

وظائف تقنية التبديل اللغوي في الدراسات العليا

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The Multifunctions of Language Code-Switching Technique in Postgraduate Studies

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المخلص:

يعد التبديل اللغوي (CS) أداة لغوية مهمة لدراسة المجتمع اللغوي واستخدامه من قبل الأفراد الذين يتحدثون لغتين، لغتهم الأم ولغتهم الثانية. يهدف هذا البحث إلى إيجاد مؤشرات لوظائف استخدام هذا الجهاز وأداة تعليمية لتدريس اللغة الإنجليزية في الفصل الدراسي. من الدوافع المهمة لتبديل اللغة هو كيفية استخدامه من قبل أساتذة اللغة الإنكليزية وكيف يكون ذلك فعالاً على طلابهم. يتناول هذا البحث الوظائف المختلفة لتبديل اللغة لطلاب الدراسات العليا في قسم اللغة الإنجليزية / كلية الآداب في جامعة الكوفة في الفصل الدراسي. المشاركون في هذا البحث هم 8 مدرسين و 18 طالب دراسات عليا. علاوة على ذلك، استخدمت هذه الدراسة إطاراً لتحليل التبديل اللغوي استناداً إلى مناطق التبديل اللغوي التي وضعها جومبيرز (1982) لدى المعلمين والوظائف الناشئة عن تحليل هذه الدراسة. يذكر جومبيرز ست وظائف أساسية للتبديل اللغوي (الاقتباس، وتحديد المرسل إليه، والتعليق، والتكرار، وتأهيل الرسالة، والتخصيص). للحصول على بيانات ذات صلة وموثوقة، يجيب كل من الطلاب والمعلمين على استبيان مغلق (انظر الملحق (1)).

(انظر الملحق (1)).

وخلصت هذه الدراسة إلى أن جميع الطلاب اتفقوا على أن التبديل اللغوي في معظم تفاعلاتهم في الفصول الدراسية الخاصة بتعليم اللغة الإنجليزية كلغة أجنبية ساعدهم في الوصول إلى المنهج الدراسي (شرح معنى الكلمات والعبارات والقواعد النحوية والموضوعات غير المألوفة)، وإدارة الفصل الدراسي (يعد استخدام التبديل اللغوي أمراً مهماً لتحفيز الطلاب على تعلم اللغة الإنجليزية)، واستخدام اللغة الإنجليزية واللغة الأم في الفصل الدراسي لتوفير الوقت والفرص الكافية لممارسة اللغة (رفع دافع الطلاب وثقتهم). تظهر هذه النتائج أن المدرسين والطلاب طبقوا بنجاح التبديل اللغوي كاستراتيجية مفيدة لمساعدتهم في عملية تعلم اللغة الإنجليزية كلغة أجنبية (EFL) في الفصل الدراسي.

Abstract

Language code-switching (CS) is an important linguistic device to study the linguistic community and its usage by individuals who speak two languages, their mother tongue and their second language. The aim of this paper is to find indications of utilising this device as a function and an educational tool for teaching English in the classroom. The motives for this linguistic device and how to employ it by instructors of the English Language Department and how that is effective on their students. This paper deals with different functions of code-switching for postgraduate students in the Department of English Language/Faculty of Art at the University of Kufa in the classroom. The participants in this work are 8 instructors and 18 postgraduate students. Moreover, this study used a framework of code-switching analysis based on Gumperz's (1982) regions of teachers' code-switching and the emerging functions from this study's analysis. Gumperz mentions six primary functions of code-switching (quotation, addressee specification, interjection, reiteration, message qualification, and personalisation). To obtain relevant and reliable data, both students and teachers answer a closed-ended questionnaire (see Appendix (1)). This study concluded that all the students agreed that, in most of their EFL classroom interactions, code-switching assisted them in accessing the curriculum (explaining the meaning of new words, phrases, grammar, and unfamiliar topics), managing the classroom (using code-switching is substantial to motivate students to learn English), and using English and mother tongue in the classroom to provide enough time and opportunities to practice the language (raising students' motivation and trust). This findings show that instructors and students successfully applied code-switching as a beneficial strategy for assisting their English Foreign Language (EFL) classroom learning process.



1. Introduction

Code-switching is a linguistic device that is said to be one of the most common and widespread modes of communication among bilingual speakers (Auer, & Eastman, 2010). In other words, Classroom code-switching is a common phenomenon in many bi-lingual classes. The researcher needs to consider classroom code-switching as a fact that cannot be neglected in any way. In most cases, common in teachers' discourse, but it is also common in students who tend to switch codes. For data collection, a survey was conducted with different sets of questionnaires for students. The survey included 18 postgraduate students from the University of Kufa.

