Sudan University of Science and Technology

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Investigating Factors Determining Code-Switching Amongst University Tutors of Preparatory Year English Language Programme

تقصى العوامل المحددة للتحول اللغوي لدى أساتذة اللغة الانجليزية في السنة التحضيرية في الجامعة

A Thesis Submitted in Fulfillment of the Requirements of Ph.D. Degree in English Language (Applied Linguistics)

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Quranic Verses

<div dir="rtl">

الرحيم

(3)   (2)   (1)

(4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

صدق الله العظيم

العلق: -

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Dedication

I dedicate this work to my father and mother, my aunt, my brothers and sister.

With deep love, respect and gratitude

Acknowledgements

All thanks to Allah.

Abstract

This study aims to investigate the factors determining code- switching (changing from a language to another in the same utterance) to Arabic in EFL classroom at the university level. Basically, the researcher focused on English language tutors at the preparatory year programme in six colleges in Sudan University of Science and Technology (SUST) and Omdurman Islamic University (OIU).To investigate this phenomenon, the researcher used the descriptive analytical method. Two main tools were used to collect data: a questionnaire for tutors and an observation check- list. 40 tutors and 194 students at preparatory year English programme in six different colleges were involved in this study.

Data were calculated and analysed quantitatively and qualitatively to identify thefactors and reasons behind code switching. The findings of this study revealed that using Arabic by tutors might be for some pedagogical reasons such as: for expanding the interaction in the classroom, encouraging students to communicate English in a better way, managing classroom, giving instructions and other educational reasons. On the other hand, the study recommended that EFL teachers should be cautious when using Arabic and shouldn't make it the dominant language in EFL classes. These results are expected to contribute in formulating a strategy of organized and reasonable use of Arabic in EFL classrooms after being aware of the factors and reasons behind the phenomenon of code-switching.

Abstract

(Arabic Version)

مستخلص البحث

لقدهدفت هذه الدراسة الي استقصاء العوامل التى تحدد استخدام اللغة العربية من قبل معلمى اللغة الانجليزية فى الفصول الدراسية على مستوى الجامعة. ولقد ركز الباحث على دراسة هذه الظاهرة تحديدا فى السنة التحضيرية فى ست كليات مختلفة بجامعة السودان للعلوم والتكنلوجيا وجامعة امدرمان الاسلامية. لدراسة هذه الظاهرة قد استخدم الباحث المنهج الوصفي التحليلي مع اداتين لجمع البيانات وهما: استبانة للاساتذة واستمارة تدوين ملاحظات ميدانية داخل المحاضرات. وقد شمل البحث اربعين معلما" ومعلمة ومائة اربع وتسعين طالبا وطالبة فى السنة التحضيرية فى ست كليات مختلفة. وقد تم جمع وتحليل البيانات وصفيا وكميا لتحديد العناصر التى تحدد ظاهرة التحول اللغوى. وقد كشفت نتائج تحليل البيانات عن وجود اسباب تعليمية متعددة تؤدى الى ظهور التحول اللغوى داخل فصول تدريس اللغة الانجليزية مثلا: لزيادة معدل التفاعل الصفى، لتشجيع الطلاب على استخدام اللغة الانجليزية بشكل افضل، لادارة الصف، لاعطاء التعليمات واسباب تربوية اخرى. ومن جهة اخرى اوصت الدراسة بانه على اساتذة اللغة الانجليزية توخى الحذر عند استخدام اللغة العربية وذلك بعدم جعلها اللغة السائدة داخل قاعات اللغة الانجليزية. وعليه قد تسهم هذه الدراسة فى وضع استراتيجية تعمل على تنظيم استخدام اللغة العربية داخل فصول تعلم اللغة الانجليزية فى الجامعات السودانية بعد ان تم التعرف على العوامل والاسباب التى تؤدي الى ظاهرة التحول اللغوي.

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Introduction

1.1 Overview

Research into code switching has traditionally been carried out from one of two perspectives, namely a grammatical perspective or a sociolinguistic perspective. A sociolinguistic approach is concerned with the role of social factors in the occurrence of code switching, the aim being to determine patterns of occurrence of code switching and how these may be affected by social factors such as context and speakers' role relationships. A grammatical approach focuses on the structural aspects of code switching to determine the syntactic and morphological characteristics of code-switching constructions.

The term code-switching refers to the use of two (or more) languages within the same utterance or during the same conversation. One more thing to consider, code-switching must be distinguished from borrowing. Muysken (1995:189) referred to borrowing as "the incorporation of lexical elements from one language in the lexicon of another language".

Regarding borrowing between English and Afrikaans, if one takes borrowing simply to entail the regular use throughout a speech community of a particular word from language A in language B, the South African Concise Oxford Dictionary (2000) confirms that the Afrikaans word *braai* ("barbecue") is an established loanword in South African English. The Handwoordeboek van die AfrikaanseTaal (2000) confirms that *tjek*("cheque") is an established English loanword in standard Afrikaans. With regard to nonce loans, it is generally more common to encounter such ad hoc loans from English into Afrikaans than vice versa, and the practice is generally considered acceptable to all but the language purist.

Since code switching is studied from so many perspectives, this study will necessarily seem to omit important elements of the literature. Much of the work labeled "code switching" is interested in syntactic or morph syntactic constraints on language alternation (e.g. Poplack 1980; Sankoff and Poplack 1981; Joshi 1985; Di Sciullo and Williams 1987; Belazi et al. 1994; Halmari 1997 inter alia). Alternately, studies of language acquisition, second language acquisition, and language learning use the term code switching to describe either bilingual speakers' or language learners' cognitive linguistic abilities, or to describe classroom or learner practices involving the use of more than one language (e.g. Romaine 1989; Cenoz and Genesee 2001; Fotos 2001, inter alia). These and other studies seem to use *code* as a synonym for *language variety*. (Alvarez-Cáccamo 2000) argues that this equation may obscure certain interactional functions of such alternation.

Code-switching performs several functions (Zentella, 1985). First, people may use code-switching to hide fluency or memory problems in the second language (but this accounts for about only 10 percent of code switches). Second, code-switching is used to mark switching from informal situations (using native languages) to formal situations (using second language). Third, code-switching is used to exert control, especially between parents and children. Fourth, code-switching is used to align speakers with others in specific situations (e.g., defining oneself as a member of an ethnic group). Code-switching also 'functions to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships' (Johnson, 2000, p. 184)." (William B. Gudykunst, *Bridging Differences: Effective Intergroup Communication*, 4th ed. Sage, 2004)

"The role of **CS**, along with other symptoms of contact, in <u>language change</u> is still a matter of discussion. On one hand the relationship

between contact and language change is now generally acknowledged: few espouse the traditional view that change follows universal, language-internal principles such as simplification, and takes place in the absence of contact with other varieties (James Milroy 1998). On the other hand, some researchers still downplay the role of CS in change, and contrast it with <u>borrowing</u>, which is seen as a form of convergence." (Penelope Gardner-Chloros, "Contact and Code-Switching."*The Handbook of Language Contact*, ed. by Raymond Hickey. Blackwell, 2010)

It should be noted that not all authors make this same distinction between code switching and code mixing. Muysken (2000), for example, uses the term "code mixing" to refer to what is called "code switching" here. McCormick (1995: 194), on the other hand, suggests that code switching involves the "alternation of elements longer than one word", while code mixing involves "shorter elements, often just single words". Such a definition of code mixing appears to overlap to some extent with the definition of borrowing above, further complicating the issue, and emphasizing the importance of defining terminology clearly and applying it consistently.

1.1Background of the Study

Many researches in the field of English as a foreign language (EFL) show that code switching considered as one of the effective tools in EFL classrooms, reinforces the process of language acquisition.

This study investigates the factors behind code-switching to Arabic (classical or colloquial) from English; The target or second language (L2).Assuming that teachers switch to L1 so as to manage the classroom or to explain the meaning of a word, a phrase or a sentence in the target language(TL). The study further explores how this process helps students'

L1 raise their understanding to L2 and make their interaction in the classroom much better.

The grammar-translation method called for switching to L1 to illustrate forms of EFL, explain the meaning of words, phrases and sentences. Yet, this method of teaching uses translation as an aid. Switching to L1 was considered as an explicit means to illustrate forms and meanings of EFL.

1.2 Statement of the Problem

Modern methodologies, such as communicative approach and learner-centered approach tend to overlook the use of L1 in EFL classrooms.

Some scholars and teachers consider CS to L1 as wasting part of class time which would better be spent on the L2. Further, one of the main arguments against the grammar translation method of teaching is that switching to L1 hinders thinking directly in EFL as it is wedged between the concept and the way it is expressed in the EFL (River and Temperly, 1978). This process is called interference which has been seen as a negative aspect of using L1 in EFL classroom.

Though it's a natural phenomenon to switch from a language to another and mix between two languages is common among the bilingual speakers. But the process of measuring the factors that influence code-switching and the results of code-switching on the process of teaching are not well defined or clear-cut, so long as these factors differ from code-mixing and borrowing.

In Sudan, Where this study will be conducted, hardly ever the social aspects of code-switching have been explored. The researcher, in the present study will give special attention to this aspect as well as to the question of bilingualism, as a phenomenon so powerfully connected with

the issue in question. The study aims to come up with empirical findings to be used in classroom settings.

There is generally little doubt that the phenomenon of code switching is as old as that of language contact leading to bilingualism. According to Espinoza (1917: 415), such code switching was not governed by any detectable laws or limits. Some five decades later, Weinreich (1963: 73) suggested that the "ideal bilingual switches from one language to another according to appropriate changes in the speech situation …, but … certainly not within a single sentence", reflecting the structuralist preoccupation with language integrity. Following this early interest in code switching as one of many language contact phenomena, a number of researchers have presented evidence to the contrary, suggesting that there are indeed rules according to which codes may be switched within sentences. Constraints on code switching in terms of both social factors and grammatical structure have been proposed. What follows is a discussion of a number of these suggestions.

The statement of the study problem is that most of English language teachers in Sudanese Universities tend to use code-switching to L1 in EFL classrooms which may affect the teaching and learning process negatively if there is no clear strategy to organize using L1 in EFL classroom. Hence this study intends to investigate the factors behind Code-switching amongst university tutors of the preparatory year English Language Programme in some Sudanese universities.

1.3 Research Objectives

This study mainly aims at describing and investigating the factors behind code-switching amongst English languages tutors in SUST and OIU. Considering this aim, the following points are designed:

ﺝ To find out the presence of variance in tutors' code-switching due to technical factors

ﺝ To find out the effect of code-switching on the interaction between students and tutors in EFL classroom.

ﺝ To find out the pedagogical reasons behind code-switching.

1.4 Research Questions

The following questions will be addressed in this study.

(1) How does CS affect EFL classrooms in terms of interactions between teachers and students and among students themselves at the preparatory year in the Sudanese universities of?

(2) To what extent do the size and lack of appropriate vocabulary result in code- switching?

(3) What are the reasons behind using code-switching to L1 in EFL classroom among Sudanese University English teaching staff?

1.5 The Hypotheses of the Study

The following are the formulated hypotheses of the study.

(1)CS affects EFL classrooms in terms of interactions between teachers and students and among the students themselves.

(2)The size and lack of appropriate vocabulary may result in code-switching.

(3)University tutors switch to Arabic at the preparatory year in Sudanese Universities for various educational and pedagogical reasons.

1.6 Methodology

This study will follow the descriptive analytical method. The primary data will be collected from male and female tutors in SUST and OIU delivering six random sessions. Secondary data will be collected from hardware and software publication, data collected will be statistically processed and discussed.

The researcher observes six sessions and later a questionnaire will be distributed to be filled by tutors. The observation and questionnaire involve data that will help investigating the different factors that influence code-switching.

1.7 The Significance of the Study

The significance of this study springs from the fact that it will investigate an important teaching problem which is code switching by teachers of preparatory year programme at Sudanese universities.

This study is expected to help English language teachers and students of preparatory year in drawing their attention to some of the main factors that affect students' achievement in this programme.

1.8 Limits of the study.

Some of the limits of this study arise from:

1. The population of the study is the students atSUST and OIU preparatory year students as well as tutors.

2. The study will take place at SUST and OIU in the period 2014-2017

Summary of the chapter

In this introductory chapter the theoretical framework of the study is presented. It includes mainly the statement of the study problem, the study questions, the hypotheses of the study, objectives of the study, the

significance of the study, the limits of the study and the research methodology.

CHAPTER TWO

LITERATURE REVIEW

Chapter Two

Literature Review

2.0 Overview

This chapter reviews relevant literature on the issue of code switching in classroom settings and other related topics with some emphasis on the nature of reading comprehension. Important findings and arguments from opponents and proponents of an English-only teaching method will be discussed. The chapter is divided into two parts, the first one is on the theoretical framework, and the other is on previous studies.

2.1 Theoretical Framework:

2.1.1 The Emergence of Code Switching

Code-switching research initially started for the first time, in socio-cultural linguistics by the works of Blom and Gumperz's (1972) "Social meaning in linguistic structures" (e.g. Myers-Scotton 1993; Rampton 1995; Benson 2001). This work has the merit of introducing what was held as situational and metaphorical switching. However, it does not solely derive its importance from that occurrence. By 1972 "code-switching" was recurrently appeared in the literature that quite a number of studies in linguistic anthropology and sociolinguistics prefigured later code switching research in sociocultural linguistics. Below, I survey some important early work. The history of code switching research in sociocultural linguistics is often dated from Blom and Gumperz's (1972) "Social meaning in linguistic structures"(e.g. Myers-Scotton 1993; Rampton 1995; Benson 2001). This work is certainly important and influential, not least for introducing the terms *situational* and *metaphorical switching* (see below). However, by 1972 the term "code switching" was well attested in the literature, and several studies in

linguistic anthropology and sociolinguistics prefigured later code switching research in sociocultural linguistics. Below, the researcher surveys some important early work.

2.1.2 Definition of CS

There are many definitions of CS in view of the objective of each study. Hudson (1992) attributed CS to the move starting with one linguistic framework then onto the next andfavors the expression "variety" not 'code'. The possibility of evident etymological frameworks ofthe distinctive varieties that comprise of language, language or register has beenexpressed by Gumperz (1982). He characterizes CS as "the juxtaposition inside the samediscourse of passages of discourse having a place with two diverse linguisticframeworks or subsystems" (Gumperz 1982:5). This early definition concentrates on theconversational CS more than the situational or figurative ones.

On the contrary, to Hudson (1992), Wardhaugh (1992) favors the expression "code" since it is more unbiased and characterizes it as "any kind of system that two or more people employ for communication". CS is seen broadly, as a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations" (Wardhaugh 1992:103).

The practical definition of CS, is cited in Trudgill (1995: 107) as "to influence or define the situation as they wish, and to convey nuances of meaning and personal intention". There are more profound implications and inserted aims that this wide definition incorporates.

Nilep (2006) endeavors to locate a far-reaching definitions of the term CS in the recently instituted term "Socio-social Linguistics" for socio-social investigation. It is characterized by him as "the act of choosing or

adjusting etymological components so as to contextualize talk in cooperation. This contextualization may identify with neighborhood talk practices, for example, turn determination or different types of sectioning, or it may make pertinent data past the present trade, including learning of society and differing personalities" (Nilep 2006: 1).

