

Functions of the Teacher's Codeswitching at the College of Dentistry of the University of Anbar

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Abstract

This is a qualitative research that sheds light on the practice of codeswitching by the teacher at the College of Dentistry of the University of Anbar. The goal of this research is to find out the functions of the teacher's codeswitching practised inside bilingual classes in which English is used as the language of instruction according to the language policy. Lessons of approximately one-hour length were audio-recorded in three grades. Three teachers of the first, the third and the fifth grades were examined under this research. This helps give wider insight into the use of codeswitching in different levels of teaching. The researchers adopt Gumperz's (1982) conversational and metaphorical model which focuses on functional use of language in interactions. It is found that all functions presented by Gumperz are prevalent in different rates in the current study. Three functions of codeswitching are found to be dominant in the current study. These functions are reiteration, message qualification and personalization versus objectivization. The other three uses of codeswitching for quotations, interjections and addressee specification are not frequent. In general, the functional use

of codeswitching is found to be an effective teaching strategy.

Keywords: Codeswitching, Language Interaction, Classroom Teaching

المستخلص

إنّ هذا البحث النوعي يسلّط الضوء على إستعمال تبادل الخطاب اللغوي من قبل المدرّس في كلّية الأسنان - جامعة الأنبار. إنّ الهدف من هذا البحث هو إيجاد وظائف تبادل الخطاب اللغوي للمدرّس في دروس ثنائية اللغة، حيث أنّ اللغة الإنكليزية تُعتبر لغة التعليم حسب سياسة اللغة في الكلية. تمّ تسجيل دروس في ثلاث مراحل صوتية، طول مدّة كل واحد منها يقارب الساعة. في هذا البحث، تمّت دراسة ثلاثة مدرّسين مختلفين في المراحل الأولى والثالثة والخامسة. يُساعد هذا في إعطاء رؤيا أوسع على إستعمال تبادل الخطاب اللغوي في مستويات تدريس مختلفة. تبنى الباحثان نموذج غامبيرز (1982) التحادثي والمجازي، والذي يركز على الإستعمال الوظيفي للغة في المحادثات. لقد وجد أنّ جميع وظائف تبادل الخطاب اللغوي المقدّمة من قبل غامبيرز شائعة الإستعمال من قبل المدرّسين في هذا البحث ولكن بنسب مختلفة. في البيانات الحالية، وجد أنّ ثلاث وظائف كانت مهيمنة، تمثّلت بالترار، توضيح الرسالة، وإضفاء طابع الشخصية مقابل الموضوعية. أمّا إستعمال الثلاث الوظائف الأخرى لتبادل الخطاب اللغوي لغرض الإقتباسات، تخصيص المُخاطَب والإقحامات لم يكن متكرراً كثيراً. بشكل عام، وجد أنّ إستعمال تبادل الخطاب اللغوي يُمثّل إستراتيجية تعليم فعالة.

الكلمات الرئيسية: تبادل الخطاب اللغوي، التفاعل اللغوي، التدريس الصفي

1- Introduction

The concept of codeswitching refers to the use of more than one language in bilingual communications. The speaker can use these different languages while communicating with others who know these languages. In educational contexts, codeswitching is defined as the practice of switching between a primary and secondary language in discourse (Lowi, 2005: 1393; Redouane, 2005: 1921). It is seen as something normal to achieve better communication in certain situations. Thus, it is used in communication for certain purposes to help the speaker switch from one language to another according to the situation s/he is engaged in (Riehl, 2005:1945).

The number of students, as Pollard (2002: 1) claims, is in a continuous increase day after day. He gives the Spanish speaking students as a vivid example where they learn English to meet their needs when they study in America. So, they enter the class with different levels of English proficiency. There may be fluent students while others are not. In other words, some students are so good at both English and Spanish, while others know only minimal vocabulary of English. In this case, codeswitching is used by teachers to achieve better communication.

