

Code Switching Strategy in Iraqi EFL Classes: Viewpoints of Teachers and Students

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Summary:

This study aimed at revealing the usefulness of utilizing code-switching strategy in EFL classes based on teachers and students' points of view in Ramadi city. Two questionnaires, one for teachers and the other for students, were used to collect the data. Fifty English language teachers and fifty students from the intermediate schools in Ramadi were randomly selected as the study participants. Based on the data obtained, Arabic is regarded as an effective tool for strengthening student-teacher interaction, assisting students in learning new grammatical structures and vocabulary. Furthermore, both teachers and students argued that Arabic language has many benefits, i.e., enhancing students' responses towards learning materials and assists students avoiding and preventing misunderstandings between them and their teachers during teaching, as they are unable to understand the materials, which is taught completely in English. It also contributes to bridging gaps during class discussions. Accordingly, the current study recommends that the curriculum should include opportunities for students to use their mother tongue, such as bilingual dictionaries and translation exercises. The recommendations also confirm that teachers and curriculum developers should be encouraged to take into account the needs of students to use their mother tongue.

INTRODUCTION

English proficiency has become essential in international communications, creating significant obstacles for the current graduates. Even though first language instruction is now required in English as a Foreign Language classrooms by both instructors and students, this approach is still viewed as contentious (Abu-Snoubar and Mukattash, 2021).

The most obvious rule in ESL and TEFL instruction has traditionally been to use English just to teach English, but some educators now believe that mother tongue is an active process in teaching English. The use of students' mother tongue in an English-language classroom is a complex issue. Although the well-known "English only" strategy has long been recommended by communicative technique, many scholars are beginning to strongly advocate the use of mother tongue in foreign/second language learning, particularly in monolingual settings (Ahmed,

2020). They argued that there has long been a neglect of the mother tongue in foreign language instruction. They believed it has a lot of potential as a teaching tool and that TESOL/TEFL programs should pay close attention to its role. Despite its importance, this subject has not received enough attention from educators and students, especially in the Middle East (Ahmed, 2020, pp. 117-118). Abu-Snoubar and Mukattash (2021) stated, "For a number of reasons, learning a foreign language can be difficult for students for many reasons. Firstly, the students had limited knowledge of the Target Language (TL). Second, student's native tongue and TL differ significantly. Lastly, it is possible that the methods used in English as a Foreign Language (EFL) classes are erroneous and inefficient." (p.152).

Code-switching Strategy

Code switching as a teaching method for English is extremely beneficial. For teaching and learning activities to be successful, effective communication in the target language is necessary. According to Abdolaziz and Shahla (2016 cited in Temesgen and Hailu, 2022), the majority of pupils thought favourably of their teachers' ability to move between different codes. Consequently, it can be argued that using codeswitching sparingly may be crucial to fostering positive interactions between students and instructors. Furthermore, according to McKay (2012 in Torvaldsdotter, 2020), code switching in EFL classes is advantageous since it allows students to use their L1 to improve their English skills and offers their languages equal status.

Problem Statement

The policy Iraqi Ministry of Education emphasizes on the need of using exclusively L2 in the classroom to support Iraqi EFL students' communicative ability, unfortunately, the real classroom practices differ. Whenever students are having difficulty communicating in English, teachers of English language use the technique known as "code-switching" to help them learn and understand more quickly. This technique works particularly effectively for students who are not proficient in English. The problem of the current study stems inside the English language teaching classrooms, where learners of English as a foreign language in Iraq suffer from many problems in learning the English language. These problems vary from difficulties in speaking, transferring from the mother tongue to the second language, poor pronunciation in the English language, lack of acquisition of new vocabulary, as well as misunderstanding between the teacher and the student during teaching. Because the students do not have, complete knowledge of the meanings of the language that the teacher uses, and therefore they are unable to know what is required. Among them is difficulty in analysing the teacher's words and not understanding the instructions that the teacher gives them. Based on what is mentioned above, the researcher believes that there is an urgent need to use the mother tongue (Arabic) in some important parts of the English language lessons. So that the students can



understand the dialogue between them and the teacher, and enable the students to understand the instructions of daily duties, and understand new vocabulary and rules of the English language through teachers translating into Arabic so that students are able to understand the content of the lesson and interact with the teachers accordingly. Overall, using English-Arabic code switching strategy is very important to avoid teachers-students misunderstanding.

The Study Importance

It is hoped that researchers, instructors, administrators, curriculum designers, sticks holders, and students will benefit from the results of this experience to enhance English language learning of Iraqi students.

