the impact of code switching strategy on   EFL classroom in Iraqi Preparatory School

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ABSTRACT:

 When it comes to studying and teaching foreign languages, the use of the students' native language (LI) in the target language (L2) is typically seen as a highly debated issue. An ongoing discussion in English language courses revolves around the contentious subject of whether pupils should be permitted to use their native language. This study examines the role of one's native language on the acquisition of a new language.

 This research examines how instructors in Iraqi secondary schools, where English is taught as a foreign language (EFL), use their native language as a teaching tool to help students produce the target language during oral pair−work assignments. Regarding the integration of code switching in the Iraqi educational system.

key words:Impact Code switching strategy, EFL classroom, Preparatory school

أثر استراتيجية تبديل التعليمات البرمجية على فصل اللغة الإنكليزية كلغة أجنبية في المدارس الإعدادية العراقية

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ملخص

عندما يتعلق الأمر بدراسة وتدريس اللغات الأجنبية، فإن استعمال اللغة الأم للطلاب (LI) في اللغة الهدف (L2) ينظر إليه عادة على أنه قضية مثيرة للجدل للغاية. يدور النقاش المستمر في دورات اللغة الإنكليزية حول الموضوع المثير للجدل حول ما إذا كان ينبغي السماح

للطلبة باستعمال لغتهم الأم. يهدف هذا البحث إلى دور اللغة الأم للطالب في اكتساب لغة جديدة. و كيفية استعمال المدرسين في المدارس الاعدادية العراقية، إذ يتم تدريس اللغة الإنجليزية كلغة أجنبية (EFL)، لغتهم الأم كأداة تعليمية لمساعدة الطلاب على إنتاج اللغة المستهدفة أثناء مهام العمل الثنائي الشفوية. فيما يتعلق بدمج تبديل الكود في النظام التعليمي العراقي.

الكلمات المفتاحية:استراتيجية تبديل التعليمات البرمجية، فصل اللغة الإنكليزية، المدارس الإعدادية العراقية

Section 1 introduction

 In the area of English as a Foreign Language (EFL), educators often use code-switching as a teaching tool. They believe that it not only improves students' learning and understanding, but also allows instructors to explain the phenomena. This issue is examined via several research that specifically concentrate on nationality and internationality. The impact of language teachers' code-switching on students' learning is still not well understood. Hence, doing thorough study on the effects of code-switching on the educational outcomes of English language learners is crucial.

The use of the mother tongue in English as a foreign language classroom is a subject of constant controversy, and it remains a controversial matter. The objective of this study is to examine the role that using one's mother tongue plays in the overall process of acquiring a second language. This research examines how instructors in Iraqi preparatory schools, where English is taught as a foreign language (EFL), use their native language as a teaching tool to help students produce the target language during collaborative oral pair-work assignments.

The current study aims to address the following inquiries on the integration of code switching in the Iraqi educational system:

1- How has code-switching (hence referred to as CS) been used in Iraqi preparatory schools for instructional purposes?

What are the views of preparatory school teachers in Iraq on the integration of computer technology into the classroom? The objective of computer science is to study the principles and applications of computers and computational systems. The class aims to provide a comprehensive understanding of computer science concepts and develop practical skills in programming and problem-solving.

The study aims to delineate the parameters of the class and the application of computer science, based on the equations provided. Additionally, assessing the viewpoints of teachers employed in Iraqi preparatory schools about the integration of computer technology into the curriculum. Understanding the many functions of code switching in the context of an English as a Foreign Language (EFL) class

1.1   The aims of the study:

It is theorized that most teachers in Iraqi elementary schools use computer science (CS) in English as a foreign language (EFL) classrooms, along with other forms of code swapping in connection to EFL lectures. This study aims to investigate the attitudes of instructors and the functions of code switching used by English language teachers in Iraqi schools. Thirty teachers of English as a second language were chosen to participate in this walk and share their comments. There is a proposal to mandate that the individuals who reply must complete a survey questionnaire.

Section Two literature review:

2.1 what is a code-switching?

Prior to elucidating the idea of code switching, it is essential to scrutinize the two constituent elements of this conception, namely "code" and "switching." The significance of these two terms is crucial in deciding the definitions of CS. Prior to defining code flipping, it is important to analyse the two terms that form this idea.

The Oxford Companion to the English Language (1992:2) defines a code as a communication system, whether spoken or written, such as language, dialect, or variation. The definitions provided above will be used in this study. Alternatively, the phrase "switching" may be defined as "altering, modifying, diverting, or adjusting the course of (something)" or as "substituting positions; replacing (something) with another thing." The Collins Concise Dictionary of the English Language was produced from 1988 until 1494.