The use of two languages in bilingual classrooms has become so popular. Especially in scientific colleges, the use of scientific language causes problems for learners since this language has a unique terminology. As mentioned by Laplante (1997: 65), Lemke (1990: 1) considers "science as language" adding that "learning science means learning to *talk* science". Talking science means different things such as "observing, describing, comparing, classifying, analyzing, discussing, hypothesizing, theorizing, questioning, challenging, arguing, designing experiments,

following procedures, judging, evaluating, deciding, concluding, generalizing, ... in and through the language of science". Relaying on different cognitive skills, students talking science are to do the above science processes depending on their language proficiency. To achieve this goal, as the above author comments, they need not only understand and know the scientific concepts or the related vocabulary, "but they must also be able to use the required language structures and manipulate the appropriate discourse features." (ibid)

Rosenthal (1996), as reported by Binding (2003: 19-20), goes further in his claim where he believes that science language is considered foreign to both first and second language students. In the Arab region, Amin (2009), as reported by Alenezi (2010: 2), claims that science education is done with no research-based policies or recommended practices. This is because of the small number of studies that dealt with the use of codeswitching in learning and teaching science.

2- Teacher's Codeswitching

The role of language in teaching science is different from teaching language. As stated by Then and Ting (2001: 300), "content subjects such as science makes use of the language as a medium for learning the subject matter. For content subjects, the teaching of the academic subject is the focus and the teaching of the language is the by-product." As mentioned by Kamati (2011: 16-7), the difference between the two is the aim. In science teaching, the aim is the content not the language of instruction. Anyhow, teachers face challenges when teaching the scientific content. One of these challenges is the students' lack of proficiency in the language of instruction. To overcome this challenge, the use of the students' native language has been used by teachers to present the scientific contents

(Then and Ting, 2001: 300).

Although most of the researches on teachers' codeswitching were carried out on language teachers, they were of great benefit to understand the practice of codeswitching by all teachers. Empirical researches on language teachers found that teachers' codeswitching can be stimulated by educational, psychological and cognitive factors frame of reference and teacher's roles. As reported by Lee (2009: 22), Pennington (1995) found that teachers' use of the first language is motivated by a compensatory motive and not only by a strategic motive. As for the strategic motive, it includes "teachers' conscious and strategic use of the L1 to achieve social, communicative and pedagogical purposes while teachers are enacting different roles and identities within discourse." The compensatory motive is defined as the use of the first language in order to compensate for constraints and shortcomings of the students and the teacher. As declared by Lee (ibid: 23), there are different reasons behind teachers' shifting to the first language such as "student's lack of L2 proficiency, poor discipline and anxiety, the asymmetric of teachers' competence, and practical issues such as class size and time management." Moreover, codeswitching is used by the teachers for different functions such as "clarifying their message, attracting and maintaining learners' attention, reducing classroom anxiety, emphasizing teacher authority and disciplining the students, and saving time for explaining instructions."

Sert (2005: 2-3), declares that most teachers use codeswitching subconsciously which means that the teacher is not always aware of this shift, its functions or its outcomes. In some cases, it is seen as an automatic and subconscious process. Whether codeswitching is conscious or subconscious, it plays a great and beneficial role inside the classroom. It comprises effective functions and

repetitive functions. According to Wheeler and Sowrds (n.d.: 9), some teachers encourage the use of the first language in the class to overcome the linguistic difficulties students may face. But, they are to explain the use of codeswitching to their students in addition to the situations that govern the choice. They should also explain the purpose of shifting from one language variety to another. This is because it might be confusing to the students, thus, the teacher is to solve this confusion to help his students understand where and where to code switch. To code switch is to choose the language that is appropriate to the context. As quoted by Sert (2005: 3), Cole (1998) declares that teachers' use of codeswitching functions different jobs such as expressing emotions, building solidarity and intimate relations with students, and creating a supportive language environment in the classroom. All these may be used subconsciously by the teacher.

In addition, Sert (ibid) admits that codeswitching used by teachers can present a repetitive function. The teacher may repeat the instructions in both languages to transfer the necessary knowledge for the students. Moreover, to clarify meaning, the teacher may alternate between languages to explain knowledge written in the foreign language. This helps the students to understand the material presented in the foreign language.

