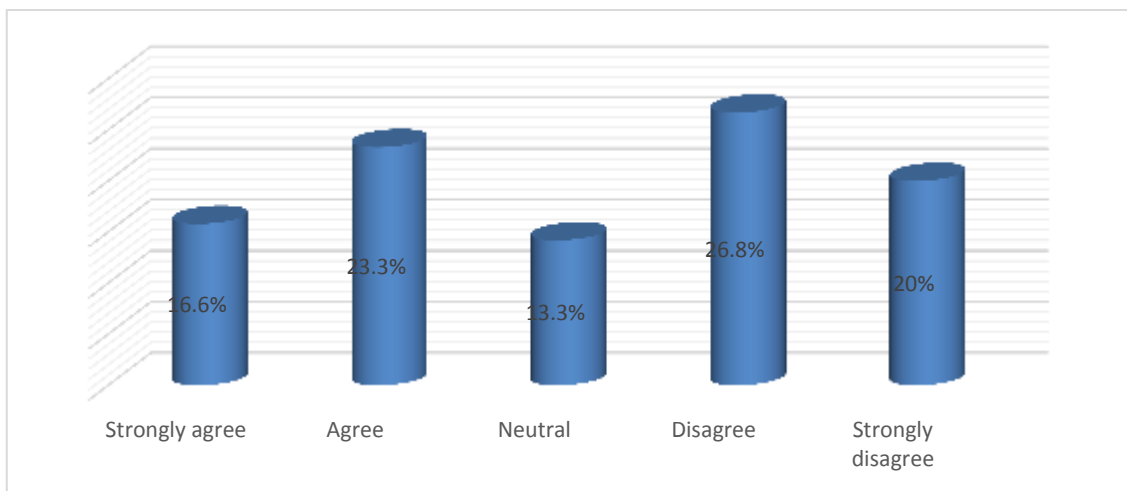
Fig (4.22) The Frequency Distribution for the Respondents' Answers of the Statement No. (22)

In table No. (4.27) and figure No. (4.22), it is noticeable that there are (5) persons in the study's sample with percentage (16.6%) *strongly agreed* with " It is a pleasant experience to teach multilingual students ". There are (7) persons with percentage (23.3%) *agreed* with that, (4) persons with percentage (13.3%) were *not sure,* (8) persons with percentage (26.8%) *disagreed* and (6) persons with (20.0%) *strongly disagreed*.

The mean, the standard deviation and chi-square values for the Hypothesis No. (2):

No.	Statements	mean	SD	Chi square	p-value
1	Code- switching is an easy way for interaction of multilingual students.	3.6	0.8	29	0.023
2	It is easy to adopt multilingual style of teaching in the EFL classroom.	2.4	0.5	28	0.010
3	CS is a simple and flexible way for teaching in the multilingual classroom.	3.3	0.7	23	0.006
4	CS is an effortless way to pass on even technical information to the students.	2.5	3.8	15	0.046
5	CS improves the teaching performance.	3.4	2.5	22	0.000
6	CS enables the teacher to accomplish teaching tasks more effectively.	2.8	1.7	12	0.000
7	CS enhances understanding of the students.	2.9	4.8	34	0.000
8	CS enhances the effectiveness in the communicative process of a bilingual / multilingual teacher.	2.7	0.5	22	0.000
9	CS ought to be employed for teaching in the EFL classroom.	2.9	0.7	32	0.023
10	The bilingual teacher should make a conscious effort to code-switch in the classroom	2.6	0.5	22	0.036
11	The CS habits ought to be encouraged among the multilingual students.	3.6	0.8	22	0.023

12	Purposeful CS ought to be welcomed in the multilingual classroom discourse	3.4	0.5	28	0.010
13	CS is a necessary technique in the EFL classroom discourse.	3.6	0.8	29	0.023
14	Students do agree with bilingual conversational patterns.	2.4	0.5	28	0.010
15	Mother tongue is a helping factor to achieve communicative competence in the EFL classroom	2.7	0.5	22	0.00
16	The use of CS should be increased to make students proficient in bilingual/ multilingual situations.	2.5	3.8	15	0.046
17	Learners think that bilingual teachers can enhance their motivation to learn English.	2.6	0.5	22	0.036
18	It is important to understand the reasons for CS in the multilingual classroom discourse	2.7	.80	27	0.00
19	It is important to encourage CS among students.	2.6	.50	25.7	0.00
20	It sounds friendly when the student mixes languages in the classroom.	2.1	.70	23	0.00
21	It is easy to understand a student when he/she mixes languages in the classroom.	2.7	.60	26	0.00
22	It is a pleasant experience to teach multilingual students.	2.5	0.5	32	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement 1 was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are

statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Code- switching is an easy way to interact with multilingual students''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (2) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "It is easy to adopt multilingual style of teaching in the EFL classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (3) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement ''CS is a simple and flexible way for teaching in the multilingual classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(4) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of

the respondents, which support the respondent who agreed with the statement "CS is an effortless way to pass on even technical information to the students''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (5) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ''CS improves the teaching performance''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (6) was (12) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement '' CS enables the teacher to accomplish teaching tasks more effectively''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (7) was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " CS enhances understanding of the students''.

The calculated value of chi-square for the significance of the differences for the respondents' statement (8) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " CS enhances the effectiveness in the communicative process of a bilingual / multilingual teacher''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (9) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12)this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "CS ought to be employed for teaching in the EFL classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (10) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ''The bilingual teacher should make a conscious effort to code-switch in the classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (11) was (22) which is greater

than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The CS habits ought to be encouraged among the multilingual students''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (12) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Purposeful CS ought to be welcomed in the multilingual classroom discourse''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (13) was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "CS is a necessary technique in the EFL classroom discourse''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (14) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Students do agree with bilingual conversational patterns''.

The calculated value of chi-square for the significance of the differences for the respondents' statement (15) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Mother tongue is a helping factor to achieve communicative competence in the EFL classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(16) was (15) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "The use of CS should be increased to make students proficient in bilingual/ multilingual situations''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(17) was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (4.12) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ''Learners think that bilingual teachers can enhance their motivation to learn English''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (18) was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are

statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "It is important to understand the reasons for CS in the multilingual classroom discourse".

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (19) was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "It is important to encourage CS among students''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (20) was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "It sounds friendly when the student mixes languages in the classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (21) was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "It is easy to understand a student when he/she mixes languages in the classroom''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (22) was (32) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ''It is a pleasant experience to teach multilingual students''.

According to the above-mentioned results, it is obvious that the second hypothesis of the study is accepted.

Hypothesis (3): "*Both EFL teachers and students use Arabic language in English language classroom for different reasons such as: clarification, effectiveness, translation, socialization, easiness, emphasis and understanding".*

Reasons that prompt code-switching (CS) in the EFL classroom

The following are the **reasons** that lead to the use of code-switching in the EFL classroom:

Table No. (4.28) Clarification

Variable	Frequency	Percentage%
Strongly agree	9	30.0%
Agree	7	23.4%
Neutral	8	26.6%
Disagree	4	13.4%
Strongly disagree	2	6.6%
Total	**30**	**100%**
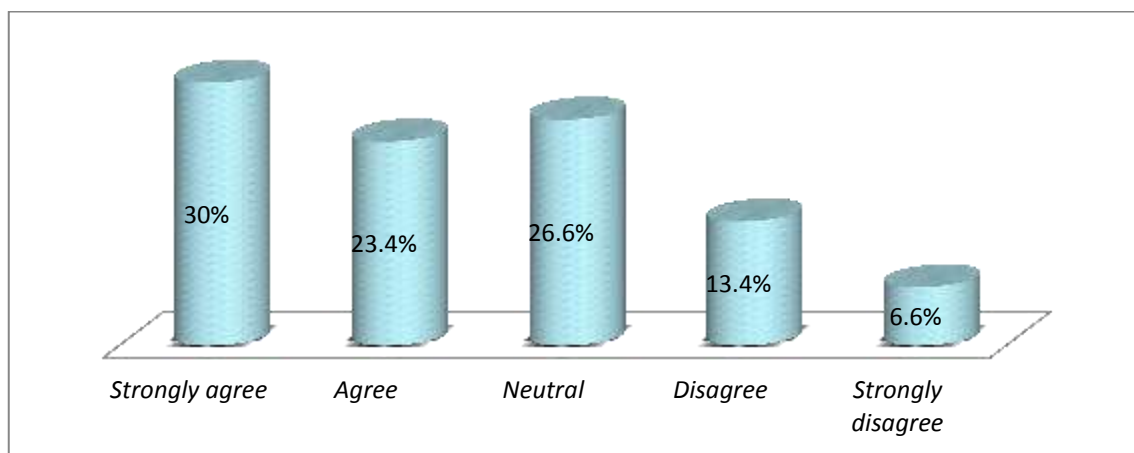
Fig (4.23) The Frequency Distribution for the Respondents' Answers of clarification

It is clear from the table No. (4.28) and figure No. (4.23) that there are (9) persons in the study's sample with percentage (30.0%) *strongly agreed* with **clarification**. There are (7) persons with percentage (23.4%) *agreed* with that, (8) persons with percentage (26.6%) were *not sure*, (4) persons with percentage (13.4%) *disagreed* and (2) persons with (6.6%) *strongly disagreed.*

Table No. (4.29) Giving instructions effectively.

