



IRAQI
Academic Scientific Journals

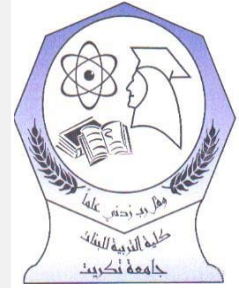


العراقية
المجلات الأكاديمية العلمية

ISSN: 2663-9033 (Online) | ISSN: 2616-6224 (Print)

Journal of Language Studies

Contents available at: <https://jls.tu.edu.iq/index.php/JLS>



AN INVESTIGATION INTO THE EFFECTS OF CODE-SWITCHING IN EFL CLASSROOMS AT UNIVERSITY LEVEL

Roshna Ali Abdulla – MA Student *

roshna.ali@univsul.edu.iq

College of Basic Education, Department of English, University of Sulaimani

&

Prof. Dr. Abbas Mustafa Abbas – Supervisor

abbas.abbas@univsul.edu.iq

College of Basic Education, Department of English, University of Sulaimani

Received: 7/ 1/ 2024, Accepted: 11/ 2/ 2024, Online Published: 30/6/2024

ABSTRACT

Over the years, academics from all over the world have discovered that learning a language can face several challenges and limitations that typically lead to more serious issues. It has been revealed that for certain language learners, acquiring a second language can be traumatizing. One of the things that started this experience is feeling worried, tense, and apprehensive, especially when talking to people.

It is the opinion of many researchers in all areas of language education and learning that using code-switching in foreign language classrooms promotes learning. Nevertheless a significant amount of evidence suggests that this impairs learning and prevents students of exposure to the second language.

This study discusses teachers and students' views regarding the practice of code switching in English as foreign language (EFL) classrooms at university level. It also discusses the role of code-switching to students' first language (Kurdish).

* **Corresponding Author:** Roshna Ali Abdulla, **Email:** roshna.ali@univsul.edu.iq

Affiliation: Sulaimani University - Iraq

© This is an open access article under the CC by licenses <http://creativecommons.org/licenses/by/4.0>



In order to reach a valid and reliable data, two data collection methods are chosen. Data is collected through a close-ended questionnaire to students and a semi-structured interview for university level language teachers' views concerning code-switching.

This study is conducted in Kurdistan, from the universities of Sulaimani, Halabja and Charmo. '112' EFL learners are asked to give their responses to a 16-item questionnaire focused on the effects of code-switching applied in the EFL classroom. The interviewees are all Kurdish native speakers who teach English language at university level. The interview data is selectively extracted from the viewpoints of the instructors. The findings generally revealed that code-switching is employed by students in various circumstances because of their limited competence in the target language. In addition, the experienced instructors argued that code-switching can be used in specific restricted situations.

Keywords: EFL classroom code-switching; first language; second language; bilingualism

تحقيق في آثار تبادل بين اللغتين في صفوف اللغة الإنجليزية لغة أجنبية على مستوى الجامعة

روشنا على عبدالله
جامعة السليمانية

و

ا.د. عباس مصطفى عباس
جامعة السليمانية

المستخلص

على مر السنين، اكتشف الأكاديميون من جميع أنحاء العالم أن تعلم لغة ما يمكن أن تواجه العديد من التحديات والقيود التي تؤدي عادةً إلى مشكلات أكثر خطورة. لقد تم الكشف عن أنه بالنسبة لبعض متعلمي اللغة، فإن اكتساب لغة ثانية يمكن أن يكون صادمًا. ومن الأشياء التي بدأت هذه التجربة هو الشعور بالقلق والتوتر والخوف، خاصة عند التحدث مع الناس.

يرى العديد من الباحثين في جميع مجالات تعليم وتعلم اللغة أن استخدام تبادل التعليمات البرمجية في صفوف اللغة الأجنبية يعزز التعلم. ومع ذلك، تشير قدر كبير من الأدلة إلى أن هذا يضعف التعلم ويمنع الطلاب من التعرض للغة الثانية. تناقش الدراسة آراء المعلمين والطلاب فيما يتعلق بممارسة تبادل التعليمات البرمجية في فصول اللغة الإنجليزية كلغة أجنبية (EFL) على المستوى الجامعي. وتناقش أيضًا دور تحويل اللغة الانكليزية إلى لغة الطلاب الكردية.

ومن أجل الوصول إلى بيانات صحيحة وموثوقة، تم اختيار طريقتين لجمع البيانات. تم جمع البيانات من خلال استبيان مغلق للطلاب ومقابلة شبه منظمة لآراء معلمي اللغة على المستوى الجامعي فيما يتعلق بالاستبدال. أجريت هذه الدراسة في كردستان من جامعات السليمانية و حلبجة وشارمو. طُلب من "112" من متعلمي اللغة الإنجليزية كلغة أجنبية تقديم إجاباتهم على استبيان

مكون من 16 بنداً ركز على تأثيرات تبديل التعليمات البرمجية المطبقة في الفصل الدراسي للغة الإنجليزية كلغة أجنبية. جميع الأشخاص الذين تمت مقابلتهم هم من الناطقين باللغة الكردية ويقومون بتدريس اللغة الإنجليزية على المستوى الجامعي . تم استخراج بيانات المقابلة بشكل انتقائي من وجهات نظر المدرسين. كشفت النتائج عمومًا أن الطلاب يستخدمون تبديل الرموز في ظروف مختلفة بسبب كفاءتهم المحدودة في اللغة الهدف. بالإضافة إلى ذلك، قال المدربون ذوو الخبرة أنه يمكن استخدام تبديل التعليمات البرمجية في مواقف محددة.

الكلمات الدالة: تبديل بين اللغتين في فصول اللغة الإنجليزية كلغة أجنبية؛ اللغة الأولى؛ اللغة الثانية؛ ثنائية اللغة.

1. INTRODUCTION

Nowadays, in many universities of the world, English as a foreign language (EFL) is being taught in term of a subject in the class. Kurdistan, as an Iraqi region, is one of the countries that has several departments in its universities devoted to teaching and learning aforementioned language. So, it is common for students to speak English beside their mother tongue.

It is crucial to highlight the fact that the provinces in Kurdistan follow a mother tongue-based bi/multilingual education; which means; when teaching a second or foreign language (L2) as a subject, it is important to start with the knowledge and experiences of the learner and help them strengthen their reading, writing, and critical thinking skills in their MT, or L1. In this regard, Ball (2011), indicates that MT-based bi/multilingual education is the practice of using students' mother tongues as their primary language of instruction (basing education on L1 as a foundation for learning), with some L2 exposure included in the curriculum, frequently as a formal subject of study. The learner's L1 should be used to start literacy and learning, with the L2 being introduced progressively. Although a local language must be taught in bilingual education, the most popular kind of bilingual education attempts to incorporate the learner's MT into the curriculum to some degree.

Hence, based on the above information, it is fruitful to mention that, university students in Kurdistan could be considered as MT-based bi/multilingual learners; since their education and instruction in the learning process first, started in teaching the MT at school and then they learnt English and Arabic languages.

From this perspective, since bilingualism started to grow in the field of linguistics, code-switching (CS) in EFL classrooms, as the alternating use of two or more languages within conversation, has gained attention as a topic of specific study and research.

While CS is viewed by some, as a helpful tool for teachers and students to achieve their learning goals, it is also seen by others as a serious barrier.

According to Nurhamidah et al. (2018), one case of L1 alternation that presents both positive and negative justifications, is CS. Therefore, we ought to be explicit about it.

The benefits and drawbacks of switching back and forth between the target language (TL) and the native tongue in a foreign language learning classroom have been the subject of an argumentative discussion. (Jing-Xia, 2010)

To sum up, when confronted with opposing viewpoints, the effects of using CS in EFL classrooms,

whether a balanced or imbalanced linguistic phenomenon, depends on the instructor's techniques and control for either allowing its usage efficiently in certain situations or avoiding it when it is used above normal.

1.1 THE PROBLEM

Mostly, the use of MT in EFL classrooms has been discouraged by language experts and instructors. Occasionally, in some certain situations, when lecturers do not go into enough detail about a subject because they have the mindset of "English-only" as the one and only path to successful English acquisition; their students often fail English, which has an impact on both the teacher and the student. Learners typically have no comprehension of the subject because they are not native English speakers and the teacher does not allow him/herself to interpret into their native tongue due to the belief that using learner's native language must be discouraged in all circumstances in teaching EFL. Therefore, this study focused on finding out the effects of using code-switching on English language teaching and learning at university level.