The Study Aims

Through this study, the researcher intends to explain the viewpoints of teachers and students using the strategy of code switching between English and Arabic in their speeches. In addition, the study aimed to find out the motives behind the use of the code-switching strategy by teachers and students of English as a foreign language in English classes.

Study Questions

1. What are the teachers and students' viewpoints using English-Arabic code-switching strategy in intermediate schools in Iraq?
2. Why do EFL teachers and students employ English-Arabic code-switching strategy to teach and learn English in secondary schools in Iraq?

LITERATUR REVIEW

Taufiq, Putri, and Asmawati (2022) investigated the study to determine how code switching might improve student engagement in class discussions. The students' engagement in class discussions improved when the language of instruction was changed from English to Indonesian. According to this study, almost both teachers and students agreed that code switching gave students a chance to connect with one another more successfully in the classroom. By altering the terminology, the students started to engage more actively in classroom discussions and felt more comfortable and confident. Altun (2021) investigated the potential advantages of code-switching in L2 classrooms and came to the conclusion that code-switching is a communicative tool that teachers and students use to achieve their social and academic goals. Code switching in the language classroom promotes interaction and conversation among students as well as exposes them to understandable input. Ahmed (2020) examined and evaluated teachers and students' opinions about using Arabic in English instruction in secondary schools in Oneizah Province, Saudi Arabia. Data were gathered using two questionnaires: one for students, one for teachers. The subjects included 120 male students and 43 English teachers, 12 of whom were female. The study conclusions demonstrated that, despite instructors' disapproval, Arabic could be utilized in English language classes. The findings also showed that

Arabic can be beneficial when teaching English. Moreover, Arabic language can be utilized in many classroom activities without reducing students' exposure to the English language since it can be a tool for facilitation rather than an obstacle. Furthermore, educational materials must to include opportunities for students to use their native tongue, including bilingual dictionaries and tasks involving translation. Zaghlool and Altamimi (2023) examined how Saudi secondary school (EFL) teachers and students respond concerning the use of code switching in classroom. It also attempted to determine why EFL instructors and students utilize code switching in Saudi high school English classrooms. The sample of the study consisted of 122 students and 100 teachers who were chosen randomly from Riyadh city secondary schools. Findings showed, code switching is an effective strategy for improving student-teacher interaction, assisting students in learning new grammatical structures, and stimulating the classroom environment. It also helps students understand topics that they are unfamiliar with. Lastly, teachers as well as learners felt that the main benefits of code switching included improving student responses, avoiding misunderstandings, improving comprehension, and bridging gaps in discussions in the classroom. Yildiz and Su-Bergil (2021) intend to explore the usefulness of implementing code switching from the perspectives of both EFL teachers and students. Results revealed that both teachers as well as students welcomed and agreed about the usefulness and the benefits of utilizing code switching in lessons. Temesgen and Hailu (2022) aimed to find out how Ethiopian secondary school pupils felt about their teachers' codeswitching methods. Although there were differing opinions among the students, the data analysis showed that most of the students had good perspectives on their teachers' codeswitching activities with regard to the teachers' persona, academic function, classroom management functions, and social functions. Similarly, Subon (2021) investigated the usefulness of code switching strategy in Malaysia. Findings showed that students' perceptions were positive towards using code switching in their oral presentations. Majority of students agreed that the use of code-switched helped them overcoming the lack of proficiency and vocabulary. Hameed, and Abdulrasoul, (2019) investigate how Basra University teachers feel about employing code-switching as an instructional approach when teaching language. The study concludes that CS as a sufficient means of enabling teachers to have a favorable attitude toward employing it in their classroom presentations. Ali (2020) and Zidouni and Mammeri (2016) investigate the reasons behind the use of Arabic in English lessons, as well as the attitudes of English language teachers toward using the mother tongue of the learners, Arabic, in these settings. Students reported utilizing Arabic for both teaching and classroom management, and their attitudes on the frequent use of Arabic in EFL courses were good. Data analysis showed that teachers were willing to switch to Arabic in their EFL classes for a variety of reasons,

including the need to save time and effort in crowded classrooms and to establish a more understandable, motivating, relaxing, and supportive classroom environment for younger learners.

METHODOLOGY

Participants

The study population included all EFL male intermediate teachers and students in Ramadi City. Through academic year 2023–2024. Thus, fifty students and fifty teachers were selected randomly as a sample of the study. The average of teachers was 40-50 years and for students was 17-18 years. Teachers' mother tongue was Arabic. The students were chosen randomly from different five secondary schools in Anbar province.