The findings of the survey result in identifying the reasons for code-switching of teachers like the facility of communication, explanation, maintaining discipline in the classroom, translation of the unknown terms, etc on one hand. although many teachers consider that they should not switch codes in the classroom, on the other hand, students possess a positive attitude towards it.

1.2. Problem Statement

Code-switching has exceptional cognitive, linguistic, and social talents and enhances creativity in emotional expression (Nurul, Anuar, Khazin, and Tengku, 2015). Earlier research examined the challenges of code-switching by instructors, the linguistic effects, and how to translate students. However, there are few types of research studies that have applied to code switching among postgraduate instructors and their students and, therefore, its value in their daily lives. As a result, the present paper endeavours to overcome these issues.

1.3. Research Objectives

1. To investigate the perspectives of instructors concerning numerous functions of code-switching.
2. To examine various reasons for which code-switching is being used in classrooms.

1.4. Research Questions

- I. What are the reasons for which instructors use code-switching as a linguistic device in classrooms?
2. How and why do students of English as a foreign language practice English and Arabic code-switching in the classroom?

2. Literature review

2.1. Bilingualism

Bilingualism, according to Bloomfield (1935, p. 56) introduced the first time the term bilingualism, which means "native like control of two languages," that is, the ability to use two languages. Bilingualism has



been explained as existing on a continuum, meaning that it fits a variety of individual situations (cf. Grosjean, 2001). According to Weinreich (1953), who defines bilingual people as individuals who switch “from one language to the other according to appropriate changes in speech situation.”

Furthermore, Milroy and Gordon (2003) claim that the use of multiple languages alternately by bilingual speakers is an example of switching codes. According to Butler & Hakuta (2006), bilinguals are defined as “individuals or groups of people that result from interactions via language in which two or more linguistic codes (including dialects) are used for communication” (p. 114).

The definition of bilingualism is associated with language alternation approaches (Elbwart, 2014). Bilingual interlocutors often code-switch between languages, essentially when the two languages are used in the same environment. There are several reasons for code-switching, including filling a lexical gap. During conversations, bilingual and multilingual people frequently switch language codes. The practice of code-switching in the community is frequently regarded as a conversational technique.

2.2. Code-Switching

In Iraq, code switching appears to be a common occurrence in ESL classrooms in education, and it manifests itself in both instructors and their students. In Communicative Language Teaching both mother tongue and second language learning can be used with the condition that “judicious use of native language is accepted where feasible” (Richards and Rodgers, 1986, p. 67). According to Gumperz (1982:59) states: “Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems and subsystems”.

According to Sert (2005) point out “in ELT classrooms, code-switching comes into use either in the teachers’ or the students’ discourse” (p.1). Code-switching exists in English classrooms and has numerous code diversity. the use of code-switching occurs through foreign language teaching-learning procedures, especially when studying English depending on the different backgrounds and purposes (Yusuf, 2009). Instructors tend to be effective in mixing code-switching into their EFL curriculum for a range of language learning tasks (Bhatti, Shamsudin, & Said, 2018).



3. Methodology

The population of the study is taken from postgraduate students at the University of Kufa, Faculty of Art, Department of English. In this paper, a questionnaire was used and then distributed to the study participants. The participants of this study are 18 (10 male and 8 female) postgraduate students.

3.1. Methods of Analysis

3.2. Code-Switching

Code-switching is a phenomenon that occurs in bilingual societies in which people can communicate in two or more languages. Code-switching can be defined as: "the alternation of two languages within a single discourse, sentence, or constituent" (Jamshidi & Navehebraim 2013). People can speak more than one language; bilinguals can code-switch and use their languages as resources to communicate more effectively.

Gumperz (1982:59) states: "Conversational code switching can be defined as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems and subsystems.". According to Wardhaugh (1992:107), "conversational codemixing involves the deliberate mixing of two languages without an associated topic change." According to Myers-Scotton (2006), code-switching is defined as "the use of two language varieties in the same conversation" (p. 239). Nilep (2006) presents the concluding one: "Code-switching is a practice of parties in discourse to signal changes in context by using alternate grammatical systems, subsystems, or codes." According to Cook (2008, p. 174), code-switching is "going from one language to the other in mid-speech when both speakers know the same two languages."