1.2 THE AIMS

The practice of "code switching," or using multiple languages in a sentence or conversation, has long been a contentious topic among academics. For this reason, the current research attempts to facilitate language learning by permitting the use of the first and target languages interchangeably in certain contexts. It aims at allowing the use of CS for various purposes in EFL classrooms from time to time regarding the need and expectation of learners.

Therefore, having seen the current problem in the previous section, CS could be used as a useful technique in the teaching and learning of English to focus students' attention, clarify concepts to them, reduce their anxiety, or in emphasizing the comprehension of a complicated topic.

1.3 THE SIGNIFICANCE

It is a standard practice to use learner's mother tongue in language classes. While many experts characterize it as a natural and crucial part of language teaching and learning, some educators and researchers view it as a language deficiency. The study highlights using some of the words, clauses or sentences of Kurdish language while speaking in English.

The current study is significant in ranging from promoting the use of CS in certain situations to limitedly allowing or altogether avoiding it.

1.4 THE LIMITS

The effects of classroom code-switching typically do not provide much recent information on how already-implemented classroom CS may be enhanced to better understand how L1 might be employed with a greater beneficial influence on particular learning domains. The most salient limitation of the study is that classroom video/audiotaping for participant observational methodology could be undertaken to follow the same classroom for extended periods of time; such as an entire course or semester.

2. THEORETICAL BACKGROUND

2.1 DEFINITIONS OF CODE- SWITCHING

The most basic definition of code-switching which Hoffmann (1991), suggests, is that, it is the alternative use of two languages or linguistic varieties during the same conversation or within the same utterance.

Grosjean (1982, as cited in Nurhamidah et al. 2018), was the first person who termed code-switching as language alternation, but the first American linguist and writer to suggest code-switching, whereas to describe people's ability to move between languages and dialects, was Haugen (1956), as he stated it like, while speaking, a bilingual adds terms from a language that he hasn't fully assimilated, to his speech.

Gardner-Chloros (2009, 4), in his book, besides defining code-switching as it describes how bilingual individuals employ multiple languages or dialects in the same sentence or discussion; with a footnote,

he provides the information that “code-switching is sometimes found in the literature written as two separate words, sometimes with a hyphen and sometimes as one word. Diachronically speaking, the move from two words to hyphenated words to a single word reflects the semantic acceptability and integration of the concept. I have stuck here with the intermediate solution, hyphenation.”

Furthermore, Lin (2013), has easily defined code-switching in a classroom setting, as the use of two linguistic codes by educators or learners.

In addition, Gumperz (1982), describes code-switching as the juxtaposition of spoken passages from two distinct grammar systems or subsystems inside the same speech exchange. Usually, the alternation consists of two consecutive sentences, as when someone replies to someone else or repeats what they have said in a second language.

Prior to defining code-switching as the use of a code to another code that results in the form of switching, Auer (2002), emphasizes that code-switching is first of all a conversational event.

Provided that the speaker should not avoid certain grammatical constraints, Meisel (1994), illustrates the ability to switch between languages within an interactional sequence in compliance with sociolinguistic rules as code-switching. He further analyses it as the speaker's proficiency with the relevant languages' grammatical and pragmatic aspects. Also, code-switching shows that a speaker can choose their words based on a variety of factors, including the other person, the situation, the subject being discussed, and more.

Based on the above linguists' and writers' definitions; in brief, a quite broad definition can be given to code-switching by concluding that it is the act of switching between linguistic codes, or dialects, according to the social situation or conversational environment by a bi/multilingual speaker.

2.2 BINLINGUALISM AND ITS RELATION TO CODE- SWITCHING

There are many different languages utilized for communication in this planet. Language variance arises from nation and cultural diversity. The prevalence of bilingualism is influenced by the variety of languages that a given population speaks.

Hamers and Blanc (1989), state that the term bilinguality refers to the “psychological state of the individual who has access to more than one linguistic code as a means of social communication” (p. 265). Bilingualism, on the other hand, is defined in a more general way as “the state of the individual or a community characterized by the simultaneous presence of two languages” (p.265).

One could argue that the most creative feature of multilingual speech might be code-switching. It has, conversely, also been interpreted by Hoffmann (1991), as evidence of linguistic decay, i.e. as proof that bilinguals are incapable of learning or maintaining two languages independently. Numerous researchers have undoubtedly become interested in the subject, and a wide range of its facets have been investigated. Sociolinguists have examined monolingual and bilingual speech communities in an effort to identify trends and causes for stylistic and linguistic shifts (language switching). (Hoffmann, 1991)

Poplack, (1980, as cited in Hoffmann, 1991), confirms the fact that only the fully bilinguals are able to code-switch; to rephrase it, older bilinguals in particular, typically have more self-control over how much they use code-switching. The speaker is influenced by numerous situational, personal, and environmental factors.

Hoffmann (1991), also shades light on the reality that code-switching can happen regularly in casual conversations between persons who are acquainted and share similar educational, ethnic, and socioeconomic backgrounds. However, code-switching may be avoided in formal speech situations between people who don't share much in common because formality, language loyalty, and prestige-related factors influence language behavior in a way that directs the speaker's attention toward trying to approximate or adhere to monolingual standards. The attitudes that bilinguals have toward one other's and other people's code-switching vary as well. Some people are tolerant with it, while others view it as a sign of lazy or impure language, so they try to avoid it or correct themselves when they

catch themselves doing it. The latter group is also likely to show intolerance when their bilingual interlocutor switches codes.

2.3 THE USE OF CODE- SWITCHING

In research from Hoffmann (1991), there are numerous justifications for code-switching. A large number of them are situational, contextual, and personal. Speaking about a certain subject can lead to a switch in tone, either because the speaker is not proficient in the relevant register or because certain words have different meanings associated with their experiences in a different language.

Therefore, among bilinguals, code-switching is a regular and frequently essential component of social interaction. Because they can switch between their two languages, bilinguals have four options available to them, while monolinguals only have one: the two languages plus several combinations of mixed and switched codes.

Naturally, a native speaker is speaking in a variety of registers, styles, or domains at home. As Stern (1991), points out that, all together, the many languages the speaker utters, can be thought of as distinct codes; using bilingualism as an example, it makes sense to refer to native speakers who are proficient in multiple languages as "bicodal" or "multicodal." In accordance with function and circumstance, the native speaker will certainly engage in code-switching.

2.4 THE TYPES OF CODE- SWITCHING

In view of the fact that code-switching occurs naturally in language contact, multilingualism, and bilingualism, scholars and experts in the field claim that it primarily falls into two categories; as Chun-Xuan (2010) reports, one category is studying the structural characteristics of code-switching from a linguistic perspective, and the other, studying the functions and motivation for code-switching from a sociolinguistic perspective. He also reflects on the psycholinguistic, pragmatic, and functional linguistic approaches which are similarly employed to investigate code-switching as well.

Correspondingly, as Cantone (2007) exemplifies; the sociolinguistic aspects of code-switching attempt to explain the various motivations for the use of this style of speech in addition to elements such as language proficiency and choice. Besides, the linguistic perspective has led to the formulation of a number of constraints (such as the free morpheme constraint and the equivalence constraint) to control code-switching from a grammatical angle.

Above all this, linguists have suggested three major types of code-switching.

Readers will find that the explanations offered for switching behaviours and the reasons for them vary as much as the approaches taken by linguists. To explain this, Milroy and Muysken (1995), observe that switching can happen between vocabulary and expressions used by several speakers in a discussion, between utterances in a turn, or even inside a single utterance at times. They give three terminologies for each type; which are:

1. Intra-sentential code-switching, in which switches occur inside the same clause or sentence. Concerning this type, Poplack (2015) asserts that it is the most complicated one where speakers can simultaneously manage two language systems; for example,

تو باش ناگادار بیت که the work has been done.

2. Inter-sentential code-switching, wherein switches are between clauses or sentence boundaries. For instance,

چەند کتیبیکم پیویسته، Could you buy them for me?

3. Tag-switching (emblematic switching or extra-sentential switching), which mean switching between an utterance and the tag or interjection connected to it. The utterance is entirely in one language, but the tag inserted is in the other language, e.g. no way, you know, I mean, right?

Due to the fact that tags lack syntactic constraints, are also allowed to move about freely and can be stated almost anywhere in a discourse without breaking any grammatical rules, Suhardianto and Afriana (2022), note that adding a tag to an utterance essentially has no effect on the remainder of the

phrase.

Regarding the above-mentioned types, Wibowo et al. (2017), think, it is obvious that no terms or sentences from one language are integrated or modified when code-switching occurs. All that happens is a simple language change.