3- Data Collection

This study depends on natural audio-recorded data collected to examine codeswitching in three bilingual classes at the College of Dentistry. A smart phone was used to audio record the lectures. To make the data natural and unaffected, the selected teachers were told that their identities or names would not be revealed in this study at all. By doing that, the teacher was hoped to deliver the lecture naturally. Anyway, the researchers didn't indulge themselves in the class activities in any way.

Lectures in three grades were recorded. The recorded data consist of approximately one-hour lessons. The grades chosen were the first grade, the third grade and the fifth grade. The reason behind recording the data from these three different grades is to get a more varied look at the classroom interaction and at the use of codeswitching in these different levels.

4- Data Analysis

In this section, the researchers compare the analyzed data with the findings and the subcategories identified by Gumperz (1982). Gumperz's (1982) model is so important to the current study since it focuses on the functional use of codeswitching. This model includes direct quotations, or reported speech, directing a message to a specific participant, marking an interjection or sentence content, repetition for clarifying or emphasizing purposes, message qualification and personalization versus objectivization (Gonzales, 1993: 7). There are three points to be noted in this section. Firstly, each transcribed codeswitching instance will have two parts: the first one is the transcription of the original excerpt and the second part represents the translation of the original excerpt. The translated words or sentences are written in italicization to make them distinct from the original English words or sentences. Secondly, the native language of the teachers and the students involved this research is Arabic. Thirdly, the researchers are not responsible for the grammatical mistakes committed by both the teachers and the students in the transcribed instances. Only what is really spoken in the recorded data is transcribed without any change.

4-1 Functions of the Teacher's Codeswitching

The use of codeswitching inside the classroom will be examined and analyzed with the help of Gumperz's (1982) functional model.

4-1-1 Quotations

The use of codeswitching for quotations was observed in the current data where the teacher is talking to his first grade students about a certain kind of bacteria that causes infectious diseases. The teacher narrates a report he has heard in a science channel. He does not present the report exactly as it was narrated by the channel, but he reports it using his own words in Arabic.

T: 1 (...) wounds and burnt infection of patient
<then he prepares his students to the
report>

2 (...) hathihi al bacteria sahamat fi katl hawali
19 alf shakhs fi al wilayat al muttahida

3 wa hatha al raqm yuadil al raqm allathi sujil
min qibal al wilayat al muttahida

4 ao akthar min al raqm allathi sujil fi
al wilayat al muttahida limartha al musabin bil
aids kano 17 alf fi aam 2005

T: 1 (...) wounds and burnt infection of patient
<then he prepares his students to the
report>

2 (...) *that bacteria contributed in killing
about 19 thousand persons in the United
States*

3 *and that number resembles the number
recorded by the United States*

4 *or larger than the number recorded in the
United States of the aids patients where it
was 17 thousand patients in 2005*

In the above codeswitching sample, the teacher is talking to his first grade students about a dangerous kind of bacteria. In fact, he speaks in Arabic much since his students are still not proficient in English. By reporting

what he has heard in Arabic, he tries to tell his students how dangerous that kind of bacteria is. The teacher does not state the report word by word, but he modifies it using his own simple words to make it clear for the students. The teacher attracts his students' attention to this report before narrating it by telling them that he has watched a report about that kind of bacteria.

In the current data, the use of codeswitching for quotations was used only in the first grade as a reported speech. While, the other teachers of the College of Dentistry did not use this function since they did not read a direct quotation or report someone else's speech.

4-1-2 Addressee Specification

According to Seidlitz (2003: 17-8), codeswitching can help the speaker to include or exclude certain interlocutors in a group or to attract their attention. Since interlocutors in the current data are all Arabic native speakers and they all have approximately similar level of English proficiency, codeswitching was not used to exclude or include certain interlocutors in a specific group, but it was used to attract their attention.

The use of codeswitching for attracting students' attention to the teacher or to a specific point in the lecture was observed frequently in the first and third grades data. In the following instance, the first grade teacher is speaking about a certain kind of bacteria displayed on the board.