Table 1. Participants of the Study

No.	Participants	No.	Age	Mother Tongue (L1)
1	Teachers	50	40-50	Arabic
2	Students	50	17-18	Arabic
<i>Total</i>		<i>100</i>		

Data collection

Two questionnaires were used to collect data from teachers and students. These instruments were employed to gather information about the opinions of instructors and students concerning the use of Arabic in English classes. The researcher adopted a questionnaire and then developed it to achieve the purpose of the study. The researchers adopted a questionnaire which adapted by researchers; Zaghlool and Altamimi (2023), Ali (2022), Alzamil (2019), Hameed and Abdulrasoul (2019).

Study instrument

For the teachers, the researcher created a questionnaire based on free web application "Google Form," while for the students, the researcher created a questionnaire on paper. Despite being created online, the teachers' questionnaire was presented in person by the researcher to inform them of the study goals and offer an invitation to participate. Along with considering statistical concerns, the electronic distribution aimed to guarantee that every questionnaire item was completed. A "five-point Likert scale" was employed in the questionnaire; 1 represented Strongly Disagree and 5 represented Strongly Agree. There were 20 items on the questionnaire, divided into two separate sections. The first part comprised ten items designed to collect information regarding the viewpoints of both teachers and students regarding the use of English-Arabic code switching in the classroom. The second part, which had twelve items, was designed to collect data on the reasons why teachers and students chose code-switching strategy between English and Arabic in English classrooms. Fifty copies of the teacher questionnaire were distributed to teachers in Anbar Governorate. Besides, 50 copies of the student questionnaire were distributed to students. The student questionnaire was

translated by the researcher and given to the students. The purpose of the questionnaire and detailed instructions on how to complete it were explained to the students before the questionnaire had been distributed during the lecture. Obviously, since the questionnaire was distributed in class, all 50 copies were collected.

The Classification of Code Switching

Poplack (2000 cited in Herawati, 2021) categorized code-switching into three types: "intersentential code-switching, intra-sentential code-switching and tagswitching." The following image is Poplack's classification of the code switching.

Image (1), Poplack's classification of the code switching

No.	Type of CS	Languages and Speakers' Orientation	Example
1	Inter-sentential; Occurs in a sentence or between speakers' turns (Eldin, 2014).	<ul style="list-style-type: none"> - Two languages flow fluently. - Speakers follow the rules of the two languages 	<p><i>Itula. Mama dah agak dah. Adik ni demam ni. Pity you. Your voice was also different already.</i></p> <p>"That's why, I knew it. You are having a fever. Pity you. Your voice sounds different" (Stapa & Khan, 2016).</p>
2	Intra-sentential; <ul style="list-style-type: none"> - Occurs at clausal, sentential, and word level. - More complex than inter-sentential 	<ul style="list-style-type: none"> - Two languages flow fluently. - Speakers follow the rules of the two languages. 	<p><i>Sometimes I'll Start a Sentence in English Y termino en espanol.</i></p> <p>"Sometimes I'll Start a sentence in English and finish it in Spanish" (Cakrawarti, 2011).</p>
3	Tag-switching Inserting a 'tag' in one language into a phrase that is entirely in another language.	<ul style="list-style-type: none"> - Happens among low proficiency bilinguals. - Inserting a tag. 	<p>Common English tags such as; I mean, you know, and I wish</p>

Procedures

For questionnaire administration, the search recorded the names of all schools in the city of Ramadi. Then the researcher wrote down the name of each school on a piece of paper, and then the researcher rearranged the name of the schools alphabetically, after that, the researcher selected five schools randomly. The researcher then planned a convenient visitation schedule for the schools he had selected. Later, the researcher visited the selected schools and had interviews with the English teachers and secondary school students. The researchers requested participation (the teachers and the students) who were selected randomly to complete the questionnaire questions after describing the objectives of the study. After thoroughly reviewing all of the queries, teachers and students were given the opportunity to select the responses that best reflected their views.

As a procedure, he researcher selected (prepared) a new list of new school names out of a box in case some of participants (teachers or students) could not meet the researcher or in a case some teachers and students refused to participate in the study. As the teacher surveys were electronic, thus, there was no missing data because no item could be skipped. In the same vein, once each participant completed the questionnaire, the researchers looked over the student responses to

see if there were any unresolved questions. Thus, the SPSS was used to assess participants' replies statistically according to the data obtained.