Moreover, Linguistics and other related disciplines have received and examined the term CS. Be that as it may, scholars don't share a meaning of the term. This is maybe unavoidable, given the distinctive worries of formal etymologists, psycholinguists, sociolinguists, logicians, and anthropologists. The work which is marked "CS" is keen on syntactic or morpho-syntactic imperatives on language change (e.g. Belazi et al 1994; Di Sciullo and Williams 1987; Halmari et al1997; Poplack 1980 Sankoff and Poplack 1981 in Nilep 2006).

Essentially, studies of language acquisition , second language acquisition, and language learning, utilize the term CS to depict either bilingual speakers' or language students ' subjective phonetic capacities, or to portray classroom or students ' works on including the use of more than one language (Fotos 2001). These and different reviews appear to utilize code as an equivalent word for language variety. Alvarez-Caccamo (2000) argues that this equation ambiguate certain interactional elements of such variation.

Practically, all works that identified with CS or evolving codes, has been founded on a strict identification between the ideas of "code" and " linguistic variety," regardless of whether in field of a language , vernacular, style, or prosodic enlist. In any case, this auxiliary concentration falls flat to convincingly clarify certain conversational wonders with respect to the importance or centrality (or absence of

relevance) of variations between contrasting varieties (Alvarez-Caccamo 2000: 112).

Most likely, the investigation of language shift has been productive over the previous many decades .Much work in sentence structure, morphology, and phonology has been propelled through perceiving different limitations, however now and then dubious. An auxiliary center has been spoken to in useful for creation models or as confirmation for syntactic hypothesis. In any case, this auxiliary concentration has made unsuccessful endeavors to answer fundamental inquiries of why switching happens. Consequently, Auer (1984) cautions, "Syntactic restrictions on code-witching are yet essential conditions", and they are most certainly not adequate to depict the explanation behind or capacity of a specific switch.

The discipline of socio-social phonetics is a developing way to deal with semantics, that looks past formal interests; to the social and social capacities and implications of language utilize (cf. elements of the CA). Prior language specialists like Sapir (1929) approached etymologists to consider language inside its more extensive social setting. Socio- social semantics is in this manner recommended as a more extensive term to incorporate sociolinguistics, semantic human studies, talk examination, and human science of language. It moreover contains social brain research, fables thinks about, media examines, scholarly hypothesis, and reasoning of language. The historical backdrop of CS research in socio- social semantics is frequently dated from Blom and Gumperz's idea of "social importance in etymological structures" (Myers-Scotton 1993).

Greene and Walker (2004) argue that CS may incorporate the shift between two unique language s, two tonal registers, or an argumentative move inside the same language, for example, Standard English and Black

English. This comes somewhat with Ervin-Tripp's (1964) thought that limits CS to just expressive shift between speakers to represent distinctive social parts. They likewise declare that CS is a phonetic apparatus and an indication of the members' familiarity with option open traditions. Moreover, CS has been depicted as a methodology at arranging power for the speaker and reflects culture, character and advances solidarity.

Numan then Carter (2001) deliver brief definition in accordance with the term CS as like "a phenomenon of switching from one language to another in the same discourse" (2001:275). According to that definition, "discourse" desire is adopted as much the students' yet teachers' herbal prevalence about language makes use of lecture room surroundings at some stage in it study. Moreover, the languages within which shuffle is celebrated are the regional sound about the students, then the foreign languages so much students are expected after attain dexterity in.

Consequently, CS is a linguistic term that refers back to the simultaneous use of multiple language or language variety in conversion. Those multilingual audio systems who communicate a couple of language might also every so often use elements of a couple of languages in communicating with each other. On this definition, CS refers back to the syntactical and phonological proper use of a couple of linguistic variety.

The simple definition of CS is using as a minimum languages or types of one language with the identical discourse (as in EFL school rooms). as an instance, if a bilingual (or multilingual) speaker starts off evolved a sentence in English, and receives a response from any other speaker in Arabic, this could be known as CS, if the two events understood every other or avoided a communication breakdown. On this experience, it serves as a supporting element in communication of facts and in social interplay. Further, CS consequently serves for

communicative functions in the way that it's miles used as a device for transference of meaning.

This study receives the definitions presented by Richards et al (1992). Richards et al (1992:58) characterize CS as "a change by speaker (or writer) from one language or language variety to another." CS can occur in a discussion when one speaker utilizes one language and the other speaker reactions in an alternate language. A man may begin talking one language and after that change to another one amidst their discourse, or some of the time even amidst the sentence. It is an indisputable definition about both talking distinctive language s furthermore, varieties of one language in various discussions. This definition too incorporates what is going on in EFL classrooms as it occurs between instructors what's more; students in the IRF (start from educators, reaction from students and input from educators) talk structure (cf. 2.3). A relative and the sky is the limit from their particular definition has been given by Valdes-Fallis (1976 in Abalhassan and Alshalawi 2000: 180-181) as "the variation of two language s at the word, expression, statement, and sentence levels.

CM occurs at the intra-sentential level, which is the switch that happens inside the word limits inside the sentence utilized. A case of this is to use, for occurrence, a word from Arabic in an English sentence, for example, 'I'm exceptionally ta'ban' (tired).This CM occurs without utilizing the English word first and afterward embedding the Arabic comparable as in CS. It is a CM amongst English and Arabic. This case is a case of CM as intra-sentential switching. This procedure happens in Muysken's (2000:3) definition "code-blending is imagined as ... the inclusion of an outsider lexical ... into a given structure".

CM has no particular importance in the neighborhood setting. CM is a formative procedure that uncovers the children's' (and grown-ups') blending of expressions of two language s and more without clear segregation. It doesn't really incorporate the important use of various languages as in CS.

CS is presently considered as an ordinary and characteristic result of connection between bilinguals and multilinguals. CS is likewise not quite the same as other language contact marvel like credit interpretation, pidgins, creoles, exchange and impedance. Notwithstanding, there is a contrast amongst CS and CM (code blending) despite the fact that they both demonstrate an adjustment in variety and the connection between the phonetic frame and language use in a social practice. They happen in the discourse of bilinguals around the world. The term CM is the mixing of two language s and that's only the tip of the iceberg. It alludes to the use of various outside words notwithstanding the L1.

Richards et al (1992:57) agree with the previous definitions of CM in that mixing is of two unique language s without changing the point as a typical marvel in bilingual and multilingual groups. It is regularly an indication of solidarity between the two gatherings in a casual circumstance. Such sort of blending can include the phonological, morphological, lexical and syntactic structures of the language. It is a decision by one of the questioners of the sort of the language embedded in the sentence of another language , imagining that it is more fitting for what they need to express in that condition, as in ta 'boycott above. It might be impedance by means of switching a semantic unit, for example, a word, from one language to another that influences the linguistic structure of the sentence, for example, blending of the word ta' boycott.

For sociolinguists, CM is utilized to portray more circumstances where various languages are utilized without down to business impacts. In this way, CM does not satisfy the commonsense or talk situated capacities, for example, clarifying importance, reviling and reducing the mental stun in L2 classrooms.

From these particular definitions of CM and CS, plainly CM is a sign of creating through acting more than one language as bilingual and multilingual students experience this period in which they move from one language to another without obvious separation. Then again, CS is or maybe a profound social and syntactically proper use of utilizing various assortments of languages. Such a point is specified metal determinedly by Bokamba (1989 in Ayeomoni 2006:91), affirming the previously mentioned thought that CM occurs at the intra-sentential level (between sentences), while CS occurs at the between sentential level (between parts of the sentence).

Code-switching is the blending of words, expressions and sentences from two particular linguistic frameworks crosswise over sentence limits inside the same discourse occasion; code-mixing is the inserting of different semantic units, for example, additions (bound morpheme, words (unbound morphemes), expressions and conditions from a co-agent action where the members, keeping in mind the end goal to deduce what is proposed, must accommodate with what they hear with what they get it,Language specialists likewise have tried huge endeavors toward characterizing the distinction between getting (loanword use) and CS. For the most part, getting is said to happen in the dictionary, while CS happens at either the grammar level or the expression development level - the talk level. Gumperz (1982: 12) draws a reasonable refinement between them where acquiring occurs at the word and statement level and

CS concerns conversational translations influenced by the logical and social presuppositions. This demonstrates the unique circumstance and aims of the code- switcher condition the procedure of CS itself. In CS, speakers characterize the circumstance the way they like. In this sense, CS is done purposively and purposefully, which is the center of Markedness hypothesis. This hypothesis has been produced by Myers-Scotton (1993) as one of the more entire hypotheses of CS inspirations. It sets that language clients are normal, and pick (talk) a language that plainly marks their rights and commitments, in respect to alternate speakers, in the discussion and its setting. At the point when there is no certain, unmarked language decision, speakers hone CS to investigate conceivable language decisions. Nonetheless, numerous sociolinguists protest the Markedness Model's proposition that language decision is altogether objective.

Be that as it may, Myers-Scotton (1993) gives a thorough definition expressing that "code-switching is the choice by bilingual/multilingual of structures from an inserted language in expressions encircled by a grid language amid the same discussions." This definition sheds lights on various sorts of CS in the concerned setting that prompt the 'arranged standard' and the Markedness Demonstrate created by this researcher. With the end goal of this review, the scientist will subscribe to the definition given by Valdes-Fallis (1976 in Abalhassan and Alshaalawi, 2000:180-181) as "the variation of two languages at the word, expression, statement, and sentence levels.", consolidated with that of Richards et al , said above.

2.1.3 Diglossia

The phenomenon of diglossia initially depicted by Ferguson (1959), and later refined by Fishman (1967), is another antecedent to etymological examinations of code switching. Ferguson (1959) characterized diglossia as the presence of "disparate, exceptionally systematized varieties of language, which is utilized just specifically circumstances (p.336). In spite of the fact that Ferguson (1959) restricted diglossia to varieties of a similar language, Fishman (1967) portrayed comparative useful divisions between inconsequential language s. Neither Ferguson (1959) nor Fishman (1967) cited to cases of the variation between varieties inside a solitary association or talk. Be that as it may, there depictions of diglossia had incorporated the thought of situational switching. Besides, Fishman (1967), refering to an unpublished paper by Blom and Gumperz (1972), said that assortments might be utilized for amusingness or accentuation in a procedure of figurative switching (p.36). Along these lines, Fishman's (1967) account of diglossia at any rate appears to have been enlivened by the early hypothesis of situational and figurative changing as indicated by (Blom and Gumperz, 1972).

2.1.4 Code switching and Diglossia

Diglossia as indicated by Ferguson (1959) portrays a sociolinguistic circumstance in which two unmistakable varieties of a similar language are utilized for very unique purposes. The two particular assortments are generally arranged into two divisions, the "High" (H) variety and the "Low" (L) variety. Wardhaugh (1992) expressed that "a key characterizing normal for diglossia is that the two assortments are kept much separated in their capacities. One is utilized as a part of one arrangement of conditions and the other in a completely diverse set" (p.2).

The (H) variety is utilized as a part of formal and prestigious circumstances, for example, formal addresses or talks, gatherings, sermons, news broadcasting, articles, and writing. While, the (L) variety is utilized as a part of casual circumstances, for example, companions or home discussions, movies or TV programs, kid's shows, educating laborers or workers, and society writing. The established cases of diglossia are: Arabic (Classical Arabic is the "H" variety while casual Arabic is the "L" variety), German (Standard German is the "H" variety while Swiss German is the "L" variety), and Standard French and Haitian Creole in Haiti. Speakers switch forward and backward between the two unmistakable varieties of a similar language. Accordingly, diglossia is one of the circumstances in which code switching happens.

2.1.5 Bilingualism

There are numerous current studies about bilingualism and have taken care of this issue from dissimilar points of view. In a normal estimation a large portion of the total populace is bilingual, implying that it's standard to swap the codes as they cooperate. Besides, the numbers are quickly expanding, especially with the ascending of universal migration rates.

There are two primary contradicting views in characterizing bilingualism, which both depend principally upon the criteria of capability or fitness. For case, Mohanty (1994) characterized bilingualism by characterizing the bilingual individual as the person with a capacity to meet informative requests of him/her and of the general public by communicating with different people in typical conditions in at least two language s (p.13). Besides, Bloomfield (1935) bound the idea of bilingualism to the entire skill of at least two language s, as he alludes to "the local likecontrol of two languages"(p.56) (cited to in Johnson, 2005). Then again, McNamara (1983) exorbitantly expand the idea of bilingualism to incorporate any

individual who have a negligible ability in one of the four language aptitudes; perusing, composing, tuning in, or talking in a language other than his/her primary language (cited to in Hammers and Blac, 2000). Another more extensive definition alludes to the bilingual as the individual who is ready to deliver finish important expressions in the other language (Haugen, 1953:7 referred to in Johnson 2005)

The scientist rejected the capability standard III characterizing the bilingualism or deciding bilingual people, for their use of more than one language. Subsequently, the bilinguals can be reclassified as "people that, in their everyday life need to utilize two unique languages".

2.1.6 Types of code switching

Blom and Gumperz's (1972) contemplate on the Norwegian villagers of Hemnesberget has had a useful and fundamental effects on deciphering the wonder of code switching. In their investigation of switching between standard and nearby lingos, they demonstrated the "precise correspondence of particular social information through code switches"(Woolard, 2009, 75). They additionally isolated sorts of code-switching practically into two sorts: situational and allegorical code switching.

2.1.6.1 Metaphorical Code Switching

Metaphorical code switching (which Gumperz (1982:61) later included under the name Conversational Code switching) is a change in language that does not flag an adjustment in the meaning of the essential discourse occasion (Woolard, 2009, 76). Members don't change the central meaning of the rights and commitments in operation, however as it were insinuate diverse connections that they additionally hold (Blom and Gumperz 1972:425). Woolard (2009) expressed that: Such implication is

accomplished through transient use of language that fills in as "a similitude". For another social relationship frequently related with it. This "Semantic" impact of allegorical switching, as Blom and Gumperz called it (or what we may want to call its social indexical impact), relies on upon and abuses speakers' cognizance of common relationship of the language that are all the more typically showed in the situational switching.

2.1.6.2 Situational Code- Switching

In situational code switching, a change of language signals a change in definition of the discourse occasion, including "clear changes in the members' meaning of each other's rights and commitments" (Blom and Gumperz, 1972, 424). For instance, an instructor in a Barcelona High School addressed her students prior and then afterward classes in Catalan yet clarified in Spanish. As per Gumperz's (1972), Situational code switching is not epiphenomenal to some other discernible changes, rather than it might really take part in making that change of setting. Situational code switching will probably be between sentential (inside sentences) than intra-sentential (between sentences). Subsequently, scientists are probably going to talk about this kind of code switching as Code Choice or Language Change instead of as switching , which has come to be related to less soundness III the medium of correspondence (Woolard, 2009, 76).

2.1.7 The Use of Code-Switching to Ll in EFL Classroom

There has been an impressive open debate between researchers on Code changing to Ll in Foreign Language Classrooms. Whenever analysts explore or break down this phenomenon, there appear to be two opposing attitudes among them; Target Language selectiveness and L1 incorporation with TL.