T: hatha il shikil. shuf asghar anwaa il bacteria hiya il
ni'tabira il (xxx) <a name of a certain kind of
bacteria> approximate for the largest virus.

T: this figure. Look the smallest kind of bacteria is
(xxx) < a name of a certain kind of bacteria>
approximate for the largest virus.

The teacher here uses a longer statement to attract the students' attention. Mostly, teachers use only one or two Arabic attention attracting words, but here the teacher uses an attention attracting word *shuf* 'look' following it with a part of the material statement. In fact, the first part of the Arabic speech could be considered as attention attracting statement. The teacher starts with *hatha il shikil* 'this figure' to attract the student's attention to the figure displayed on the board, and then he uses *shuf* 'look' to attract the students' attention to the intended part.

Another use was observed in the third grade class. In the excerpt below, the teacher is talking to his third grade students about the structure of the virus which is, as the teacher declares, so important to them. He uses codeswitching where he starts the sentence in English and attracts the students' attention in Arabic.

T: 1 (...) that is associated with the viral
nucleate acid <reads from the data
projector>

2 wa takuun. shufu shlon hena altarteeb
malta <points to a certain part in the figure
displayed on the board>

T: 1 (...) that is associated with the viral
nucleate acid <reads from the data
projector>

2 *and it is. Look here how its arrangement is.*
<points to a certain part in the figure
displayed on the board>

Here, the teacher starts his statement in English and when he reaches an important point, he resorts to Arabic to attract the attention to that important point. The teacher uses three ways to attract the students' attention, firstly, he uses the word *shufu* 'look', secondly, he uses codeswitching to direct

them to the important part, and finally, he uses non-verbal references by pointing his finger on the important part.

4-1-3 Interjections

The use of codeswitching to express interjections was not observed in the current data. None of the teachers observed in this college showed any emotional or personal expressions. This is due to the fact that the interaction inside the observed classes is lecture delivering. The teacher speaks almost all the time while the students are just listening. Furthermore, the teacher is delivering a scientific lecture which needs no feelings or emotions. All these facts made the teacher present his lecture without any interjections or sentence fillers.

4-1-4 Reiteration

Repeating the same statement in another language was frequently used by the first and the third stage teachers where the teachers observed frequently presented the statement in English and reiterated it in Arabic. While the fifth stage teacher did not reiterate his speech except when giving the meaning of some new scientific vocabularies. This shows that students' level of English proficiency has a great effect on the teacher's use of codeswitching.

In the first and the third grades, the teachers used reiterations of long statements frequently although they were lesser used in the third grade class. This is because of the fact that third grade students have developed good proficiency in English with good number of scientific terms for at least two years. Below is an excerpt where the first grade teacher is reading some characteristics of bacteria.

T: the smallest bacteria approximate the size of the largest virus. asgar anwaa il bacteria heya muqariba li aqbar anwaa il virusat <reads from a sheet of paper>

T: the smallest bacteria approximate the size of the largest virus. *the smallest kinds of the bacteria approximate the size of the largest kinds of viruses* <reads from a sheet of paper>

In the above excerpt, the teacher repeats the same statement in another language to ensure comprehension. Since the students are still not proficient enough in English, the teacher uses Arabic to reiterate what he reads in English. Moreover, the teacher sometimes translates even the simple statements or words. This could be attributed to the students' level of proficiency where first grade students need to hear Arabic from time to time to feel secure. Here, the teacher uses codeswitching where the original statement is in English while its reiteration is in Arabic.

Below is an instance from the third grade class where the teacher is talking about new points regarding the structure of certain virus and bacteria.

T: 1 (...) consist of repeated units of single polypeptide species ithan hua ibara an polypeptedat single wa repeated mutakarrira au proteinat mutakarrira
2 that is associated with the viral nucleate acid.

T: 1 (...) consist of repeated units of single polypeptide species *so, it is considered as polypeptides single and repeated repeated or repeated proteins*
2 that is associated with the viral nucleate acid.