FINDINGS

First Question Findings

Teachers and students' responses were computed using Means and standard deviations in order to answer the study first question, "What are the teachers and students' viewpoints using English-Arabic code-switching strategy in intermediate schools in Iraq? Table 2 and 3 presented the findings of this question.

Quantitative analysis

Table (2), Teachers' viewpoints of using English-Arabic code-switching strategy in intermediate schools in Iraq

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage	Response	Rank
1	Code Switching strategy considered as an effective teaching and learning tool.	19	14	0	7	10	50	3.5	1.58	70%	Agree	5
2	In English lesson, I like to explain new vocabulary and grammatical concepts using Arabic instead of English.	32	12	2	2	2	50	4.4	1.02	88%	Strongly Agree	4
3	Code switching strategy makes students feel relaxed and confident	24	9	0	10	7	50	3.66	1.56	73.2%	Agree	2
4	When using code-switching	30	15	5	0	0	50	4.5	0.67	90%	Strongly Agree	6

	strategy, students can follow instructions more easily.											
5	Students are able to finish their tasks more quickly and got higher marks using code-switching strategy.	36	10	1	1	2	50	4.54	0.94	90.8%	Strongly Agree	7
6	By using code switching strategy, students are able to express themselves clearly and take part in classroom activities	29	11	3	2	5	50	4.14	1.3	82.8%	Agree	10
7	Code switching strategy, students can translate and facilitate the use of the most difficult terminology in classes.	31	6	1	10	2	50	4.08	1.34	81.6%	Agree	3
8	Code switching strategy helps to bridge the social gap and to build	3	25	0	12	10	50	2.98	1.33	59.6%	Neutral	1

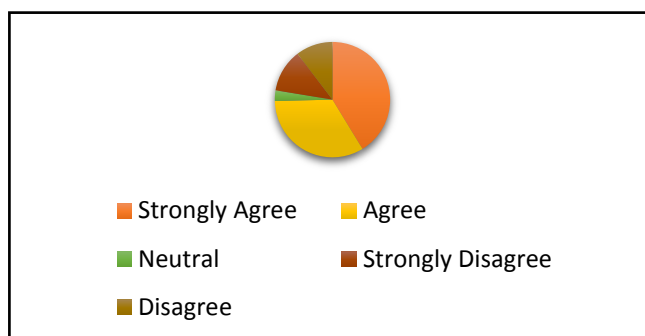
	trustful relationship between the teacher and the learners											
9	The use of code switching strategy reduces students' anxiety.	2	19	0	19	10	50	2.68	1.27	53.6%	Neutral	8
10	Code Switching strategy helps students to express their ideas and feelings using Arabic.	17	19	4	2	8	50	3.7	1.39	74%	Agree	9
Total								3.82	1.4	76.4%	Agree	

Qualitative analysis

Table 2 shows clearly that teachers' perceptions towards using code-switching strategy is very important and effective strategy for students that able them to finish their tasks more quickly and got higher marks. It is clearly found in item no. (5). This conclusion is based on statement (5), which was rated first and had the highest mean score (4.54). Furthermore, teachers believe that using Code Switching Strategy (CSS henceforth) helps students following instructions more easily. This conclusion is based on item (4), which graded the second rank and had the second highest mean scores (4.5). The fact that CSS supported students to follow instructions easily. As for item (2), which was placed third and had a high mean (4.4), it is clear that teachers perceived positively towards using CSS as this strategy improved students' translating and facilitating the use of the most difficult terminology in classes. CSS has a positive impact on students' education in general. Teachers' views were positive about using the Arabic language to clarify some important issues in English lessons, like grammatical rules. CSS is also helped the students improve their feelings and enabled them to be more self-confident. In addition, students were able to express themselves and participate effectively in class. By using CSS strategy, students were able to translate many difficult terms and learn new vocabulary. More importantly, CSS strategy enabled the students to build

bridges of trust between them and their teachers and eliminated the fear, hesitation, and shyness that existed within them because they were unable to speak the English language, thus eliminating the social vacuum between the students and teachers. In conclusion, this CSS strategy enables students to express themselves and eliminate the fear of making mistakes when using the English language. These results were evident in items 1, 3, 6, 7, 9, and item 10, where the scores for these items were 3.5, 3.66, 4.14, 4.08, and 2.68. Based on the results of Table 1, 76.4% agreed that using CSS strategy was positive. Therefore, 76.4% of the teachers' views were in favor of using the CSS strategy in English classes. On the other hand, students did not agree that CSS helps them to bridge the social gap and build trustful relationship between them and their teachers. This result obtained from item 8 which ranks 1 with mean scores 2.98.