The proponents of L 1 exclusion and TL exclusivity argue that It's definitely not essential for learners to see each things said by the educator and that changing to L 1 amid EFL classroom undermine the procedure of learning (e.g. F - Chambers, 1991; Halli well& J ones, 1991; Macdonald, 1993; Chaudron, 1988; Ellis, 1984; and Wong-Fillmore, 1985). They contended that instructing just through TL helps learners to build up their own in-assembled language framework, permits them to experience eccentrics, and makes language genuine. Some TL selectiveness scientists, as Chaudron (1988); Ellis (1984); and Wong-Fillmore (1985), expressed that it's truly imperative for EFL or ESL educators to open their learners to such an extent target language as would be prudent. While Ellis (1984) contended that the use or the abuse of L 1 denies the EFL or ESL learner from TL information and in this manner influences adversely the learning procedure. Additionally, Wong-Fillmore (1985) contended that the learners who are accustomed to hearing their instructors utilize the L 1 have a tendency to disregard the TL and along these lines don't profit completely from significant TL input. In addition, there are many instructing techniques that involve totally shirking of LI in EFL or ESL classrooms: For instance, Direct Method, which has been utilized as a part of classrooms. Since the nineteenth century, totally bans the use of L1 and just the objective language allowed to be utilized as a part of classrooms, including educator talk, guidelines for exercises or activities et cetera; as it has only one extremely principal lead: no interpretation is permitted. Like this strategy, the Audio-lingual technique is likewise an oral-based approach which utilizes just the TL for guideline and administration for expect that the propensities for the students ' local language may meddle with their endeavors to ace the objective language as per Allwright (1988).

On the opposite side of the verbal confrontation, advocates of LI utilize (e.g. Blackledge what's more, Creese, 2010; Butzkamm, 1998; Chavez, 2002; Cook. 2001, 2000; Wechsler, 1997; Xu.1993; and Stem, 1992) contend that learners' first language unquestionably and surely merits a place in FL or SL classrooms. Cook (2000) trusted that to give learners a chance to utilize their first language in FL or SL Classrooms is a humanistic approach, as it grants them to express themselves and say whatever they need to state. He additionally showed that it's a" learner favored procedure" (p. 242). Stern (1992) expressed that it's a great opportunity to - rethink' the use of monolingual showing approach (i.e., selective utilize of FL). Additionally, he contended that L 1 utilize is useful for FL authority as FL learner" arrange himself in the L2 through the L 1 medium or by relating wonders to their counterparts in LI" (p. 285). In addition, Stern (1992) cited a few students ' far less positive conclusions on the select use of the TL. The majority of the students expressed that their inability to ace TL is expected to inadequate or absence of clarification in L 1 and they verifiably express their crave for system, that incorporate more L 1 utilize. Cook (2001) contended that considering learners' L 1 as an asset of learning rather than a hindrance to effective learning would make more genuine clients of the TL.

According to Cook (2001) FL or SL Classroom is "a characteristic Code-switching circumstance" (p. 406) and Code switching is a "very talented action" (p. 408). He proposed that FL instructors ought to fall back on the L 1 while utilizing just the TL is lacking and causes issue for the learners. He urged educators to Code change to L 1 while clarifying linguistic use, arranging undertakings, restraining students, and executing tests. Cook (2001) trusted that instructor ought to utilize the L1 when" the cost of the TL is excessively incredible" (p. 418) at whatever point it's excessively

troublesome or tedious for the students to handle and comprehend the TL. There are different analysts that gave issues related the select use of TL in FL or SL Classroom (e.g., Skinner, 1985; Duff& Polio, 1990). Country (1990) contended that the avoidance of primary language in EFL Classroom degrades it furthermore, makes it, according to learners, a worthless language. This outcome has unsafe mental and social outcomes on FL learners. Besides, Nunan and Lamb (1996) fought that preclusion of first language in EFL monolingual lower levels classrooms is for all intents and purposes incomprehensible and pointless. Dornnyei and Kormos (1998) contended that utilizing L2 in EFL classrooms is an imparting technique to remunerate the lacks in FL. Besides, Auerbach (1993) not just battles the significance and positive part of native language in EFL classrooms, however additionally he distinguishes the accompanying uses for it:

-Presenting grammatical rules

-Classroom Management

-Giving Instructions

-Explaining Errors

-Checking Understanding

At long last, the vast majority of the modem concentrates underscored on the difficulty of learner's L 1 avoidance from FL classrooms and demonstrated that this avoidance may deny learners from a critical and significant instrument for outside or target language learning.

2.1.9 Functions of CS

To put the phenomenon of CS in context, the elements of CS will be presented in different perspectives. Firstly, its capacity as full of feeling, socio-social and academic in bilingual group settings will quickly be clarified. Besides, the usefulness of CS in educators' classroom talk will

be presented with its perspectives as subject switch, emotional capacities, and dreary capacities.

2.1.9.1 The pedagogical functions

In contrast to the claim that changing to L1 in the L2 classrooms will influence the advance or adequacy of L2 learning, numerous specialists contend that L 1 has its conspicuous place during the time spent L2 learning. It has been appropriately said that the EFL classroom has been and is affected by structures also, relations in the bigger society outside the classroom. These relations are involved in the issues of belief system and power. This viewpoint demonstrates the frame what's more; substance of instruction is molded by the predominant qualities and relations of society. Such would be the 'concealed educational programs' of the school, once in a while careless in regards to the instructors and students themselves. "Through this procedure the school would affirm existing conditions, get ready students to take up preordinated parts in the public eye with the qualities and attitudes fundamental for their social life" (Canagarajah 1995:148). In view of this ideological power, Auerbach (1993:9), clarifies that L 1 is utilized as an asset from which we can draw and an assistance for the students . Cummins (1991 III Canagarajah 1995:147) in his Linguistic Reliance Principle, III a psychological defense for utilizing L 1, shows that "capability in L 1 can empower better capability in L2 by enacting a typical fundamental capability that empowers subjective/scholastic and artistic related abilities to exchange crosswise over language s". Truth be told, L2 students don't gone to the class with discharge mind (clean slate), they have their primary language encounter, which they will use to meet and adapt to the new challenge - L2 learning. Hence, it is fitting that L2 instructors ought to perceive the students ' L1 in their classrooms.

Stem (1992 :294) fights that "L2 students dependably make reference to the dialect they definitely know; thusly, regardless the new language is found out on the premise of the beforehand procured language ". Naturally, it is seen that each individual encounters depends vigorously upon his/her past experience formed into L 1, when taking in another language. Notwithstanding when students have another L2, this L2 fills in as an asset from which he/she can profit in inclining the other new language . Besides, Gabrielatos (2001) says that students have a tendency to depend on their current learning (L 1) to comprehend the rationale and the hierarchical standards of the target language , i.e. the diagram of L 1 talk can be valuable in understanding another involvement in L2 talk (cf. 2.7.1). Swan (1985) affirms that the L2 can never be learnt unless correspondences between the Ll and the L2 are always made. Both Swan (1985) and Dajani (2002) reason that taking in the L2is the continuation of the officially existing L 1 information. That is to state taking from the learning of L 1 and keeps on making another diagram for the L 1 through the interlangauge procedure which displays the ongoing procedure of setting up another pattern to another language. Subsequently, learning L2 is a procedure of working up on the benefits students convey with them to the classroom, including their past L 1 language abilities and differed involvement. Consequently, it is trusted that interpretation is a critical device in overcoming any issues between what students bring from their L 1 and the L2 which is new and troublesome. One of the principle elements of interpretation, in this sense, is its value in making open doors for relative examination between L 1 and L2 (Murakami 1999). For instance, by empowering students to relate shape and capacity in their L 1 to those inL2. Interpretation is a genuine living, normal movement and progressively fundamental in a worldwide

situation and it is, so why deny our students what is common and valuable. It is valuable to help students welcome the qualities and shortcomings of the Ll and the L2.

The Universal Grammar, in like manner, gives a space to the near and contrastive part of interpretation. Chomsky (1976: 29) contends, that "the language structure of a language comprises of widespread standards of a language." This exhibits individuals are outfitted with a general syntactic framework whereupon they can learn new language s. Expanding on this thought, Towell and Hawkins (1994) show that L2 students exchange the linguistic properties of their L 1 into their L2 sentence structure. Ringbom (1987) takes note of that L2 students use the definitely known information in their L 1 to help them comprehend the new language. Numerous analysts have appeared there is a probability of switching L 1 information to L2 learning as a procedure utilized by most L2 students in the greater part of the spots (Atkinson 1987; Harbord 1992; Stem, 1992).

The above hypothetical underpinnings of the part of L 1, together with its own contemplated feelings, may have helped Deller (2003:3) to achieve a conviction that L1 is a magnificent asset for L2 learning, for students at lower level of L2 capability if utilized viably. Deller (2003) exhibits seven prescribed employments of L 1, summing up the conclusions and proposals of the related ponders:

1. A valuable system is seeing the distinctions and similitudes between the two language s.

2. Students enjoy materials that might otherwise be too difficult for them. Students can develop and produce their own materials including their own tests.

3. Allowing the use of L1 can encourage spontaneity and fluency.

4. L1 can also equip students with the words and expressions they really want and need in English.

5. L 1 can be beneficial for group dynamics, as it draws discussions and interactions in their EFL classrooms.

6. L1 ensures that students are able to provide on-going feedback.

The previously mentioned capacities contain the primary general elements of CS: full of feeling, socio-social, ideological and academic.

With everything taken into account, the previously mentioned contentions fortify what has been contended by the supporters of L 1 in L2 classrooms, the L 1 has a place in L2 learning. With respect to the certain measure of the helpful L 1 at all levels of L2 learning, with shifting powers, and what precisely ought to be satisfactory, be that as it may, is as yet uncertain. As indicated by a few scientists, the foundation of L 1 shirking in the English classroom is more a suspicion than having any hypothetical and research premise. The underestimated rehearse and the judgment skills could be ascribed to the impacts of at least one of the accompanying: Krashen's L1 securing hypothesis, L2 instructors' preparation framework, the nature of showing materials, and the political and monetary enthusiasm of the local English speakers. Facilitate, rotation between language s as CS is a generally watched marvel in remote language classrooms. Numan and Carter (2001 in Sert 2005: 1) quickly characterize the term CS as 'a marvel of changing from one language to another in a similar talk'.

In supporting the presence of CS in language classrooms, Skiba (1997) recommends that in the conditions where CS is utilized because of a failure of expression, it serves for coherence in discourse as opposed to displaying impedance in language. In this regard, CS stands to be a supporting component in correspondence of data and in social

communication. Thusly, it fills for open needs in the way that it is utilized as an instrument for transference of importance. Also, the elements of the instructor's CS remain as steady explanations for the solid sides of the marvel. All these as a rule prompt the use of CS some way or another forms an extension from known to obscure and might be considered as a critical component in language instructing when utilized productively. Instructors can take preferences of their students ' L1 in many events, as appropriately contended by the defenders of L1 utilize. The educators' use of CS is not generally performed deliberately; which implies the educator is not generally mindful of the capacities and results of the CS procedure. Thusly, now and again it might be viewed as a programmed and oblivious conduct. By the by, either cognizant or not, it essentially serves some fundamental capacities which might be helpful in language learning conditions. These capacities are recorded by Mattsson and Burenhult-Mattsson (1999:61; 306-307) taken by both educators furthermore, students, as:

1.Effective functions,2.

Repetitive functions, 3.

Floor-holding,   4.

Reiteration,   5.

Conflict control   6.

In subject switch work, the educator changes his/her language as per the point that is under talk. This is generally seen in punctuation guideline; the instructor moves his language to the main language of his students in managing specific linguistic use focuses, which are instructed right then and there. In these cases, the students ' consideration is coordinated to the

new L2. Now it might be proposed that CS can be a scaffold from known (local language substance) to obscure (new outside language content). This confined scaffold exchanges the new substance and meaning obviously as likewise proposed by Cole (1998): "an educator can misuse students 'past L1 learning background to build their understanding ofL2". As it is the situation for educators'CS, students likewise are not generally mindful of the purposes behind CS and also its capacities and results. Despite the fact that they might be unconscious of their CS, it unmistakably serves a few capacities either advantageous or not.

Atkinson (1987:144-45) has recorded numerous comprehensive capacities to utilizing students 'L1 counting:

1. Eliciting language

2. Checking understanding

3. Giving instructions

4. Discussion of classroom methodologies

5. Presentation and enhancement of language

6. Assessment

Similarly, Cook (2001:414-416), concurs with the list of functions, adding:

1. Explain and check meanings of words

2. Explain grammar,

3. Classroom management

4. Gain contact with individual students (socializing)

6. Test.

Besides, (Piasecka 1988 in Auerbach 1993 :21) proposes the accompanying conceivable hierarchical and scholastic occasions for utilizing students 'L 1 :

1.Classroom management

2. Scene setting

3.Discussing syllabus

4. Record keeping

5. Language analysis

6. Presentation of grammatical rules

7. Instructions and prompts

8. Explanation of errors

9. Assessment of comprehension.

In addition, Urgese (1987) demonstrates that educators can utilize Ll to check composing and perusing understanding activities, and educate and test listening appreciation. Facilitate, Dajani (2002:65) demonstrates that, keeping in mind the end goal to help students to be progressively and more intelligent and self-controlled, educators can utilize L 1 to rise students ' familiarity with their styles and procedures they use in taking in the L2.

In any case, now and again, instructors are exhorted not to utilize students ' L1 in match/aggregate work. Ur (1996: 121) contends that "In the event that they are talking in little gatherings, it can be very hard to get a few classes; especially the less restrained and inspired ones, to keep to the objective language ". In actuality, Cook (2001: 157), like others (Cook 2002; Harbord 1992; Harmer 2001), battles that CS is a typical element of L2 utilize. At the point when students share two language s, there is no motivation behind why they ought not to turn to their L 1. Facilitate, Cook (2001 :418) contends sensibly that L 1 gives a platform help, as through L 1 students may:

1. Disclose the assignments to each other,

2. Arrange the part they will take,

3. Check their comprehension of the language against their peers,

4. Help in tackling issues of the exercises .

In concordance with Cook's (2001) past view, Harbord (1992:354) records different parts appended to the students for utilizing L1 in their L2 classroom:

1. Provide individual help to weaker peers during pair/group work.

2. Carry out student-student comparison or discussion.

Cunningham (2000) utilizes solid words against precluding the use from securing L1 in match/gather work, which is practically equivalent to denying students ' entrance to an essential learning device, which denies classroom communication. Contingent upon this, Atkinson (1993: 18) favors what he called "L 1 issue centers" to examine indicates that are troublesome be comprehended by students. Harmer (2001: 132) trusts that L 1 utilize is very worthy, for instance, when students are working in sets concentrate a perusing content. Be that as it may, he cautions that utilizing L1 for an action like oral familiarity is practically silly.

In this way, as Choffey (2001 :40) keeps up, permitting L1 amid combine/gather work guarantees there will be both gainful cooperation and exchange among the kindred students . However, L 1 use in the cooperative exercises epitomizes a few issues. There is an issue of separating between the on-errand talk and the off-assignment talking, and trouble to keep more gatherings to TL. Nonetheless, the best approach to control the issue is through influencing and making mindfulness among students about when L 1 is passable or when the use of the TL is totally essential (Harmer, 2001; Harbord, 1992). Empowering the positive use of Ll enables students about when they ought to utilize L 1 and when not (Buckmaster, 2002). Subsequently, educators are relied upon to clear up these to the students, ideal from the beginning of the exercises. In a current review, Sampson (2012:293) concentrated primarily on whether

the 'English-just' strategy received in Colombia and different situations was defended. He reasoned that changing to students 'Ll won't not be a result of the low level of students, however CS has found to play 'various open and learning purposes'.