Variables	Frequency	Percent%
Strongly agree	11	36.6%
Agree	7	23.3%
Neutral	4	13.3%
Disagree	5	16.8%
Strongly disagree	3	10%
Total	30	100%
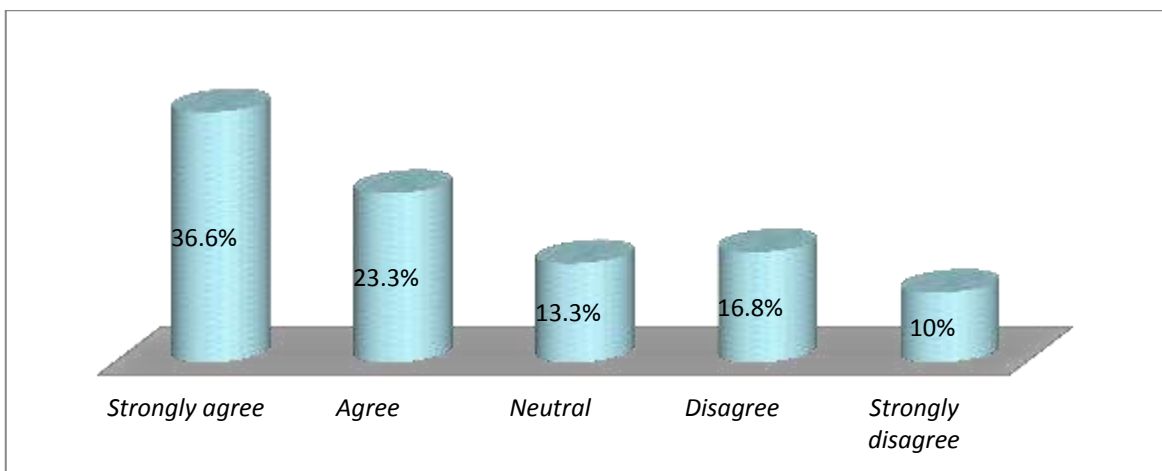
Fig (4.24) The Frequency Distribution for the Respondents' Answers of giving instructions effectively.

In table (4.29) and figure (4.24), it is clear that there are (11) persons in the study's sample with percentage (36.6%) *strongly agreed* with **giving instructions effectively**. There are (7) persons with percentage (23.3%) *agreed* with that, (4) persons with percentage (13.3%) were *not sure* that, (5) persons with percentage (16.8%) *disagreed* and (3) persons with (10.0%) *strongly disagreed*.

Table No (4.30) Translation

Variables	Frequency	Percentage%
Strongly agree	10	33.4%
Agree	9	30%
Neutral	4	13.3%
Disagree	4	13.3%
Strongly disagree	3	10%
Total	30	100%
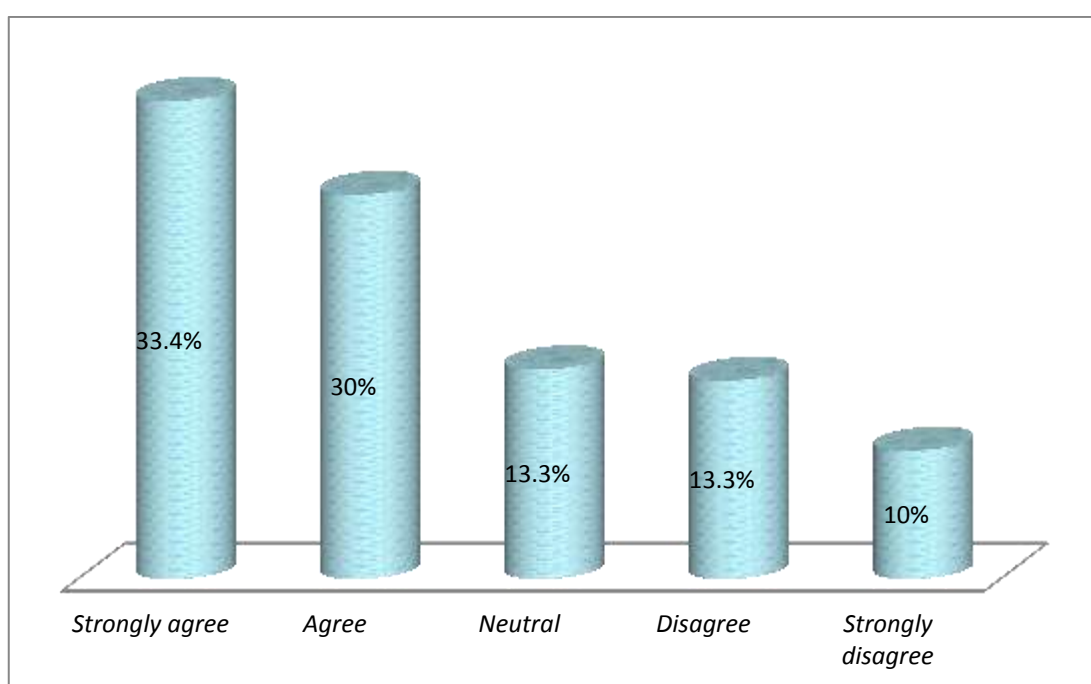
Fig (4.25) The Frequency Distribution for the Respondents' Answers of translation

Looking at the table (4.30) and figure (4.25), there are (10) persons in the study's sample with percentage (33.4%) *strongly agreed* with " **translation**". There are (9) persons with percentage (30%) *agreed* with that, (4) persons with percentage (13.3%) were *not sure* that, (4) persons with percentage (13.3%) *disagreed* and (3) persons with (10%) *strongly disagreed.*

Table No (4.31) Socializing

Variables	Frequency	Percentage%
Strongly agree	14	46.6%
Agree	8	26.7%
Neutral	5	16.8%
Disagree	2	6.6%
Strongly disagree	1	3.3%
Total	30	100%
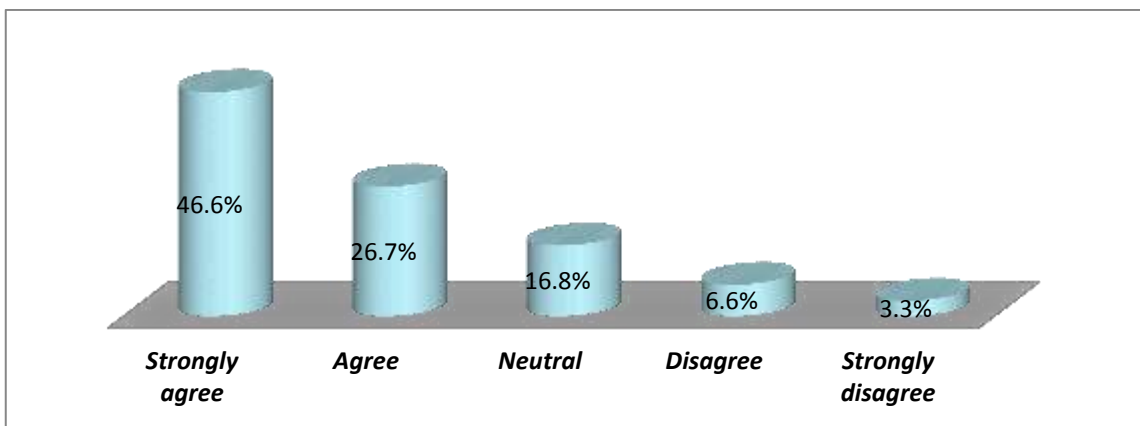
Fig (4.26) The Frequency Distribution for the Respondents' Answers of socializing

It is displayed in table No. (4.31) and figure No. (4.26) that there are (14) persons in the study's sample with percentage (46.6%) *strongly agreed* with " **Socializing**". There are (8) persons with percentage (26.7%) *agreed* with that, (5) persons with percentage (16.8%) were *not sure*, (2) persons with percentage (6.6%) *disagreed* and (1) person with (3.3%) *strongly disagreed.*

Table No (4.32) Linguistic competence

Variable	Frequency	Percentage%
Strongly agree	10	33.3%
Agree	10	33.3%
Neutral	4	13.4%
Disagree	3	10%
Strongly disagree	3	10%
Total	30	100%
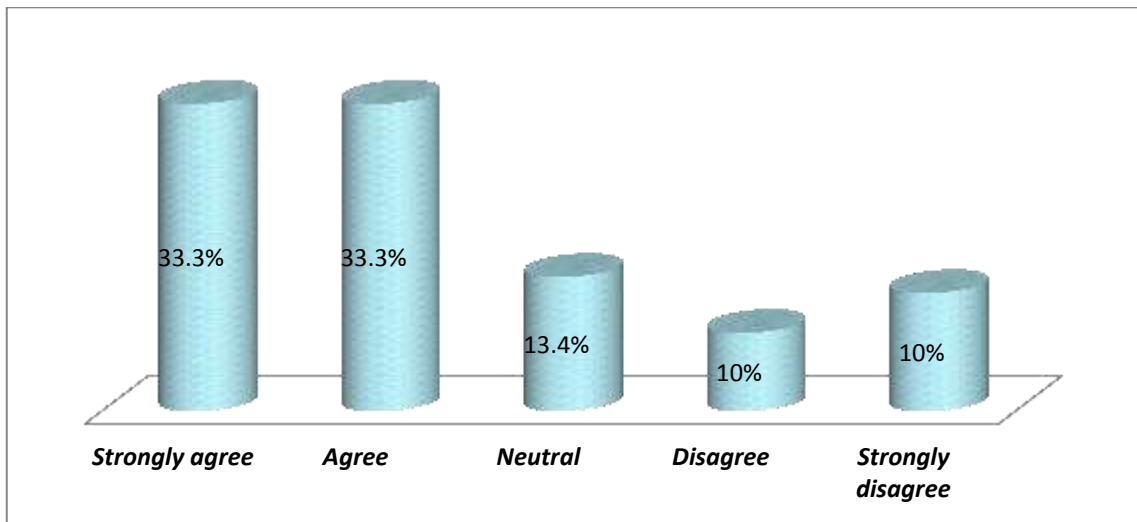
Fig (4.27) The Frequency Distribution for the Respondents' Answers of linguistic competence

