

# Investigating the Teachers' Attitudes towards Using Code-Switching as an Instructional Strategy to Enhance the Students' English Foreign Language Competence at Basra University

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## Abstract

This study aims at examining teachers' attitudes of Basra University towards using Code-Switching(henceforth as CS), as an instructional strategy during the Language teaching process.The theoretical part of the study presents the various definitions of the term CS ,its types , its functions, the reasons that lie behind using it, the different attitudes towards using it in ELT and the use of CS as a pedagogical tool in teaching English as an FL. The practical part of the study deals with the research methodology . The study ends up with some conclusions and recommendations that regard CS as a sufficient means by which teachers can hold a positive attitude towards using it when they give their teaching lectures in the classrooms.

**Key Words :** Code-Switching (CS) , Code-Mixing (CM) , Foreign Language ( FL) , First Language (L1) , pedagogical strategy , teachers' attitudes .

”التحقق من مواقف المدرسين حول استعمال التبديل اللغوي كاستراتيجية تعليمية

لتحسين قدرة الطلبة في اللغة الانجليزية في جامعه البصرة ”

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## الخلاصة

تهدف الدراسة الى استقصاء مواقف المدرسين في جامعه البصرة بخصوص استعمال ظاهرة التبديل اللغوي كوسيلة تعليمية خلال عملية تدريس اللغة.يقدم القسم النظري التعريفات المختلفة لمصطلح التبديل اللغوي وأنواعه ووظائفه والأسباب الكامنة وراء استخدامه والمواقف المختلفة تجاه استخدامه في تعلم اللغة الاجنبية وكأداة تعليمية في تدريسها، بينما يتناول القسم العملي منهجية البحث. ينتهي الفصل الأخير باستنتاج مفاده أن مدرسي جامعه البصرة يتبنون موقفا ايجابيا تجاه هذه الظاهرة .

الكلمات المفتاحية : استعمال التبديل اللغوي، اللغة الأجنبية ، اللغة الاولى ،استراتيجية تعليمية ، مواقف المدرسين.

## **1. 2 Literature Review of Code-Switching**

Although CS is considered as one of the noticeable traits in bilingual speech communities world-wide, it did not attract that serious concern from scholars or researchers until the last few decades. Gumperz, in his book, *Discourse strategies*, (1982) was one of the pioneers to explain the notion that code switching is regarded as "a real specific discourse strategy for bilinguals" (p.82). He defined CS as "the juxtaposition within the same speech exchange of passage of speech belonging to two different grammatical systems or subsystems" (p.83).

In the same way, different scholars and researchers endeavored to study the phenomenon of CS from various standpoints, like the functional perspective as it was referred to by Rose and Dulm (2006) in their book, *The Function in Code Switching in Multicultural high School*. Mokgwathi and Webb (2013) tackled the subject from the point of its educational effect adopted towards using CS in various countries as Malaysia, Turkey, India, etc.

Moreover, Nadeem (2012) studied CS from another perspective. He examined the perspective of teachers and teacher educators of public sector university that demonstrated English language as a tool of instruction to transfer knowledge and skills in the teacher's educational elaboration. The research was conducted on 150 perspective teachers and 20 teachers educators. The researcher tried to stimulate their responses towards the use of a mixture of English and Urdu languages in their classroom. The findings of the research indicated the preference of using a mixture of Urdu/English languages in the classrooms because it helped them to teach / receive knowledge and skills in a participative way via vivid understanding.

On using CS as a teaching implement by teachers of EFL in Pakistan, the researchers Bahatti, Shamsudin and Said (2018) presented their study, in which they focused on the utilization of the different kinds of CS in EFL classrooms. To achieve this end, four EFL speaking skill classes were examined. The results for analyzing the classroom interaction transcripts indicated that a sort of solidarity and close relations with the students had been built up through the usage of CS in language courses.

## **1.3 Definitions of Code –Switching**

Generally, language is used to fulfill the social communicative needs of human beings by creating the sense of belonging. In this sense, we could say that language has a strong relationship with the social context. Through the interaction of many elements of one language which may be found in the ingredients of a second language, it will be easy to recognize various linguistic variations such as borrowing, interference, transferring, calquing diffusion, code-switching and code-mixing. For CS, as Al-Adnani and Elyas (2016) stated that, "was the most noticeable phenomenon that, "occurs frequently in a variety of language use context" (p. 2).