2.4. The Functions of Code-Switching

According to John J. Gumperz (1982), code-switching serves several communicative functions in conversation (pp.75-81). These functions demonstrate how speakers utilize language switching as a strategic device to accomplish various communicative objective. Gumperz mentions six primary functions of code-switching:

1. Quotation: utilised to convey the speech of another one. For instance, a teacher might switch to Arabic when quoting a well-known proverb or saying that is culturally relevant to the students.
2. Addressee Specification: employed to participate in a speaker's communication. It denotes that a speaker is making to address another speaker within a group of speakers.



For instance, during a classroom discussion, a teacher might switch to English when addressing non-Arabic speaking students to ensure they understand the instructions.

3. Interjection: used to provide more details. It implies that speakers utilise sentence connectors and fillers in their speech. For instance, a student might switch to English to say "actually" or "you know" in the middle of a conversation in Arabic, using these interjections to manage the flow of their speech.

4. Reiteration: is the technique employed to emphasise a point or an idea. For instance, after explaining a complex concept in English, a teacher might switch to Arabic to reiterate the key points, ensuring all students grasp the material.

5. Message Qualification: used to depict a speech's potential that has already been said or stated. For instance, a teacher might explain a rule in English and then switch to Arabic to provide specific examples or additional details.

6. Personalisation vs. objectivization: it uses to distinguish between fact and opinion. For instance, a teacher might use Arabic for personal anecdotes or subjective opinions and switch to English for presenting objective facts or academic content.