As shown by the table No. (4.32) and figure No. (4.27) that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with **''Linguistic competence''**. There are (10) persons with percentage (33.3%) *agreed* with that, (4) persons with percentage (13.4%) were *not sure*, (3) persons with percentage (10%) *disagreed* and (3) persons with (10%) *strongly disagreed.*

Table No. (4.33) Topic shift

Variable	Frequency	Percentage%
Strongly agree	9	30.0%
Agree	7	23.4%
Neutral	8	26.6%
Disagree	4	13.4%
Strongly disagree	2	6.6%
Total	30	100%
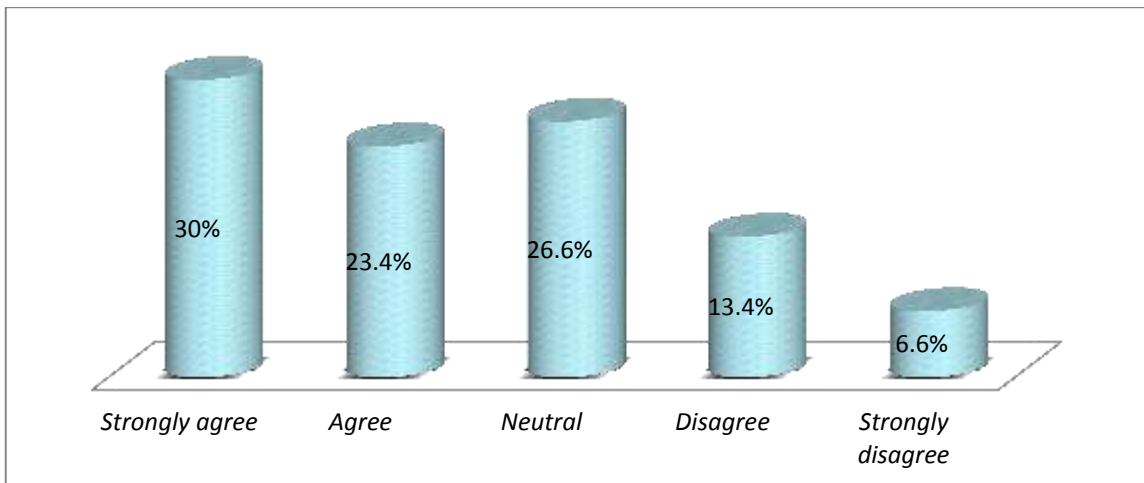
Fig (4.28) The Frequency Distribution for the Respondents' Answers of topic shift

It is apparent from the table No. (4.33) and figure No. (4.28) that there are (9) persons in the study's sample with percentage (30.0%) *strongly agreed* with **topic shift**. There are (7) persons with percentage (23.4%) *agreed* with that, (8) persons with percentage (26.6%) were *not sure*, (4) persons with percentage (13.4%) *disagreed* and (2) persons with (6.6%) *strongly disagreed.*

Table No (4.34) Ease of Expression

Variables	Frequency	Percent
Strongly agree	11	36.7%
Agree	7	23.4%
Neutral	4	13.3%
Disagree	5	16.6%
Strongly disagree	3	10.0%
Total	30	100%
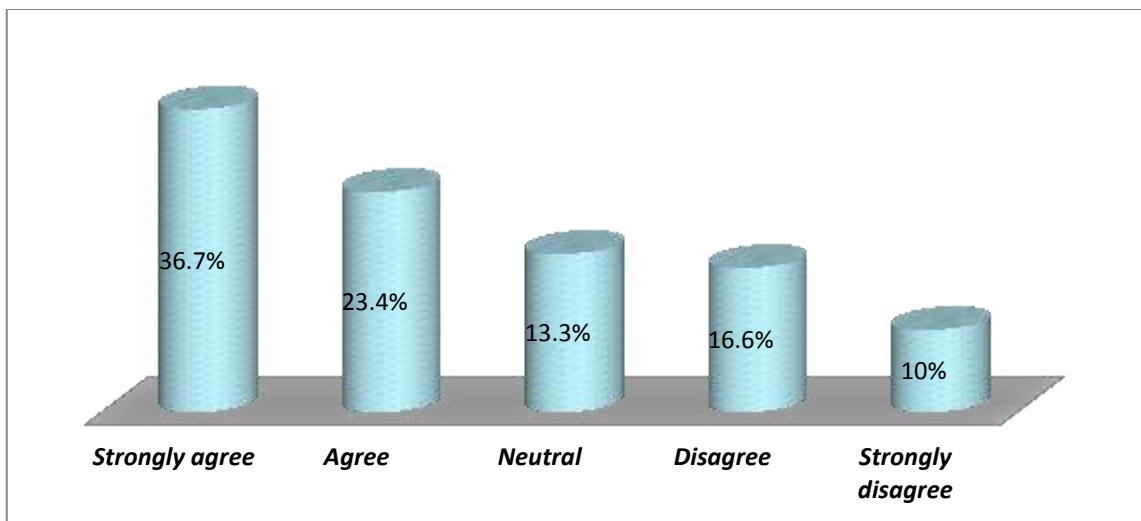
Fig (4.29) The Frequency Distribution for the Respondents' Answers of ease of expression

It is clear from the table No. (4.34) and figure No. (4.29) that there are (11) persons in the study's sample with percentage (36.7%) *strongly agreed* with "**ease of expression**". There are (7) persons with percentage (23.4%) *agreed* with that, (4) persons with percentage (13.3%) were *not sure*, (5) persons with percentage (16.6%) *disagreed* and (3) persons with (10.0%) *strongly disagreed.*

Table No. (4.35) Emphasis

Variables	Frequency	Percentage%
Strongly agree	12	40%
Agree	9	30%
Neutral	5	16.6%
Disagree	2	6.7%
Strongly disagree	2	6.7%
Total	30	100%
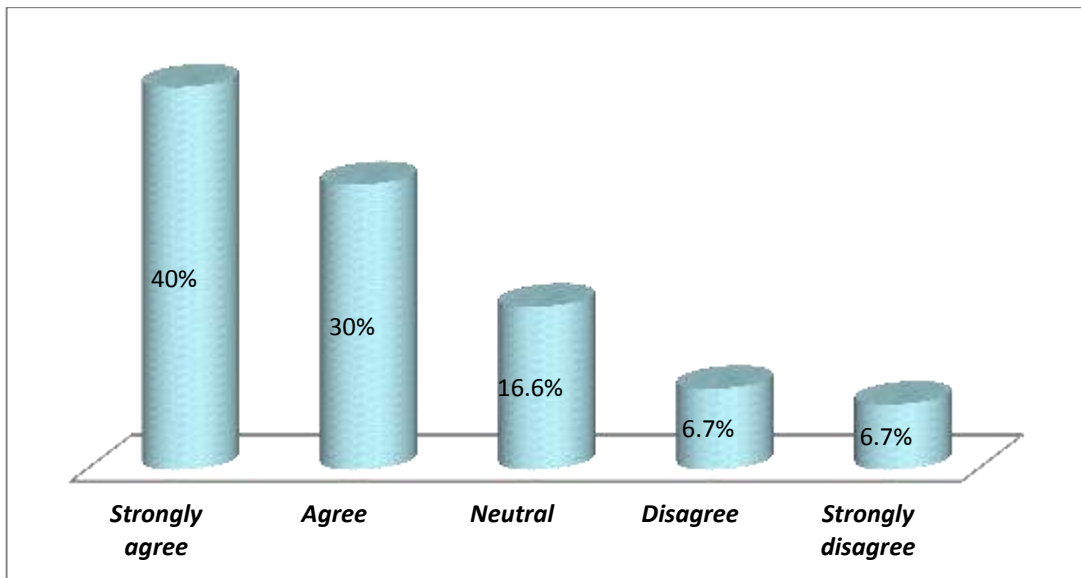
Fig (4.30) The Frequency Distribution for the Respondents' Answers of emphasis

It is observed from the table No. (4.35) and figure No. (4.30) that there are (12) persons in the study's sample with percentage (40%) *strongly agreed* with " **emphasis** ". There are (9) persons with percentage (30%) *agreed* with that, (5) persons with percentage (16.6%) were *not sure*, (2) persons with percentage (6.7%) *disagreed* and (2) persons with (6.7%) *strongly disagreed.*