Further, Myers-Scotton (2006) regarded Code-switching as "the use of two language varieties in the same conversation" (p. 239). In line with this,



Simensen (2007) described CS as a target language communication strategy and mentioned that : “code-switching means borrowing one or more words from L1, for instance Knallert, a Danish as well as a Norwegian word for “moped”” (p.95) . Similarly , Cook (2008) described code- switching as “going from one language to the other in mid-speech when both speakers know the same two languages” (p.174).Accordingly , McKay (2002) suggested a definition to CS by saying:

*This term refers to the change of language or a language variety by a speaker or writer. Such shifts in language or language variety can occur within a sentence or at a sentence boundary and can also occur when one speaker uses one language and the other uses another*  
(p. 131

## 1 .4 Code switching and Code Mixing

Many scholars tried to define those two terms, CS and CM. Among those researchers, Hymes (1974) , who described CS as " a common term for alternative use of two or more languages, varieties of a language or even speech styles" (cited in Nadeem ,2012,p.155). Myers-Scotton (2006) defined CM as "the use of two languages varieties in the same conversation"(ibid). In order to differentiate between these two linguistic terms, many researchers tried to define both CS and CM in order to reach a clear distinction between them .

A clear distinction between CS and CM was presented by Hudson (1980) in which he discussed the phenomena of CS, CM, and borrowing. In his study about the mixture of varieties , he believed that CS is “the inevitable consequence of bilingualism” that leads speakers to choose a language which the other person can understand”. (p. 51) . Here, CS has commonly be referred to as the “ability of bilinguals to alternate between languages in the linguistic repertoire” (cited in Al Aqad, 2018, np).

## 1. 5 Types of Code-Switching

CS is figured out as a recognizable phenomenon in almost all ELT classrooms , either in the discourse of the teacher or of the student . It can also exist within a sentence and even at its beginning or end. Included under this meaning ,Poplack ( 1980) stated that " a code switching may ... occur at any point within the main clause and the utterance remains grammatical by both L1 and L2standards " (p. 587). For instance :

Teacher : Saweetil-homework maltek ? (Arabic)

Meaning would be :

-Did you do your homework ? (English)

However , several scholars have tried to depict the variety of CS forms .As it has been mentioned before , one of the earlier frameworks was presented by Poplack (1980 )in which she claimed that there were three kinds of code- switching : " inter-sentential switching " , " intra-sentential switching " and " tag – switching " (p: 615-631).

### 1. Inter-Sentential Switching

Poplack (1980) referred to this term as " a more complex or ' intimate ' type , since a code switched segment , and those around it , must conform to the



underlying syntactic rules of two languages which bridge constituents and link them together grammatically" ( p.589 ). Furthermore, Romaine (1989) , argued that , "this type of CS is the most complex type of CS as it requires great knowledge of both grammars" (p.51).

e.g. Student - I didn't do my homework , "kenit meridh!"

Meaning –I did not do my homework," I was sick"

## 2 . Intra-sentential switching

Intra-Sentential Code-switching as Romaine ( 1989 ) suggested , involved " a switch at a clause or sentence boundary " ( p.112 ) . He continued that , "this mostly occurs between fluent bilingual speakers since the utterance must conform to the rules of both languages". In intra-sentential CS, the shift is made in the middle of a sentence with no interruptions or hesitations (ibid). The best incident to be mentioned here is the one that was presented by Poplack (1980) ,herself , as a title to her paper:

e.g. "Sometimes I'll start a sentence in Spanish y termino en español "

Translation would be :

" Sometimes I'll start a sentence in Spanish and finish in Spanish " (p:221)

Or another example in English and Arabic language :

Student – I don't have "shayi?" precise , I think of qissa to present .

Meaning :

-I do not have a precise thing , I think of a "story" to present.

## 3 .Tag – switching

Poplack (1980) defined this type of CS as , "Another, less intimate type, which is characterized by relatively more tag switches and single nouns witches. These are often heavily loaded in ethnic content and would be placed low on a scale of translatability " (p. 589). Add to this ,Romaine ( 1989) elaborated further by describing it as, " the insertion of words that can be put anywhere within the boundary of a sentence or speech without violating the grammatical rules of that sentence " (p. 112).

In this way ,Tag –switching could happen through concluding a tag of various languages into an utterance. It is worth mentioning that ; this kind of CS is common in intra-sentential switching . An example submitted by Jalil (2009) from a Portuguese-English bilingual would make things clearer :

e.g. "I look like Lilica, you know, nunca paro"

Translation : " I look like Lilica, you know, I never stop!" ( p.4) .

## 1. 6 Functions of Code Switching

There are various functions of the phenomenon of CS Gumperz (1982) adopted what he called conversational code-switching in which he defined six various functions : message qualification, addressee specification , quotation marking , interjection , reiteration and personalization vs. objectivization (p.75 -81).'Interjection' for instance ,is used for clarification and better recognition , whereas 'addressee specification' is categorized in terms of a local interactional function of switching , so it was used as an invitation to take part



in the speakers talk or conversation . On the other hand, 'Quotation marking ' is utilized to quote or notify somebody's speech, while 'reiterations' is defined in terms of referential functions as well as the metadiscursive function of 'emphasis ' . 'Message qualification' is used to describe a qualification to a statement that had been previously mentioned . The former idea , Message qualification , was explained by Gumperz's words as: "qualifying constructions such as sentence and verb complements or predicates following a copula" (p. 79) . Finally , the terms 'personalization vs. objectivization' are used to figure out the difference between the opinion and fact.