In addition to what has been classified, Auer (2002), identifies two other types which are:

a. discourse-related code-switching, which he explains as the process of structuring a discourse through code-switching by adding to the interactional significance of a certain utterance, such as sequencing of activities, turn taking, repair, topic shift, tying, etc.;

b. participant-related code-switching or preference-related switching, by which interactants adjust to each individual's preferred language and level of proficiency (both speaker and recipient).

2.5 FUNCTIONS OF CODE- SWITCHING

Based on the results of the data analysis in his study, Eldridge (1996), has skillfully summarized the functions of students' CS in the classroom as the following:

1. Equivalence function, serves as a protective mechanism for students by allowing them to maintain communication by filling in the gaps left by their lack of proficiency in a foreign language as mentioned by Sert (2005); the student code switches to his or her native tongue by using the native equivalent of a certain lexical item in the target language. Despite already stated, he confirms that this process, which forces the learner to use the native lexical item when he or she lacks the competence to employ the target language explanation for a given lexical item, might be linked to a deficiency in linguistic competence of the target language.

2. Floor-holding; so as to prevent communication deficiencies, students use their native tongue to fill in the gaps during target language conversations as Shay (2015), insists that code-switching occurs when someone feels the need to hold the floor; they are either not proficient in the target language or are unable to remember the proper vocabulary or structure.

3. Metalanguage function in which learners appear to have a natural understanding that, although if assignments should be completed in the target code, comments, evaluations, and discussions about the task can be conducted in the mother tongue. (Eldridge, 1996)

4. Reiteration or repetition: simplifying that repetition serves to stress and amplify a message in addition to providing clarification on what has been expressed, Shalihah and Rosa (2021), mention that the message in one code is repeated in another code, either exactly or slightly altered. Therefore, in order to make his speech more understandable to the audience, a bilingual person will try to locate alternative terms by switching between languages that have the same meaning.

5. Group membership: Herein Eldridge (1996), states that in this category, switches serve as indicators of in-group identity. This is often done through 'wordplay', when switches and mixes are creatively produced for comic effect.

6. Conflict control, the function to handle circumstances when there may be a difference of opinion, one of the key goals of code-switching is to introduce ambiguity. (Heller, 1988 as cited in Eldridge 1996)

7. Alignment and disalignment: The fact that mother tongue is utilized to disassociate, or to put it another way, to divert conversation's attention from classroom pedagogies, is perhaps one of the main issues with its utilization in language instruction. It goes without saying that different people, groups, and organizations will have different beliefs about this. To elaborate this, Eldridge (1996), reveals that one aspect of dialogue is the manner in which participants adopt specific transient social roles. Because dialogue is a negotiated business, individuals can choose to maintain certain responsibilities or, alternatively, people might feel forced to switch roles as the conversation goes on. For instance, during a specific speech event, someone may take on the roles of friend, superior, and colleague in turn. Overt attempts to alter the conversation's nature and the roles of other participants may also happen.

3. PERSEARCH METHODOLOGY

This section forms the backbone of the present study primarily because the research questions, the methodology used to develop it, and the procedures for collecting and analysing the data are all provided in it.

3.1 RESEARCH QUESTION

Following the formulation of the research questions, the researcher should choose the most appropriate methodology. On the basis of the evidence that, the research question of an MA thesis is the primary organizing principle that directs the researcher for further analysis and that a minimum of three and a maximum of six questions ought to be included in a study, ("How many research questions is enough for a quality dissertation? - Google search," n.d.); the current work has used a close-ended questionnaire for students and a semi-structured interview to investigate teachers' views towards L1 use during the lecture, as two separate data collection tools for the purpose of giving suitable answers to the following research questions:

1. Is it possible that in the course of studying EFL, immersed exclusively in the TL, there would be still occasional L1 words?
2. In EFL classrooms, what would happen if the instructor uses English all the time without uttering one single word of Kurdish?
3. Is it justified in using the mother tongue of the students in the classroom for any reason?
4. What factors would encourage the instructor and the students to use code-switching?

3.2 RESEARCH PARTICIPANTS

It is clear from the research questions in 4, 3, 2, and 1, that the research participants consist of university lecturers and learners who study in Sulaimani, Halabja, and Charimo university.

These universities tend to resemble each other certainly because they are funded by the government and run almost similar teaching system. They all follow Bologna process in teaching EFL.

The university EFL instructors and learners in Sulaimani, all were non-native speakers of English.

The students were from Sulaimaniyah city, Halabja governorate, and Chamchamal town. They were all third college year EFL learners.

University EFL instructors, participated in the interview, in virtually all cases have met certain qualification criteria, such as degrees, teaching qualification and teaching experience.

The characteristics of demographic differences (e.g. age and gender), academic ranks (e.g. teaching assistants versus professors), teaching experience and their learning experience, whether they have been to an abroad country for EFL courses/study or not, may distinguish them from each other.

3.3 DATA COLLECTION INSTRUMENT

This study has a mixed approach design in which qualitative quantitative techniques are been used. The data gathering tools used, are closed-ended questionnaire and semi-structured interviews.

Without understanding what the researcher is attempting to discover, Nunan (1989), assumes that it is impossible to determine which of these research procedures is superior to the others because they all have different concentrations and purposes.

In order to gather the required data, a questionnaire was administrated to students in the field in order to explore their perceptions about using L1 in EFL classes.

At a later time, semi-structured interviews were made with eight lecturers to gain insights into their practice regarding the use of code-switching in EFL classes.

3.3.1 QUESTIONEERE

The researcher has used a Likert scale which was developed in 1932 by Rensis Likert. Allibang (2016), mentions that, it is now the most commonly employed technique for scaling responses in survey research, and most people are aware of it. People are asked to rate their agreement or disagreement, approval or disapproval, and belief in the accuracy of the information. He defines it as "the sum of responses on several Likert items/questions. A Likert item is simply a

question that the respondent evaluates by giving it a quantitative answer on any kind of subjective or objective dimension, with level of agreement or disagreement.” (p. 18)

For the purpose of the study, the researcher distributed the questionnaire in the department of English of three different universities in 16 and 17 of May, and 2 June 2023.

There were 112 research participants; 43 of them were from university of Sulaimani / College of Basic Education, 37 of them were from Charmo University, and finally, 32 of them were students in University of Halabja who were able to fill out the questionnaire on the day of the data gathering.

The students were given a brief introduction about the topic and they were instructed on how to complete the questionnaire that consisted of two sections. The first section included information about the students' gender, age, MT, number of languages spoken well, and the time they spoke in English. In the second section, to obtain generalizable results, respondents from those three different universities were required to answer 16 items of a close-ended questionnaire which aimed to collect data on students' perceptions of their use of CS in the class. In this section, students were asked to fill out the Likert-scale questionnaire and put a tick to the preferred choice with one of the five typical categories, ranging from 'strongly agree', 'to 'strongly disagree'.

3.3.2 INTERVIEW

Semi-structured interviews, the most common type of interview used in qualitative social research in which, as indicated by Dawson (2002), “the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. To do this, the same questions need to be asked in each interview. However, the researcher also wants the interview to remain flexible so that other important information can still arise.” (pp. 28-29)

For the intention of examining educators' perspectives on CS and to have a deeper understanding of the pattern of their perception and belief toward its use in the class, semi-structured interviews were used with eight teachers in September 7, 2023, September 13, 2023, September 14, 2023, September 17, 2023, September 18, 2023, October 2, 2023, October 3, 2023, and finally in October 5, 2023. For the interviews, the researcher arranged a set of 10 questions which helped in collecting the necessary data. The questions were raised by her and then the participants responded. They were given considerable amount of time to express their individual views.

The interviews were recorded and transcribed to be analyzed later on.

In spite of its usefulness as an effective data collecting tool, semi-structured interviews, however, can sometimes be challenging because of the possibility for bias. As Oppenheim (1992), implies that personal expectations could be revealed in an interview conducted without prior experience, which could consequently, have an impact on participant answers.

3.4 DATA ANALYSIS

To allow for a quantitative analysis, only closed-ended questionnaire was used. The answers were completely anonymous and the participants' addresses were not stored. The data were coded in Excel and analyzed using the Statistical Package for the Social Sciences (IBM SPSS) analytical software. They were calculated to obtain frequencies and percentages.

The responses of the students were analyzed to determine the frequencies of the use of CS in the EFL classrooms. The value of mean, and standard deviation was determined for all the items.