The subsequent method, known as "replace," will be used in this instance. CS, or code-switching, is the act of replacing linguistic forms from one language or language variation with forms from another language or language variety in a single communication event, whether it is spoken or written. This is achieved by collecting the code of both elements and performing the switch. To examine the definitions of computer science given out by many scholars, we shall use these definitions as a fundamental element.

2.2 Elaboration of CS:

Code-switching (CS), as described by scholars such as Auer (1984), Myers-Scotton (1993a), Essien (1995), Kieswetter (1995), Milroy and Muysken (1995), Kamwangamalu (1997, 2000), Heredia and Altarriba (2001), Li (2002), and Liebscher and Dailey-O'Cain (2004), refers to the act of alternating between two or more languages during a conversation, often within the same turn or sentence.

Myers-Scotton (1993a: 4) presents a more exact and clear-cut characterization of computer science (CS) that she argues is more specialised and unequivocal.Code-switching is the practice of bilingual or multilingual persons incorporating words or phrases from one language into their speech while communicating in another language.

According to Kamwangamalu (1999:268), code-switching involves a matrix language that controls the morphosyntactic structure and

decides which linguistic features from the embedded language may be utilised and how they should be included. These results suggest that the morpho-syntactic characteristics of the Matrix language have a role in determining the occurrence of code-switching (CS). This is because the morpho-syntactic structure of the EL components must adhere to it. Frequently, the major language spoken by the person being spoken to is the main language, such as Setswana, while the secondary language is the guest language, which typically plays a less significant part in the conversation, such as English in Setswana and English in the conversation setting. The morpho-syntactic structure of The Matrix is the decisive aspect in the use of linguistic components from the El language. The study carried out by Kamwangamalu (1994:73).

Code-switching, as Essien (1995:271) defines it, refers to the deliberate and purposeful shift from one language or code to another by a speaker or communicator. This shift is influenced by elements such as the specific context, the audience, the issue being discussed, and other relevant considerations. An example of this phenomenon is when a speaker starts a conversation in one language and then switches to another language over the course of the discussion. Gumperz (1982, page 59) used the word "juxtaposition" to elucidate the presence of segments in a verbal interaction that pertain to two distinct grammatical systems or subsystems.

Different types of code-switching may be distinguished. There are three possible ways of communicating: intra-sentential, inter-sentential, and tag-switching. Intra-sentential code switching refers to a kind of code switching where the shift takes place inside a phrase. There are no discernible obstacles, hesitations, or pauses that suggest a transition took occurred. Any modification that occurs is typically limited to a single phrase or even a single word.

The term "mechanical switching" refers to the first kind of language switching that individuals may encounter. It happens subconsciously and assists in bridging gaps in knowledge or unavailability of certain concepts in a certain language. Code-mixing is a term that is used interchangeably with this particular kind of code-switching. Code-mixing is the phenomenon when a person who is fluent in two languages is unable to remember a notion in one language, but can recollect it in the other language.

Code flipping is a linguistic phenomena characterised by the adept and smooth transition between languages within a single phrase, accompanied by an intentional shift in emphasis from one language to another. Code swapping is the first recorded kind of code switching. The cognitive aspect of transitioning between two languages is emphasised and influenced by positional and stylistic elements (Lipski, 1985: 12). Inter-sentential code-switching is the term used to describe the phenomenon of changing languages at the borders between sentences in the second kind of code-switching. This phenomenon is very prevalent among persons who possess fluency in both languages.

Tag modification is regarded as the third most significant action on the list. In order to fulfil the requirements of this category, it was essential to include a tag written in one language within an expression that was exclusively written in the other language. A fitting illustration of this situation occurred when he earnestly requested money from me, "znas," and I had to refuse, "znas." I would like to notify you that the tag in question is written in Serbian.(Poplack, 1980: 58).

2.3 Difference between Code-switching and Code-mixing

Bokamba (1989: 281) describes code-switching as the deliberate integration of vocabulary, expressions, and sentences from two separate grammatical systems within the context of a single conversation.Code-mixing is the act of combining various language pieces, such as affixes,

words, sentences, and phrases, from a common context to effectively communicate the desired meaning by matching what is heard with what is understood.

Code switching does not imply a deficiency in linguistic proficiency; rather, it refers to the practice of combining two languages while disregarding certain grammatical regulations. Instead, it is a phenomenon in which its speakers express a variety of meanings. Code flipping, a common phenomenon in talks, refers to the intentional use of language that matches the specific context and social dynamics of the interaction. Code switching is studied using conversation analysis, which views it as the deliberate and responsive transitions between individuals in a multilingual speech community.