Referring to such an important value of using CS in ELT, Atkinson (1987) categorized the usage of the first language in the foreign language classes as : eliciting language , checking comprehension , giving instructions , connectivity among learners , reinforcing and presenting language , discussing classroom procedure checking , testing and emerging learning strategies" (cited in Farzana,2017,p.13).

### **1. 7 Reasons of Using CS In the Teaching Process**

There are different reasons for using CS in English language teaching. Accordingly , a number of researchers have done many research in different parts of the world to find out the reasons that lie behind using CS in EFL classes . For instance , Mokgwthi and Webb(2013) claimed that teachers did so because learners were not proficient in English and it increased the learners' participation and comprehension. They found that CS enhanced comprehension , increased participation and expand vocabulary( cited in Dykhanova ,2015,p. 18).

With reference to the above -mentioned reasons ,Laguna(2012) reported that the basic reasons for using CS were to achieve ease of expression and economy of speech due to the learners' limited competence , insecurity and translation (cited in Dykhanova. 2015,p. 19) . Similarly ; Eldridge in his (1996) study asserted that , the reason to switch[by students] was to ask for clarification or show understanding by giving the Turkish equivalence (cited in Dykhanova ,2015,p.21) .

### **1 .8 Pedagogical Attitude Towards using CS in Classroom teaching**

Sociolinguistically , it seems that CS is used as a global communicative habit . It is a natural phenomenon in any bilingual or multilingual society . In this respect , Gradner –Chloros(nd) stated that :

*a great number of people use more than one language in their daily lives and it is not surprising to find that code switching is a far from similar phenomenon . He continued that the actual behavior involved in switching codes varies depending on the sociolinguistic circumstance as well as the language combination concerned*

*)cited in Mrtha , 2014,P:15(*

Unlike that ,Lee (2010) stated that , there is a noticeable discrepancy between CS that we have observed in bilingual communities and CS that has been perceived in educational contexts. In other words, the contradiction between the actual linguistic behaviors in classrooms and the policies imposed from governments and cause various conflicts and tensions in terms of the way



classroom CS is perceived"(p.6). However, the use of the first language or not to use it seems to be an endless pedagogical and debatable issue in the field of teaching/learning a foreign language. Consequently , researchers referred to the availability of two opposite points of views or attitudes towards the usage of CS as the positive and the negative attitudes .Related to this , some researchers embrace the idea of expelling the L1 in the L2 classrooms , while others hold the positive attitude which justifies the beneficial role of L1 in the foreign language classrooms. So , these two different attitudes whether harmful or useful in language teaching or learning processes are discussed in the following sections.

### **1.8.1 Negative attitude**

The proponents of the utilization of CS inside FL classes, advocated the idea of excluding L1 from the teaching /learning process . Their philosophy of learning was based on the point that words should be associated directly with objects, and therefore thinking in L1 should be banned( Macdonald 1993; Chambers ,199 ;Ellis ,1984).

Furthermore, Grosjean(1982) connected the use of CS with the low proficiency and weakness of the linguistic competence, as he stated that , " negative attitudes towards CS are associated with low status and linguistic incompetence"( p.119). Among the various opponents of using CS to L1 in classroom , was Simon (2001) who described CS as" forbidden practice, and should be avoided at all costs" (p.312).Other researchers such as Lin (1996), Flowerdew & Miller (1998), Martin (1999 , 2005) , Arthur & Martin (2006) , Tien (2009) , Ariffin & Husin (2011) ) presented an explicit rejection against the utilization of the L1 in foreign language classes. In line with this opposing trend to the use of L1 in classroom ,Macaro (2001 ) pointed out that "only through the learner using L2 can s/he achieve strategic communicative competence "(p.183). That is , the ability to use the L2 will not be developed and mastered unless the students interact using the L2.

### **1.8.2 positive attitude**

Despite the negative points of criticism raised against the use of L1 in classroom teaching , some other researchers adopted the positive attitude to consider it as a healthy phenomenon . In this respect Jacobson( 1990) proposed that teachers should switch from one language to another at key points according to particular rules(cited in Cook ,2001, np.), that is for instance , to teach English to Iraqi students , the Arabic Language can be used ,especially when the term or the item is difficult and presented for the first time or the teacher needs to encourage or praise his or her students .Additionally , Cook (2001) stated that , "code-switching [is] a normal L2 activity and encourages the students to see themselves as true L2 users, at home in both languages. Hence the language classroom becomes a real L2 use situation in which both languages are concurrent, not a pretend L2 monolingual situation"(np). This positive attitude can be supported by other scholars, like , Swain and Lapkin(2000) who argued that the LI may facilitate L2 classroom activities, particularly for low-proficiency students and on complex tasks" (cited in Storch and Wigglesworth,



,2003,p.761).