The instructors' opinions of their code-switching behaviour in the classroom and any potential influences on their language choices are discussed in the interview. The goal of examining teachers' perspectives on CS is to have a deeper understanding of the patterns underlying their CS activity.

The researcher investigated the phenomenon by interviewing several analytical perspectives.

4. DISCUSSION OF RESULTS AND FINDINGS

Researchers like (Lai, 1996; Skiba, 1997; Schweers, 1999; Tang, 2002; Greggio and Gil, 2007), argue that code-switching can play a significant role in the process of teaching and learning English. They view CS as a chance for language development since it facilitates the efficient exchange of information between senders and recipients. But they ignore the fact that teachers should aim to

create a pure foreign language environment since they are the only linguistic role models for their students and that CS would have a negative impact on FL learning. (Ellis, 1984 & Chaudron, 1988) As this study aimed to explore the effects of code-switching use in EFL classrooms both by teachers and learners and the situations in which college EFL teachers employ the TL in the classroom, the questionnaire and the interview were manipulated to show the required data.

Table (1): This is the first time that I find out what code-switching is.

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	9	8.0		
Disagree	22	19.6		
Uncertain	15	13.4	3.41	1.22
Agree	45	40.2		
Strongly agree	21	18.8		
Total	112	100.0		

Table 1 and the first figure show the statistical data that 67 out of 112 students which equals '59%' of them assured that this was the first time that they heard about CS. Although '27.6%' of them had prior knowledge about it and '13.4%' were uncertain, it is worth mentioning that the researcher gave a brief identification of the topic as mentioned formerly in this work.

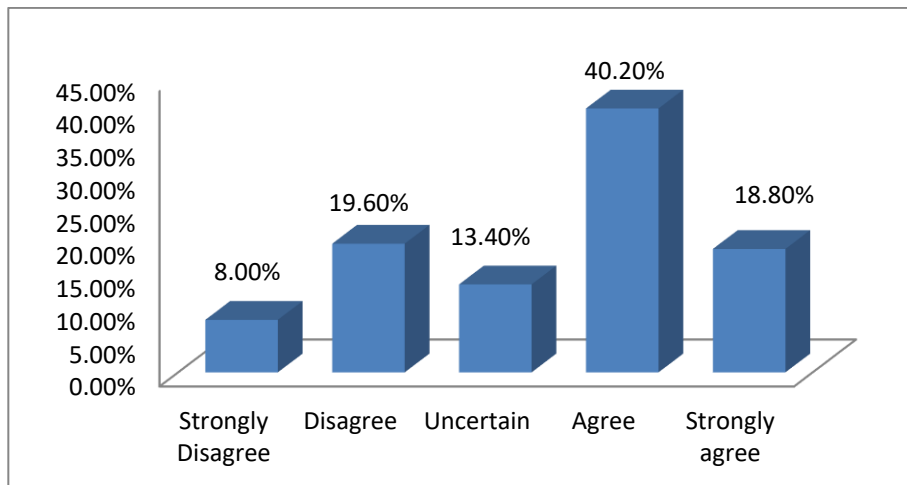


Figure (1): This is the first time that I find out what code-switching is.

Table (2): Code-switching improves my communication

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	4	3.6		
Disagree	9	8.0		
Uncertain	16	14.3	3.77	0.96
Agree	62	55.4		
Strongly agree	21	18.7		

Total	112	100.0
-------	-----	-------

Confirming that CS may improve their communication, '18.7%' of the learners strongly agree with the statement, and '55.4%' just agree with it while '14.3%' are uncertain. Contradictorily, '11.6%' oppose with the statement.

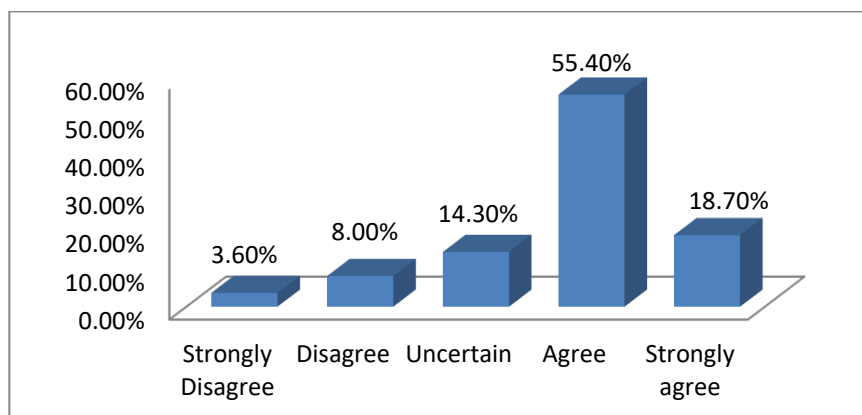


Figure (2): Code-switching improves my communication

Table (3): I usually code-switch to clarify the intended meaning

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	1	0.9		
Disagree	6	5.4		
Uncertain	27	24.1	3.87	0.88
Agree	50	44.6		
Strongly agree	28	25.0		
Total	112	100.0		

The majority of the respondents as shown in table (3) agree with the use of CS for clarifying the intended speech if it was difficult to interpret it in the TL. Only '6.3%' of them disagree with it and '24.1%' were uncertain about it.

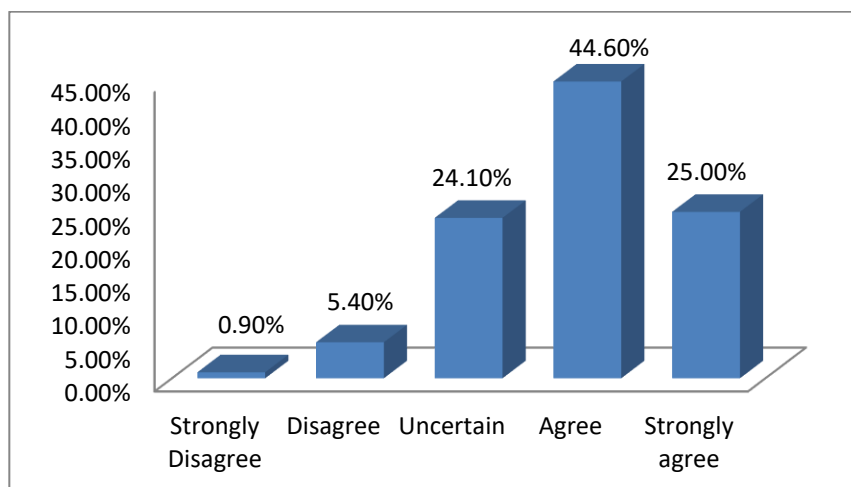


Figure (3): I usually code-switch to clarify the intended meaning

Table (4): I code-switch to have a stronger interaction with my classmates

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	1	0.9		
Disagree	19	17.0		
Uncertain	22	19.6	3.61	0.99
Agree	50	44.6		
Strongly agree	20	17.9		
Total	112	100.0		

To investigate what speakers achieve with their multiple resources in the unfolding of interaction, the fourth item required the learners to show their agreement consistency, and as a result '17.9%' indicated that the description is totally true. Correspondingly, '44.6%' agreed but '17.9%' showed disagreement and '19.6%' were uncertain.

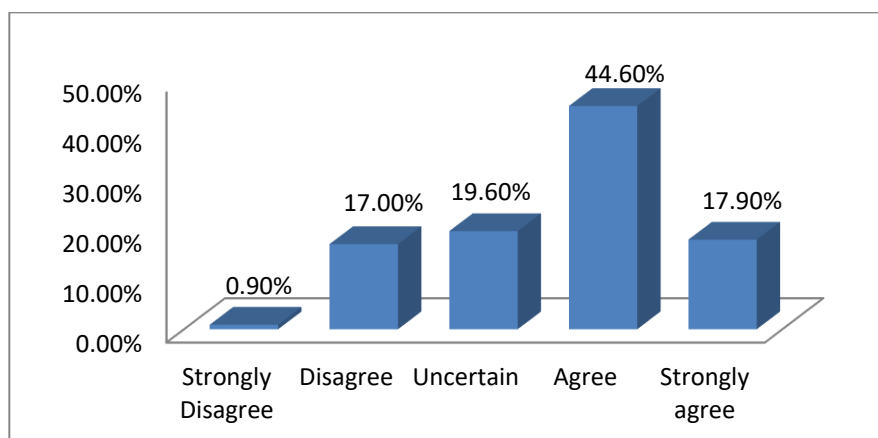


Figure (4): I code-switch to have a stronger interaction with my classmates

Table (5): when I want to speak without any interruption, I use code-switching

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	4	3.6		
Disagree	13	11.6		
Uncertain	26	23.2		
Agree	49	43.8	3.60	1.02
Strongly agree	20	17.9		
Total	112	100.0		

Different resources are used by speakers to indicate what is happening, how their words should be taken, and how they relate to what precedes and follows. For this reason, the largest range of the respondents, (61.7%), agreed that to avoid interruption, they use CS. Contrastingly, (15.2%) disagreed that they used CS for this purpose and (23.2%) were uncertain.