In this excerpt, the teacher starts the statement in English. When he reaches the main English part of the statement, he reiterates it using Arabic. According to this excerpt, *polypeptide* is the focus of the statement that students have to understand. The teacher tries to make it clearer for them

using both languages. Since they have been dealing with English scientific terms for at least two years, third grade students are much proficient in both English and the scientific language from first grade students. Thus, the teacher does not need to reiterate the whole statement as what teachers mostly do with the first grade students. In this instance, he reiterates just a small part of the statement.

The same use of codeswitching was observed in the fifth grade class.

T: 1 shaifeen il varicose yimkin, mu? (...)
2 il varicose yaani aldawali

T: 1 you have seen the varicose perhaps, right?
(...)
2 *the varicose means aldawali* <"aldawali" is
the Arabic equivalent word of varicose>

In the above excerpt, the fifth grade teacher uses codeswitching to ask and to answer a question. He gives the Arabic meaning of the word *varicose* either because he thinks it is new for the students or for most of them, or for adding emphasis.

4-1-5 Message Qualification

In the current data, all teachers code switched frequently for message qualification where the main content was expressed in one language, mostly English, and the additional details and information were presented in another one, mostly Arabic.

In the following example the first grade teacher uses codeswitching to talk about the different shapes the bacteria may take.

T: 1 bacteria whichever shape they may be
arranging themselves usually according to the
plate of the successive of cell division
as pairs diplococci in chains streptococci in

(grain) line clusters staphylococci or as (angle)
belts or palisades corynebacteria
<reads>

2 hai taban tsibibli il corynebacteria il daftaria il
musabiba li anwaa il khnnaq.

T: 1 bacteria whichever shape they may be
arranging themselves usually according to the
plate of the successive of cell division
as pairs diplococci in chains streptococci in (grain)

line clusters staphylococci or as (angle) belts or
palisades corynebacteria <reads>

2 this in fact causes, the diphtheric
corynebacteria which causes the
different kinds of quinsy diseases.

In the above instance, the teacher presents new information about the different shapes of bacteria. In the first line, the teacher presents the statement in English telling the different shapes with different examples. Actually, this is the main content written in the lectures quire which they need to understand clearly. Thus, the teacher presents it in English. In the second line, the teacher presents in Arabic additional and extra information about the English statement. It seems that it is presented just to enlarge the students' knowledge about this kind of bacteria.

Another use of codeswitching for message qualification was observed in the third grade class. The teacher in the excerpt below is talking about pathology of virus.

T: virus has two characteristics distinguish them
from another organism or life organism
nucleate acid and (calcite). wa majmu'ha au
ithnenatha nitlik ileha mustalah il virion mustalah
jdeed rah nmur beh hasa au rah nakhithu. virion.

T: virus has two characteristics distinguish them from another organism or life organism nucleate acid and (calcite). *and we call all of them or both of them the virion, a term we will deal with now or later.* virion.

In the above excerpt, the teacher is reading a statement about the characteristics that distinguish viruses from other cells or organisms. The teacher reads from the lecture's quire that all students have and he explains the statements that he feels they need to be explained in Arabic. The teacher in this excerpt is reading in English the main content about the virus. Then, he tells in Arabic what these both characteristics are called together. So, the additional information about the name of the new term is given in Arabic while the main content is given in English.

Below is another sample excerpt from the fifth grade where the teacher is talking about some diseases.

T: 1 (xxx) tumors of infancy characterized by rapid growth (face) with (xxx) <reads from the data projector>

2 followed by gradual involution.

3 yibdi baad ilwilada w yistimur mudat 6 ashhur
ila sana

4 hatha il growth face itha chan superficial
nsammeh strawberry.

5 wil deep ykoon ala shikil (...)

T: 1 (xxx) tumors of infancy characterized by rapid growth (face) with (xxx) <reads from the data projector>

2 followed by gradual involution.