## 1.9 CS as a Pedagogical Tool in Teaching English as a Foreign Language

CS is considered as a pedagogical tool when it is practiced to develop the way in which students can learn a language and the lesson content connected with it . Furthermore , it can be utilized when new or difficult terms or subjects are introduced for discussion inside the classrooms , so to solve this problem CS is used to declare those difficulties.

Students are required to do their best to solve the classroom's duties . In this respect , they should use all the allowed strategies , one of which is to use their native language in order to enhance their understanding. Those strategies , as Antón and Di Camilla( 1998) put them forward as in : maintaining each other's interest in the task, developing strategies to complete the task and discussing methods of solving problems ; consequently, it is obvious that code-switching will help the students of the foreign language by providing them with the appropriate chance to grasp the content of the subject through the usage of their first language before its performance in English is attained. Rose and Dulm (2006) illustrated the previous idea as in the following example :

*Teacher :We have so many diseases, I don't know what it is called in English but it is n ernstige siekte ...um...pokke, in Afrikaans ' it's 'pokke', which killed half the a serious disease small pox in Afrikaans ...*

*-"society many years ago but even today there's still such sickness in the world, like what? Who can name one?" p: :47*

The above example illustrated the way in which CS clarified the meaning of the new words by using the teacher\ student's first language.

Generally ,the usage of L1 as an instructional tool in EFL classrooms is highly required inside foreign Language classes .This educational value given to the L1was clearly shown as an example in an Indonesian study presented by Leoanak and Amalo(2018) ,which examined the way that CS has been understood by High School teachers in Kupang city in Indonesia in teaching the target language which was specifically English . Researchers tried to determine the teachers' realization and doctrines in using their first language as a pedagogical device used for teaching/ learning the English language in EFL classrooms . In order to validate this aim , a questionnaire with twenty four items were presented to forty teachers.The results of the questionnaire showed that teachers used CS to achieve the pedagogical purposes and support for the teaching or learning process in the EFL classes . It was clear that teachers tend to utilize CS in clarifying new and difficult words , enhancing students to take part in the classroom activities and giving instructions to control the classroom.

## 1.10 Teaching approaches and the Use of L1

The case of determining the best way to teach a foreign language, particularly English has triggered a large number of research work all over the world. Some approaches are used to promote the use of the mother language in teaching /learning the TL , others do not do so .One of the most remarkable methods during the nineteenth century was the Grammar- Translation Method



which urged to use the L1 . In this connection , Damra and Al-Qudah (2012) stated that , "[Grammar] translation method offered an insight into the grammatical rules of translation from the foreign to the native language (p.300). The basic aim of the Grammar- Translation method was , as Hall and Cook (2012) mentioned to" develop the ability to translate written language accurately and ultimately to build upon this skill , thereby enabling literary texts to be read in original "(p. 276).Furthermore, Littlewood (1981) concentrated on the sense of the motivation that would be decreased through the accede usage for the L1 . Accordingly , he showed that " many learners are likely to remain unconvinced by our attempts to make them accept the foreign language as an effective means of satisfying their communicative needs if we abandon it ourselves as soon as such needs arise in the immediate classroom situation" (p.54).

For the above mentioned reasons and several others , new trends of adopting new methods emerged ,calling for denying the use of L1 inside the FL classrooms .One of these methods was the Direct Method . The proponents of this doctrine believed that a foreign language was best learned by excluding the mother language . The supporters of the Direct Method ,as mentioned in Lasagabaster (2013) ,claimed that "only the target language should be used in the classroom and it should be taught through actions ,realia , gestures and mime as any L1 use would interfere with the students' attempts to master the target language " (p.2). Generally, at that time at which many language teaching approaches and methods adopted this principle, for example the Audio lingual method, Silent Way, Suggestopaedia , the Natural method and the Total physical Response, which deny using the L1 in FL classes but actually they permit it to some extent, especially when the purpose was to facilitate the target language understanding . However , in the 1970s, the communicative direction towards the use of the foreign language began to come into being and develop and ,therefore , the avoidance of using L1 in the teaching /learning of a FL has lessened and the judicious use of the student's native language has been permitted in CLT.

## **2.1 Research Methodology**

This part discusses the practical steps the researcher adopted .It focuses on the research methodology followed by testing the collected data which were taken from the two questionnaires answered by both the teachers and the students of the University of Basra , the structured interviews , the classrooms recording and observations . Hence, depending on the statistical analysis of the above mentioned procedures , by using the SPSS program, the researcher has ended up with the last section which includes the conclusions and some recommendations .

## **2.2 The Questionnaires**

The two questionnaires have taken place at University of Basrah in order to investigate the teachers' attitudes towards using CS as an instructional strategy in teaching English as a foreign language.Here , the descriptive statistics is utilized for the aim of analyzing the data of the questionnaires. In this respect ,





also the T –Test was used to determine whether the means of the questionnaires are closely similar in their results concerning CS or are there any significant discrepancies found in the results of the two questionnaires. The following table shows the results of the questionnaire submitted to teachers of English at the University of Basrah ,English Department .It involves the percentages and the means for the answers of each items.