2.1.9.2 The Affective Functions

A typical purpose behind CS among individuals who talk one standard language along with another language in a more vernacular style is to utilize one of the languagesfor full of feeling capacities. On the off chance that the speaker has just a single first language, this is for the most part the language utilized for such capacities. Considering this, it is not astonishing that the students 'native language is utilized for full of feeling reasons additionally in the classroom.

Richard-Amato (1996 in Langer 2001), draws a rundown of some mental variables that impact the procurement of a language. This rundown incorporates the mentalities toward the self, language, individuals talking this objective language, instructor also, classroom condition. Langer (2001), in promoting this rundown, sees that utilizing students 'L I in the classroom is a significant apparatus for them to accomplish an important correspondence. Restricting them from their L 1 may give them a chance to feel as sub-par compared to speakers of different languages.

A few researchers see that utilizing students 'L 1 may permit them to explore and go for broke in utilizing English (Shamash 1990, in Auerbach (1993). In light of this, Auerbach presumes that "beginning with L 1 gives a suspicion that all is well and good and approves the students ' lived encounters, permitting them to convey what needs be" (Auerbach 1993:19). As indicated by her, use of students 'L1 attempts to decrease the mental hindrances to learning EFL, considering a more quick movement also, can build students ' openness to learning English by

diminishing the level of language and culture stun (Auerbach 1993: 16). Changing to students ' L 1 loan them chances to safeguard their mental self-view, dispose of uneasiness, construct certainty and feel autonomous in their decision of expression (Janulevicine and Kavlaliauskiene 2002). Atkinson (1993) concedes that the incidental use of students ' L 1, especially to grown-ups and youngsters, demonstrates that they are to some degree astute and advanced in their general public.

Murakami (1999) claims that utilizing students ' L 1 serves to critically set up their personality, henceforth ought to nor be ignored nor subordinated to any language . Thus, it is unreasonable and false to desert students ' L 1 in L2 classrooms. Damien et al(2008: 1 0), focusing on the adolescents' requirement for their L1 to protect their character, seconds Murakami's view that adolescents have their own styles and colloquialisms which they stick to, while learning L2 as it is an indispensable piece of their character.

Identified with this contention of self-recognizable proof, is Schuman's Acculturation Model (1978) which demonstrates that if L2 students feel that they are second rate or better than the objective language speakers, they won't discover that language extremely well. This cultural assimilation display worries with L2 securing whereby certain social and mental factors meet up to help students procure the L2. This show expect that L2 learners may obtain the TL the length of they join socially and mentally to the TL aggregate. This model needs to do with the inspiration of L2 students as social substance creates inspiration to take in a L2 or, then again a FL. English language takes control from the Western human progress that forces its way of life in a way or another as educating a language keeps up and passes on social ties. This occurs by presenting their western culture, values what's more, way of life which is likewise

ideological on non-western societies. Western development, thusly, conveys logical information as frequently logical English is written in English language. This is commonplace to what occurs in the EFL setting in Sudan and Saudi Arabia, as students learning English consider English to be prevalent to their own particular language and are anxious to accomplish it, however can't without much of a stretch accomplish that. Such an inclination may demotivate students to take in the TL. Further, such an feeling of inadequacy may lead students to oppose concentrate English or the English language they learn will stop at a fossilized English-Arabic interlangauge level. Also, students who have learning troubles may feel more sub-par compared to the EFL. This thought is additionally affirmed by Cook (1999:204): "If students and instructors see L2 learning as a fight that they are destined never to win, little ponder they move toward becoming demoralized and surrender. L2 students ' fight to wind up noticeably local speakers is lost before it has started". This cultural assimilation circumstance may make a solid 'mental hinder' for the greater part of students. In this way, this disregarded 'feeling of inadequacy' stands solidly in the method for accomplishing L2. Numerous instructors simply don't get it this reality and underestimate it that students need to and need to learn English. Utilizing students ' Ll is, in this manner, a' crossing over methodology', to utilize Murakami's words, to make them learn about agreeable and expel the feeling of inadequacy towards the L2, which might be debilitation to its learning. In this manner, the contentions for the full of feeling and mental benefits of changing to L 1, disclose to us that L 1 can make a more favorable condition to learning L2, which thusly, will upgrade the L2 obtaining process. In this way, presenting Ll in EFL classrooms will engage the students to feel more secure, bringing down their emotional channel in

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Krashen's (1981:22) words. Identified with the full of feeling and mental capacities are the socio-social capacities. The following area reveals insight into the socio-social elements of CS.

2.1.9.3 The Socio-cultural Functions

Firmly identified with full of feeling capacities are mingling capacities, i.e. whenever the speaker signals kinship and solidarity by utilizing the recipient's Ll. This is frequently coordinated to individuals with lower capability in the L2.

The use of CS is viewed as a method through which L2 students bring their social foundation. Prodromou (2001) contends that classroom ethnic societies are to be sure a beginning stage for an assortment of classroom exercises. In talking about making classrooms more honest to goodness (which is an element of the informative approach, cf. 2.5.3), Widdowson (1996:68) likewise contends that significant settings must be incorporated with the classroom relying upon the essential experience of the mother tongue culture. The classroom culture and the way of life of society in which they live is a decent beginning stage for helping students to validate the TL. Assist, Linder (2002) sees that the use of classroom interpretation exercises can advance social exchange aptitudes, as utilizing L 1 increases the value of the differing qualities of the classroom culture.

Choffey (2001) has demonstrated that students ' L 1 culture and physical condition can extraordinarily help in outlining L2 classroom exercises. He says three noteworthy purposes behind utilizing L1 social and physical condition in taking in the L2:

1. To link the activities to the students' situation or environment, i.e. calling students' previous experience.

Students learn how to deal with specific lexical items between the L 1 and the L2 cultures.

2. To establish firm relationships between L 1 and L2.

In a similar vein, Prodromou (2001:8) records different benefits of utilizing CS to Ll in figurative expressions. CS might be a medication which may mend or harm; a repository, as an asset from which we can draw; a divider, which might be an snag to the instructing procedure. CS might be a window, to the past experience of the students, their advantage, their insight into the world, and their culture; a prop, that can help us in the lesson and which might be an indication of shortcoming. CS can be an oil, which helps the wheels of the lesson move easily and spares time. These things from Prodromou (2001) clarify the benefits of utilizing the L1 in the L2 classrooms and the issues emerging in light of its incautious utilize.

To finish up, a few analysts contend against showing EFL at the cost of the neighborhood language s and societies. Murakami (1999) and Prodromou (2001) are against the possibility that development of English would be 'the crusader that wrecks nearby societies and language s', yet advance English 'ought to work close by neighborhood language s and societies in amicability' (Prodromou 2001: 10). There is a sensible dread that some present language s may drop out of use in the shadow of globalization, as individuals are denied their 'phonetic human appropriate' to utilize their L1 in L2IEFL classrooms. Societies can interface instead of experience in this socially broadened world, so there is no compelling reason to force the osmosis of the L2 culture. Rather, resilience between two distinct societies is the way forward in our L2IEFL classrooms as a sound and beneficial procedure to get a handle on the L2 culture without disregarding the L 1 culture.

2 .1.9.4 The Ideological Functions

Numerous specialists appoint an ideological capacity behind demanding to educate English just and disregard the students ' 'human semantic appropriate' of utilizing every so often their local language. Both Auerbach (1993) and Phillipson (1992) firmly contend that the base of the emphasis on utilizing an English-just approach in the L2 classroom is all the more an underestimated and a naturalized each day rehearse than having any educational truth. In any case, Cook (200 1:403-404) condemned this underestimated position of English to the detriment of students 'Ll.

Fashion in language teaching ebbed and flowed during the twentieth century, certain basic assumptions were accepted by most language teachers.... Though the assumptions have affected many generations of the students and teachers, they are rarely discussed or presented to the new teachers but are taken-for-granted as the foundation of the language teaching. Part and parcel of this tradition is the discouragement of Ll use in the classroom.

This ideological thought of English-just approach has social and business reasons as it attempts to dishonor L 1 use in L2 classrooms. Weschler (1997) contends properly this has numerous down as far as possible, which have generally eclipsed the genuine needs of the students in utilizing their Ll. Weschler (1997:5) has gone far to the degree of proposing another language showing technique (the Utilitarian Translation Method), which is thought to consider the students ' first language as an essential part of the L2 educating strategy. All showing strategies, especially, the CA, ought to recognize what the students as of

now have, as recommended by the defenders of L 1 use in L2IEFL classrooms.

So also, Cook (2002:7) stresses the political and market benefits as the major purposes behind relinquishing utilizing interpretation in the language educating procedure. The English-just approach benefits local speaker educators while undermines the status of numerous non-local English-talking educators Likewise, Rinnvolucri (2001 :41) reviews the circumstance in which schools have picked up fiscally by supporting the view that the most ideal path from which students learn English is through the local instructor.

Additionally, the local speaker status of instructors has been enthusiastically scrutinized. Cook (1999: 185) has scrutinized the English-just approach, by asserting that L2 instructing ought to quit going for local speakers and ought to quit considering L2 students as 'lacking local speakers'. L2 clients ought to, in this manner, be seen in their possess right and that language taking in ought to profit by giving careful consideration to the L2 client than focusing for the most part on the local speaker. He calls likewise for intentionally profiting by students ' L 1 in showing exercises and from having positive picture ofL2 clients.

However, students ' L 1 can be valuable in numerous different capacities, above all are the educational capacities. To this we now turn.

2.1.10 CS in EFL Classroom

There is a tremendous gap in the writing literature on CS in L2/EFL classrooms. A large number of the studies specified concentrate on the use of L 1 in the language classroom and on the impacts of exchange on the gathering and creation of L2 by language students. The reviews in these two fields are customary and lacking as educators' states of mind and some showing strategies have incredibly influenced L 1 use in L2

classrooms. further, "investigate on "switch" has been item based as opposed to handle construct and has focused to a great extent with respect to the composed yield to the detriment of the talked yield" (Al-Belusly 2002 in Awad El Karim 2003:155).

Canagarajah's (1995) intriguing CS examines investigated the use of L1 (Tamil) by 24 optional schools EFL instructors in Jaffna (Sri Lanka). These alluded to classroom administration (for instance to manage classroom communications or procedures) and substance transmission (for instance to help adequately in conveying the lesson substance and language abilities). Canagarajah's (1995) demonstrated that EFL educators, while considering L 1 improper for EFL classrooms, unwittingly utilize it helpfully in the fields of classroom administration and transmission of language substance. This study is of something beyond significance to this present review as the TL in both reviews is EFL. This current consider fixates on examining the handiness of students ' L 1 in classroom administration, for example, in direction, transmitting the lesson content scholastically what's more, adding more capacities to CS from different reviews and past experience. The classifications of this present review will incorporate two principle classifications like Canagrajah's study (1995): classroom administration and transmission of lesson content. However, this present review inspects rather particular capacities in EFL classrooms, more than a few researches of similar nature.

Additionally, Taweel and Btoosh (2012) concentrated the syntactic perspectives between Arabic (L 1) and English (L2) at (intrasentential) CS between the two language s. The review found there was a confinement on tolerating a syntactic morpheme, when it relied on upon the lexical thing that would take after.

Pease-Avarez and Winsler (1994 in Canagarajah 1995: 179) conducted studies in North American classrooms. The previous review gave certain summed up capacities and the last review utilized dynamic networks in regards to the questioner, member structure, movement and area for factual purposes.

As to classroom cooperation, Ustunel (2004), conducted a study in the consecutive association of educator started and instructor initiated CS in a Turkish college EFL setting. It planned to delineate the connection between educational center and language decision in the language instructing/learning condition of EFL. In instructor centered CS, educators change to L1 (Turkish) or English as indicated by the academic core interest. In instructor incited CS, educators energize students to take a hand over L1 to locate a proportionate to an English word. This review demonstrates that there is a repeating example of inclination association identified with the instructor started and educator initiated CS in the information. The instructor instigated CS additionally serves an instructive capacity for the Turkish interpretation.

Further, instructor-starting CS serves twelve educational capacities: procedural issues, managing classroom teach, communicating the social personality, giving L 1 identical, converting into L 1, and managing an absence of reaction in English, gives a provoke to English utilize, evoking L 1 and L2 interpretations, giving input, checking cognizance in English, giving meta-dialect data, and offering support to take an interest. Assist, educators' methodically, fall back on L1 to unravel an inconvenience when there is deferral in the students ' answer turn of over one moment. With everything taken into account, CS serves to bolster the claim that Ll utilizes is troublesome for educators to stay away from, whereby, it is troublesome for students to overlook in the EFL setting.

Therefore, Ll is utilized broadly in the EFL classrooms. It is changed to by educators to address social circumstances and deal with the classroom train. Subsequently, instructing strategies that fuse L 1 and L2 educating/learning conditions are profoundly recommended.Jingxia (2010) did a review to perceive how much the L 1 was utilized as a part of educators' talk in EFL classrooms. It was a preparatory attempt to test into circumstances of changing to the L 1 in Chinese college classes, with an emphasis on uncovering how much the L 1 is utilized as a part of various EFL classrooms. The discoveries demonstrated that L 1 utilize sum fluctuated in various lesson substance: the slightest sum was found in subject based exercises (appreciation). At that point, L1 was utilized as a part of content examination (lexis and punctuation) and the most sums in talk of tests and other assignments-exercises and classroom administration.

Rose (2006) studied the functions of CS in multi social and multilingual EFL secondary schools in South Africa. This study distinguished that students ' L 1 served a few capacities including: illumination of new words and ideas, extension of cooperation of the secondary schools and interpretation when all is said in done in different fields. Another related review handled the part of CS in creating EFL students ' capability (Mirhasani and Mamaghani 2009). They led a review on post- tenderfoot female EFL subjects through pre-and post-accomplishment tests for the two gatherings of students, in Iran. This review inferred that CS had been a open system to enhance oral abilities of EFL students and in this way it could be utilized as a system in EFL classrooms. Likewise, Bista (2010) completed a study to discover CS works and distinguish and assess the components that influence CS in college classes among 15 bilingual

global students in a southern American college. This review demonstrated that CS was utilized as a part of global classrooms to repay ineptitude in the L2, to look after security. For all these imperative capacities, "code switching can be a valuable procedure in classroom communication if the point is to make significance clear and to exchange the learning to students in a proficient way" (Bista 2010: 1).

A comparative study to assess the measure of CS to L 1 in EFL classrooms was directed by Mahmoudi (2011). The focus on class was the pre-tertiary EFL classes. This study was led to watch classroom elements as far as the amount of L 1 use in two arbitrarily chose pre-college English classes in Ahvaz, Iran. The goal was to look for both students ' and instructors' recognitions also, mentalities towards the use of L 1 in L2 classes. The discoveries demonstrated that an over the top use of Persian (L 1) could have a de-inspiring impact on students and that the talked with students voiced disappointment with the at last utilize and mastery of L1 in L2 classes. This study joined the previous studies (Adendorff 1993; Hidayati 2012) that required a principled and reasonable use of L1 in EFL classes, expecting that the L1 exorbitant utilize may de-propel L2 students from learning it. Likewise, Storch and Al Dosari (2010) planned to study classroom administration. They explored the impact of students ' capability, blending and errand sort on the sum ofL1 utilized by students of EFL in combine work and the capacities that the L1 served. The review found that in general, there was unassuming use of L 1 in combine work action and the assignment sort greatly affected the measure of L 1 utilized than proficiency. L1 was essentially utilized with the end goal of errand administration and to encourage considerations on vocabulary to give clarifications to peers and to private discourse. The discoveries of this review shed all the more light

on the valuable part of L1 in EFL classes, in arranging the classroom exercises (the fifth classification of the present research) and in clarifying the implications of new vocabulary (the first class of the present study).