3 *it starts after the birth and continues for six months up to one year*

4 *that growth face, if it was superficial, we call it strawberry.*

5 *and the deep is like (...)*

In the first two lines of the excerpt, the teacher reads a statement in English. Then, he gives extra information and details about the main content of the statement in Arabic. Actually, he continues presenting long additional details and types of that disease using codeswitching as in the following sample of the same excerpt analyzed above. His additional explanations and clarifications were accompanied with pictures displayed on the front board.

T: 1 *wa baadeen yseer beh resolution.*

2 *il resolution yaani b umur tisa sanawat complete resolution yseer inda il patient*

T: 1 *and then resolution occurs.*

2 *the resolution means, in the age of nine years, complete resolution occurs to the patient*

In many excerpts like the above one, the teachers of the three observed classes used codeswitching for qualification many times. As it is shown above, even the fifth grade teacher used codeswitching for message qualification although the students are supposed to be proficient in English. This is due to the fact that the goal is to make students understand the scientific material clearly. In this case, the teacher can make sure that his students comprehend the material clearly and save time as well. So, this function was used by all teachers for explanation, clarification, emphasis, etc.

4-1-6 Personalization versus Objectivization

The use of codeswitching is used here to show and express feelings and emotions such as humor, praise and encouragement, and chastising. As stated by Gumperz

(1982: 80), codeswitching can be used to differentiate between "talk about action and talk as action, the degree of speaker involvement in, or distance from, a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact."

In the first grade class, the teacher encourages in Arabic his students to write down what he is going to say in English. Because of talking about important points to the students, the teacher tells them to write those points down.

T: 1 iktib yamak iktiba haya. arrangement of cocci
au streptococci diplococci all of
cocci bsura amma

2 khal nqul in general divides into two factors
ya'tamid ala two factors, il amil il awal il
factor il awal hua plane of division

3 ashyaa baseeta hai hata titilam tiktiba hata
tsaliha bil beit tikdar tshufa au min khilal
il kamus

4 plane of the division wa il thani attachments
of the cell after division

T: 1 *write, write this.* arrangement of cocci *or*
streptococci diplococci all of cocci in
general

2 *let's say* in general, divides into two factors
depends on two factors, *the first factor*
the first factor is plane of division

3 *these are simple things to learn how to write*
them to correct them at home, you can check
them using dictionary

4 plane of the division *and the second factor is*
attachments of the cell after division

In the above excerpt, the first grade teacher asks in Arabic the students to write down what he is going to say. He feels that students need to be directed to the important words. So, he directly uses the Arabic imperative word *iktub* 'write'. This informs the students what to do next. After reading a part of the statement in English, the teacher uses Arabic to encourage his students to write down the statements. Then, he tells them to check what they will write at home to learn how to write correctly. The teacher tells the students that the statements are simple and easy to learn in order to encourage them to improve their writing.

The excerpt below and many other ones show that the third grade teacher is using what is so called "we-code" to show solidarity or in-group membership specially when talking about the syllabus and exams.

T: 1 il muhathara il jaya ninheha hata nithathar lil imtihanat.

2 introduction to the virus overview a virus is
infectious (agent) that minimally
constructed of two components (...)

T: 1 we will finish the next lecture to prepare ourselves for the exams.

2 introduction to the virus overview a virus is infectious (agent) that minimally constructed of two components (...)

In the first line of this excerpt, the teacher uses Arabic to talk about the preparation of the exams. Although exams represent only the students' concern, the teacher uses we-code technique to show solidarity and in-group membership. He wants to say that he is with the students, and they will work all together to prepare for the exams. Then, the teacher returns to English to continue his lecture.

The first grade teacher did use Arabic, but to show encouragement not solidarity. The teacher observed asked many times questions in Arabic to encourage his students to answer the questions. He rarely, if not none, used English to ask questions. Below is an excerpt where the first grade teacher asks his students in Arabic about a certain point.

T: 1 ysamuh il smoker palate mu? (...) ao
shesammuh baad il ism malta?
2 nicotinic?
S's: 3 stomatitis
T: 4 stomatitis

T: 1 *they call it the smoker palate, right? (...) or,*
what do they also call it? its name?
2 nicotinic?
S's: 3 stomatitis
T: 4 stomatitis

In this sample, the first grade teacher encourages his students in two ways to answer his question. Firstly, he uses Arabic to ask his question, and secondly, he gives the first part of the answer *nicotinic*. Later on, the same teacher asks another question in Arabic too.