Table No. (4.36) Checking understanding

Variables	Frequency	Percentage%
Strongly agree	8	26.7%
Agree	9	30%
Neutral	6	20%
Disagree	4	13.3%
Strongly disagree	3	10%
Total	30	100%
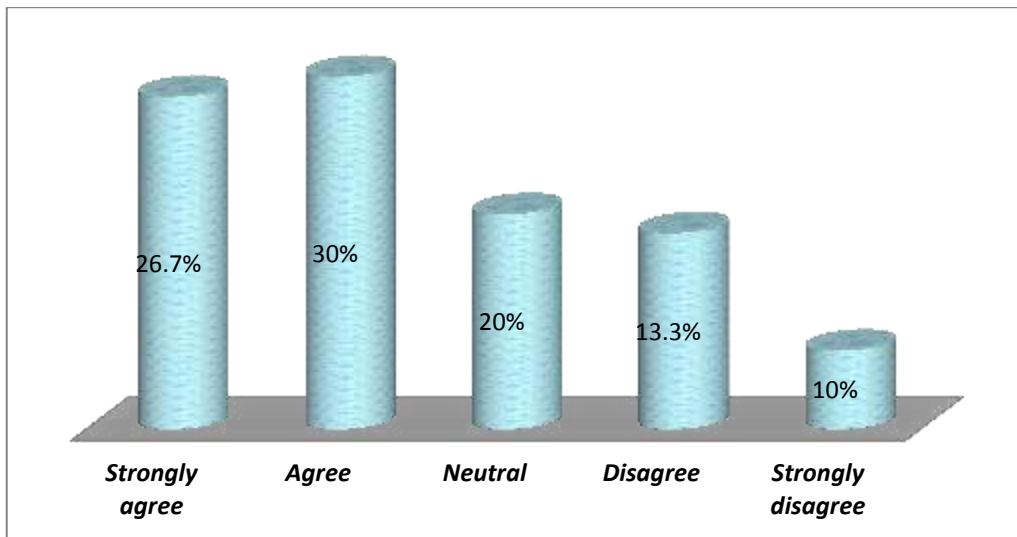
Fig (4.31) The Frequency Distribution for the Respondents' Answers of checking understanding

It is clear from the table No. (4.36) and figure No. (4.31) that there are (8) persons in the study's sample with percentage (26.7) *strongly agreed* with " **checking understanding".** There are (9) persons with percentage (30.0%) *agreed* with that, (6) persons with percentage (20%) were *not sure*, (4) persons with percentage (13.3%) *disagreed* and (3) persons with (10%) *strongly disagreed*.

Table No (4.37) Repetitive Functions

Variables	Frequency	Percentage%
Strongly agree	10	33.3%
Agree	10	33.3%
Neutral	5	16.8%
Disagree	3	10%
Strongly disagree	2	6.6%
Total	30	100%
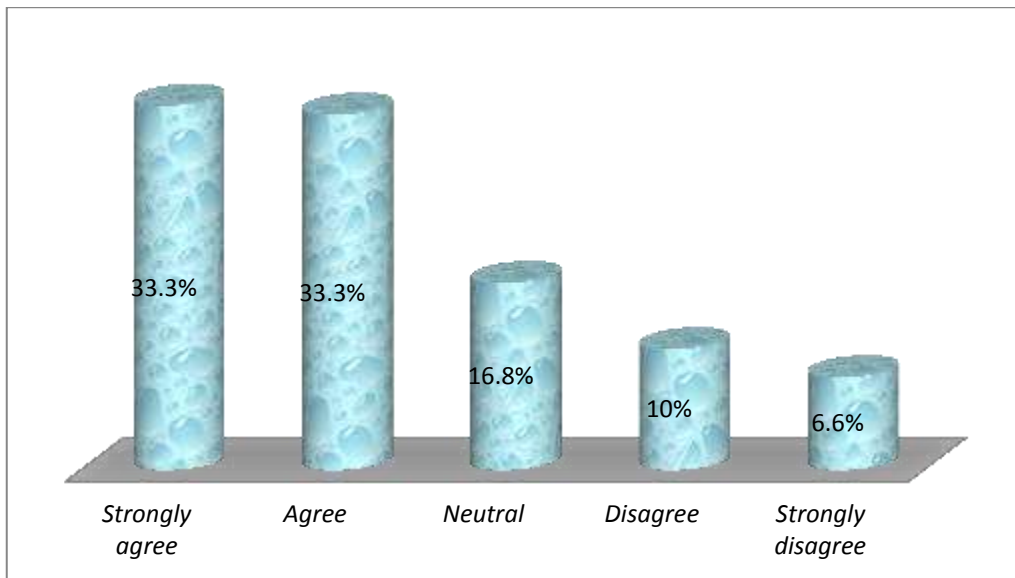
Fig (4.32) The Frequency Distribution for the Respondents' Answers of repetitive functions

It is seen in table No. (4.37) and figure No. (4.32) that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with "**repetitive functions''** There are (10) persons with percentage (33.3%) *agreed* with that, (5) students with percentage (16.8%) were *not sure*, (3) persons with percentage (10%) *disagreed* and (2) persons with (6.6%) *strongly disagreed*.

Table No (4.38) Creating a sense of belonging.

Variables	Frequency	Percentage%
Strongly agree	10	33.3%
Agree	8	26.6%
Neutral	4	13.5%
Disagree	5	16.6%
Strongly disagree	3	10.0%
Total	**30**	**100%**
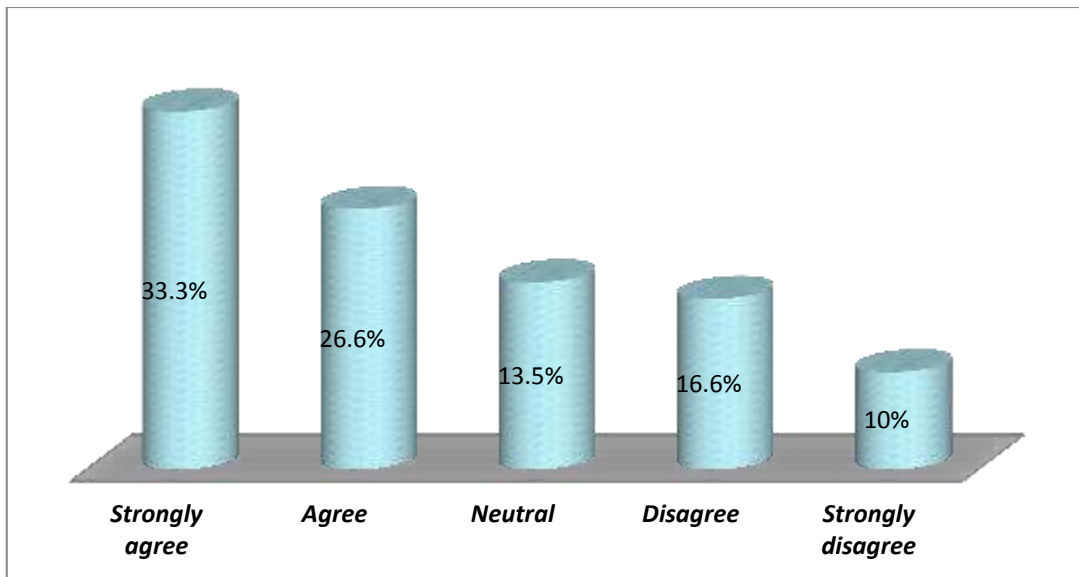
Fig (4.33) The Frequency Distribution for the Respondents' Answers of creating a sense of belonging.

It is obvious from the table No. (4.38) and figure No. (4.33) that there are (10) persons in the study's sample with percentage (33.3%) *strongly agreed* with "**creating a sense of belonging** ". There are (8) persons with percentage (26.6%) *agreed* with that, (4) persons with percentage (13.5%) were *not sure*, (5) persons with percentage (16.6%) *disagreed* and (3) persons with (10.0%) *strongly disagreed.*

Chi-Square Test Results for Respondents' Answers to the Questions of the Third Hypothesis:

No.	Statements	mean	SD	Chi square	p-value
I	Clarification	2.9	2	25	0.000
Ii	Giving instructions effectively	2.5	.60	28	0.00
Iii	Translation	2.6	.80	27.7	0.00
Iv	Socializing	2.4	.90	25.7	0.001
V	Linguistic Competence	2.4	.50	35	0.008
Vi	Topic shift	2.9	2	25	0.000
Vii	Ease of expressions	2.6	.80	27.7	0.00
Viii	Emphasis.	2.5	.60	28	0.00
Ix	Checking understanding	2.6	.80	27.7	0.00
X	Repetitive functions	2.4	.90	25.7	0.001
Xi	Creating a sense of belonging	2.6	.80	27.7	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (i) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**Clarification***''*.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(ii) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are

statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Giving instructions effectively''**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(iii) was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Translation***''*.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(iv) was (25.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Socializing***''*.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(v) was (35) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Linguistic competence''.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (vi) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the

significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondents who agreed with the statement "**Topic shift**''.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(vii) was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "**Ease of expressions''**.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (viii) was (28) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **"Emphasis''**.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement (ix) was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ''**checking understanding''**.

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(x) was (25.7) which is greater

than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement " **Repetitive functions''.**

The calculated value of chi-square for the significance of the differences for the respondents' answers in statement(xi) was (27.7) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (12.4) this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement **''Creating a sense of belonging''.**

According to the above-mentioned results, it is obvious that the third hypothesis of the study is accepted.

Question 24:

What is your opinion about code-switching in English language classes?

As far as question (24) is concerned EFL Sudanese Secondary school teachers expressed their views and perceptions toward using code-switching in EFL classrooms, they stated the following points:

- Code- switching is important and helps EFL learners to understand what is going on.
- Code- switching is a complex phenomenon from a socio- linguistic point of view as it is usually associated to bilinguals where the speaker uses two languages in the production of the rules of both languages' grammar.