In a similar vein, Adendorff (1993) concentrated the CS conduct of three senior instructors and the foremost of a K waZulu life experience school in their associations with their students L I is Zulu while L2 is English. The principle presumption in this study is that CS is a 'contextualization signal', "where changing from English to Zulu is considered as portraying the setting for those included as controlling members' elucidation of what happens in the associations" (Adendorff 1993: 141). This review presumed that CS indicated vital scholastic and social elements of various types in the classroom. These capacities included controlling scholarly action and understanding, directing the elucidation of social and relationship-related data.

Another study investigates the effect of teacher' CS on vocabulary securing on part of Chinese college students, contrasted and another gathering who have been instructed in English as it were. Tian and Macaro (2012), in their lexical concentrate on-shape consider, inferred that CS when concentrating on shape prompted better vocabulary learning than unimportant coincidental introduction, and that instructors' CS may be unrivaled to giving L2-just data. Wise use of L1 and alert of abuse of L1 have been found by another review (Hidayati 2012). This study assessed the pretended by L1 (Bahasa Indonesia) in instructing responsive abilities and syntax in EFL classes. The principle point was to see if or not instructor's use of L1 in educating open abilities of language and language structure adds to classroom communication and investigating the advantages of the use of L 1 in EFL classes as saw by instructors and students. The discoveries bolster educators' use of L 1

reasonably advances classroom communication. Both students and instructors found the advantages of the use of L 1 in the classroom just when it was required. Nonetheless, this review forewarned of the way that a few instructors still abused L 1 in EFL classes.

Further , Higareda et al (2009) inspected how new eras of language educators in Mexicohave been utilizing students ' L 1, not just as an instructive device, be that as it may, to create and strengthen interpersonal connections in the language classrooms to enhance English learning. The discoveries showed that instructors solidly dismiss the Monolingual wonder and the idea of English-as it was classroom. Advance, L 1 utilize had all the earmarks of being a principal asset in educating hone as L 1 utilize did not mirror a specific ELT approach, strategy or strategy. In addition, it created the impression that Ll utilize rose out of down to earth contemplations as instructors attempted to help students grapple with the TL. Likewise, L 1 was utilized fundamentally to clarify significance of new words and punctuation and to clear up language questions. L1 was utilized as a part of welcome, in exercises and the wellbeing circumstances of the students (social capacities). Ll was utilized to identify with students (full of feeling measurement), so students felt agreeable and quiet. Nadeem (2012) inspected 150 planned instructors' and 20 instructor teachers' discernments towards the use of English language and a blend of English (L2) furthermore, Urdu (L 1) in their individual classrooms in Pakistan. He demonstrated that the greater part of educators supported the use of the blend of the two language s to take care of language issues of the students, particularly when those students felt agreeable in their classrooms. Kang (2008) did a contextual analysis on an instructor with respect to CS to L 1 (Korean) in a Korean primary school. The instructor utilized both L 1 and EFL for some educational

reasons among which her regard for her students ' advantage was vital. This review examined the mental point of view of the students to make the EFL classroom more agreeable. This mental viewpoint illuminates the classification of 'lauding and empowering students ' of the present review. Muhammed (2001 in Awad El Karim 2003:156-57) considered 'code switching ' in announcing oral introductions of 17 male designing students, who have been made a request to compose a paper, which would be spoken orally by them. The outcomes showed that "there is a duality of modes confronting students in detailing (in composing) what would have been an (oral) introduction" (Muhammed 2001 in Awad El Karim 2003: 156). The students are demonstrating formal and casual style of the oral introductions. The code, in this review, worked inside physical and social settings, that is, interactants code-exchanged with each other when there was a change in the social, physical and social setting. In conversational CS, the subject continued as before while the setting changed, so it connected to the conversation in classrooms.

Skiba (1997) differentiates between two types of CS. One form is considered as language interference when CS is not used as carefully as a teaching technique or communication strategy for compensating for a linguistic lack of competence. The other form of CS has to do with the non-interference use of CS as conveying certain attitudes of affiliation or solidarity and respect, supplementing speech or providing continuity of speech when an inability of expression occurs.

EFLI/L2 students are frequently compensating for their limited resources in the EFL/L2 to avoid the drop in the communication. This is also asserted by views from other researchers. Cook (1992) confirms that CS can be integrated with L2 activities prepared to help in teaching the L2. CS is seen as a useful tool in teaching second language (Cook 1989;

1992), calling for using CS at particular predefined points, that is, in a judicious way (Auerbach 1993). Students of different languages can play different roles of teachers and students to use various changes. Similarly, teachers can switch at particular times during the L2 lesson, to make the lesson more interactive and makes it easy for the discourse in the L2 classroom to flow. These 'strategic points', so to say, are summarized by Skiba (1997:3) as: to illustrate important concepts, to save students from being distracted, to revise, and to praise students and encourage them. In this way, CS can be an effective tool in teaching EFLIL2. Both researchers see CS as a useful way of streamlining EFLIL2 interaction, though Cook's views seem to be stronger and assertive. Skiba's views obviously assert, that "a use of code switching in the classroom would provide for a bilingual norm whereby code switching is seen to be acceptable method of communication. "Students then would feel comfortable switching languages within normal conversations providing for a bilingual society" (Skiba 1997:3).

Notwithstanding, while CS has been concentrated more in the Western World, Asia, South Africa, and Australia, a couple ponders managing CS look into studies have been completed in the Arab world. They will be dealt with in the following section.

2.1.11 Attitudes and Perceptions towards CS

Many reviews handle the matter of students ', instructors' and instructor teachers' demeanors about and impression of utilizing the main language in their EFL/L2 classrooms. Schweers (1999) examined the use of L1 in his monolingual Spanish talking classes in Puerto Rico. He got some information about their recognitions towards utilizing their L 1 when taking in the TL. He noticed that a high rate of students (80%) found the use of L 1 in the classroom helpful, especially to clarify troublesome

ideas. Additionally, when students felt lost, they utilized L1, to help they feel greater and sure, check perception and characterize new vocabulary. Schweers' review (1999) demonstrated that the vast majority of the instructors detailed utilizing students ' L 1 to some degree, in a more confined manner in every one of the ranges specified previously. In any case, Prodromou (2000) completed an overview study to investigate the view of 300 Greek students (at tenderfoot, halfway and propelled levels) in regards to L 1 use at three levels - fledgling, middle of the road and progressed. Just 27 out of the 100 amateur students concur that it is helpful to clarify contrasts between L 1 and L2 punctuation. The middle and propelled students don't see much utility in clarifying the syntactic contrasts. This review appears differently in relation to Ferrer's review. This might be because of Prodromou's notice that his students may have disguised gotten conclusion from L 1, which may apply to various settings In L2. An investigation of students ' talk, m difference to that of the bilingual discourse group speakers, in a more psycholinguistic way to deal with CS, has been completed by Legenhausen (1991). The theory here is that when students can defeat seeing themselves as people, not students, they will switch in few occasions as they develop and their trust in the L2 increments with time. Tay (1989) inspected both CM and CS as open methodologies m a multilingual talk, specifically on how solidarity and compatibility are set up in the multilingual talk. Illustrations have been drawn from different language s: English, Mandarin, Hokken and Teochew.

Likewise,Ferrer (2005) did an exploration in his own particular instructing/learning condition in Spain to examine nearly students ', instructors' and educator teachers' observations with respect to the ampleness of cross-semantic linguistic examinations (giving guidelines,

checking understanding and syntax work). The review likewise included seeing and expresses learning in the monolingual classrooms (framework of the students ' language generation and match/aggregate work). The aftereffects of this examination ponder recommend that a reasonable and methodical use of cross-phonetic referencing may give the instructor open doors for outfitting students with unequivocal learning of the TL frameworks. This prudent use of L 1, thusly, may help students to see the crevice between the condition of the inward linguistic uses and the TL and eventually help procurement. This implies some phonetic part of students ' L1 might be useful in L2 substance and learning all in all.

A few reviews have revealed that CS might be a decent learning and instructing system. Aguirre (1988) investigated the way bilingual educators can sort out classroom conduct in an a great deal more powerful way using their instinctive learning of the switches nature. Subsequently, the CS wonder can be utilized as a successful educating and learning technique in the classroom. Facilitate, the bilingual educators in this review have been naturally fit for deflecting the switches and blends that are unconstrained whereby they overlook pointless switches. This review concedes greater expert to L2 instructors, however the learning of CS can't be validated exactly.

Strikingly, Patrie (1986) contemplated CS between two non-hereditarily related language s - English and Japanese. Partier's review (1986 in Awad El Karim 2003: 149) proposes that" such semantic research could profit impressively on the off chance that it surrenders the broken view that code-exchanging is twisted or substandard information. Rather, a nearer examination of its principles and imperatives would be more productive, especially between language s which are hereditarily - diverse".

The elements of CS taken by basic kids have been overviewed by Olmedo-Williams (1981) in Spanish/English hours of taped discussion of organized little gathering lessons, entire class lessons, casual discussions, and peer instructing were drawn from over seventeen hours. The focus in this review was more on code-blended or code-exchanged connection. The strategy for investigation was an ethnographic technique. Many elements of CS have been shown: administrative capacities to control assemble conduct and underlining and focusing on a message. It likewise incorporated the elements of drawing in consideration, restriction, clearing up or training in showing L2 vocabulary, sociolinguistic capacities for diversion and prodding and recipient particular for pleasing or, on the other hand including an interactant or barring another.

The review completed by Anton and DiCamilla (1998:321) demonstrates that utilizing Ll in combine/assemble work gives students the platform offer assistance. In the investigation of students ' community discourse, they found that students changed to L 1 to do the accompanying:

2. Create strategies for making the task manageable

3. Focus on the objective of the task

4. Solve specific problems

5. Build on each other's partial solutions to the particular problems throughout the task. .

The decision that CS is a characteristic marvel has likewise been drawn by another study (Fitch 1983). Fitch contends that there are few endeavors to coordinate the consequences of CS in an assortment of settings into a general hypothesis of correspondence. This demonstrates it is basic to focus on CS by utilizing diverse techniques of examination, for example, discussion investigation, ethnographic portrayal and looking at correspondence conduct all through the examination writing in this field

of CS. A blend of such strategies is essential to language specialists and also the professionals and subsequently might be a vital piece of instruction preparing.

Correspondingly, in Spain too, Baker (1980) examined CS in Spanish-talking groups where English was the EFL. Be that as it may, the discoveries of this review demonstrate that both the conversational and situational CSs have been propelled in a diverse way. Many variables affected the sort and nature of CS: disposition, instruction and the level of capability. This review finds that CS is a characteristic and inescapable marvel as appeared in Chapter 2. CS is a fundamental piece of the individual and of the gathering character.

In the field of syntactic tenets, various reviews have inspected the syntactic types of CS. Sankoff and Poplack (1981 in Nilep 2006) was one of the conspicuous reviews in this angle. They demonstrated that there have been two principle semantic requirements for CS: the free morpheme and the comparability imperatives, which may make two particular monolingual frameworks to create a connection with CS. The communications of 20 subjects (Spanish instructed in English) have been recorded and dissected utilizing a model of surface structure governs by a setting free language structure. The outcomes demonstrated that CS connected just at the surface level and that the expression structure rules for every language may be consolidated to shape a code- exchanged syntax fit for producing linguistic monolingual and CS sentences. The discoveries likewise uncovered that, in all the switches inspected (1,835), the vast majority of the sentences were linguistic, and that the intra-sentential switches particularly required more aptitudes to complete, and they were not more freak as accepted some time recently.

In another fascinating review, Camilleri (1996) inspected some auxiliary schools of Malta, to check whether the switches in these schools reflect language values and types of character. The switches of instructors and students are amongst English and Maltese to do the most communications in such schools: interfacing with monolingual writings, setting up information and speaking with each other.

His review, as most reviews in optional schools do, uncovered that English has been essentially utilized by instructors to demonstrate that they have been accomplished.

In a similar vein, Lin (1996) completed a review in Hong Kong schools about the elements of CS and whether students and educators have opposed utilizing it. The switches of educators and students have been done in sole reaction against the typical control of English. Facilitate, in the field of classroom communication, Arthur (1996) concentrated the classroom cooperation in elementary schools in Botswana. He ascribed CS in these classrooms simply to a few traditions built up by the frontier period.

In addition, Milroy and Muysken (1995) examined in fifteen articles gathered and altered by them, four essential fields of utilizing CS: arrangement of suggestions specifically settings, the sociolinguistic point of view of CS, the syntactic examination of CS what's more, the ramifications of CS in bilingual settings. Douglas-Cowie (1987) conveyed out a sociolinguistic review in a country range, not in a urban region where the greater part of these reviews more often than not have been done. He examined CS in a Northern Irish town, analyzing the social elements of the two lingos of English in this town. The attention was on the variables that decide code decision in certain social circumstances and how social gatherings can switch in regards to the non-

standard discourse assortment to a more standard one. Both the conversationalist and the theme of discussion decided the code picked or changed to. Changing from non- standard to Standard English was affected by the nearness of the conversationalist. Points of transformations have been instrumental in deciding the kind of code-switches as influenced by the components of the level of training and kind of occupation. The conversationalist in a way or another obliges with other interactants, as said in Chapter Two. Settlement is a self-evident capacity of CS. This review, all the more essentially, demonstrates that the interactants' social desire is essential in CS. That is the level of CS associates with the level of social desire.

A few reviews call for giving a sensible time for L 1 in the L2IEFL classrooms. Stem (1992) conceives that it is important to dispense this opportunity to make inquiries, confirm importance, clear perplexities and present students with clarifications that may not be conceivable by utilizing the L2. A few specialists (Stem 1992; Turnbull 2001) reveal that what constitutes the suitable blend of L 1 and L2 has not been very much explored. Turnbull (2001) additionally prescribes that more explanations are expected to address this issue. In such manner, Atkinson (1987) proposes certain rates for the use of L 1 and L2, where at early levels a proportion of around 5% to the local language to around 95% to the TL might be more helpful. Shapson, Kaufan and Duword (1987 in Turnbull 2001), in an investigation of basic French in western Canada, stipulated by the educators that 75% of the TL as the satisfactory amount by the instructors in their separate classrooms. A comparable consider, yet on a bigger scale assessment of a similar program in focal Canada, completed by Colman and Daniel (1988 in Turnbull 2001), have demonstrated that 95% use of the TL was considered suitable by the analysts and school

board. Regardless, these reviews being not plainly convincing, they do notwithstanding sick ustrate that there is a uniqueness between the reports on the L 1-L2 proporti on in the L2/EFL classrooms. That is the reason Turnbull (2001) suggests completing additionally ponders in this field.