Chart 1: Teachers' viewpoints of using English-Arabic code-switching strategy in intermediate schools in Iraq



Quantitative analysis

Table (3), Students' viewpoints of using English-Arabic code-switching strategy in intermediate schools in Iraq

	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage	Response	Rank
1	Code Switching strategy considered as an effective teaching	17	12	5	12	4	50	3.52	1.37	70.4%	Agree	5



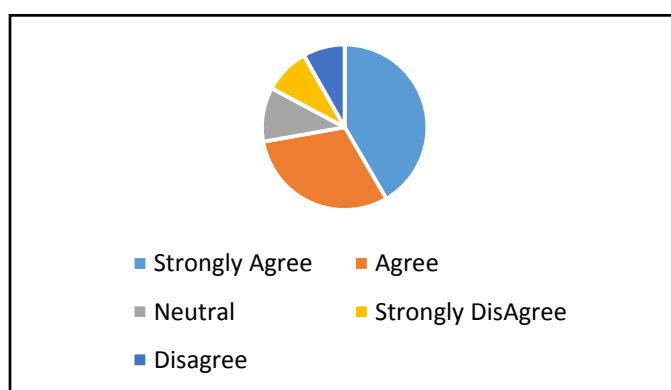
	and learning tool.											
2	Code Switching strategy helps students get new vocabulary and grammatical concepts using Arabic instead of English.	30	10	4	3	3	50	4.22	1.19	84.4%	Strongly Agree	2
3	Code switching strategy makes students feel relaxed and confident	22	13	8	6	1	50	3.98	1.12	79.6%	Agree	4
4	When using code-switching strategy, students can follow instructions more easily.	31	9	2	1	7	50	4.12	1.41	82.4%	Agree	7
5	Students are able to finish their tasks more quickly and got higher marks using code switching strategy	31	11	3	2	3	50	4.3	1.14	86%	Strongly Agree	3
6	By using code switching strategy, students are able to express	25	9	6	2	8	50	3.82	1.48	76.4%	Agree	10

	themselves clearly and take part in classroom activities											
7	Code switching strategy, students can translate and facilitate the use of the most difficult terminology in classes.	26	13	4	2	5	50	4.06	1.29	81.2%	Agree	6
8	Code switching strategy helps to bridge the social gap and to build trustful relationship between the teacher and the learners	7	32	5	5	1	50	3.78	0.88	75.6%	Agree	8
9	The use of code switching strategy reduces students' anxiety.	4	21	10	8	7	50	3.14	1.2	62.8%	Neutral	1
10	Code Switching strategy helps students to express their ideas and feelings using Arabic.	15	23	6	4	2	50	3.9	1.04	78%	Agree	9
Total								3.8	1.27	77.6 %	Agree	

Qualitative analysis

Table 3, concerns with students' views, table 3 reveals that 77.6 % of students agreed about the usefulness of using CSS in teaching English. The students declared that CSS enabled their learning as they became able to finish their tasks more quickly and got higher marks. This is clear in item (5) which ranked first and scored (4.3). Moreover, students agreed that CSS helps students get new vocabulary and grammatical concepts using Arabic instead of English, makes students feel relaxed and more confident, follow instructions more easily, and to finish their tasks more quickly and got higher marks. Results are obtained from items 2, 4, 7, and 3, they are ranked in the second, third, fourth and fifth obtained highly means scores (4.22, 3.98, 4.12, and 4.3). More importantly, students agreed that they are able to express themselves clearly and take part in classroom activities using CSS, they can translate and facilitate the use of the most difficult terminology in classes, bridge the social gap, and to build trustful relationship between the teacher and the learners, and express their ideas and feelings using Arabic. Results of these claims are gotten from items 7 and 8. Rank the sixth and eighth with means scores (4.06 and 3.78). On the other hand, students did not agree that CSS reduces students' anxiety; this claim is in item 9 which ranked 1 with mean scores 3.14.

Chart 2: Students' viewpoints of using English-Arabic code-switching strategy in intermediate schools in Iraq



Second Question Findings

Teachers and students' responses were calculated using Means and standard deviations to answer the study second question, "Why do EFL teachers and students employ English-Arabic code-switching strategy to teach and learn English in secondary schools in Iraq?". Table 4 and 5 presented the findings of this question.