**Table ( 1) The Mean and percentage of the teachers' questionnaire**

Items	Means	Median	Scale (%)				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-Using English only in teaching language courses is more beneficial to learners at the university level.	<b>2.24</b>	<b>2.00</b>	25.9	48.10	7.40	13.0	5.60
2- Using CS from Arabic to English will lead to enhance the weakness of learners' ability in English language .	<b>2.57</b>	<b>2.00</b>	7.40	55.60	14.80	16.70	5.60
3-Using mixed languages (Arabic and English ) in one classroom period helps students to express themselves well and participate more in classroom language activities.	<b>2.80</b>	<b>3.00</b>	18.5	25.9	20.4	27.80	7.40
4- Using CS from English to Arabic language and vice versa may strengthen the learners' English comprehension ability to understand their subjects taught.	<b>2.41</b>	<b>2.00</b>	13.00	51.90	20.40	11.10	3.70
5- Using a mixture of Arabic and English in giving lectures helps to translate the most difficult terminology in some teaching courses.	<b>2.19</b>	<b>2.00</b>	14.80	57.40	22.20	5.60	0.00
6- Using CS as a tool to construe intricate vocabulary is preferable for both the teacher and the learner as it saves time and effort.	<b>2.44</b>	<b>2.00</b>	11.10	50.00	25.90	9.30	3.70
7- Using a mixture of languages assists to	<b>2.48</b>	<b>2.00</b>	14.80	50.00	13.00	16.70	5.59



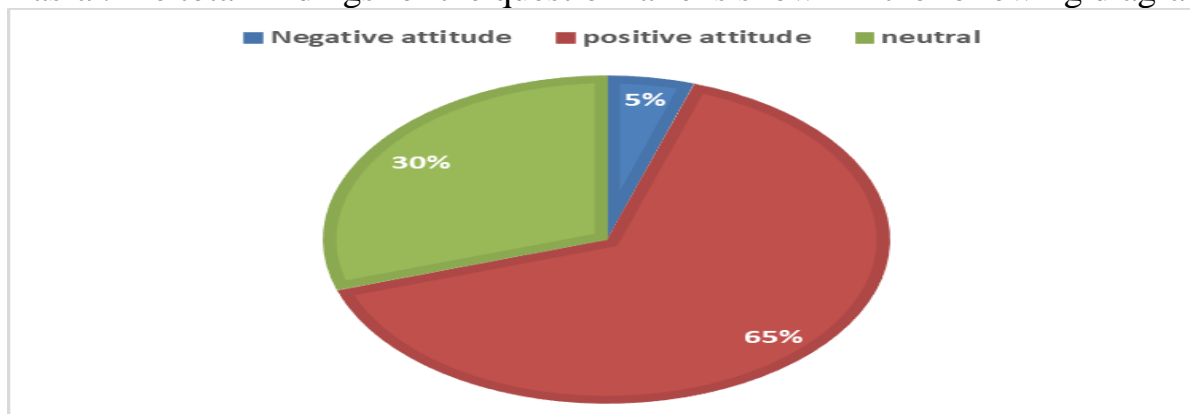


create an enjoyable and fruitful teaching environment for the students to lessen stress and anxiety							
8- Using CS in the class makes it easy to give teaching instructions , feedback and personal notices about the learners' participation and activities during the course periods.	<b>2.50</b>	<b>2.00</b>	13.00	48.10	16.70	20.39	1.90
9- Using Arabic throughout the language courses creates a sense of nativity and belonging to the original language on part of the teacher and the learner.	<b>2.89</b>	<b>3.00</b>	11.10	35.20	18.50	20.40	13.00
10- Using CS in language courses helps to express my feeling vividly and aimfully.	<b>2.89</b>	<b>3.00</b>	7.40	35.20	25.90	24.10	7.40
11- Using CS helps to bridge the social gap and to build trustful relationship between the teacher and the learners.	<b>2.44</b>	<b>2.00</b>	16.70	50.00	11.10	16.70	5.60
12- Using CS makes it easier to communicate with low - level learners and makes them at ease and be good participants.	<b>3.63</b>	<b>4.00</b>	3.70	9.30	24.10	46.30	16.70
13- Using CS assists in attracting students' attention to the topic under discussion in the classroom.	<b>2.59</b>	<b>2.00</b>	7.40	46.30	29.60	13.00	3.70
14- Using CS is a natural status when I could not figure out an equivalent phenomenon meaning in the English language.	<b>2.13</b>	<b>2.00</b>	25.90	46.30	18.50	7.40	1.90
15- Using Arabic happens naturally when there is no direct	<b>2.17</b>	<b>2.00</b>	18.50	51.90	25.90	1.90	1.90