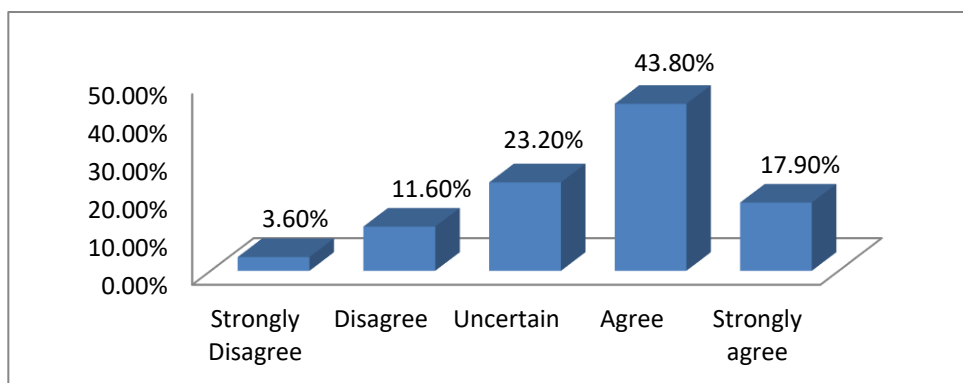


Figure (5): when I want to speak without any interruption, I use code-switching

Table (6): It is difficult for a language learner to make a full conversation all in the target language

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	5	4.5		
Disagree	17	15.2		
Uncertain	21	18.8		
Agree	39	34.8	3.64	1.16
Strongly agree	30	26.7		
Total	112	100.0		

Since an EFL class includes different levels of students' proficiency, the results of the sixth table determine

that, most of them '61.5%' revealed the difficulty in making a full conversation in just using the TL. However, it is simple for advanced learners as '19.7%' of them showed disapproval, and '18.8%' were uncertain.

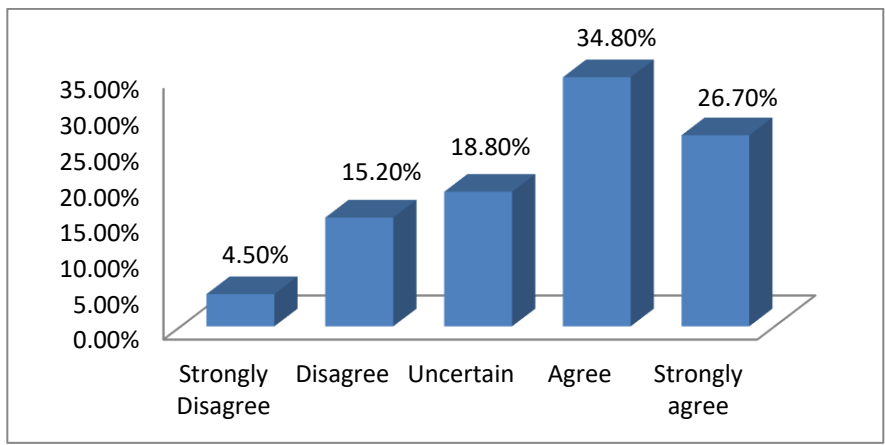


Figure (6): It is difficult for a language learner to make a full conversation all in the target language

Table (7): I can learn new vocabularies by switching codes

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	8	7.1		
Disagree	12	10.7		
Uncertain	24	21.4		
Agree	39	34.8	3.61	1.18
Strongly agree	29	26.0		
Total	112	100.0		

Hypothesizing that in terms of long-term vocabulary acquisition, giving L1 equivalents is workable during the teaching activity, Macaro (2009, as cited in Lin. 2013), implies that CS reduces cognitive load, freeing up processing intelligence to concentrate on the text's overall meaning. '60.8%' of the participants consented that CS facilitates learning new vocabularies while '17.8%' showed that L1 cannot be dependable for this purpose.

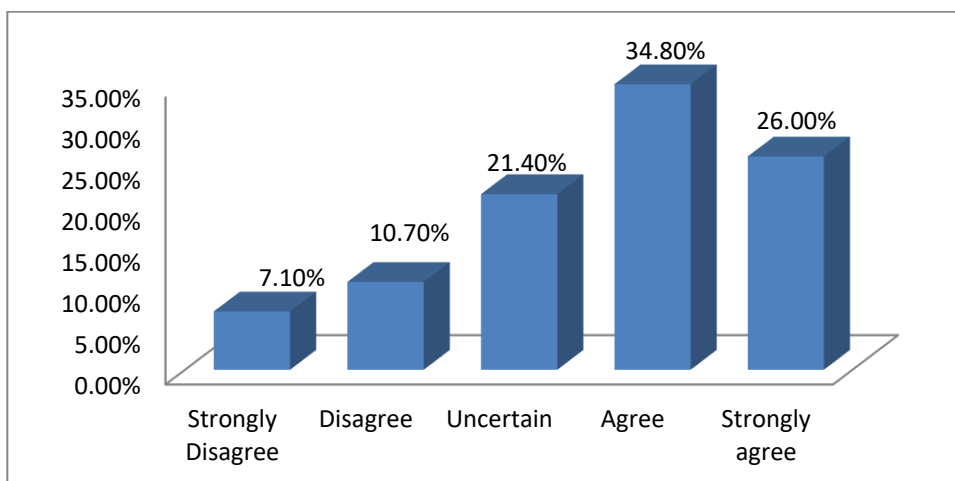


Figure (7): I can learn new vocabularies by switching codes

Table (8): I sometimes code-switch to make the class atmosphere funny

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	6	5.4		
Disagree	24	21.4		
Uncertain	32	28.6		
Agree	37	33.0	3.24	1.08
Strongly agree	13	11.6		
Total	112	100.0		

With the aim of minimizing the tension resulting from insufficient L2 knowledge, in the profound research of Jawhar (2018), the use of L1 as a source of humour was observed in a number of learning environments and improved students' ability to interact with one another in the classroom. She also proved that it also resulted in the development of a friendly learning environment where students did not feel embarrassed about their lack of L2 proficiency. For this reason '44.6%' of the learners confirmed this reality in using CS but '26.8%' disagreed that making a funny atmosphere might help better in learning the TL. Besides, (28.6%) of them were uncertain.

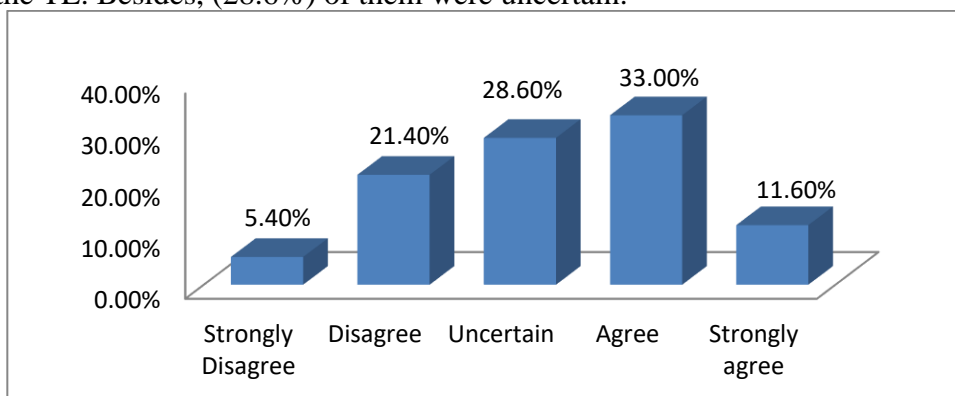


Figure (8): I sometimes code-switch to make the class atmosphere funny

Table (9): In order that I can save time in the class, I use code-switching

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	4	3.6		
Disagree	19	17.0		
Uncertain	29	25.9	3.37	0.97
Agree	51	45.5		
Strongly agree	9	8.0		
Total	112	100.0		

In table (9), (53.5%) of the samples expressed their agreement that in some circumstances, the speaker of a TL becomes stuck in finding the right word or statement to keep his speech flowing smoothly; one may feel this discomfort and think the word is just around the corner, but then it never comes; and in this situation CS occurs. Therefore, immediately altering between the two languages for saving the limited duration of the lecture in such a case is helpful. In reverse, (20.6%) of them did not accept that it might be the right choice to switch codes for the sake of time, and (25.9%) were not sure of it.