Generally, the phrase "code mixing" is often used interchangeably with "code switching" and mostly refers to the act of switching between languages within a single sentence. Code mixing, as defined by Maschler (1998: 125), refers to the occurrence when two languages are used and a third, distinct code is formed. This new code incorporates features from both languages in a way that can be recognised and analysed structurally. The code-mixing hypothesis suggests that when two languages are combined, a third code is formed that has unique structural features.

In addition, Meyerhoff (2006:115-116) illustrates that code mixing mostly consists of the process of shifting between many linguistic choices, or codes, inside a single phrase or sentence. Frequently, this tends to lead to unfavourable assessments rather than modifications or alterations of codes inside clauses.

2.4 CS from Pedagogical Perspective

In educational settings, several studies have examined the phenomenon of code-switching, which has been shown to be widespread yet often happens without conscious awareness. Academics see code-switching

in educational environments as similar to code-switching that takes place in many real-life situations.

According to Macaro (2005:72), code-switching is often seen in L2 classes when learners share the same native language. Second language (L2) instructors have difficulties in designing pre-learning activities that successfully integrate listening skills, since learners prefer to have a more favourable response when they feel competent in their native language. Furthermore, refraining from code-switching will prevent the utilisation of certain instructional activities that have advantageous effects.

Macaro (2005:80) asserts that code-switching is an inherent occurrence in spontaneous discourse. Code switching in the classroom is not psychologically distressing or unusual.

Ferguson (as referenced in Baker 2006:295) notes that code-switching is a common and prevalent phenomenon in many educational contexts. This is perhaps because there is a practical need to instruct pupils in a language that they have no mastery over.

Additionally, teaching is a mentally engaging activity that places high cognitive demands on individuals, resulting in a considerable degree of unconscious task-switching. The extent to which teachers are conscious of their language switching is questionable, and it remains unclear if they engage in language switching at all.

2.5 Code Switching in the Classroom:

Code switching may be used in classroom teaching to facilitate students' understanding of both instructions and content. As per Willis (1996, p. 49), teachers allow the use of the native tongue in the following situations:

a. If the student has challenges in expressing a question, they should request assistance from the English teacher.

b. The teacher asks about the equivalent meaning of a word or phrase in their language.

b. The teacher wants to promptly clarify any information.

d. When comparing the use of the target language with the mother tongue.

The students are actively participating in tasks that require them to translate or summarise a piece of content into a foreign language.

2.6 Positive and negative influence of CS:

According to Macaro (2005: 68), it is recommended for teachers in the preparatory sector to use the native language more often than the language being learned. This is due to the fact that students often have difficulties in comprehending the subject matter, which then leads to rapid discouragement and a tendency to shun further involvement.Therefore, $L2$ teachers often depend on the support of their students, Macaro. The main goal of $L1$ is to enhance student comprehension.

Macaro argues that some learners with a slower rate of learning get distressed when they are unable to understand the information provided by the instructor in the second language ($L2$). Consequently, kids depend on the teacher's code-switching to comprehend the meanings of words and phrases. However, there is little scientific evidence to indicate that those who learn a second language rapidly have higher levels of enjoyment while exclusively using that language. Individual preferences seem to have a substantial impact on this issue, as some individuals like their teacher to make connections between their original language ($L1$) and the second language ($L2$), but others do not view this as vital. According to Macaro (2005:68), most bilingual teachers see code flipping as both undesired and regrettable, but also necessary.

In their research, Yataganbaba and Yildirim (2015:213) investigated the use of code-switching between English and Turkish by

teachers in Turkish English as a Foreign Language (EFL) courses. The researchers demonstrated that all the teachers involved in their study employed a range of pedagogical functions, such as providing instructions, translating, inquiring about L1 equivalence, explaining, clarifying, maintaining discipline (through warning and admonishing), engaging in informal interactions, confirming, changing the topic, assigning homework, correcting mistakes, checking homework, assessing comprehension, rectifying pronunciation, and indicating humorous situations.

The researchers determined that instructors should not fully eschew code-switching, but instead use it strategically. Consequently, the scientists advise teachers to find a middle ground by including both the learners' native language and the target language.

The researchers found that the EFL learners used their original language (L1) for many purposes, including inquiring and responding to queries, offering assistance to one another during group activities and other situations, rectifying their own mistakes, and seeking clarification and more information.