Quantitative analysis

Table (4), Teachers' Reasons behind Using English-Arabic Code Switching Strategy in Iraqi EFL Classrooms

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Dev.	Perce.	Response	Rank
1	Code Switching Strategy increases EFL students' comprehension.	12	15	10	5	8	50	3.36	1.37	67.2%	Neutral	10
2	Using Code Switching Strategy is less time and efforts consuming.	25	5	7	8	5	50	3.74	1.45	74.8%	Agree	6
3	Using Code Switching Strategy is necessary to explain similarities and differences between Arabic and English in Arabic.	17	11	0	13	9	50	3.28	1.58	65.6%	Neutral	9
4	It is necessary to use Code Switching Strategy to give direction, homework activities, tasks for students.	10	19	11	4	6	50	3.46	1.24	69.2%	Agree	2
5	Using Code Switching Strategy provides feedback to individuals.	9	21	10	3	7	50	3.44	1.25	68.8%	Agree	4
6	It is necessary	33	8	5	1	3	5	4.34	1.12	86.8%	Strongly	5

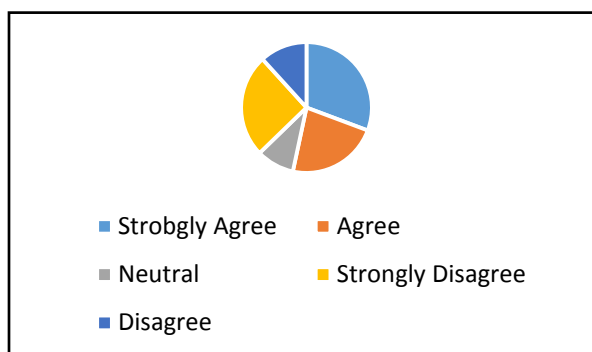


	to use Code Switching Strategy to give course policies, announcements, strategic information, and attendance for students.						0				Agree	
7	Using Arabic-English Code Switching Strategy creates a sense of belonging to L1 and a safe learning environment.	4	10	13	5	18	50	2.54	1.36	50.8%	Disagree	8
8	Using Arabic-English Code Switching Strategy help students understanding English better when using Arabic.	11	22	0	12	5	50	3.44	1.33	68.8%	Agree	1
9	Using Arabic-English Code Switching motivates shy students and involves them in teacher-students interactions.	32	5	0	5	8	50	3.96	1.57	79.2%	Agree	3
10	It is necessary to use Code Switching Strategy to manage the class and to Focus on students' attention.	30	19	0	0	1	50	4.54	0.7	90.8%	Strongly Agree	7
Total								3.61	1.43	72.2%	Agree	

Qualitative analysis

Table 4 shows the teachers' agreements that using CSS helped teacher manage the class and to focus on students' attention. This was taken from item 10, ranks the first item with highest mean score 4.54. Additionally, teachers agreed that the reasons of using CSS as it consumes less time and efforts, give course policies, announcements, strategic information, and attendance for students, and motivates shy students and involves them in teacher-students interactions. Results found in items 6, 9, and 2 which got highest scores and ranked as second, third, and fourth with scores (3.74, 3.28, and 3.46). Teachers added that CSS provides feedback to individuals, give course policies, announcements, strategic information, and attendance for students, helps students understanding English better when using Arabic, and motivates shy students and involves them in teacher-students interactions. Findings are obtained from items 5, 6, 8, and 9 that ranked the sixth, second, seventh, and third with high mean scores (3.44, 4.34, 3.44, 3.96). On the other hand, teachers did not say yes or no for items 1 and 3 concerning increases EFL students' comprehension using CSS and it is very necessary to explain similarities and differences between Arabic and English in Arabic. Items 1 and 3 ranked eighth and ninth with lowest scores (3.36 and 3.28). As for 7, teachers disagree that CSS creates a sense of belonging to L1 and a safe learning environment. This item ranked the tenth with mean scores 2.54. Thus, regarding question 2 "Why do EFL teachers and students employ code-switching strategy to teach and learn English in secondary schools in Iraq?" 72.2% of teachers agreed that their reasons behind using CSS in classes are crucial.