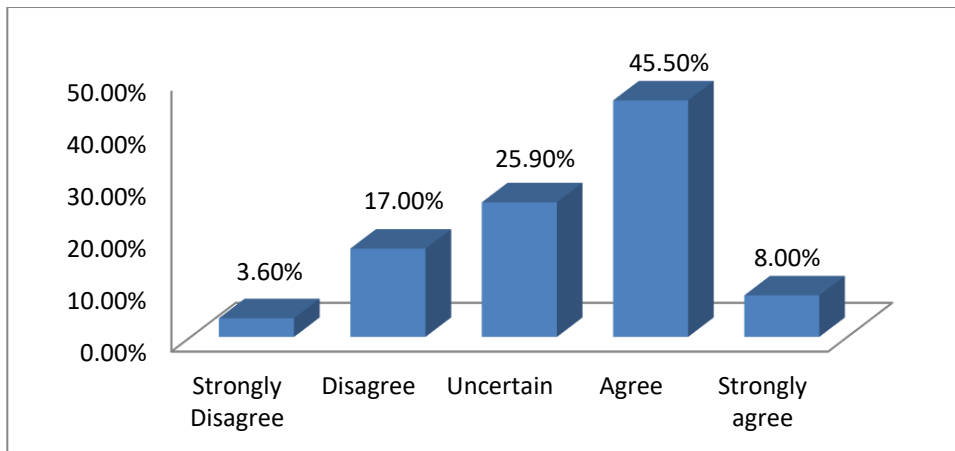


Figure (9): In order that I can save time in the class, I use code-switching

Table (10): Code-switching gives me a sense of confidence

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	5	4.5		
Disagree	19	17.0		
Uncertain	28	25.0	3.42	1.07
Agree	43	38.4		
Strongly agree	17	15.1		

In addition to the beneficial effects of code-switching on learners' confidence and engagement in English classes, teachers are also instrumental in enhancing students' enthusiasm to participate in class and engage in conversations as Olivera (2021), based on the results and findings of her study, emphasizes. Moreover, it seems that the more they are permitted to speak and utilise the native language, the more likely it is that they will engage in conversation with their peers, particularly during group projects. Accordingly, table (10) demonstrates that the largest number of the students agree with the former explanation of one of the uses of CS. Conversely, (17%) and (4.5%) of them disagree and strongly disagree that CS could help them feel confident in learning English, and finally (25%) were undecided regarding this statement.

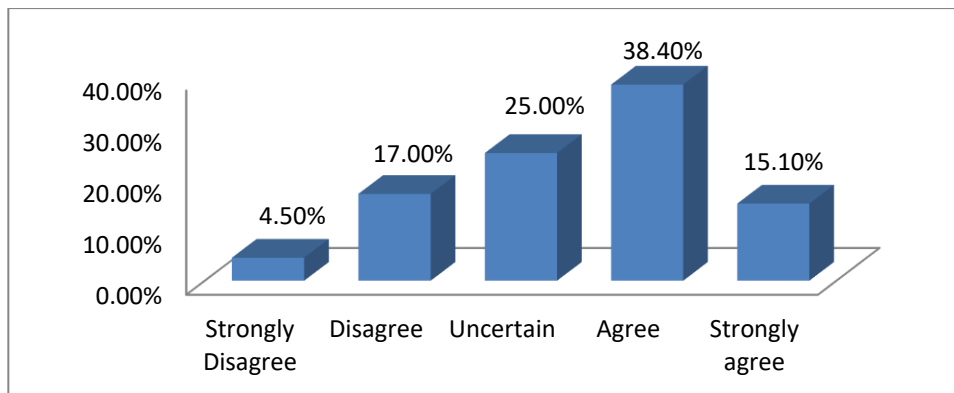


Figure (10): Code-switching gives me a sense of confidence

Table (11): Code-switching is a clear representation of social respect among colleagues.

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	5	4.5		
Disagree	23	20.5		
Uncertain	29	25.9		
Agree	47	42.0	3.26	1.01
Strongly agree	8	7.1		
Total	112	100.0		

It's crucial to remember that not every CS is harmful, as Stitham (2022) describes. We may create shared communication tactics and similar ideals by shaping our cultures to fit each other. The unidirectional integration tendency and the excessive burden imposed on marginalised groups to satisfy the convenience and comfort of the powerful are the root causes of the issue.

Students may engage in this way unconsciously without even realizing it. They wish to actively integrate with groups that would otherwise be outside of their social circle as (49.1%) of them agreeing with this item.

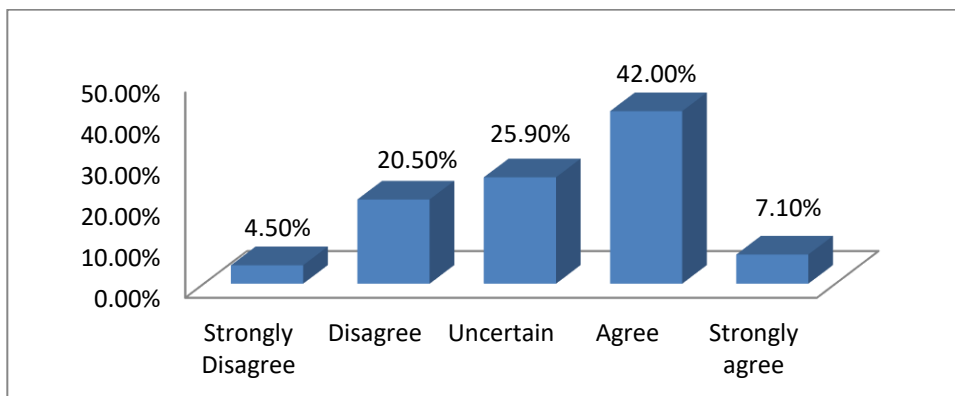


Figure (11): Code-switching is a clear representation of social respect among colleagues.

Table (12): I feel faithful to my mother tongue when I use code-switching

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	14	12.5		
Disagree	19	17.0		
Uncertain	23	20.5		
Agree	35	31.2	3.26	1.29
Strongly agree	21	18.8		
Total	112	100.0		

Although CS affects practically everyone who is in contact with more than one language or dialect, to a greater or lesser extent (depending on the level of language proficiency), half of the students indicated that sometimes their code-switching is for proving loyalty to the MT and the latter division disagreed or were unsure that CS might show faithfulness to speakers' native tongue.

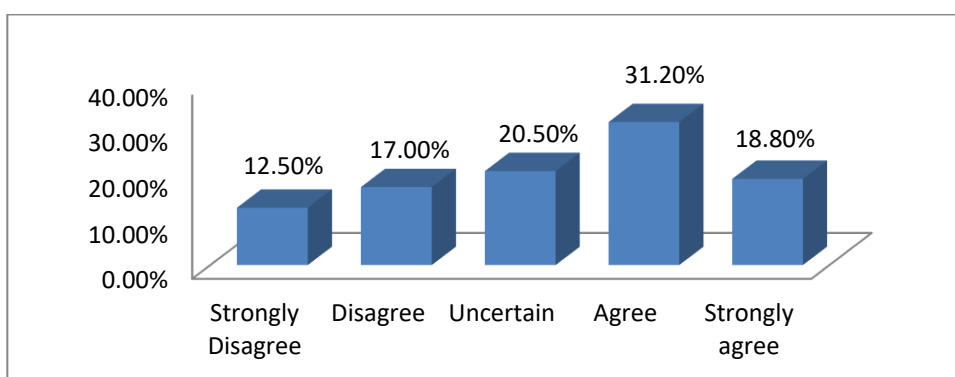


Figure (12): I feel faithful to my mother tongue when I use code-switching

Table (13): I code-switch because I need to clarify something in Kurdish in the case that my classmate cannot understand what I am saying in English.

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	3	2.7		
Disagree	3	2.7		
Uncertain	14	12.5		
Agree	49	43.8	4.12	0.92
Strongly agree	43	38.3		
Total	112	100.0		

As determined in table (13) that the major part of the respondents (43.8%) and (38.3%) need to communicate something that the target language does not allow them to, by switching to their NT, the minor part (5.4%) disagreed and (12.5%) were not certain.