Bozorgian and Fallahpour (2015:79) discovered that language instructors and learners used the mother tongue sparingly, but it was not obligatory for them to do so. They proposed that instructors should use the first language (L1) as a means to effectively communicate, control the classroom, create a welcoming atmosphere, enable interaction, alleviate student apprehension, provide course goals, and clarify unclear aspects. While students are permitted to use their native language to assist and gain knowledge from their classmates, it is important for them to avoid excessive dependence on it. This is because relying too heavily on their native language may obstruct their exposure to the target language (L2/EFL) and limit their overall learning advancement. Utilising the native language as a proficient instrument may effectively improve

and streamline the process of acquiring and instructing the desired language, such as English as a Foreign Language (EFL).

Without a question, the use of code flipping by educators in the English as a Foreign Language (EFL) classroom is a topic that is being discussed and argued about. An alternative viewpoint, which opposes the one stated before, is evident in the study undertaken by many researchers. Eldridge (1996.310) proposes an alternate viewpoint, contending that persistent code-switching among students in the classroom may result in fossilisation and the emergence of a blended language variety. As a consequence, pupils would experience linguistic deprivation in comparison to those who only speak the target language.

In addition, code flipping may be linked to the concept of negative transfer, which involves the improper use of one's original language or dialect when speaking in a second language or dialect (Siegel, 2009: 48).

Given the previously reported disadvantages of code-switching in second language (L2) acquisition, this study suggests that reducing the usage of code-switching in the classroom is essential to avoid it from overshadowing the exposure to the native language in L2/English as a Foreign Language (EFL) learning. This might potentially result in pupils developing a lack of motivation and impeding their acquisition of a second language or English as a foreign language.

Section three: Methodology:

To prevent placing undue burden on teachers to participate, a suitable sample technique (Cohen et al 2000:102) was used to guarantee that participants participated voluntarily. Participants were aware that their involvement was completely voluntary. Furthermore, they were informed that pseudonyms would be used to designate them in this investigation. A small sample size is selected for the study due to its qualitative

nature, with the objective of gaining a thorough understanding of participants' interactions (Richards 2003:249).

This study investigates the use of computer science (CS) as a teaching method and explores how CS might be integrated into the classroom environment in preparatory schools in Iraq. Both teachers and learners are exclusively proficient in Arabic, their mother tongue, while they engage in the study of English as a foreign language.

Section four: Data analysis and discussion:

The primary objective of this research is to investigate the use of code-switching as a teaching tool in preparatory schools in Iraq. There is a collective of 30 educators involved in this sample. It is remarkable because both the instructors and the learners are monolingual, with Arabic being their mother tongue.

After collecting the questionnaire from the participants, a table is being created below to show the percentage of each response. This is done to help understand the study more easily. The following table and graphic provide the cumulative percentile outcomes for all study participants.

	Statements	usually		sometimes		Nevr	
		Freq	perccntage	Freq	perccntage	Freq	Perccntage
1	Use CS class.	20	66.6%	9	30%	1	3.3%
2	Apply CS for Class s management	17	56.6%	9	30%	4	13%
3	Apply CS to Talk about a particular topic	10	33.3%	14	46%	6	20%
4	Apply CS to clarify new concept	15	50%	13	43.3%	2	6.3%
5	Apply CS for clearing up	17	56.6%	11	36.6%	2	6.6%

	differences between L1&l2						
6	Apply for Facilitating	20	66.6%	5	16.6%	5	16.6%
7	Employing CS for communicative purpose.	16	53.3%	12	40%	2	6.6%

The response to the first question on the survey unambiguously demonstrates that the combination of the native language (L1) and the target language (L2) in English as a Foreign Language (EFL) classes is often seen as a frequent event. More precisely, 56% of the participants said that they often engage in code-switching (CS) during class, while 30% indicated occasional usage.

With respect to the assertion: 'I use computer science in my classroom.' Among the 30 teachers who were polled, just one teacher (3.3%) reported not using the native language (L1) in their English Language Class. Out of the total number of teachers surveyed, 20 of them (66.66%) acknowledged consistently use the local language, whilst 9 teachers (30%) said that they use it on occasion.

Wright and Bailey (1991:56) propose that classroom discourse may be categorised into three main phases: preparation, classroom involvement, and outcomes. The first phase is characterised by the pre-class procedures, which include the curriculum, methodology, and ambiance. In the second stage, a combination of classroom activities takes place, with some activities being conducted solely by the instructor and others involving both teachers and students. These activities include teaching, student engagement, exercises, questioning, and listening to replies. The third stage encompasses the input, practice chances, and receptivity.

Several variables, such as the topic being taught, the language proficiency of the students and instructors, and the cultural and

sociolinguistic backgrounds of the teacher and students, might affect the frequency of in-class code-switching throughout each of the three periods.

mostly, several studies have shown that teachers' tendency to code-switch to the first language (L1) is mostly due to the need of maintaining discipline. According to Lin (1988:251), a comprehensive dataset of computer science classes indicates that when instructors move to their own language, it indicates a shift from teaching to disciplining.