- Code-switching is sometimes used by students when using their mother tongue in the English multilingual classroom.
- Code- switching makes students engage into English lessons easily and motivate them.
- Code- switching is important in teaching grammar but not in teaching reading as the teacher should try to use English only.
- Code- switching is necessary to reinforce understanding.
- Code- switching is an easy way of teaching multi-lingual classes and encourages students to learn English easily.
- Code- switching should be used only with young learners.
- Code- switching has both advantages and disadvantages.
- Using code-switching is effective and gives good results and one of the solutions to overcome some teaching difficulties.
- Modern teaching methods do not encourage the use of code-switching as they assume teachers should stick to English only.

According to the above-mentioned viewpoints and comments, it is apparent that the fourth hypothesis of the study is qualitatively accepted.

Question 25:

Feel free to add any point(s) or comments in relation to the use of code-switching in English language multilingual classes (for example: reasons, factors, effects, and functions) below:

EFL Sudanese secondary school teachers proposed different points regarding question (25) above, they mentioned the following points:

- Teachers find it easier to use code-switching in EFL classrooms as the students feel motivated and interested toward learning English.

- Using code-switching has negative effects particularly in teaching grammar.

- Using code-switching has negative effects in students' pronunciation.

- Using code-switching has negative effects in spelling.

- Using code-switching has negative effects in layout.

- Code-switching links English with learners' mother-tongue.

- Using code-switching is an easier and a faster way to reach the aims of the lesson without too much effort.

- Teachers need to use code-switching sometimes because they cannot find the suitable words when they need to teach the students the exact meaning of some words.

- Teachers use code-switching unconsciously as they are aware of the functions and the outcomes of the code-switching process because in some cases the use of code-switching is regarded as an automatic and an unconscious behavior.

- Using code-switching in multilingual classes leads to chaos and lack of concentration.
- Code-switching motivates and encourages EFL learners.
- Code-switching has both positive and negative features, it is positive as it enables the teachers to provide information in the other language so that the students can understand easily, whereas the negative feature lies in that students may not understand the lesson fully.
- Code-switching is useful for meaning clarification.
- Code-switching may increase the competence of the students but has negative effects on the learners' performance that is why students can understand English more than they can speak it.
-Teachers are not qualified enough to teach the students using English only as they need more training.

According to the above-mentioned viewpoints and comments, it is apparent that the fifth hypothesis of the study is qualitatively accepted.

4.3 Analysis of Questionnaire (B): The Students' Questionnaire:

The researcher distributed the questionnaire on the determined study sample which is composed of 60 Sudanese school students; The students are from different areas of Sudan (Kassala in the East, Nyala in the West, and Abrie in the North) and they are from different ethnic backgrounds.

Hypothesis No. (4) "*Students sometimes use their mother tongue in the English multilingual classroom".*

Please tick (√) the appropriate answer against each statement. (In some statements you can choose more than one answer)

Table (4.39) Are there other students in your English class who have the same mother tongue as you?

Variables	Frequency	Percentage
Yes	58	96.6%
No	2	3.4%
Total	60	100%
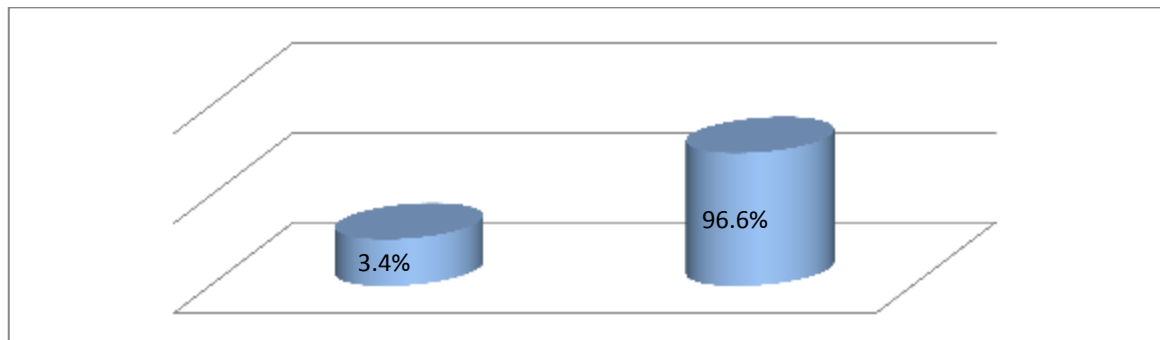
Fig (4.34) The Frequency Distribution for the Respondents' Answers to Question (1) of Students' Questionnaire

The table (4.39) and figure (4.34) illustrate the percentage and frequency of the answers of the sample of the study that concern with (**Are there other students in your English class who have the same mother tongue as you?**) and shows that most of the sample answered (*yes*) as it is represented by (96.6%); which shows that the majority of the students share the same mother tongue.

Table (4.40) Can you read and write in the following language(s)?

Variables	Frequency	Percentage
Your mother tongue	13	21.6%
Arabic	50	83.3%
English	45	75%
Other	0	0%

The above table illustrates the percentage and frequency of the answers of the study's sample that concern with (**Can you read and write in the language(s)?**) and shows the frequency and the percentages of the answers of the students.

Table (4.41) In the English lessons the teacher speaks.

Variables	Frequency	Percentage
English	50	83.3%
Arabic	35	58%
My mother tongue	0	0%
Other language(s) I don`t recognize	0	0%

The table (4.41) illustrates the percentage and frequency of the answers of the study's sample that concern with the question (13) and shows that most of the sample answers was English language which is represented by (83.3%)

Table (4.42) In the English lessons when does the teacher speak other languages than English?

Variables	Frequency	Percentage
giving instructions effectively.	20	33.3%
translation	56	93.3%
Telling jokes	55	91.6%
When moving from a point to another	21	35%
To increase understanding of information	36	60%
To facilitate understanding	52	86.6%
checking understanding	45	75%
Others	2	3.3%

The table (4.42) illustrates the percentage and frequency of the answers of the study's sample that concern with the question (14) and shows that most of sample answers was "for translation and clarifications of some point" as it is represented by (93.3%).

Table (4.43) In the English lesson I speak …

Variables	Frequency	Percentage
Only English	25	41.6%
English and my mother tongue	4	6.6%
English and Arabic	55	91.6%
Arabic and my mother tongue	14	23.3%
I don`t speak Arabic, English, and my mother tongue	4	6.6%
I speak another language	0	0

The table (4.43) illustrates the percentage and frequency of the answers of the study's sample that concern with the question (15) and shows that most of the sample answers was (Arabic and English) which is represented (91.6%) .

Table (4.44) In the English lesson I am allowed to speak …

Variables	Frequency	Percentage
Only English	43	71.6%
English and Arabic	55	91.6%
English, Arabic, my mother tongue	32	53.3%
English and my mother tongue	24	40%
Arabic and my mother tongue	22	36.6%
I am not allowed to speak	3	1%
Other	0	%0

The table (4.44) illustrates the percentage and frequency of the answers of the study's sample that concern with the question (16) and shows that most of the sample of the study answered (Arabic and English) as it is represented by (91.6%).

Table (4.45) When do you speak your mother tongue?

Variables	Frequency	Percentage
When the teacher says something that I do not understand, and I ask my friend.	55	91.6%
When my friend asks me for help.	46	76.6%
When I do not want the teacher to understand what I am talking about	51	85%
Other	0	0%

The table (4.45) illustrates the percentage and frequency of the answers of the study's sample that concern with the question (17) and shows that most of the sample answers was "When the teacher says something I do not understand, and I ask my friend" which is represented (91.6%) .

Table (4.46) Do you prefer to be with the students who share with you the same mother tongue during English language classes?

- Yes () why …………………………. – No () why …………….

Variables	Frequency	Percentage
Yes	38	63.4%
No	22	36.6%
Total	60	100%

The table (4.46) illustrates the percentage and frequency of the answers of the study's sample that concern with the question (18) and shows that most of the students answered(yes)which are represented by (63.4%) , students who answered (*yes*) stated some reasons for their answers such as "to make it easy for understanding", " to save time", and "to clarify the points that need additional clarification" and those who answered (*no*) gave the following reasons: "because the teacher becomes angry" and "because they want to understand the lesson in English".

Table (4.47) Does it help you learn English better if you can use your mother tongue in English class?

- yes () why …………….   - no () why ……………..

Variables	Frequency	Percentage
Yes	55	91.6%
No	5	8.4%
Total	60	100%

The table (4.47) illustrates the percentage and frequency of the answers of the study's sample that concern question (19) and shows that most of the

students answered (*yes*) which are represented by (91.6%) , students who answered (yes) stated some reasons for their answers such as " because this make it easier for understanding", " because it is my favorite language", and because it expresses the information in an easy way"; and those who answered (*no*) gave reasons like " there are some students who do not understand mother tongue" and " sometimes there are some complications".

Table (4.48) will you be pleased if your teacher explained English language lessons using your mother tongue? - Yes () why ……. – No () why ……..

Variables	Frequency	Percentage
Yes	57	95%
No	3	5%
Total	60	100%

The table (4.48) illustrates the percentage and frequency of the answers of the study's sample that concern question (20) and shows that most of the students answered (*yes*) as it is represented by (%95%) , students who answered (*yes*)stated some reasons for their answers such as "because I understand this language", and " to make the understanding for this language better and those who answered (*no*) gave reasons like "because the difficulty in understanding may hinder our learning of English language" and "because it may complicate the learning of English language"

Table (4.49) Do you prefer the teacher who speaks your mother tongue?