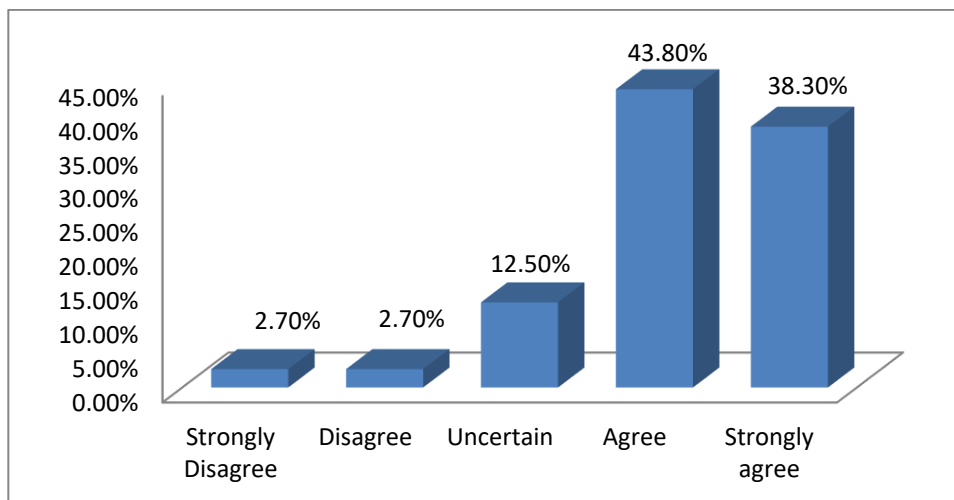


Figure (13): I code-switch because I need to clarify something in Kurdish in the case that my classmate cannot understand what I am saying in English.

Table (14): I use code-switching since I am not completely experienced in English

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	7	6.2		
Disagree	11	9.8		
Uncertain	22	19.6		
Agree	48	42.9	3.63	1.11
Strongly agree	24	21.5		
Total	112	100.0		

Students of EFL classrooms at university level are not complete experts of the language. So, more than half of the participants (63.6%), assured that they use CS.

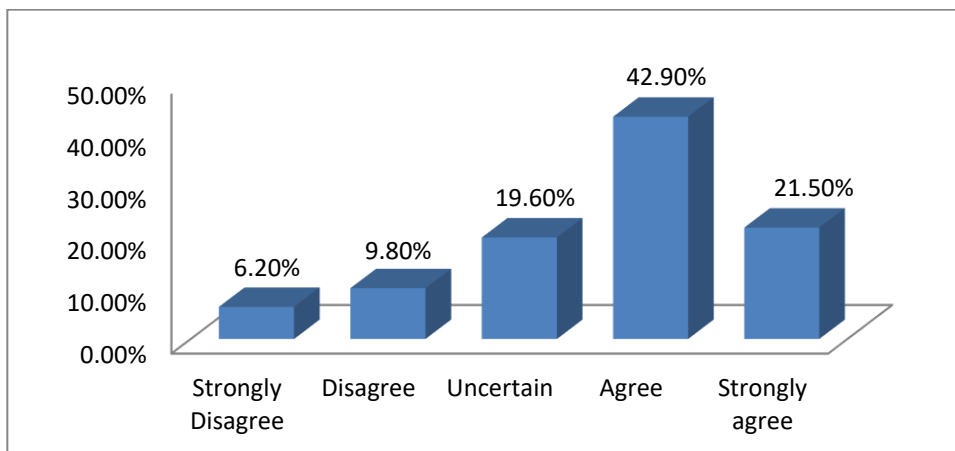


Figure (14): I use code-switching since I am not completely experienced in English

Table (15): I code-switch more in conversation than in writing

Class	Frequency	Percent	Mean	Standard Deviation
Strongly Disagree	1	0.9		
Disagree	13	11.6		
Uncertain	10	8.9		
Agree	44	39.3	4.04	1.01
Strongly agree	44	39.3		
Total	112	100.0		

As claimed by Auer (2002), that CS is a conversational event, ‘%39.3’ of the respondents strongly agree that they use CS more in conversation than in writing and only ‘%0.9’ of them strongly disagree with this fact. (See table 15)

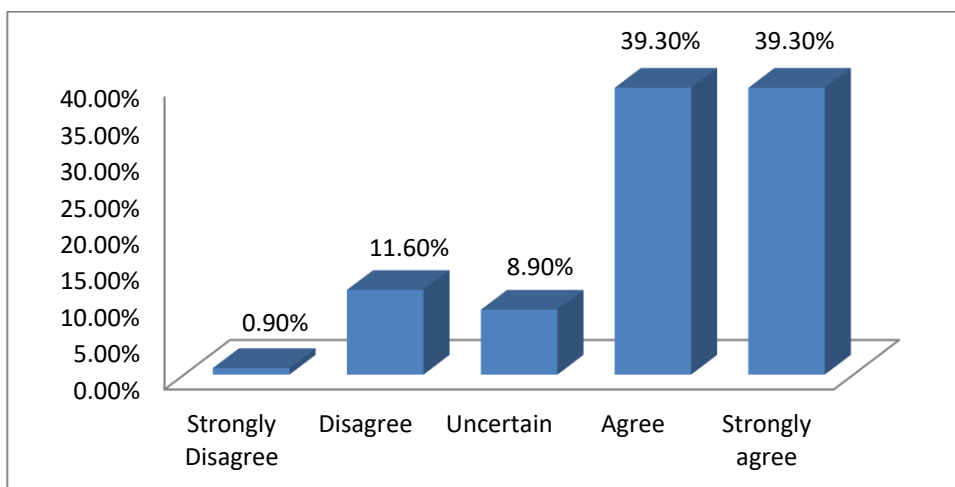


Figure (15): I code-switch more in conversation than in writing

Table (16): I believe that any teacher might need to switch codes during the lecture

Class	Frequ	Percent	Mean	Standard Deviation
Strongly Disagree	4	3.6		
Disagree	11	9.8		
Uncertain	18	16.1		
Agree	43	38.4	3.85	1.08
Strongly agree	36	32.1		
Total	112	100.0		

The last table certifies that students' attitude towards the lecturer's use of CS is positive. However, (13.4%) of them did not consider that any teacher needs CS during the lecture, but (70.5%) supported their use of CS inside the class.

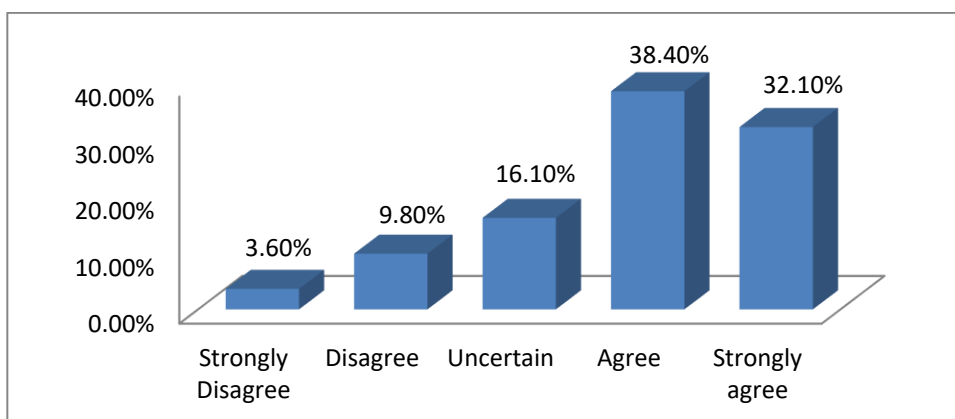


Figure (16): I believe that any teacher might need to switch codes during the lecture

Alongside the questionnaire analysis, from the interviews, some teachers believed that the alternation between English and Kurdish languages, (identified as code-switching), could be

considered as a beneficial teaching tool in the process of learning. The two following extracts prove this:

In fact, code-switching can be considered as an effective tool in EFL classrooms. It can play different roles; when the teacher wants to emphasize some important points, express his/her cooperation with the students, show sympathy toward students and facilitate their understanding of the subject matter by repeating certain words better said in English rather than the students' mother tongue. (Second Interviewee)

Sometimes, yes. It depends considerably on the nature of the subject for instance, while teaching translation, code-switching would be beneficial because in bilingual type of code-switching sometimes the speaker can hit the nail on the target through mixing two languages to find the exact word or expression (for vocabulary and some grammatical structures). (Fourth Interviewee)

Contrastively, two other lecturers had different opinions that CS could be used as a beneficial teaching tool in class, as the following extracts show:

Code-switching can be used in rare cases, such as time savings, helping learners understand difficult lessons, or encouraging shy students to participate, but not when second language practice is the main focus.
(First Interviewee)

I do not consider the alternation between English and Kurdish languages, (identified as code-switching), as a beneficial teaching tool in the process of learning in every context. It can only be useful for lower levels and to a very limited extent. Moreover, it can only be used in some specific classes and for certain subject. For example, it can be used in grammar classes for teaching complex grammar rules and terminologies which cannot be taught by using the target language. For the other subjects, in which the purpose is to help the learners learn the target language, the best idea is to use the target language throughout the whole class and as the language of instruction to put the students into the real exposure of the target language. (Fifth Interviewee)

5. CONCLUSION

The questionnaire and the interview both made significant contributions to the formation of the following conclusions

1- CS has positive effects on learners on the condition that it has been used limitedly as indicated by the interviewees. It helps learners understand difficult aspects of the lecture as well as enabling them to participate in the class. It also helps them in making connections to their prior knowledge. It helps with classroom management. Learners are also able to express themselves without the fear of being stuck. Whenever they have problems in difficult English sentences and vocabularies when they speak, they are able to translate them into their mother tongue.