In contrast, examples of CS occur when teachers do particular tasks, such as reading a text and then asking questions to assess reading comprehension. Macaro (1997:128) states that teachers should use the students' original language (L1) when they are unable to proceed with certain classroom tasks. This scenario often occurs when students experience many pressures, such as during examinations and quizzes.

According to the statistics shown in the table, 26 out of 30 teachers (86.6%) said that they often or sometimes use L1 as a management technique, indicating that it is considered influential.

I apply CS to Talk about a particular topic.

The table shows that there is little difference in the frequency of occurrences between the phrases "usually" and "sometimes" when discussing a certain issue. 33.33% and 46% of the respondents feel that applying the CS (Curriculum Standards) is sufficient to achieve this goal, whereas 20% of the instructors have a different perspective.

I apply CS to clarify new concept.

Computer Science (CS) is considered a very successful way for introducing new concepts in English as a Foreign Language (EFL) courses. Regarding point 4, I use computer science to clarify innovative ideas. Among the 30 respondents, 15 (50%) said that they typically

reply, 13 (43.3%) indicated that they respond sometimes, and just 2 teachers (6.3%) stated that they never answer. The results reveal that 93% of teachers agree that code-switching is a helpful technique that enables them to successfully elucidate topics in the classroom.

On each occasion, the instructor is responsible for thoroughly explaining and clarifying a new concept, topic, and term to the pupils as they are introduced. Teachers may intentionally or unintentionally switch between English and Arabic codes while explaining the new approach. Code-switching is a valuable strategy that aids in resolving any uncertainty in ideas or subjects, benefitting both educators and learners in attaining successful educational results.

I apply CS to clearing up the differences between L1 & L2.

Code-switching may facilitate communication between speakers of different native languages by bridging the linguistic gap. I use computer science to address the discrepancies between the primary language (L1) and the secondary language (L2). Among the 17 participants, 56.6% said that they participate in code-switching on a regular basis, whereas 36.6% reported doing so sometimes. This exemplifies the use of many languages to differentiate between the mother tongue and the desired language. This not only enhances the students' understanding of the differences between the languages, but also maximises time efficiency for both sides. Nevertheless, just 2 teachers (6.6%) hold the belief that it provides no assistance to students in distinguishing the disparities between the two languages to any extent.

Facilitating Learning New and Difficult Topics Easily.

Code-switching may help facilitate the acquisition of new and difficult topics more effortlessly. In relation to item 7, which involves the use of computer science to improve learning by actively involving learners when they come across new terms, a majority of 20 instructors (66.6%) reported using code-switching as a strategy to explain

unfamiliar phrases, words, or expressions. Conversely, a minority of 5 teachers (16.6%) voiced dissatisfaction with this approach. This discrepancy is statistically significant. At times, it is essential to provide clarifications of unfamiliar vocabulary, ideas, or expressions to students, since some learners may be unfamiliar with their basic definitions. In these cases, instructors help students understand new terminology or phrases, perhaps relying on the students' original language (L1) for support.

Employing CS for communicative purpose.

Teachers provide an extra justification for using code switching in order to enhance communication. Regarding the statement "I apply computer science for communicative purposes," the survey results indicate that out of the 30 instructors polled, 16 teachers (53.33%) said that they typically apply computer science for communicative purposes, while 12 teachers (40%) stated that they sometimes do. Only 2 instructors, accounting for 6.6% of the total, said that they never use the target language solely for the purpose of communication. This discovery is consistent with the study conducted by Huerta-Macias and Quintero in 1992, which asserts that CS is acknowledged as an instructional method that encourages student involvement in instances when there is a deficiency of student participation in the classroom.

Section five: Conclusions

This study undertook a thorough examination of the code-switching techniques used by teachers in English as a Foreign Language (EFL) courses in preparatory schools in Iraq. The research conducted a comprehensive analysis of many aspects of code-switching and arrived at the following findings:

1- The majority of English lecturers mostly use their mother tongue throughout class.

Teachers exchange codes for various reasons, which vary based on the specific situation. They exchange positions in order to streamline the management of the class, especially during discussions on a certain topic. Offering a concise and precise description of a new and unfamiliar subject, while also clarifying the differences between the learner's native language and the language they are trying to learn.

Utilising the code-switching strategy facilitates the learning of new ideas.

Failure to use this method may result in communication disruption. Implementing a code-switching technique may improve understanding and enable English teachers to actively include the whole class in the learning process.

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