- Yes () why? ……………… - No () why? …………………………

Variables	Frequency	Percentage
Yes	51	85%
No	9	15%
Total	60	100%

The table (4.49) illustrates the percentage and frequency of the answers of the study's sample that concern question (21) and shows that most of the students answered (yes) which are represented by(85%) , students who answered (yes) stated some reasons for their answers such as "Because the teacher does everything he can in order make the students understand the information", "because this helps me to understand the lesson in a good way" and "because this helps the students understand the lesson in a good way"; and those who answered (no) gave reasons like "this can delay the learning of English language" and "because in this way we cannot learn English in the right way".

Table (4.50) How do you think you learn English best?

Variables	Frequency	Percentage
When I use only English in the classroom	55	91.6%
When I can use other languages, I know, in the English classroom.	8	13.3%
When I travel to countries where they speak English.	25	41.6%
When I read English books	43	71.6%
When I watch English films	46	76.6%
Other, specify …………	2	3.3%

The table (4.50) illustrates the percentage and frequency of the answers of the study's sample that concern question (22) and shows that students gave different answers expressing their views, some students commented on (other, specify) stating that "when listening to English songs", "when speaking to friends in English language", and "when we have pictures and translations for the different terms and situations".

Table (4.51) How does your teacher react if you speak other language(s) in the English classroom?

Put tick (√) opposite to the answer that suits you:

	Become angry and punish us	Refuses the answer and ask us to speak in English	Accepts and give the correct sentence in English	Accepts and continue the lesson	Does not comment
Arabic Language	4	18	28	20	10
Mother Tongue	7	22	31	15	7
Other Language	5	18	01	13	8

The table (4.51) illustrates the frequency of the answers of the study's sample with regard to question (23) and shows that students gave different answers expressing their views and perceptions toward (What is your teacher's reaction when you speak each of the following language during English language classes?

Table (4.52) shows the percentage distribution of the respondents' answers according to question (23)

	Becomes angry and punish us	Refuses the answer and ask us to speak in English	Accepts and give the correct sentence in English	Accepts and continue the lesson	Does not comment
Arabic Language	6.6%	30%	46.6%	3.3%	16.6%
Mother Tongue	11.6%	36.6%	51.6%	25%	11.6%
Other Language	8.3%	30%	6.6%1	21.6%	13.3%

The table (4.52) illustrates the percentages of the answers of the sample of the study regarding question (23) and shows that students gave different answers expressing their views and perceptions toward (What is your teacher's reaction when you speak each of the following language during English language classes?

According to the above-mentioned results, it is clear that the fourth hypothesis of the study is accepted.

4.4 Discussion and Testing of Hypotheses in Relation to the Results of the Questionnaire for EFL teachers

This section is limited to the discussion of five hypotheses which have been put forward by the researcher in chapter one with reference to the results of the questionnaire. Each hypothesis will be dealt separately.

Hypothesis One: "EFL teachers behave linguistically to some extent by utilizing the code switching in the classroom while teaching."

This hypothesis is justified by means of the results of items (1,2,3, and 4) shown in tables (4-1), (4-2), (4-3) and (4-4) which support this hypothesis positively by (66.7%), (70%), (80%) and (53.3%) respectively. All the above results support this hypothesis as enough as the enormous number of respondents agree over the interrelated information of these statements which support that EFL teachers behave linguistically to some extent by utilizing the code switching in the classroom while teaching. Thus, hypothesis one is judged reliable and valid according to the results of the mentioned statements that correlatively agree over a considerable number of EFL teachers behave linguistically to some extent by utilizing the code switching in the classroom while teaching.

Hypothesis Two: "The functions of using the code switching in English multilingual classroom are it is an effective strategy for improving students' linguistic skills, it provides students with a range of opportunities to learn and enhance their language and motivates students in developing their comprehension to use language".

The results of the statements (1,2,3,4,5, 6, 7, 8,9,10,11,12,13,14,15, 16,17,18, and 19) confirm this hypothesis. In statement (1), (56.7%) have responded positively agreeing that code-switching is an easy way for interaction of multilingual students. Statement (2) justifies this hypothesis

by (76.7%) of the respondents who have positively responded to the idea that it is easy to adopt multilingual style of teaching in the EFL classroom. Also, (93.4%) of the respondents have responded positively to statement (3) which shows that code-switching is a simple and flexible way for teaching in the multilingual classroom. In addition, (89.9%) of the respondents have responded positively to the statement (4) which indicates the idea that code-switching is an effortless way to pass on even technical information to the students. Besides, (93.4%) of the respondents have responded positively to the statement (5) which indicates the idea that code-switching improves the teaching performance. At the same time, (73.3%) of the respondents have responded positively to the statement (6) which indicates the idea that code-switching enables the teacher to accomplish teaching tasks more effectively. In addition, (73.3%) of the respondents have responded positively to the statement (7) which indicates the idea that code-switching enhances the understanding of the students. Also, (60%) of the respondents have responded positively to the statement (8) which indicates the idea that code-switching enhances the effectiveness in the communicative process of a bilingual/multilingual teacher, (60%) of the respondents have responded positively to the statement (9) which indicates the idea that code-switching ought to be employed for teaching in the EFL classroom, (86,6%) of the respondents have responded positively to the statement (10) which indicates the idea that the bilingual teacher should make a conscious effort to code-switch in the classroom and (70%) of the respondents have responded positively to the statement (11) which indicates the idea that code-switching habits ought to be encouraged among the multilingual classroom. Above all, (53.4%) of the respondents have responded positively to the statement (12) which indicates the idea that purposeful code-switching ought to be welcomed in the multilingual classroom discourse, (60%) of the respondents have responded positively

to the statement (13) which indicates the idea that code-switching is a necessary technique in the EFL classroom discourse, (76.7%) of the respondents have responded positively to the statement (14) which indicates the idea that students do agree with bilingual conversational patterns, (60%) of the respondents have responded positively to the statement (15) which indicates the idea that mother tongue is a helping factor to achieve communicative competence in the EFL classroom, (89.9%) of the respondents have responded positively to the statement (16) which indicates the idea that the use of code-switching should be increased to make students proficient in bilingual/multilingual situations and (86.6%) of the respondents have responded positively to the statement (17) which indicates the idea that bilingual teachers can enhance their motivation to learn English. Above all, (60%) of the respondents have responded positively to the statement (18) which indicates the idea that it is important to understand the reasons for code-switching in the multilingual classroom discourse and (50%) of the respondents have responded positively to the statement (19) which indicates the idea that it is important to encourage code-switching among students. Thus, hypothesis two is reliable and valid as a solution to the problem of study.

Hypothesis Three: "Both EFL teachers and students use Arabic language in English language classroom for different reasons such as: clarification, effectiveness, translation, socialization, easiness, emphasis and understanding".

Hypothesis three is sustained to be valid and reliable by the results of the items in tables: (4-28), (4-29), (4-30), (4-31), (4-32), (4-33), (4-34), (4-35), (4-36), (4-37), and (4-38). They have received positive attitudes of the respondents which are represented by (54.4%), (59.9%), (63.4%), (73.3%), (66.6%), (53.4%), (60.1%), (70%), (56.7%), (66.6%) and (59.9%)

successively. Thus, these results justify consecutively the reasons for using the code-switching which are clarification, giving instruction effectively, translation, socializing, linguistic competence, topic shift, ease of expression, emphasis, checking understanding, repetitive functions and creating a sense of belonging.

Hypothesis Four: "Students sometimes use their mother tongue in the English multilingual classroom".

Results of the question No. (24) are supportive to this hypothesis, for the majority of the respondents have positively accepted that students sometimes use their mother tongue in the English multilingual classroom. Besides, the respondents in their answers to question (24) have expressed positively different views about the importance of code-switching and the use of the students' mother tongue.

Hypothesis Five: "Problems encountered in multilingual classrooms in Sudanese secondary schools are the English language pronunciation, spelling and layout".

This hypothesis is qualitatively justified by means of the results of question No. (25). The respondents' answers support this hypothesis positively by expressing their different viewpoints and comments about the reasons, factors, functions, problems and advantages and disadvantages of code-switching in multilingual classrooms. All the above views and opinions support this hypothesis as sufficient as the enormous number of respondents agree over the interrelated information of this question which supports the fact that the problems encountered in multilingual classrooms in Sudanese secondary schools are the English language pronunciation, spelling and layout".

4.5 Discussion and Testing of Hypotheses in Relation to the Results of the Questionnaire for EFL Students

This section is limited to the discussion of the hypotheses with reference to the results of the questionnaire. Each hypothesis will be dealt separately.

Hypothesis Three: "Both EFL teachers and students use Arabic language in English language classroom for different reasons such as: clarification, effectiveness, translation, socialization, easiness, emphasis and understanding".

The verification of this hypothesis is obvious through the testees' answers of the questions (2), (3), (4), (5) and (6) in tables (4.40), (4.41), (4.42), (4.43), and (4.44) consecutively. They have received positive attitudes of the respondents which are represented by (83.3%), (58%), (93.3%), (91.6%), and (91.6%) successively. Thus, these results justify consecutively the reasons for using the code-switching which are clarification, translation, socialization, easiness, emphasis, ad understanding which means that the third hypothesis is supported.

Hypothesis four: "Students sometimes use their mother tongue in the English multilingual classroom."