translation for the difficult idioms and phrasal verbs found in English.							
16- Using CS helps sometimes to emphasize certain ideas or expressions that are difficult to explain in English.	<b>2.33</b>	<b>2.00</b>	11.10	53.70	25.90	9.30	0.00
17- Using CS will lessen anxiety and reluctance through the processes of teaching/learning language courses .	<b>2.67</b>	<b>2.50</b>	14.80	35.20	24.10	20.40	5.60
18- Using CS in language classroom expands the learners' stimulation and confidence in learning the target language.	<b>2.78</b>	<b>2.50</b>	7.40	42.60	22.20	20.40	7.40
19- Using CS as a communicative strategy helps to pass over the communicative difficulties the learners may face during their learning process.	<b>2.63</b>	<b>2.00</b>	11.10	46.30	18.50	16.70	7.40
20- Using CS assists to establish pedagogically significant interacting resources that both teachers and learners may get benefit from .	<b>2.62</b>	<b>3.00</b>	13.00	35.20	29.60	16.70	3.70

As indicated in the previous table, it seems that the a high level of means and the percentage results for the teachers' response were towards adopting the positive attitudes for using CS by the teachers of English at the University of Basra .The total findings for the questionnaire is shown in the following diagram



**Graph(1) The Teachers' Attitudes Towards Using CS**

Investigating the Teachers' Attitudes towards Using Code....

As has been shown in the above chart, the percentage towards using CS by the teachers is (65%), whereas , the percentage of the negative attitudes is (5%) , and (30%) is for the teachers who holding a neutral attitude concerning the utilization of CS inside their classrooms.

In the same way, the questionnaire that was submitted to the students of the Department of English at the College of Education for Human Sciences at the University of Basrah , the following table shows the percentages and the means of the answers of each item :

**Table ( 2) The Mean and percentage of the students' questionnaire**

Items	Means	Median	Scale (100%)				
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1- Using CS in classroom facilitates the understanding of the content of the course .	<b>1.63</b>	<b>2.00</b>	47.10	42.90	10.00	0.00	0.00
2- Using Arabic creates a sense of solidarity and intimacy between learners and teachers .	<b>2.01</b>	<b>2.00</b>	31.40	41.40	22.90	2.90	1.40
3- Using CS helps Arabic learners to express their feelings in a better way.	<b>2.11</b>	<b>2.00</b>	27.10	41.40	25.70	0.00	4.30
4- Using CS provides a clear vision about the difficulties in grammar and vocabulary.	<b>1.84</b>	<b>2.00</b>	37.10	45.70	12.90	4.30	0.00
5- Using CS assists in illustrating strange and difficult meanings .	<b>2.01</b>	<b>2.00</b>	35.70	37.10	21.40	1.40	4.30
6- Using CS serves teacher to translate and define terminology.	<b>2.03</b>	<b>2.00</b>	27.10	42.90	30.00	0.00	0.00
7- Using CS helps to enhance learners' participation in language activities .	<b>2.09</b>	<b>2.00</b>	31.40	37.10	24.30	5.70	1.40
8- Using English/Arabic in lectures is more useful and favorable	<b>2.19</b>	<b>2.00</b>	35.70	21.40	35.70	2.90	4.30