All in all, on one hand, it is hard to evaluate the conceivable measure of the L 1 required for successful L2IEFL learning. It appears that it would be in any event essential to know about L 1 can be utilized efficiently with fluctuating powers for students going from early levels to the more propelled ones. On the other hand, as has been guaranteed by a lot of research (for instance Murakami 1999; Reis 1996), utilizing 1000/0 of L2IEFL is illogical with students at lower level of L2IEFL capability. Utilizing 100% L1 to educate implies educating "the objective language with not as much as the greatest conceivable proficiency" (Atkinson 1987:247). Instinctively and as a matter of fact as an understudy furthermore, instructor, the analyst comprehends that this English-just way to deal with L2/EFL educating may leave students questionable about the importance of some new words or ideas regardless of the use of the visual and logical pieces of information.

Promote, Higareda et al (2009) analyzed how new eras of educators in Mexico utilize their students ' L1 as a showing apparatus among different employments. This review found that educator's eagerly dismisses the monolingual wonder cap English ought to exclusively be utilized as a part of English classrooms. Besides, L 1 was found to be a principal asset in educating rehearses. It additionally demonstrated that L 1 utilize risen up out of commonsense contemplations as instructors have attempted to help students dealt with the TL. L 1 was utilized for the most part in clarifying importance of new words, outlining linguistic use and to clear up language questions. Ll was likewise utilized as a part of welcome, in

exercises and wellbeing circumstances of the students, that is, in the social also, full of feeling capacities so students may feel good and calm.

Another study, Tang (2002), additionally, investigated EFL instructors' and students' mentalities in a Chinese setting towards utilizing L 1 in their particular classrooms. This review discovered the past finish of many reviews that a reasonable and restricted use of L 1 did not lessen students' presentation to EFL, yet rather could help in the instructing and learning forms. It likewise dismisses a more noteworthy or over the top uses of L 1 in EFL classrooms. The fundamental employments of L 1 incorporate clearing up a few misinterpretations at the point when there is a requirement for that.

In a similar vein, in the Arab world, a few studies investigated instructors' and students' states of mind towards CS to Arabic (Ll) from English (L2). For example, Hussein (1999) examined Jordanian college students' mentalities toward CS what's more, CM, to discover when and why they code-exchanged and the most regular English expressions they utilized as a part of Arabic talk (CM). His review demonstrated both positive and negative states of mind of the Jordanian students towards both CS and CM. Some of those states of mind have been in opposition to desires. The students utilized CS and CM for various reasons, for example, absence of Arabic counterparts for English terms or expressions that shifted in range and degree in the discourse of instructed Arabic speakers.

In Jordan, another review (Hazaymeh 2004) was directed to investigate the effect of being bilingual on EFL accentuating CS to English in Jordanian Arabic. This review, be that as it may, focuses on CS from Colloquial Arabic (L1) to English (L2). It demonstrated that Jordanians utilized many English loanwords and expressions in their day by day use of their L 1. Most Jordanians are bilingual thus they like to code change

to English in various settings. The reviews specified have focused on the instructors' and students ' observations and demeanors about CS, and the time allotted in the classroom for CS. The present review likewise embarks to investigate instructors' mentalities and recognitions towards CS through different inquiries. Notwithstanding, not very many reviews have attempted to concentrate the part of CS in EFL classroom talk. The following segment provides details regarding CS contemplates and the part of classroom talk.

2.2 Related Studies

Code switching as a phenomenon has been investigated by different researchers. Consequently, recent studies on Code switching dealt with it from different dimensions: linguistics, psycho linguistics and sociolinguistics. The present study investigates this phenomenon from sociolinguistics aspects.

2.2.1 Studies Conducted in the International Context

Code-switching can be examined within written discourse.
Garriera (1991) tested the extent to which Portuguese students studied in France switched and mixed in a written essay. The test was taken in a French-Language School and the instructions were given in French. The students were free to express themselves in any of the twolanguages. The texts were analyzed both quantitatively and qualitatively. The results show that; 7l.4% used excl usively French while 6.1 % used exclusively Portuguese. In addition, around 9% used mostly French and about 1 % used mostly Portuguese. Only 3% seem to mix the two languages in equal terms. Code switching was more often in Portuguese than in French.

One of the relevant studies is that of Adendorff's (1993) in which he examined thefunctions and impl ications of Zulu-English code switching among Zulu-speaking teachers and their students, revealing that both teachers and students may regard code switching as negative practice. He recommended that code switching, as an effective and essential communicative recourse in classrooms,ought to be raised.

Adendorff (1993) stated that code switching in the classrooms, according

to his investigation, enabled the teacher to achievehis academic and social goalsin terms ofclarifying information, encouraging students and involving the students in the learning process. Adendorff (1993) reported thatteachers and students engaged in code switching between Zulu and English in order to achieve social functions, such as showing solidarity or power and building relationshipsbesides academic purposes, such as reiteration, ensuring the adequate communication of content.Furthermore, he recommended that the sensitivity towards code switching should be included in teacher training, so as to encourage teachers to accept code switching as a key feature of bilingualism. Some studies showed that code switching can be a very effective learning and teaching strategy. For example, Aguirre (1998) examined how bilingual teachers could influence classroom behaviour depending on their intuitive knowledge of the switches nature. In this way, code-switching can be used as a teaching and learning strategy in the classroom.

2.2.2 CS Studies Conducted in the Sudan and Arab Countries

Few researches were done on CS and CM of bilingual Arab instructors.

Bader's study (1995) investigated the attitudes of Jordanians considering the factors that influence both CS and CM, where he classified them as the same. He focused on some factors such as: education, age, residence andgender. He used a questionnaire for students from Yarmouk University. The results showed that well- educated, urban females used to switch more than others to English, to express themselves and to show social prestige.

However, Awad El Karim (2003) thought that Bader's study was limited and had some drawbacks. The hypothesis seemed not strong enough as it assumed that attitudes of speakers in CS reflect their true behaviour. There is also a contradicting conclusion whereby some university students, Bader's study (1995), showed negative attitudes towards CS. This contradicts his previous findings that urban speakers use more

switches to English, and that switching is a normal unconscious behaviour (cf. 3.3).

In the regard of 'the prestige' as one of the reasons of code switching by the well-educated, Olmedo- Williams (1981) has shown that well-educated people can switch for other reasons than prestige. They can switch for their need for a particular word, a more frequent appropriate word or a culturally associative one. Lack of English competence can be a reasonable factor of why the so-called 'less educated people' cannot switch frequently.

For all these reasons, Bader (1995) recommended that more research studies in CS in EFL/FL classrooms were needed.

There are a few other researches that deal with the CS phenomenon from different perspectives in the Arabic-English context. Atawneh (1992) and Mohamed and Acklam (1992) traced the different types of CS among Arabic-English and Egyptian-English bilinguals. Also, Hussein and Shorrab (1993) investigated the syntactic problems on Arabic-English CS. Rabie (1991) carried out an ethnographic study to investigate different switches between some dialects in Egyptian Arabic Radio. Hazaymeh (2004) attempted to deal with bilingualism effect on ELT in Jordan. The core idea of this study is the CS from Arabic to English. It showed that Jordanians used many English expressions and terms in different settings.

There are few relevant studies in the field of CS in the Sudan. Awad El Karim (2003: 162-63) has cited only two studies (Mugaddam 2002; Taha 1989 in Awad El Karim 2003), though they are related to CS in general. Mugaddam (2002 in Awad El Karim 2003:163), investigates non-Arabic speakers' prespectives in Khartoum towards bilingualism and multilingualism. The general research field is CS; but the focus of the

study does not deal specifically with CS as a phenomenon.

Another study, that is related to CS studies, but more generally, is the study of Taha (1989 in Awad El Karim 2003: 163). This study deals with the Arabicisation process that has taken place in the Higher Education in the Sudan. However, CS is not the main question of this study, though, it shows that lecturers (whose L1 is Arabic), switch between English and Arabic while teaching their students in EFL classrooms.

From that time, the first study regarding CS is that of Awad El Karim (2003). It generally dealt with the CS phenomenon in bilingual, multilingual and bi- dialectical contexts, in relation to gaps in spoken discourse analysis research in the areas of sociolinguistics and second/foreign language acquisition.

Other case studies included lecturing discourse in the contexts of Sudanese lecturers in Saudi Arabia and the CS of Sudanese immigrants of various job backgrounds, who work in Saudi Arabia. Other case studies have been the speech of native English teachers in Sudan and the interactions of drivers and manual workers in a multi-dialectical milieu.

Findings of Awad El Karim's study showed that CS was an actively positive and effective strategy in discourse.

A recent study has been done by Mohamed El Mamoun(2014) on the use of code switching as an interactive tool in EFL classrooms. He collected data from basic, secondary and college EFL classrooms in the Sudan and Saudi Arabia using different techniques: a questionnaire, observational field notes and semi-unstructured interview. The study revealed that CS is easier and more functionally effective in EFL classrooms as it expands interaction between students and teachers and among students themselves. The findings of the study revealed that the view EFL teachers' use of L1 is unavailable in the classes investigated.

Summary of the Chapter

This chapter sets out the general theoretical background of the study. itintroduces the emergence and occurrence of CS as a phenomenon, it definesthe term CS from different resources with more focus on the most relevant definitions to this study. The functions of CS from the theoretical and practical aspects of the term are also mentioned in the first part of this study. Some of the relevant concepts are briefly defined in this chapter such as Bilingualism and Digllosia.Further, the types and functions of CS are mentioned to highlight the importance of the use of L1 in EFL classroom and the attitudes of teachers and students towards CS. Finally, this chapter introduces the literature review of many CS studies carried out worldwide and some related studies carried out in the Sudan and other Arab countries.

Chapter Three

The Research Methodology

Chapter Three

The Research Methodology

3.0 Overview

This chapter will provide a full description of the research methodology adopted as well as the research tools employed by the researcher to conduct this study. Moreover, it's worth mentioning that validity and reliability of the research tools will be confirmed before these tools are applied.

3.1 The Study Methodology:

The study adopted a mixed-methods approach such as: descriptive and analytical statistical methods. These methods allowed the research tools to complement each other. In addition to that, a questionnaire was designed as well as the classroom observation checklist. All these research tools were conducted to address the research questions and objectives.

3.2 The Study Population and Sample

The study population was the students of preparatory year at three Sudanese universities which are: SUST and Omdurman Islamic University. A total of 194 students from these universities were involved in this study.

All the students of these universities shared the following characteristics:

- All the students started studying English language as a second language from kindergarten or Basic Schools.
- All the pupils speak Arabic language.
- All of them were Sudanese and from Arab countries.
- They came from different states.

- All of them (males and females) were from the two universities took part in this study.

- All their tutors of English were Sudanese.

Some of English tutors (males and females) also participated in this study. All of them were Sudanese. Some of them were part-timers, whereas the others were permanents.

3.3 The Research Tools

The data for the present study were obtained and collected by two tools. The first tool was an English teachers' questionnaire. The study used this questionnaire to investigate problems of code switching among English language tutors during the lessons, and also to find out the reasons behind code switching. The second tool was used for collecting data was the classroom observation checklist. The purpose of this tool was to focus on the students' reaction during the lessons presented by their teachers who use code switching to their mothers' tongue which is Arabic language as well as to investigate additional factors for code switching.

3.3.1 English Language Teachers' Questionnaire

The questionnaire was the first tool used to support data of the study. The aim of this questionnaire was to find out views of the preparatory year's English language tutors about the effect of code switching during teaching students of the preparatory year. It also aimed to find out the reasons behind code-switching.

The total samples of the questionnaire were 40 samples from two Sudanese universities that concern with preparatory year programme. These universities are: SUST, and Omdurman Islamic University.

The table below (3.1) shows distribution of English language tutors according to gender.

Gender	Frequency	Percent
Male	24	60 %
Female	16	40 %
Total	40	100 %

Table (3.1) explains distribution of English language tutors according to gender.

For the difference of male and female in number, it was found that most of English language staff at Sudanese universities was males.

The questionnaire consisted of two parts. The first part contained personal information about the participants, and the second one contained 14 statements for measuring English language tutors ' points of views about the effect of code switching during teaching students of the preparatory year and the reasons behind that. Likert 3 point scale was used to show responses of the participants. The 3 points were provided on this scale were as follow: (See appendix 1)

Disagree	Neutral	Agree
1	3	5

3.3.2 The Classroom Observation Checklist

The classroom Observation Checklist was the second tool used for collecting data of the study. The researcher is an English language teacher at different universities and observed that majority of the students have

problems in understanding English sessions when the teacher uses only English language for explanation. The researcher attended many lessons with the tutors of preparatory year programme who have been selected as sample for this study. This classroom observation checklist was conducted to find out the reaction of the students when the tutors use code switching during the lessons, furthermore to discover additional reasons for code switching.

The classroom observation checklist consisted of 14 points with 3 options ranging from (Nil) to (More). (See appendix 2). It was designed to observe the students' responses during the lessons when the tutors use code switching to their first language as well as to find out more reasons for that switching.

3.4. Validity and Reliability of the Tools:

3.4.1 Validity and Reliability of the Questionnaire:

The questionnaire of this study was validated by a group of five experience English language teachers to check and evaluate them. (See appendix 1). Those experience teachers accepted that the items were appropriate to measure the purpose of the study. Although that, they made some remarks concerning with many items. The researcher responded to their suggestions and made the required modifications.

In statistic, reliability is the consistency of a set of measurements often used to describe a test. For reliability of the questionnaire, the questionnaire was distributed to 15 English language tutors of the preparatory year programme. They were randomly selected, and their answers manipulated by using the features of Statistical Packages for Social Studies (SPSS), through Pearson Coefficient Factor Test (for the validity of the questionnaire) and Alpha Cronbach's (for the reliability of the questionnaire). The following table illustrates the results of this procedure.

Table 3.2: Alpha Cronbach's Test for measuring the reliability of questionnaire:

Dimensions	No of items	Cronbach's Alpha based On Standardized items	Cronbach's Alpha (Internal validity)
Interaction	4	0.79	0.89
Size and lack of appropriate vocabulary	3	0.81	0.90
Educational reasons	7	0.83	0.91

According to findings in Table (3.2) the total value of Alpha reliability factor for first dimension was **0.79,** thusthe internal validity was **0.89.** While the total value of Alpha reliability factor for second dimension was **0.81** andthe internal validity was **0.90.** As for third dimension the total value was **0.83,** whereas the internal validity was **0.91.**

As it has been seen from the data above the items of each dimension of the questionnaire has attained high level of reliability and internal validity. According to that, it is valid to answer the questions of the current study**.**

3.4.2 Validity and Reliability of the Checklist:

To test the reliability and validity of the observation check-list that applied to students reaction during sessions, 10 checklists were randomly selected, then discharged in a master sheet and manipulated using the features of Statistical Packages for Social Sciences (SPSS), through Pearson Coefficient Factor Test (for the validity of the checklist) and Alpha Cronbach's (for the reliability of the checklist). The following tables illustrate the results of this procedure.

Table 3.3: Validity test for the checklist

Statements	Correlation with total of dimension
1. Greeting	0.88
2. Saving time	0.70
3. Checking understanding	0.93
4. Facilitating fluency	0.86
5. Maintaining classroom management	0.74
6. Explaining grammatical rules	0.82
7. Giving instructions	0.81
8. Providing support and advice	0.96
9. Encouraging students to communicate in English	0.94
10. Enhancing better interaction	0.87
11. Explaining new vocabulary	0.85
12. Illustrating phrases and expressions	0.79
13. Motivating weak students	0.87
14. To praising students	0.92

As shown in Table 3.3 all the values of the items of the classroom observation checklist are positive and greater than 0.20, which indicate good validity for all the items of the checklist to answer the questions and testing the hypothesis of the this study.