T: 1 hatha il patient illi yakhith (xxx) yseer inda
pigmentation? (...)
S: 2 la mayseer inda
T: 3 ma yseer inda. yahoo illi yseer inda? da ahchi al
(couching) illi yakhudh (xxx) yseer
(couching). lo mayseer?
S: 4 mayseer yseer feedback.
T: 5 (xxx) <keeps asking the same question in
different ways>

T: 1 *that patient who takes (xxx) <name of a drug> will he have pigmentation? (...)*

S: 2 *no, he won't.*

T: 3 *he won't. who will have it? I am talking about (couching) who takes (xxx), will have (couching)? or not?*

S: 4 *will not. feedback will occur.*

T: 5 *(xxx) <keeps asking the same question in different ways>*

As it is shown in this excerpt, the teacher's use of Arabic encourages the students to answer the question. Stimulated by the teacher's use of Arabic, students' responses are also in Arabic. As the teacher feels that the question is somehow not completely clear to the students, he keeps asking in Arabic with additional clarification.

The above excerpts show that the teacher uses codeswitching for solidarity and encouragement. The following excerpt shows that the teacher uses Arabic to express disappointment and dissatisfaction. While the third grade teacher is reading some points in English, he sees some students do not have the quire of the lecture. Thus, he resorts to Arabic to ask them why they haven't brought the quire.

T: 1 *(...) but not both. like life cell or like another organism. %asho ma idkum muhatharat?%*

2 *Ali %lesh (xxx)? (...) mu istinsikhnaha lil muhathara?% al umoom*

S: 3 *(xxx) <trying to justify the situation in Arabic>*

T: 4 *naam?*

S: 5 *(xxx) <trying to justify the situation in Arabic>*

T: 6 lesh ma mistansikh ilhum iyaha ya Muhammad?

T: 1 (...) but not both. like life cell or like another organism. %why don't you have the lectures?%

2 Ali, %why (xxx)? (...) we photocopied the lecture%, anyhow

S: 3 (xxx) < trying to justify the situation in Arabic>

T: 4 pardon?

S: 5 (xxx) <trying to justify the situation in Arabic>

T: 6 why haven't you photocopied it for them, Muhammad?

In this excerpt, the teacher is disappointed and dissatisfied with what he sees. To express his disappointment and dissatisfaction, he resorts to Arabic with low volume voice in the first two lines. But, in the next lines, the teacher's voice starts to be higher in volume which expresses his dissatisfaction of the situation. In addition, the students also use Arabic to justify the situation.

5- Conclusions

Depending on the findings of this research, the researchers arrive at the following conclusions:

1- The use of codeswitching by the teachers for different functions has been confirmed. This study proves the existence of the practice of codeswitching between English and Arabic.

2- All functions of codeswitching presented by Gumperz (1982) are observed in the current data but in various rates. Some uses are dominant, i.e. they are used frequently by the teachers, and some others are used less frequently. Three functions of codeswitching are dominant in the current study. These functions are reiteration, message

qualification and personalization versus objectivization. The other three uses of codeswitching for quotations, addressee specification and interjections are not frequent in the current study.

3- The first grade teacher frequently repeats the whole message in another language while the fifth grade teacher often repeats only a part thereof. This shows the effect of the students' English proficiency on the teachers' use of codeswitching.

4- The use of codeswitching by teachers are generally for different goals such as emphasizing the message, giving the Arabic equivalents of the new vocabularies, stressing the important part of the English statement, presenting additional information about a certain point, showing solidarity and in-group membership, and ensuring comprehension.

5- The use of codeswitching in classrooms is seen as an effective teaching and learning strategy with which teachers could communicate with their students effectively. This is because students are not studying language; they are studying scientific materials which are to be understood clearly. So, the time saved by using codeswitching could be better exploited to present other scientific materials and information which need to be covered in the course.

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