Chart 3: Teachers' Reasons behind Using English-Arabic Code Switching Strategy in Iraqi EFL Classrooms



Quantitative analysis

Table (5), Students' Reasons behind Using English-Arabic Code Switching Strategy



N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage	Response	Rank
1	Code Switching Strategy increases EFL students' comprehension.	36	5	3	2	4	50	4.34	1.24	86.8 %	Strongly Agree	6
2	Using Code Switching Strategy is less time and efforts consuming.	26	9	6	2	7	50	3.9	1.43	78%	Agree	10
3	Using Code Switching Strategy is necessary to explain similarities and differences between Arabic and English in Arabic.	29	7	7	1	6	50	4.04	1.37	80.8 %	Agree	1
4	It is necessary to use Code Switching Strategy to give direction, homework activities, tasks for students.	35	5	2	1	7	50	4.2	1.43	84%	Strongly Agree	8
5	Using Code Switching Strategy provides feedback to individuals.	27	11	9	0	3	50	4.18	1.11	83.6 %	Agree	4
6	It is necessary to use Code Switching Strategy to give course policies, announcements, strategic	42	6	0	2	0	50	4.76	0.65	95.2 %	Strongly Agree	5

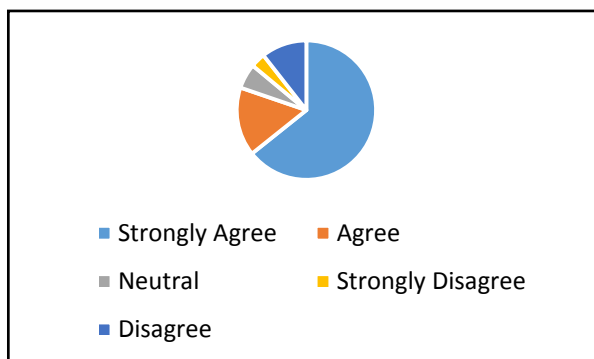
	information, and attendance for students.											
7	Using Arabic-English Code Switching Strategy creates a sense of belonging to L1 and a safe learning environment.	22	11	1	7	9	50	3.6	1.57	72%	Agree	9
8	Using Arabic-English Code Switching Strategy help students understanding English better when using Arabic.	38	3	0	1	8	50	4.24	1.49	84.8 %	Strongly Agree	3
9	Using Arabic-English Code motivates shy students and involves them in teacher-students interactions.	30	12	1	0	7	50	4.16	1.36	83.2 %	Agree	2
10	It is necessary to use Code Switching Strategy to manage the class and to Focus on students' attention.	37	11	0	1	2	50	4.57	0.91	91.4 %	Strongly Agree	7
<i>Total</i>									4.2	1.32	84%	Strongly Agree

Qualitative analysis

Concerning students' reasons behind using Arabic-English, code-switching strategy in Iraqi EFL classrooms, table 4 explains the results. Item 6 that ranked the first one with the highest scores (4.76), students strongly agreed about the necessity of using CSS to give course policies, announcements, strategic information, and attendance for students. Concerning items 10, 1, 8, and 4, students agreed and strongly agreed that CSS increases their comprehension, give them direction, homework activities, tasks, help them understanding English better when using Arabic, and manage the class and to Focus on their attention. These items ranked the

second, third, fourth, and fifth with high mean scores (4.34, 4.2, 4.24, and 4.57). The rest of the items (2, 3, 5, 7, and 9) which ranked the ninth, eighth, sixth, tenth, and second) with mean score (3.9, 4.04, 4.18, 3.6, and 4.16). Accordingly, 84% of students strongly agreed that CSS is very useful and effective in EL classes.

Chart 4: Students' Reasons behind Using English-Arabic Code Switching Strategy in Iraqi EFL Classrooms



DISCUSSION

As first study question results revealed, teachers and students respectively advice applying CSS as an effective tool that help students is identical with the findings of Abdolaziz and Shahla (2016 cited in Temesgen and Hailu, 2022), the majority of students thought favorably of their teachers' ability to move between different codes. Consequently, it can be argued that using codeswitching sparingly may be crucial to fostering positive interactions between students and instructors. The findings of the current study reveals that almost the majority of students and teachers hold positive perceptions towards using CSS in EL classrooms. This finding is in line with Temesgen and Hailus' study (2022), which reveals that whom study showed that most of the students had good perspectives on their teachers' codeswitching activities with regard to the teachers' persona, academic function, classroom management functions, and social functions. Findings also revealed that codeswitching gave pupils the chance to engage in more productive classroom interactions. By altering the terminology, the students started to engage more actively in class discussions and felt discussion that is more comfortable. It is also identical with the study of Subon (2021) which revealed that the majority of them concurred that they used code switching to improve their oral presentations and get over their restricted vocabulary in English. During oral presentations, the majority of students acknowledged that they often shifted between codes. Results are in harmony with Taufiq, Putri, and Asmawati (2022) who investigated the use of code switching. According to this study, almost both teachers and students agreed that code switching gave students a chance to connect with one another more successfully in the classroom. By altering the terminology, the students started to