Table 3.4: Alpha Cronbach's Test for measuring the reliability of checklist

Dimensions	No of items	Cronbach's Alpha based On Standardized items	Cronbach's Alpha (Internal validity)
Checklist	14	0.75	0.87

According to findings in Table (3.4) the total values of Alpha reliability factor for the checklist items were **0.77,** andthe internal validity was **0.87.** As it has been evident from the data above the items of the checklist has attained high level of reliability and internal validity. Accordingly, it is valid to answer the questions of the current study**.**

3.5 Pilot Study

As for the questionnaire, a piloting questionnaire was given to a number of English language tutors of the preparatory year programme. They were chosen in a random way from different universities. They were 15 samples. The samples have quite enough experience in teaching this programme. The aim of the pilot questionnaire was to examine the clarity of the statements and hypotheses of the study.

The pilot study was conducted to:

) Give more validity to the study.

) Measure the time required for distributing the questionnaire.

) Decide if the items of the questionnaire were clear to the participants.

) Assess whether the questionnaire is on line with purpose of the study or otherwise.

3.6 Procedures of the Study

The researcher here mentions detailed explanations for all the procedures executed to collect the data through the main tools. They were English language tutors' questionnaire as well as the classroom observation checklist. These detailed explanations support reliability of the study.

3.6.1 The Questionnaire

After the suggestions and recommendations of the jury and the supervisor's advice are applied in the last version of the questionnaire, the permission from the supervisor to distribute the questionnaire was given. It was started at once in distributing the questionnaire for the participants of the study. The participants in this questionnaire were English language tutors of the preparatory year programme at some Sudanese universities. All the tutors have experience in teaching this programme for many years. The number of the participants was 40 samples. Every teacher received his/ her copy in his/her hand. Some of them filled the questionnaire immediately, some others needed many days. Inspite of the late of some teachers, all the copies were received from the participants. So, distribution of this questionnaire took 15 days.

3.6.2 The Classroom Observation Checklist

The classroom observation checklist was conducted by the researcher to investigate the students' responses towards code switching done by their tutors as well as to identify other reasons behind that. Many lessons were attended with the tutors in the same universities were selected to be the sample of the study. This happened after taking permission from the administrators of the universities and tutors.

The classroom observation checklist was designed by using checklist to note down some observations. The checklist covered 14 items related to the statement and hypotheses of the study. (See appendix 2).

Summary of the Chapter

In this chapter, the researcher described the methodology, tools of the study and the procedures that were used for conducting his research.

The chapter gave a full description of the population and the selected sample of the study. It also described the research tools which consisted of a questionnaire for English language tutors of the preparatory year programme as well as the classroom observation checklist. Moreover, it confirmed validity and reliability of these tools.

Chapter Four

Data Analysis, Results and Discussion

Chapter Four

Data Analysis, Results and Discussion

4.0 Introduction

In this chapter, the data of the study were analyzed and the results obtained from the analysis were tabulated and discussed. The tools used to collect data of the study were: A questionnaire for English language tutors who teach students of the university preparatory programme. In addition to that the classroom observation checklist was used to provide data for the study with more information.

To evaluate the data of the study, different techniques were used in the analysis. These techniques were: Statistical Package for Social Studies (SPSS), Alpha Cornbach' and Pearson Coefficient Factor.

4.1 Results of the Questionnaire

The questionnaire was the first tool used to support data of the study. The aim of this questionnaire was to find out views of the preparatory year's English language tutors about the effect of code switching during teaching students of the preparatory year. It also aimed to find out the reasons behind these code switching.

The total samples of the questionnaire were 40 samples from two Sudanese universities that concern with preparatory year programme. These universities are: SUSTand Omdurman Islamic University OIU.
Likert 3-point scale was used to show responses of the participants. In scoring the participants' answers, five points were given to agree, three points to not sure and two points to disagree. The questionnaire was divided into three dimensions. They are: CS affects EFL classrooms in terms of interaction between tutors and students at the preparatory year, the size and lack of appropriate vocabulary may result in Code Switching

and Tutors switch to Arabic at the preparatory year in Sudanese Universities for various educational reasons.

Table (4.1) Percentages of the First dimension: (CS affects EFL classrooms in terms of interaction between tutors and students at the preparatory year)

Items	Disagree		Neutral		Agree	
	N	%	N	%	N	%
1- EFL students learn English in a better way if they are taught in English only.	5	12.5	2	5.0	33	82.5
2- Switching to Arabic encourages students to communicate and interact much better.	2	5.0	4	10.0	34	85.0
3- You switch to Arabic to motivate your students to communicate English in a better way.	2	5.0	1	2.5	37	92.5
4- Arabic is used in elicitation of response understanding.	4	10.0	8	20.0	28	70.0

Table (4-1) shows the frequency and percentage of English language tutors toward the effect of code switching on the students of preparatory year programme.

When the participants were asked to answer item number 1, (EFL students learn English in a better way if they are taught in English only.), 33 of the 40 participants responded (Agree) which represents (82.5 %), 5 of them responded (neutral) which represents (12.5 %), whereas the 2 responded (disagree) which represents (5.0 %).

When the participants were asked to answer item number 2, (Switching to Arabic encourages students to communicate and interact much better.), 34 of the 40 participants responded (Agree) which represents (85.0 %), 4 of them responded (neutral) which represents (10.0 %), while the 2 responded (disagree) which represents (5.0 %).

When the participants were asked to answer item number 3, (You switch to Arabic to motivate your students to communicate English in a better way.), 37 of the 40 participants responded (Agree) which represents (92.5 %), 2 of them responded (disagree) which represents (5.0 %), whereas the 1 responded (neutral) which represents (2.5 %).

When the participants were asked to answer item number 4, (Arabic is used in elicitation of response understanding.), 28 of the 40 participants responded (Agree) which represents (70.0 %), 8 of them responded (neutral) which represents (20.0 %), whereas the 4 responded (disagree) which represents (10.0 %).

From the results of this dimension, it was found that 82.5 % of the participants agreed that EFL students learn English in a better way if they are taught in English only, 85.0 % of the participants agreed that Switching to Arabic encourages students to communicate and interact much better, 92.5 % of the participants agreed that switching to Arabic motivates students to communicate English in a better way and 70.0 % of the participants agreed that Arabic is used in elicitation of response understanding.

Table (4-2).The T-test results of the First Dimension's Items:

Items	Number	Mean	Std. Deviation
1- EFL students learn English in a better way if they are taught in English only.	40	2.70	0.8
2- Switching to Arabic encourages students to communicate and interact much better.	40	2.80	1.1
3- You switch to Arabic to motive your students to communicate English in a better way.	40	2.88	1.4
4- Arabic is used in elicitation of response understanding.	40	2.60	0.9

Table (4-2) shows The T-test results of the first dimension's items of the questionnaire. According to Tables (4-1 and 4-2) the opinions of participants on the first dimension (CS affects EFL classrooms in terms of interaction between tutors and students at the preparatory year) tend to be agreed. This is confirmed by that all the means of the answers of the participants on the four items of this dimension were higher than 2 (neutral value). The mean of item number 1 was (2.70); the mean of item number 2 was (2.80), the mean of item number 3 was (2.88) and the mean of item number 4 was (2.60). All the standard deviations' results indicated that there was no significant difference in the participants' response and more than 70 % of them agreed with the four items of this dimension.

Table (4.3) Percentages of the second dimension: (The size and lack of appropriate vocabulary may result in Code Switching)

Items	Disagree		Neutral		Agree	
	N	%	N	%	N	%
5- You frequently use Arabic to explain new vocabulary.	8	20.0	1	2.5	31	77.5
6- You switch to Arabic when you can't find appropriate vocabulary.	5	12.5	2	5.0	33	82.5
7- The strong influence of L1results in Code Switching occurrence.	6	15.0	4	10.0	30	75.0

Table (4-3) shows the frequency and percentage of English language tutors towards the second dimension which is: the size and lack of appropriate vocabulary may result in Code Switching.

When the participants were asked to answer item number 5, (You frequently use Arabic to explain new vocabulary.), 31 of the 40 participants responded (Agree) which represents (77.5 %), 8 of them responded (disagree) which represents (20.0 %), whereas the 1 responded (neutral) which represents (2.5 %).

When the participants were asked to answer item number 6, (You switch to Arabic when you can't find appropriate vocabulary.), 33 of the 40 participants responded (Agree) which represents (82.5 %), 5 of them responded (disagree) which represents (12.5 %), while the 2 responded (neutral) which represents (5.0%).

When the participants were asked to answer item number 7, (The strong influence of L1 as opposed to L2 which is learned in a formal setting, results in Code Switching occurrence.), 30 of the 40 participants responded (Agree) which represents (75.0 %), 6 of them responded (disagree) which represents (15.0 %), whereas the 4 responded (neutral) which represents (10.0 %).

From the results of this dimension, it was found that 77.5 % of the participants agreed thatthey frequently use Arabic to explain new vocabulary, 82.5 % of the participants agreed that they switch to Arabic when they can't find appropriate vocabulary and 75.0 % of the participants agreed that the strong influence of L1 results in Code Switching occurrence.

Table (4-4).The T-test results of the Second Dimension's Items:

Items	Number	Mean	Std. Deviation
5- You frequently use Arabic to explain new vocabulary.	40	2.58	0.9
6- You switch to Arabic when you can't find appropriate vocabulary.	40	2.63	1.0
7- The strong influence of L1 results in Code Switching occurrence.	40	2.60	1.2

Table (4-4) shows The T-test results of the second dimension's items of the questionnaire. According to Tables (4-3 and 4-4) the opinions of participants on the second dimension (the size and lack of appropriate vocabulary may result in code switching.) tend to be agreed. This is confirmed by that all the means of the answers of the participants on the three items of this dimension were higher than 2 (neutral value). The mean of item number 5 was (2.58); the mean of item number 6 was (2.63) and the mean of item number 7 was (2.60). All the standard deviations' results indicated that there was no clear significant difference in the participants' response and more than 75 % of them agreed with the three items of this dimension.

Table (4.5) Percentages of the third dimension (Tutors switch to Arabic at the preparatory year in Sudanese Universities for various educational reasons)

Items	Disagree		Neutral		Agree	
	N	%	N	%	N	%
8- Arabic is only used to illustrate the difficult concepts and ideas	3	7.5	7	17.5	30	75.0
9- Using Arabic to illustrate grammatical rules is useful	7	17.5	2	5.0	31	77.5
10- Arabic is used in EFL classroom to help students feel more comfortable and confident	3	7.5	6	15.0	31	77.5
11- You use Arabic in EFL classroom to save time	2	5.0	3	7.5	35	87.5
12- Using Arabic to illustrate grammatical rules is useful	7	17.5	2	5.0	31	77.5
13-You use Arabic to control classroom	3	7.5	5	12.5	32	80.0
14- Arabic is used for giving instructions	3	7.5	7	17.5	30	75.0

Table (4-5) shows the frequency and percentage of English language tutors toward the third dimension of the questionnaire, which is: Tutors switch to Arabic at the preparatory year in Sudanese Universities for various educational reasons.

When the participants were asked to answer item number 8, (Arabic is only used to illustrate the difficult concepts and ideas), 30 of the 40 participants responded (Agree) which represents (75.0 %), 7 of them responded (neutral) which represents (17.5 %), whereas the 3 responded (disagree) which represents (7.5 %).

When the participants were asked to answer item number 9, (Using Arabic to illustrate grammatical rules is useful.), 31 of the 40 participants responded (Agree) which represents (77.5 %), 7 of them responded (disagree) which represents (17.5 %), while the 2 responded (neutral) which represents (5.0%).

When the participants were asked to answer item number 10, (Arabic is used in EFL classroom to help students feel more comfortable and confident.), 31 of the 40 participants responded (Agree) which represents (77.5 %), 6 of them responded (neutral) which represents (15.0 %), whereas the 3 responded (disagree) which represents (7.5 %).

When the participants were asked to answer item number 11, (You used Arabic in EFL classroom to save time.), 35 of the 40 participants responded (Agree) which represents (87.5 %), 3 of them responded (neutral) which represents (7.5 %), whereas the 2 responded (disagree) which represents (5.0%).

When the participants were asked to answer item number 12, (Using Arabic to illustrate grammatical rules is useful.), 31 of the 40 participants responded (Agree) which represents (77.5 %), 7 of them responded (disagree) which represents (17.5 %), while the 2 responded (neutral) which represents (5.0%).

When the participants were asked to answer item number 13, (You use Arabic to control classroom.), 32 of the 40 participants responded (Agree) which represents (80.0 %), 5 of them responded (neutral) which represents (12.5 %), whereas the 3 responded (disagree) which represents (7.5 %).

When the participants were asked to answer item number 14, (Arabic is used for giving instructions.), 30 of the 40 participants responded (Agree) which represents (75.0 %), 7 of them responded (neutral) which represents (17.5 %), whereas the 3 responded (disagree) which represents (7.5 %).

From the results of this dimension, it was found that 75.0 % of the participants agreed thatArabic is only used to illustrate thedifficult concepts and ideas, 77.5 % agreed thatusing Arabic to illustrate

grammaticalrules is useful, 77.5 % agreed thatArabic is used in EFL classroom tohelp students feel more comfortableand confident, 87.5 % agreed that You used Arabic in EFL classroomto save time, 77.5 % agreed that using Arabic to illustrate grammaticalrules is useful, 80.0 % agreed that they use Arabic to control classroom and 75.0 % agreed that Arabic is used for giving instructions.

Table (4-6).The T-test results of the Third Dimension's Items:

Items	Number	Mean	Std. Deviation
8- Arabic is only used to illustrate the difficult concepts and ideas.	40	2.68	1.2
9- Using Arabic to illustrate grammatical rules is useful.	40	2.60	1.4
10- Arabic is used in EFL classroom to help students feel more comfortable and confident.	40	2.70	1.2
11- You used Arabic in EFL classroom to save time.	40	2.83	1.2
12- Using Arabic to illustrate grammatical rules is useful.	40	2.60	1.4
13-You use Arabic to control classroom.	40	2.73	1.7
14- Arabic is used for giving instructions.	40	2.68	1.3

Table (4-6) shows The T-test results of the third dimension's items of the questionnaire. According to Tables (4-5 and 4-6) the opinions of the participants on the third dimension (Tutors switch to Arabic at the preparatory year in Sudanese Universities for various educational reasons.) tend to be agreed, because all items of this dimension got the

highest marks which were high percentages for all items. This is confirmed by that all the means of the answers of the participants on the eleven items of this dimension were higher than 2 (neutral value). All the standard deviations' results indicated that there was no difference in the participants' response and majority of them agreed with the all items of this dimension, so these results of standard deviations reinforce validity of the questionnaire.

To sum up, all the results of the three dimensions of the questionnaire showed that code switching form English language to Arabic language during preparatory year programme helps the students in understanding L2, which is English language, in a better way than to use only English all the time of the lesson.