2- According to the findings of the questionnaire, it is true that code switching helps learners understand what they are taught.

3- Teachers at all levels generally agree that L2 should be the primary language used in L2 classrooms and that not using it will lead to regret and criticism. This mindset and view stem from the realisation that L2 exclusivity in the L2 classrooms where these instructors work every day does not exist, compared to evidence from cognitive development. It appears that educators from a

wide range of ethnic and cultural backgrounds share this belief.

4- Many teachers experience guilt when they use the L1, which is not a desirable result of a pedagogical discussion (Macaro, 2005).

REFERENCES

Allibang, S. (2016). *Research methods: Simple, short, and straightforward way of learning methods of research*. Sherwyn Allibang.

Auer, P. (2002). *Code-switching in conversation: Language, interaction and identity*. Routledge.

Ball, J. (2011). *Enhancing learning of children from diverse language backgrounds: mother tongue-based bilingual or multilingual education in the early years : analytical review commissioned by the Unesco Education Sector*.

Cantone, K. F. (2007). *Code-switching in bilingual children*. Springer Science & Business Media.

Chaudron, C. (1988). *Second language classrooms*. Cambridge University Press.

Chun-Xuan, S. (2010). A study of Chinese-English code-switching in Chinese sports news reports. *Cross-cultural Communication*, 6(4), 165–175. <https://doi.org/10.3968/j.ccc.1923670020100604.008>

Dawson, C. (2002). *Practical research methods: A User-friendly Guide to Mastering Research Techniques and Projects*. How To Books Ltd.

Eldridge, J. J. (1996). Code-switching in a Turkish secondary school. *ELT Journal*, 50(4), 303–311. <https://doi.org/10.1093/elt/50.4.303>

Ellis, R. (1984). *Classroom second language development: A Study of Classroom Interaction and Language Acquisition*. Pergamon.

Gardner-Chloros, P. (2009). *Code-switching*. Cambridge University Press.

Greggio, S., & Gil, G. (2007). Teacher's and learner's use of code-switching in the English as a foreign language classroom: a qualitative study. *Linguagem & Ensino*, 10(2), 371-393.

Grosjean, F. (1982). *Life with Two Languages: An Introduction to Bilingualism*. Harvard University Press.

Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.

Hamers, J. F., & Blanc, M. (1989). *Bilinguality and bilingualism*. Cambridge University Press.

Haugen, E. (1956). *Bilingualism in the Americas: A Bibliography and Research Guide*.

Heller, M. (1988). 4. Strategic ambiguity: Codeswitching in the management of conflict. *Codeswitching*, 77-96.

Hoffmann, C. (1991). *Introduction to Bilingualism*. Routledge.

How many research questions is enough for a quality dissertation? - Google Search.
(n.d.).

https://www.google.com/search?q=How+many+research+questions+is+enough+for+a+quality+dissertation%3F&rlz=1C1OKWM_enIQ932IQ932&oq=How+many+research+questions+is+enough+for+a+quality+dissertation%3F&aqs=chrome..69i57.7292j0j7&sourceid=chrome&ie=UTF-8

Jawhar, S. S. (2018). The use of L1 as a Source of Humour to Facilitate Interaction in EFL classrooms. *Arab World English Journal*, 9(3), 294-310.
<https://doi.org/10.24093/awej/vol9no3.20>

- Jing-Xia, L. (2010). Teachers' Code-Switching to the L1 in EFL classroom. *The Open Applied Linguistics Journal*, 3(1), 10–23. <https://doi.org/10.2174/1874913501003010010>
- Lin, A. M. Y. (2013). Classroom code-switching: three decades of research. *Applied Linguistics Review*, 4(1), 195–218. <https://doi.org/10.1515/applirev-2013-0009>
- Milroy, L., & Muysken, P. (1995). *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press.
- Lai, M. L. 黎. (1996). Using the L1 sensibly in English language classrooms. *Journal of Primary Education*, 6(1), 91–99. <http://repository.lib.ied.edu.hk/jspui/handle/2260.2/6063>
- Macaro, E. (2005). Codeswitching in the L2 classroom: A communication and learning strategy. In E. Llurda (Ed.) *Non-Native Language Teachers: Perceptions, Challenges, and Contributions to the Profession*. 63-84. Boston, MA: Springer
- Macaro, E. (2009). Teacher use of codeswitching in the second language classroom: Exploring 'optimal' use. In M. Turnbull and J. Dailey-O'Cain (Eds.) *First Language Use in Second and Foreign Language Learning*. Bristol: Multilingual Matters. 35–49.
- Meisel, J. M. (1994). Code-Switching in young bilingual children: the acquisition of grammatical constraints. *Studies in Second Language Acquisition*.
- Nunan, D. (1989). *Understanding language classrooms: A Guide for Teacher-initiated Action*. Prentice Hall.
- Nurhamidah, N. N., Fauziati, E., & Supriyadi, S. (2018). code-switching in EFL classroom: is it good or bad? *JEE (Journal of English Education)*, 3(2), 78–88. <https://doi.org/10.31327/jee.v3i2.861>

- Olivera, L. C. (2021). code-switching in English class: a strategy in boosting learners' confidence and engagement. *International Journal of Arts, Sciences and Education*, 1(1), 15–28. <https://www.ijase.org/index.php/ijase/article/view/10>
- Oppenheim, A. N. (1992). Questionnaire design, interviewing and attitude measurement. Burns & Oates.
- Poplack, S. (1980). *“Sometimes I’ll Start a Sentence in Spanish Y Termino en Español”*: Toward a Typology of Code-switching. Cambridge University Press.
- Poplack, S. (2015). Code switching: linguistic. In *Elsevier eBooks* (pp. 918–925). <https://doi.org/10.1016/b978-0-08-097086-8.53004-9>
- Schweers, C. (1999). Using L1 in the L2 classroom. *The Forum*, 37(2). <https://eric.ed.gov/?id=EJ601576>
- Sert, O. (2005). The Functions of Code-Switching in ELT Classrooms. *The Internet TESL Journal*, 11(8). <http://files.eric.ed.gov/fulltext/ED496119.pdf>
- Shalihah, M., & Rosa, R. N. (2020). Analysis of Teachers' code switching in Teaching English at MTSN 7 AGAm. *Advances in Social Science, Education and Humanities Research*. <https://doi.org/10.2991/assehr.k.210325.026>
- Skiba, R., 1997. Code switching as a countenance of language interference unclassified material. Available from <http://iteslj.org/>
- Stern, H. H. (1991). *Fundamental Concepts of Language Teaching*. Oxford University Press.
- Stitham, K. (2022, December 20). Code-Switching in the workplace: Understanding Cultures of power. *Integrative Inquiry*. <https://www.integrativeinquiryllc.com/post/the-problem-with-code-switching-addressing-the-dominant-culture>
- Suhardianto, S., & Afriana, A. (2022). the types and factors of code-switching in “English time” course. *Jurnal Ide Bahasa*, 4(1), 53–62. <https://doi.org/10.37296/idebahasa.v4i1.85>
- Tang, J. (2002). Using the L1 in the English classroom. *The Forum*, 40(1), 36–43. <https://eric.ed.gov/?id=EJ671630>
- Wibowo, A.I., Yuniasih, I., & Nelfianti, F. (2017). "Analysis of Types Code Switching and Code Mixing by the Sixth President of Republic Indonesia's Speech at the National of Independence Day." *PROGRESSIVE*, 12(2), 13-22.