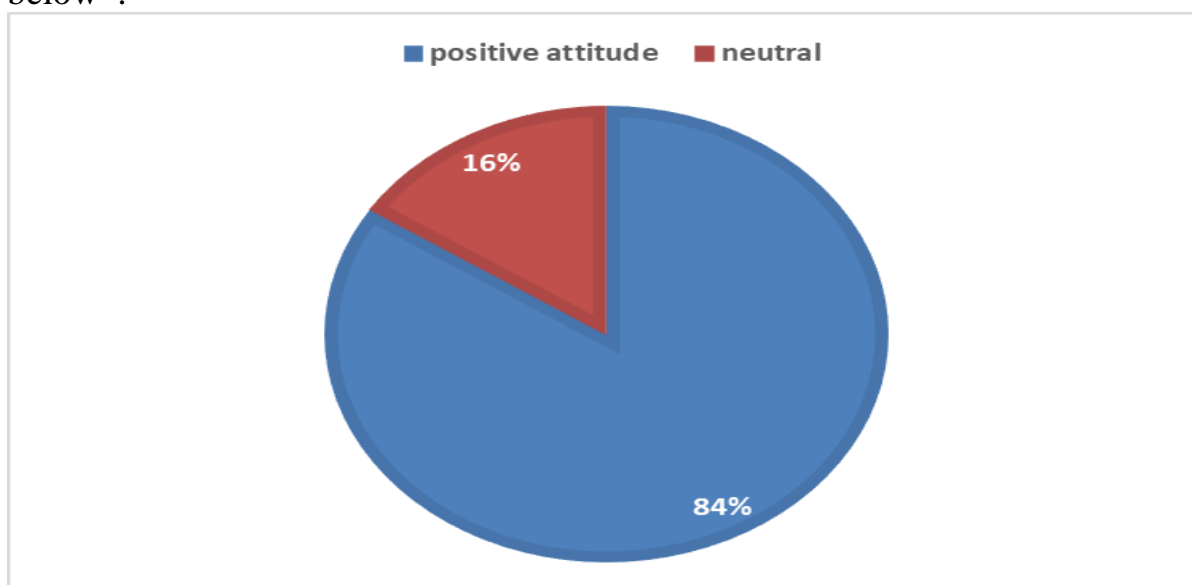




to learners.							
9- using a mixture of the two languages is better for the learner to understand.	<b>1.66</b>	<b>1.00</b>	54.30	30.00	12.90	1.40	1.40
10- Using a mixture of languages strengthens the learning of English.	<b>2.24</b>	<b>2.00</b>	28.60	34.30	22.90	5.70	5.70
11- Using more than one language creates a sense of comfort and relaxation while communicating with teachers.	<b>2.03</b>	<b>2.00</b>	35.70	32.90	24.30	2.90	2.90
12- Using English only creates a sense of comfort and relaxation while communicating with other learners.	<b>3.14</b>	<b>3.00</b>	11.40	18.60	35.70	12.90	21.40
13- Using Arabic by teachers to inform about the exam is more comfortable and aimful.	<b>2.44</b>	<b>2.00</b>	22.90	35.70	22.90	11.40	7.10
14- Using Arabic /English in classroom provides a sufficient time and opportunity to practice English.	<b>2.34</b>	<b>2.00</b>	21.40	40.00	25.70	8.60	4.30
15- Using English only in classroom provides a sufficient time and opportunities to practice language.	<b>2.67</b>	<b>3.00</b>	22.90	21.40	31.40	11.40	11.40
16- Using Arabic is important to explain difficult points and thoughts raised by teachers.	<b>1.84</b>	<b>2.00</b>	41.40	41.40	11.40	2.90	2.90
17- Using CS in classrooms should be completely stopped in language teaching /learning process.	<b>2.97</b>	<b>3.00</b>	14.30	24.30	27.10	15.70	17.10
18- Using Arabic	<b>2.33</b>	<b>2.00</b>	21.40	41.40	25.70	5.70	5.70

should be used as less as possible.							
19- Using CS is substantial to motivate learners to learn English.	<b>2.03</b>	<b>2.00</b>	24.30	55.70	14.30	4.30	1.40

Table (2) shows a high level of percentage and weighted means of the students responses to the items of the questionnaire ; findings indicated that the answers tend to have positive attitudes towards using CS inside the foreign language classrooms. The previously mentioned results are clearly vivid in the graph below .



**Graph (2)The Students' Attitudes Towards Using CS**

The above diagram showed the quite positive tendency towards the usage of students' CS inside classrooms .That is, the percentage towards using CS by the students reached (84%), whereas , the percentage for the negative attitudes has scored only (16%) .

### 2.3 The T – Test

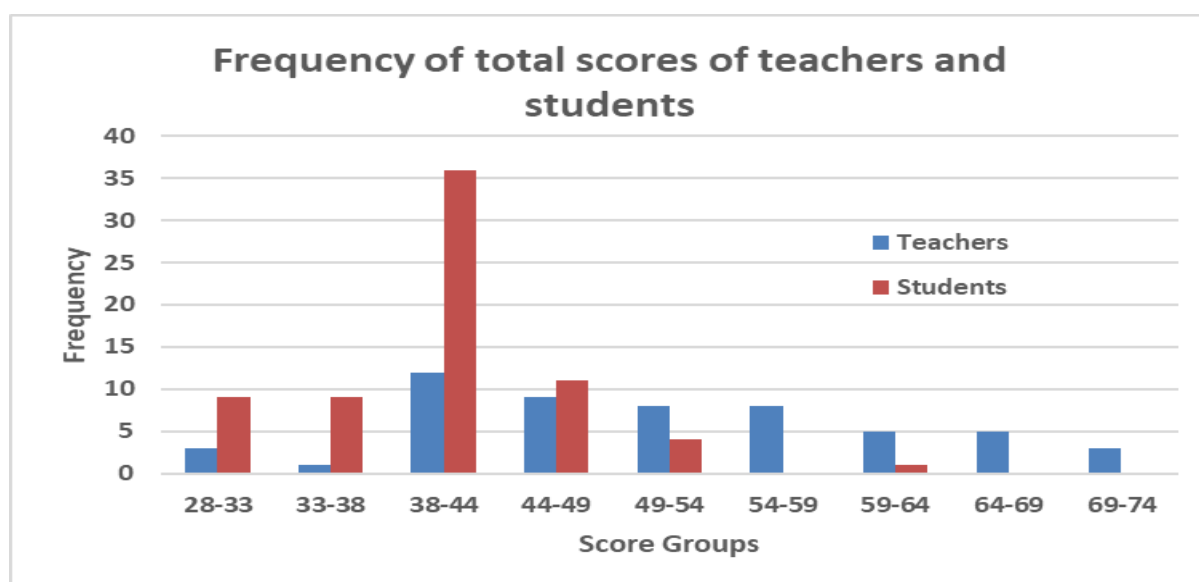
For the purpose of examining the difference in tendency towards the utilization of CS between teachers and students of Basra University , the T-Test was made by using the SPSS in which the overall mean of the two groups (teachers &students) was compared . Statistically speaking , the findings indicate the clear tendency towards the agreement on using CS throughout the process of teaching /learning English as a foreign language in language classrooms .The following table(3) showed the difference between the two groups that has examined by the independent sample test:



**Table(3) The Independent T-test for Teachers and Students**

		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Items	Equal variances assumed	-4.898	122	.000	-.37985	.07754	-.53335	-.22634
	Equal variances not assumed	-4.602	81.078	.000	-.37985	.08255	-.54408	-.21561

From a statistical point of view there is not any significant value for the different concerning the responses of the two groups .Graph.(3) depending on the sum and average of both teachers and students' responding , indicated their tendency towards the utilization of CS throughout the teaching / learning process :



**Graph(3)The attitudes towards CS by both : Teachers and Students**

## 2.4 Structured Interviews

The structured interview technique was used in which teachers of English in Basra University, have been interviewed to get their views about the use of their L1 in classroom lessons .In doing so ,nine teachers took part in these structured interviews. The interviews questions were given open-endedly for the respondents in order to freely extract their personal views about using CS. At the end , the analysis of the structured interviews emphasized the tendency from the part of the teachers of English towards the use of the phenomenon of CS in the language teaching process .

## 2.5 Classroom Observation

The researcher used the classroom observation procedure as one of the

instruments in this study in order to arrive at as much reliable and valid data as possible concerning the use of the phenomenon of CS in EFL classrooms teaching. In this connection, Robson (2002) believed that, "**what people do may differ from what they say they do, and observation provides a reality check; observation also enables a researcher to look afresh at everyday behaviour that otherwise might be taken for granted, expected or go**" ,(p.310) .In this way , observation provided the chance to observe and check the participants' reaction in real environment.

In general ,the findings of the classroom observations showed clearly the teachers' conscious and subconscious usage of CS to the L1 throughout their language teaching process.

## **2.6 Classroom Audio Recordings**

Side by side with the classroom observation and taking notes ,the researcher adopted another procedure which is classroom audio recordings .The researcher used a digital voice recorder and a mobile recording program. The next step was to transcribe these recordings to provide examples for the teachers who use CS in their classrooms instruction. Two lectures were audio recorded in order to figure out the attitudes , functions and types of CS inside the English language classrooms. The total recording of 2 lectures lasted for 25-30 minutes and was collected along with classroom observations. Both of the teachers were using CS during their teaching process for different purposes as giving instruction:

Teacher (1) –" hessa weiai " , check scene one ....

Translation would be : - "now , with me" check scene one ..

In the same way , both teachers used the word " yia?ni " so many times in their English language classrooms in order to explain the meaning of a new term or to attract the students' attention to the tackled subject . Likewise , the teacher (2) used the word " yella " , as in the following example to prepare her students to move on to the next subject :

Teacher "2" : -yella , ok.

All in all, we can say that teachers showed a positive attitude towards using Intra-sentential switching and inter -sentential CS to fulfill various aims through the lectures periods.

## **2.7 Conclusions and recommendations**

The researcher has arrived at the following results :

1- In analyzing the data , it has been remarked clearly at the positive tendency towards using CS by teachers and learners during the teaching/learning process. The results of the two questionnaires indicated that (65%) of the teachers that participated in the questionnaire agreed on the use of the CS during their teaching of English ,whereas only (5%) of the teachers held a negative attitude concerning CS from FL to L1 and the other way around and (30%) of participants teachers had a neutral attitude . (84% ) of the students' participants held a positive attitude towards CS and the percentage of the negative attitudes





scored (16%).

2-The findings of the T-Test did not show any remarkable distinction between the teachers' and students' attitudes towards using the phenomenon of CS inside the language teaching /learning classroom. That is, the mean weight score was of reasonable degree (2.1896) for students and (2.5694) for teachers , which affirmed both of the students' and the teachers' positive ideas about using CS.

3-The results of the structured interview showed the different kinds of CS the teachers utilized during the lesson periods .That is, they tend to use the Inter-Sentential Switching ,the Intra - Sentential Switching.

Finally , it is worth mentioning that the aspects that are related to the phenomenon of CS are vast and various ,however further studies are required which may investigate it from different perspectives as the psychological reasons lying behind using it , or the consciousness or sub-consciousness for its occurrence. Although the present study deals with the CS from a pedagogical point of view other unexplored areas are still unstudied .

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