The verification of this hypothesis is obvious through the testees' answers to the questions (7), (8), (9), (10), and (11) in tables (4.45), (4.46), (4.47), (4.48) and (4.49) consecutively. They have received positive attitudes of the respondents which are represented by (91.6%), (63.4%) (91.6%), (95%) and (85%) successively. Thus, these results justify students sometimes use their mother tongue in the English multilingual classroom.

4.6 Comments on Data Analysis

The researcher observes that the whole five hypotheses corresponding with the idea of the respondents. Therefore, the researcher thinks that it is better for the Ministry of Education to apply the code-switching in language activities in basic schools and secondary schools because the language activities enhance the students in these stages to speak fluently and to communicate directly with their colleges and the people around them. The Ministry of Education can carry out intensive training courses in these language activities among the teachers at basic schools and secondary schools' levels to promote their pedagogical performance in the future and, also, to conduct intensive course among supervisors of English language at basic school and secondary school in order to receive the better feedback in teaching process of English language as a foreign language. A sufficient number of teachers highlighted the fact that students' performance in speaking English is weak. At the same time, a large number of teachers pointed out that teaching /learning process can be available or even possible in larger classes if code-switching strategy in English language teaching is apparently utilized.

4.7 Summary

In *chapter four,* the analyzed data of the study which consists of two questionnaires (one for the teachers and the other for the students) is presented through tabulation of frequencies and percentages. It also elucidates the data analysis, discussion of the results and testing the hypotheses in relation to the results of the two questionnaires.

In the next chapter the main findings, conclusion, recommendations, and suggestions for further studies will be covered.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Chapter Five

Main Findings, Conclusion, and Recommendations

5.0 Introduction

This chapter involves literary handling as follows: main findings, conclusion, recommendations, and suggestions for further studies.

5.1 Main Findings

The results of this study investigate the functions of code-switching in teaching English language in multi-lingual EFL Sudanese classroom at secondary level. The results provide the following findings:

1. A good number of the teachers use both English and Arabic in English language classrooms; while some of them mostly use Arabic in the classroom and some use intermixing languages; but the majority mostly use of English.

2. The teachers think that code-switching (CS) is easy to use in English language classes because it is an easy way to interact with multilingual students, it is a simple and flexible way for teaching in these types of classes, and it is an effortless way to pass on information to the students.

3. Code switching helps in improving the teaching performance and enables them to accomplish teaching tasks more effectively; besides, it enhances the effectiveness in the communicative process of the bilingual/multilingual teacher.

4. Regarding Behavioral intentions of CS, teachers think that it is ought to be employed for teaching in the EFL classroom; the bilingual teacher should make a conscious effort to code-switch in the classroom and encourage CS habits among the multilingual students.

5. Regarding the teacher's subjective norms, the study has found out that CS is a necessary technique in the EFL classroom discourse, students do agree with bilingual conversational patterns. They think that bilingual teachers can enhance their motivation to learn English.

6. Mother tongue is a helping factor to achieve communicative competence in the EFL classroom and the use of CS should be increased to make students proficient in bilingual/ multilingual situations.

7. The study has also revealed that the teachers' attitudes towards the use of code switching vary but many of them have positive attitudes. They think that it is important to understand the reasons for CS in the multilingual classroom discourse, and that it is important to encourage CS among students. It sounds friendly when the student mixes languages in the classroom.

8. Concerning the reasons that lead to the use of code-switching in the EFL classroom the study has found out that the reasons are ranging between the following to a large degree: Socializing, Linguistic Competence, Emphasis, and Repetitive functions; besides the usage of the translation and because of ease of expressions.

9. Most of the students in the sample share the same mother tongue although the study was held in three different areas of the Sudan (North/ East/ West). And almost all of them speak and write in Arabic language.

10. While the majority speak English in English classes, but some teachers use Arabic for translation, for telling jokes, for facilitating and checking the understanding.

11. The students use both languages, Arabic and English, in English language classes and the teachers accept their use of Arabic.

12. The students use Arabic language in English classes for different reasons, like: when the teacher says something that the students do not understand, so they ask their friends, when their friends ask them for help, and when they do not want the teacher to understand what they are talking about.

13. A small number of the students may prefer to be with the students who share with them the same mother tongue during English language classes.

14. The students think that using their mother tongue helps them learn English better in English class and they will be pleased if their teachers explain English language lessons using their mother tongue and they are even prefer the teacher who speaks their mother tongue, but in spite of these points of view the students still think that they will learn English better if they use only English in the classroom, read English books, and watch English films.

15. Finally, the study shows that most of the teachers accept and give the correct sentence in English when students use Arabic, or mother tongue, while they refuse the answer when they use another language and ask them to speak in English.

5.2 Conclusion

The results of data analysis answer the questions and agree with the hypotheses stated in *chapter one* of this study.

Through the investigation of this study, the researcher touches the elements that lead to the problem of the study. In the light of the findings, the study comes out with recommendations based on the data collected. The aim of this study is to explore the functions of code-switching in multilingual EFL classroom at secondary level. So, this conclusion is a summary of the elements of the study and their contribution in the process of teaching and learning of English as a foreign language.

Under the umbrella of pedagogical conceptions in general and teachers in particular, teaching English as foreign language to EFL learners involves many essential aims that must be achieved successfully. In other words, knowledge of reasons of code-switching in teaching English language in a multilingual classroom is a significant part of these aims. It is noticed that speaking in English for the most of EFL students is the hardest task to do, and most difficult skill to master. This leads them to hate and avoid any occasion where they may be given the chance to speak. In attempt to help students to overcome this problem, this study investigates the role of utilizing code-switching as a technique that can be used by English language teachers to enhance students' linguistic skill.

In conclusion, code-switching creates a necessary diversity in the classroom and is a good method for teaching. Code-switching is motivating that helps students to be active in their learning. In addition to this, the teachers need to keep in mind that not all code-switching activities fit certain students and some code-switches cannot be granted inside the classroom so; when selecting a code-switch the teacher needs to ask him/herself, *"What are the goals I am trying to achieve by providing this activity?"* and finally the teachers must make sure that

the code-switches they choose are not too easy but at the same time not too difficult.

5.3 Recommendations

Based on the above findings and results, the researcher offers the following recommendations:

1. The use of code-switching (CS) should be increased to make students proficient in bilingual/ multilingual situations.
2. Code-switch's habits ought to be encouraged among the multilingual students.
3. The teachers need to know that they do not have to depend mainly on code switching and not to use it heavily.
4. Since both teachers and students have positive attitudes towards using CS in English language classes, it will be good if teachers adopt it as one of the techniques for teaching English language.
5. Teachers' role should be changed from instructors who dominate the class into educators whose role is to help, support, and guide the students to acquire the foreign language.
6. Code-switching should be adopted as one of the techniques for developing verbal interaction skills, because it proved its effectiveness for the purpose of verbal interaction with EFL learners.
7. Code-switching should be carefully selected and learnt before being utilized and generalized in multilingual classroom.
8. Students should be sufficiently exposed to code-switch to develop their speaking abilities.
9. EFL learners should be given enough time to practice any communicative task assigned to them in the classroom.

10. Code-switches have to be used inside the classroom to enable students to speak freely without hesitation.

11. Students should be grouped to discuss different topics and adopt different styles while speaking to each other.

12. Teachers should encourage their students to work collectively to improve their speaking skill easily.

13. Too much attention should be paid to code- switches when the students are weak in linguistic skills.

14. Teachers should organize ad urge their students to engage in the language activities to improve their linguistic skill.

15. Code-switches should be utilized by teachers so that the students can speak fluently besides their speaking problems can be overcome.

5.4 Suggestions for Further Studies

Based on the results of this study, several recommendations are proposed for further research:

1- *"The Role of Code-switching in Developing EFL Learners' Linguistic Skills at Tertiary Level".*

2- *"Utilizing Code-switching Technique in Developing the Speaking Skill of Secondary Stage's Sudanese Students".*

3- *"Adopting the Code-switching as a Method of Raising Students' Motivation."*

4- *"Utilization of Code-switching as a Technique in Improving Classroom's Atmosphere".*

5- *"The Investigation of Actual Use of Code-switching in Promoting EFL Classroom at Secondary Level".*

6- *"The Investigation of the Different Types of Code-switching in EFL Classroom at Secondary Level".*

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Sudan University of Science & Technology

College of Graduate Studies

College of Languages

A Questionnaire for EFL Teachers

Dear Respondent,

The researcher is a scholar of PhD conducting his research entitled "**Teaching English in Multilingual Classroom, an Evaluative Study**". This survey is being conducted to identify the teachers' attitude towards the use of **code switching** (i.e. use of both mother tongue and English in the same class) in multilingual classroom.

Please fill in the questionnaire carefully. I assure you that all the data will be used in research work only. Your cooperation in this regard shall be highly appreciated.

- **CS** = Code-switching (use of two or more languages in the same situation)
- **EFL** = English as a Foreign Language
- **Sudanese Languages**: Sudanese dialects other than Arabic like Nuba, Zagawa, Dongles, …, etc.

Section 1: General information

Please tick (√) the appropriate answer against each statement.

i. Name_____(Optional)

ii. Gender: 1. Male **(   )**   2.Female **(   )**

iii. Age: 1. 25-30 years **( )** 2. 31-35 years **( )** 3. 36-40 years **(   )** 4. above 40 **(   )**

iv. Do you speak any other Sudanese language(s) as mother tongue(s) beside Arabic?   -
Yes   **(   )**   - No   **(   )**

If your answer is **YES**, what other languages do you speak?