engage more actively in classroom discussions and felt more comfortable and confident. Similarly, this finding is in line with that of Hameed, and Abdulsoul, (2019) who investigate how Basra University teachers feel about employing code-switching as an instructional approach when teaching language. The study concludes that CS as a sufficient means of enabling teachers to have a favorable attitude toward employing it in their classroom presentations. The current study revealed that using Arabic-English code switching motivates shy students and involves them in teacher-students interactions. This finding is in harmony with Ali (2020) Students reported utilizing Arabic for both teaching and classroom management, and their attitudes on the infrequent use of Arabic in EFL courses were good. Data analysis revealed teachers and students willing and desire to switch to Arabic in their EFL classes for a variety of reasons. First, the need to save time and effort in crowded classrooms, and to establish a more understandable, motivating, relaxing, and supportive classroom environment for younger learners.

CONCLUSIONS AND RECOMMENDATIONS

According to the study findings, CSS is a useful teaching method for EFL students in Iraqi school. It has many benefits, including helping with comprehension and helping with the knowledge of new words, both of which may aid with learning English more effectively. The study conclusions demonstrated that Arabic, the students' mother tongue, could be utilized in English language classes. The findings also showed that Arabic can be beneficial when teaching English. The suggestions stress and encourage educators and administrators to consider the needs of their students when it comes to speaking in their mother tongue. Furthermore, Arabic can be used in many classroom activities without hurting students' exposure to English language because it can be a tool of facilitation rather than an impediment. It is believed that Arabic has a valuable role in teaching and learning that cannot be neglected in EFL classrooms. Arabic has to be used as a facilitating teaching-learning tool in Iraqi EFL lessons. Arabic is a vital learning approach that is deeply embedded in the educational experience and culture of Iraqi students. The researcher may conclude from the descriptive statistics that Iraqi EFL students are willing to use their mother language and do think that using L1 is important and effective. Iraqi EFL teachers believed that Arabic should be used more than English should. Moreover, Students stated that they highly favored their teachers to use L1 while translating, providing directions, drawing comparisons between the two languages, and clarifying grammar. It is noticeable that there is an overlap between the perceptions of EFL learners and students in the Iraqi setting particularly at the secondary school level. Accordingly, language policy makers, syllabus designers, and teachers should take this into serious consideration. The positive role that L1 plays in creating a curriculum, teaching English, managing the classroom, teaching language acquisition skills and subskills, carrying out various activities, and assessing language



proficiency should all be emphasized. In terms of time and economics, they also have to give teachers access to all the facilities.

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استراتيجية التحول اللغوي في صفوف اللغة الإنجليزية كلغة أجنبية في العراق: وجهات نظر المدرسين والطلبة

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الملخص:

هدفت هذه الدراسة إلى الكشف عن فائدة استخدام استراتيجية التحول اللغوي صفوف تدريس اللغة الإنجليزية كلغة أجنبية بناءً على وجهات نظر المعلمين والطلاب في مدينة الرمادي. وتم استخدام استبيانين، أحدهما للمعلمين والآخر للطلبة، لجمع البيانات. تم اختيار خمسين مدرساً للغة الانجليزية وخمسين طالباً من المدارس المتوسطة في الرمادي عشوائياً كمشاركين في الدراسة. واستناداً إلى البيانات التي تم الحصول عليها، تعتبر اللغة العربية أداة فعالة لتعزيز التفاعل بين الطالب والمدرس، ومساعدة الطلبة تعلم القواعد النحوية الجديدة ومفردات جديدة. علاوة على ذلك، رأى كل من المدرسين والطلبة أن اللغة العربية فوائد كثيرة منها تحسين استجابات الطلاب تجاه مادة التدريس وتساعد الطلبة في تجنب ومنع سوء الفهم الحاصل بين بينهم وبين المدرس اثناء التدريس كونهم غير قادرين على فهم الدرس الذي يدرس في اللغة الانكليزية بشكل كامل. كما وتسهم كذلك في سد الفجوات اثناء المناقشات الصفية. بناءاً على ذلك، توصي الدراسة الحالية ضرورة تضمين المنهج الدراسي فرصاً للطلبة لاستخدام لغتهم الأم مثل القواميس ثنائية اللغة وتمارين الترجمة. كما و تؤكد التوصيات بتشجيع المدرسين وواضعي المناهج مراعاة احتياجات الطلبة لاستخدام لغتهم الأم.