4.2 The Classroom Observation Checklist Results

The classroom observation checklist was the second tool used for collecting data of the study. The classroom observation checklist consisted of 14 points related to the objectives of the study. It was designed and conducted by the researcher to investigate the students' responses towards code switching has done by their tutors during English lessons of preparatory year programme as well as to identify other reasons behind that.

Table (4.7) The T-test Results of the Classroom Observation Checklist:

Factors	Mean	SD	T value	P value
1. Greeting	2.60	0.72	2.39	
2. Saving time	2.67	0.61	2.40	
3. Checking understanding	2.17	0.83	2.80	
4. Facilitating fluency	2.56	0.73	3.47	
5. Maintaining classroom management	2.80	0.55	2.83	
6. Explaining grammatical rules	2.50	0.82	1.82	
7. Giving instructions	2.70	0.59	3.33	
8. Providing support and advice	2.50	0.68	1.32	0.001
9. Encouraging students to communicated in English	1.53	0.69	3.35	
10. Enhancing better interaction	2.23	0.82	2.83	
11. Explaining new vocabulary	2.68	0.66	3.27	
12. Illustrating phrases and expressions	2.43	0.84	1.95	
13. Motivating weak students	2.20	0.92	4.78	
14. praising students	2.43	0.77	3.58	

The above table illustrates the T- test results of researcher's classroom observation checklist (the 14 factors determining code switching during EFL classroom).All these factors selected by the researcher tend to be agreed, because all of them got the highest marks. This is confirmed by that all the means of the factors were higher than 2 (neutral value) except factor number 9 (encourage students to communicate in English) was the less effective factor in this regard. All the standard deviations' results indicated that there was no clear significant difference in all the factors, so these results of standard deviations reinforce validity of the classroom observation checklist.

To sum up the results of the classroom observation checklist above it was found that the 14 factors have an effective role in code switching, so these factors represent the main reasons behind using L1 to explain and make L2, which is English language, more understandable for the students of preparatory year programme.

4.3 Verification of the Study Hypotheses

From the analysis of the tools, it was found out that the **first hypothesis** which was: (CS affects EFL classrooms in terms of interactions between teachers and students and between students themselves.) was confirmed by the results of questionnaire items: (1, 2, 3 and 4) which represents the first dimension. So, using L1 which is Arabic language during English lessons has an effective role in the interaction between the teachers and students and between students themselves.

The frequency and percentage of items (5, 6 and 7) which represents the second dimension in the questionnaire proved and confirmed validity of **the second hypothesis** which was (The size and lack of appropriate vocabulary may result in code- switching.). From the results of these items, it was found that lack of vocabularyis one of the main reasons behind code switching.

As for **the third hypothesis**, which was (Tutors switch to Arabic at the preparatory year at Sudanese Universities for various educational reasons.), was confirmed by the analysis of items (8, 9, 10, 11, 12, 13 and 14) which represents the third dimension. This hypothesis was proved by all the factors of the classroom observation checklist.

Summary of the Chapter:

In this chapter, the data collected from the tutors' questionnaire for English language tutors of the preparatory year programme and a

classroom observation check-list were statistically analyzed and discussed. Different statistical methods were used in the analysis. The results of these tools were presented in terms of the means, standard deviations and T values.

In conclusion, the main findings obtained from the results of the analysis were as follow:

From the results of the first dimension, it was found out that 82.5 % of the participants agreed that EFL students learn English in a better way if they are taught in English only, 85.0 % of the participants agreed that Switching to Arabic encourages students to communicate and interact much better, 92.5 % of the participants agreed that switching to Arabic motivates students to communicate English in a better way and 70.0 % of the participants agreed that Arabic is used in elicitation of response understanding.

From the results of the second dimension, it was found out that 77.5 % of the participants agreed thatthey frequently use Arabic to explain new vocabulary, 82.5 % of the participants agreed that they switch to Arabic when you can't find appropriate vocabulary and 75.0 % of the participants agreed that the strong influence of L1 as opposed to L2 which is learned in a formal setting, results in Code Switching occurrence.

From the results of the third dimension, it was found out that 75.0 % of the participants agreed thatArabic is only used to illustrate thedifficult

concepts and ideas, 77.5 % agreed thatusing Arabic to illustrate grammaticalrules is useful, 77.5 % agreed thatArabic is used in EFL classroom tohelp students feel more comfortableand confident, 87.5 % agreed that they used Arabic in EFL classroomto save time, 77.5 % agreed that using Arabic to illustrate grammaticalrules is useful, 80.0 % agreed that they use Arabic to control classroom and 75.0 % agreed that Arabic is used for giving instructions.

Chapter Five

Summary, Conclusions, Recommendations and Suggestions for Further Studies

Chapter Five

Summary, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Introduction

This is the last chapter of the study. It contains a short summary of the study and conclusion which indicate the most important findings. Also this chapter includes some recommendations for English language teachers of the preparatory year programme. Finally there are some suggestions for further studies.

5.1 Summary of the Study

This study was conducted to investigate problems of code switching amongst English language tutors during the lessons of preparatory year programme, and also to find out the reasons behind this phenomenon.

This study was set out to answer the following questions:

(1) How does CS affect EFL classrooms in terms of interactions between teachers and students at the preparatory year in the universities of Sudan?

(2) To what extent does the size and lack of appropriate vocabulary may result in code- switching?

(3) A number of reasons have been cited by Linguists for tutors switch to L1 in EFL classrooms. To what extent this occurs in Sudanese universities context?

For investigating the purposes of this study the following hypotheses were formulated from the questions above:

Now, the questions will be formed into hypothetical statements.

(1) CS affects EFL classrooms in terms of interactions between teachers and students and between students themselves.

(2) The size and lack of appropriate vocabulary may result in code-switching.

(3)Tutors switch to Arabic at the preparatory year in Sudanese Universities for various educational reasons.

To achieve the set objectives, the study adopted a mixed-methods approach such as the descriptive and analytical statistical methods. In addition to that the data of the study were obtained and collected by two tools to examine the study hypotheses. The first, tool was used to support data of the study was a questionnaire. It was conducted for English language teachers of the preparatory year programme. The second one was a classroom observation checklist.

A total number of 194 students from three Sudanese universities participated in this study. In addition to that 40 English language teachers completed the questionnaire. Furthermore, many lessons were attended to check the classroom observations.

Different statistical methods were used to analyze the data of the study. They were: Statistical Package for Social Studies (SPSS) and Alpha Cronbach' as well as Pearson Coefficient Factor.l

The results obtained from the analysis of the tools were tabulated and discussed in the previous chapter.

5.2 Conclusions:

The study found out the main following findings:

1. Arabic is used in EFL classroom tohelp students feel more comfortableand confident.

2. Using Arabic sometimes to illustrate grammaticalrules is useful.

3. Arabic is often used to illustrate thedifficult concepts and ideas.

4. Teachers sometimes use Arabic in EFL classroomto save time.

5. Arabic is always used for giving instructions.

6. Teachers always use Arabic to control classroom.

7. Switching to Arabic encourages students to communicate and interact much better.

8. Switching to Arabic motivates students to communicate English in a better way.

9. Arabic is used in elicitation of response understanding.

10. Teachers frequently use Arabic to explain new vocabulary.

11. Teachers always switch to Arabic when they can't find appropriate vocabulary.

12. The strong influence of L1 as opposed to L2 which is learned in a formal setting, results in Code Switching occurrence.

5.3 Pedagogical Implications

There are some important pedagogical implications for teaching English language as a foreign language at the universities particularly in the preparatory year programme. They are:

‍) Focusing on teaching the students of preparatory year basic strategies of all English language four skills so as to understand when the teachers use only English language.

‍) Applying rules and instructions of the preparatory year syllabus to avoid early misunderstanding problems.

‍) Teachers should be aware of the students who face any difficulties in understanding these syllabuses.

‍) Identifying the main problematic areas and help in solving all problems when teachers explain only in English.

‍) Encouraging students to read in the classroom, at home or everywhere is essential. This method builds confidence when interacting inside the classroom.

�j Using effective classroom instructions is the key of creating strong and competent students.

5.4 Recommendations:

Based on the findings of the study the following recommendations are postulated:

�j When teaching students of preparatory year the purposes of the programme should be clear to them.

�j More attention should be devoted for vocabulary learning.

�j The correct pronunciation of sounds and words should be taken in consideration.

�j Students should encouraged to interact with their classmates.

�j Students in the class should discuss what they are learning.

�j Teachers should not focus on code switching all the time so as not train students on L1 to understand L2.

〥 Teachers should use materials that help students in understanding what they want to explain.

〡 Students who have problems should be provided with effective instructions from time to time to enable them become successful students.

〥 Oral language is the basis of literacy development, particularly in the preparatory year programme; therefore students should be supplied with oral language in order to be proficient in EL.

〥 Arabic language should not be usedexpressively in the EFL classroom.

5.5 Some Suggestions for Further Studies

The following are some suggestions for further studies:

1 – Further studies are required to investigate early problems encountered by the students of preparatory year when teacher use code switching to their first language which is Arabic language.

2 – More attention should be directed to evaluate the syllabuses of preparatory year programme at Sudanese universities.

3 – Extra studies on achievement of the objectives of the programme should be conducted for better assessment.

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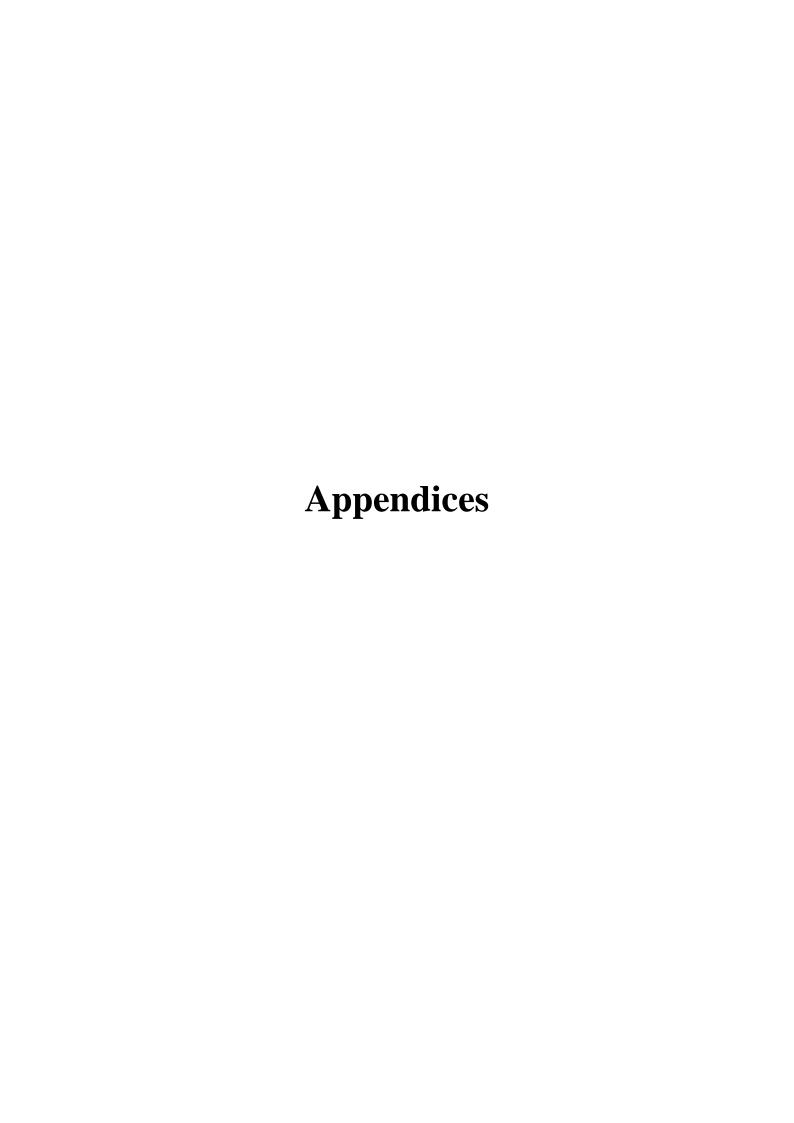
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Appendices

Appendices

Appendix 1

Questionnaire

Dear lecturer,

I am currently working on a Ph.D. programme at Sudan University of Science and Technology (SUST), Sudan, conducting a research on *Factors Determining Code-switching Amongst Preparatory Year Tutors.* Can you complete the following questionnaire? Please note that this information is used only for research purpose and will be held in the strictest confidence. Thank you for your support and cooperation.

A) Personal Information.

Name …………………………………………. (Optional)

Age: a.20-30   b.31-40   c.41-50   d.5l-60   e.Over60

Gender: a. Male   b. Female

Qualification: a. BA/BSc. b. MA/MSc. c. PhD d. Other (please specify)………….

College: …………………………..

Years of experience: a.0 -5   b.6-10   c.11-15   d.16-20   e.over20

Arabic language proficiency: a. mother tongue b. second language

B) Please circle the choices that suit your opinion.

1. EFL students learn English in a better way if they are taught in English only?

a. agree   b. not sure   c. disagree

2. Switching to Arabic encourages students to communicate and interact much better.

a. agree   b. not sure c. *disagree*

3. You switch to Arabic to motivate your students to communicate English in a better way.

a. agree   b. not sure c. disagree

4. Arabic is used in elicitation of responses to understanding.

a. agree   b. not sure c. disagree

5. You switch to Arabic when you can't find appropriate vocabulary.

a. agree   b. not sure c. disagree

6. The strong influence of L1, as opposed to L2 which is learnt in a formal setting, results in Code Switching occurrence.

a. agree   b. not sure c. disagree

7. You frequently use Arabic to explain new vocabulary.

a. agree   b. not sure c. disagree

8. Arabic is only used to illustrate the difficult concepts and ideas.

a. agree   b. not sure c. disagree

9. Using Arabic to illustrate grammatical rules is useful.

a. agree   b. not sure c. disagree

10. Arabic is used to provide suggestions and advice on how to learn English effectively.

a. agree   b. not sure c. disagree

11. Arabic is used for giving instructions.

a. Strongly agree   b. agree c. disagree   d. strongly disagree

12. You use Arabic to control classroom.

a. agree   b. not sure c. disagree

13. Arabic is used in EFL classrooms to help students feel more comfortable and confident.

a. agree   b. not sure c. disagree

14. You use Arabic in EFL classrooms to save time.

a. agree   b. not sure c. disagree

15. You use Arabic to praise students.

a. agree   b. not sure c. disagree

Appendix 2

Observation Checklist for EFL Classroom No (   )

Date   / /2017

   1) General information

Lecturer

Qualification: ………………………………………

Arabic language proficiency: ……………………………………….

Years of English language teaching:

……………………………………

Students

College: ………………………………….

Department: ……………………………….

Number of students …………………

Lecture

Duration: ………………………………

Topic/content …………………………..

Main skill/s ………………………………

Materials:…………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………

   2) Factors determining code switching during EFL classroom.

The teacher switched to Arabic to:

	Occurrence	Nil	Once/ twice	More
1	Greet			
2	Save time			
3	Check understanding			

4	Facilitate fluency			
5	Maintain classroom management			
6	Explain grammatical rules			
7	Give instructions			
8	Provide support and advice			
9	Encourage students to communicate in English			
10	Enhance better interaction			
11	Explain new vocabulary			
12	Illustrate phrases and expressions			
13	Motivate weak students			
14	To praise students			
15				

Notes :

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