…………………………………………………………………………………….

v. Qualification: 1. B.A **(   )**   2. M.A **(   )**   3. PhD   **(   )** 4. Other **(   )** **………….**

vi. Currently working in:

                    - Town (name): …………………………………………….

                    - School (name): ………………………………….………….

                                        1. For boys **(   )**   2. For Girls **(   )**

vii. Teaching experience (in years): ……………………………………….…

1

Section 2: Medium of instruction and classroom practice

i. What is the language(s) that you use with your students' in the classroom?

1. Arabic ( ) 2. English ( ) 3 . Both ( ) 4. Other ( ) specify …….…………………………

ii. Indicate the extent of the use of Arabic in the classroom.

1. Never ( )   2. Occasionally ( )   3. Mostly ( )

iii. Indicate the extent of the use of English.

1. Never ( )   2. Occasionally ( )   3. Mostly ( )

iv. Indicate the extent of the use of intermixing languages in the classroom.

1. Never ( )   2. Occasionally ( )   3. Mostly ( )

v. Indicate the extent of the use of other language in the classroom.

1. Never ( )   2. Occasionally ( )   3. Mostly ( )

Section 3: The communicative functions of CS in the EFL classroom:

Please tick (√) the appropriate choice.

SA = Strongly Agree, **A** = Agree, **U** = Uncertain, **D** = Disagree, **SD** = Strongly disagree

3.1 Ease of use of CS

No.	Statement	SA	A	U	D	SD
1.	Code-switching is an easy way to interact with multilingual students.					
2.	It is easy to adopt multilingual style of teaching in the EFL classroom.					
3.	CS is a simple and flexible way for teaching in the multilingual classroom.					
4.	CS is an effortless way to pass on even technical information to the students.					

3.2 Usefulness of CS

No.	Statement	SA	A	U	D	SD
5.	CS improves the teaching performance.					
6.	CS enables the teacher to accomplish teaching tasks more effectively.					
7.	CS enhances understanding of the students.					
8.	CS enhances the effectiveness in the communicative process as a bilingual/ multilingual teacher.					

3.3 Behavioral intentions of CS

No.	Statement	SA	A	U	D	SD
9.	CS ought to be employed for teaching in the EFL classroom.					
10.	The bilingual teacher should make a conscious effort to code-switch in the classroom.					
11.	The CS habits ought to be encouraged among the multilingual students.					
12.	Purposeful CS ought to be welcomed in the multilingual classroom discourse.					

3.4 Subjective norms of CS

No.	Statement	SA	A	U	D	SD
13.	CS is a necessary technique in the EFL classroom discourse.					
14.	Students do agree with bilingual conversational patterns.					
15.	Mother tongue is a helping factor to achieve communicative competence in the EFL classroom.					
16.	The use of CS should be increased to make students proficient in bilingual/ multilingual situations.					

No.	Statement	SA	A	U	D	SD
17.	Learners think that bilingual teachers can enhance their motivation to learn English.					

3.5 An attitude towards the CS

No.	Statement	SA	A	U	D	SD
18.	It is important to understand the reasons for CS in the multilingual classroom discourse.					
19.	It is important to encourage CS among students.					
20.	It sounds friendly when the student mixes languages in the classroom.					
21.	It is easy to understand a student when he/she mixes languages in the classroom.					
22.	It is a pleasant experience to teach multilingual students.					

3.6 Reasons that prompt CS in the EFL classroom

23. The following are the **reasons** that lead to the use of code-switching in the EFL classroom:

No.	Statement	SA	A	U	D	SD
i.	Clarification					
ii.	giving instructions effectively.					
iii.	translation					
iv.	Socializing					
v.	linguistic competence					
vi.	topic shift					
vii.	ease of expression					
viii.	Emphasis					
ix.	checking understanding					
x.	repetitive functions					
xi.	creating a sense of belonging.					

24. What is your opinion about code-switching in English language classes?

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25. Feel free to add any point(s) or comments in relation to the use of codeswitching in English language multilingual classes (e.g. reasons, factors, effects, functions… etc.) below:

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Thank you very much for your cooperation.

استبيان للطلاب حول

تدريس اللغة الانجليزية في فصول التعدد اللغوي في السودان

1. النوع: ذكر ( )   أنثى ( )

2. العمر: ....

3. اسم المدينة أو القرية: ....

4. أسم المدرسة: .... - بنين ( ) - بنات ( )

5. الصف: ....

6. ما هي لغتك الأم (لهجتك): ....

7. ما هي اللغات الأخرى التي تتحدثها بالإضافة للغتك الأم (لهجتك)؟

....

8. ما هي اللغة أو اللهجة التي تتحدثها في المنزل مع:

   - والديك: ....

   - إخوانك : ....

9. ما هي اللغة أو اللهجة التي تتحدثها مع أصدقائك في

   – المدرسة: ....

   – المنزل: ....

10. كيف تعلمت اللغات التي تتحدثها: ....

ضع علامة صاح (√) امام الخيار الذي يناسبك في كل مما يلي: (في بعض الاسئلة يمكنك اختيار اكثر من خيار)

11. هل هناك طلابا في فصلك يتحدثون نفس لغتك الأم (لهجتك)؟   نعم ( )   لا ( )

12. هل تستطيع الكتابة والقراءة باللغات الآتية؟

   - لغتك الأم (لهجتك)   ( )

   - اللغة العربية   ( )

   - اللغة الإنجليزية   ( )

   - أخرى   ( )

13. في حصص اللغة الإنجليزية يتحدث المعلم:

   - الإنجليزية   ( )

   - العربية   ( )

   - لغتي الأم (لهجتي)   ( )

   - لغة أخرى لا افهمها   ( )

14. في حصص اللغة الأنجليزية متى يتحدث المعلم لغات أخرى غير اللغة الإنجليزية؟

- لإعطاء التوجيهات ( )
- الترجمة وذلك لتوضيح بعض النقاط ( )
- لسرد نكتة أو موقف طريف ( )
- عند الانتقال من نقطة إلى أخرى أثنا الشرح ( )
- لزيادة تأكيد المعلومة ( )
- لتسهيل الفهم ( )
- للسؤال عن مدى فهم الدرس ( )
- أسباب أخرى ( ) اذكرها : ....

15. في دروس اللغة الإنجليزية أنا أتحدث:

- الإنجليزية فقط ( )
- الإنجليزية ولغتي الأم (لهجتي) ( )
- الإنجليزية والعربية ( )
- اللغة العربية ولغتي الأم (لهجتي) ( )
- لا أتحدث العربية و الإنجليزية ولغتي الأم (لهجتي) ( )
- أتحدث لغة أخرى ( ) أذكرها: ....

16. في دروس اللغة الإنجليزية مسموح لي ان أتحدث:

- الإنجليزية فقط ( )
- الإنجليزية والعربية ( )
- العربية و الإنجليزية ولغتي الأم (لهجتي) ( )
- الإنجليزية ولغتي الأم (لهجتي) ( )
- اللغة العربية ولغتي الأم (لهجتي) ( )
- غير مسموح لي أن أتحدث ....
- أخرى: ....

17. متى تتحدث بلغتك الأم (لهجتك)؟

- عندما يقول معلمي شئ ولا افهمه أسأل صديقي ( )
- عندما يطلب مني صديقي مساعدة ( )
- عندما لا أريد أن يفهم المعلم ما أقول ( )
- أخرى ( ) : ....

2

18. هل تفضل التعامل مع الطلاب الذين يتحدثون لغتك الأم (لهجتك) أثناء دروس اللغة الانجليزية ؟
- نعم ( ) لماذا ؟ ....
- لا ( ) لماذا ؟ ....

19. هل يساعدك استخدام لغتك الأم (لهجتك) على الفهم بصورة أفضل في دروس اللغة الإنجليزية؟
- نعم ( ) لماذا ؟ ....
- لا ( ) لماذا ؟ ....

20. هل تحب أن يشرح معلمك بلغتك الأم (لهجتك) في دروس اللغة الانجليزية ؟
- نعم ( ) لماذا ؟ ....
- لا ( ) لماذا ؟ ....

21. هل تفضل المعلم الذي يتحدث بلغتك الأم (لهجتك) في دروس اللغة الانجليزية على المعلمين الآخرين ؟
- نعم ( ) لماذا ؟ ....
- لا ( ) لماذا ؟ ....

22. كيف تعتقد أنك تتعلم اللغة الإنجليزية بصورة أفضل:
- عندما أتحدث فقط باللغة الانجليزية أثناء دروس اللغة الإنجليزية ( )
- عندما أتحدث باللغات الأخرى التي أجيدها أثناء دروس اللغة الإنجليزية ( )
- عندما أسافر إلى بلدان ناطقة باللغة الإنجليزية ( )
- عندما أقرأ كتب باللغة الإنجليزية ( )
- عندما أشاهد أفلام باللغة الإنجليزية ( )
- أخرى ( ) أذكرها ....

23. ما هو رد فعل معلمك عندما تتحدث كل من اللغات التالية اثنا دروس اللغة الإنجليزية؟
(ضع علامة صاح (√) امام الخيار الذي يناسبك)

	لا يعلق	يقبل ويواصل الدرس	يقبل ويعدل الى الانجليزية	يرفض ويطلب التحدث باللغة الانجليزية	يغضب ويعاقبنا
اللغة العربية					
لغتك الأم (لهجتك)					
لغة (لغات أخرى)					

لك الشكر الجزيل على تعاونك