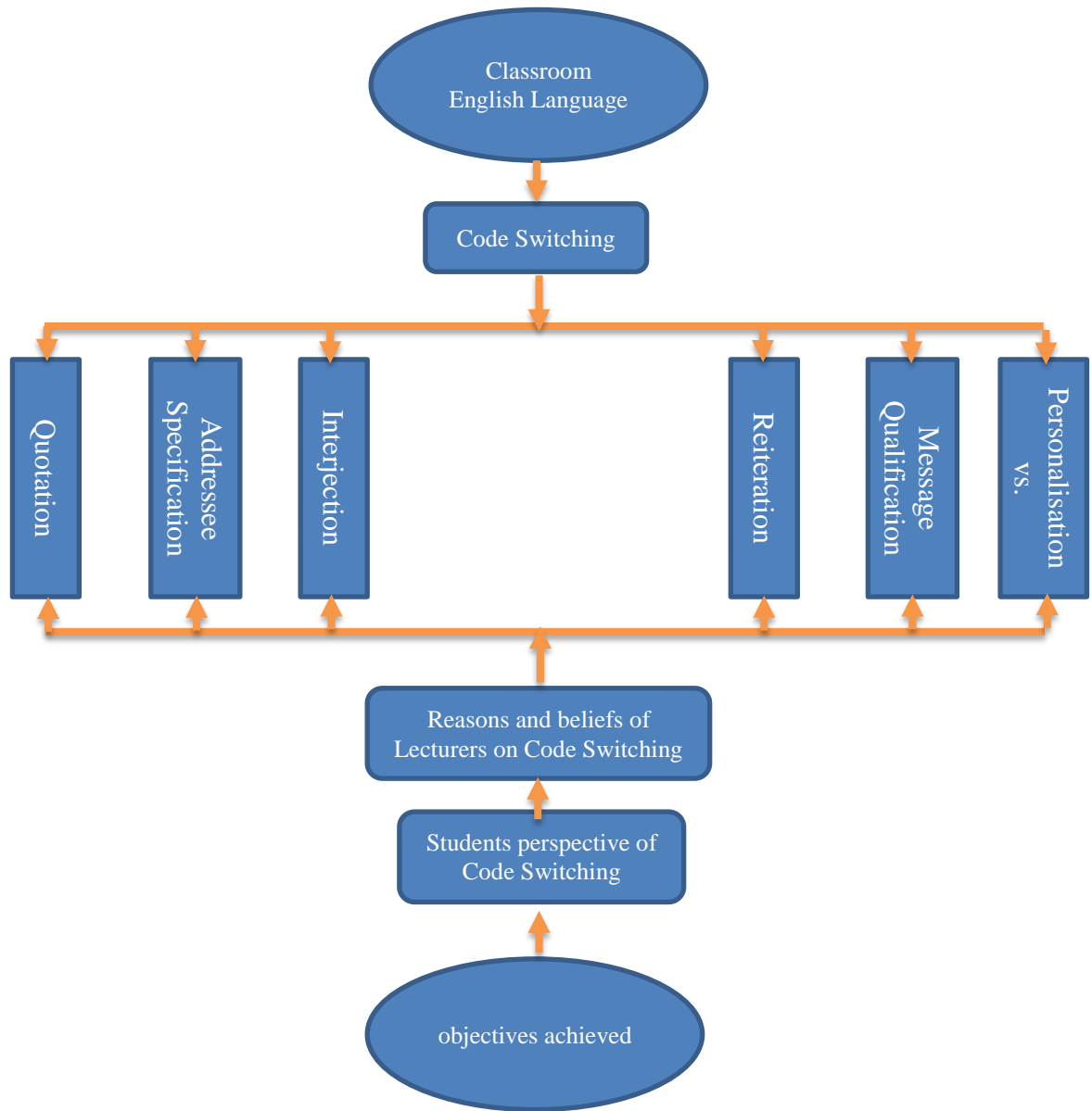


Figure 1. Framework of code-switching analysis based on Gumperz's (1982) regions of teachers' code-switching and the emerging functions from this study's analysis.

According to Crystal (1997) points out that the speakers use code-switching for purposes like expressing solidarity, conveying attitude, and deficiency. Reyes (2004, p. 84), points out that there are numerous functions of code-switching in teaching-learning languages; they are: speech representation, imitating, question shifting, topic shifting, situation switching, insistence, giving an emphasis, quotation,

clarification, or persuasion, turn accommodation, person specification, and as a discourse marker. According to Myers-Scotton (1995), Scotton & Ury, 1977) code-switching is applied for a variety of functions, which are: strengthening solidarity, authority, and showing seriousness, adding, playing with words, asking for accommodation, aesthetic effects, requesting the meaning of vocabulary, and expressions, and bridging a communication gap. Myers-Scotton & Jake (2009), agreed with them on the same approach.

Hall (1989) refutes the concept of a universally applicable basic form of a language, According to Auer (1999) there are five functions of code-switching, which are: reported speech and quotations, selection of the addressee, reiteration, language play, and language negotiation. Bailey (2000) and Almansour (2010) agreed on the notion of finding that speakers use code-switching in order to draw the boundaries of their ethnic groups. Hence, it is a tool that can signal a speaker's affiliation with certain sociolinguistic communities. According to Ayeomoni (2006), there are three types of functions to code-switching: poetic creativity, intra-group identity, and the expression of modernization.

2.5. Research Tool

The objective of the questionnaires was to enable a comparison of instructors' code-switching behaviour and students' code-switching advantages. The researcher used the printed questionnaire. The questionnaire was distributed to instructors and their graduate students in the semester at the University of Kufa, Faculty of Art, Department of English.

The questionnaire examines instructors and their students' attitudes towards code-switching in different classroom situations and also includes some background information (Appendix 1, 2). The questionnaires in this paper utilise a Likert scale, a psychometric scale commonly used in questionnaires to measure attitudes, opinions, or behaviours. Rensis Likert introduced this scale in 1932. The scale typically ranges from strong disagreement to strong agreement, providing a quantitative measure of subjective data. The questions were of the multiple-choice type (Strongly Agree, Agree, Neither Agree nor disagree, Disagree, Strongly Disagree) allowing the instructors and their students to choose only one answer per question.

A structured questionnaire, comprised of 13 close-ended questions, was developed to explore the functions and reasons of the code-switching phenomenon from English to Arabic languages in the Department of English at the University of Kufa.





4. Data Description and Analysis

In this section, the researcher describes data collecting based on the questionnaires that were chosen since the data collected was transcribed as a close representation of a natural classroom teaching and learning situation. Table (1) represents the demographic profile of the instructors who participated in the study. Furthermore, Table (2) represents the demographic profile and the number of student participants.

Table (1) represents the demographic profile of the instructors

Instructors	Academic Qualification	Age	Class	Sex	Years of Teaching Experience
Instructor A	PhD.	39	Discourse	Male	9
Instructor B	PhD.	37	Pragmatics	Male	12
Instructor C	Master Degree	48	Semantics	Male	16
Instructor D	PhD.	52	Cognitive linguistics	Male	20
Instructor E	PhD.	38	Applied linguistics	Female	11
Instructor F	PhD.	37	Phonetics and Morphology	Male	10
Instructor G	PhD.	34	Linguistics	Female	7
Instructor H	PhD.	56	Sociolinguistics	Male	22

Table 1 indicates a detailed overview of the instructors' academic qualifications, age, class subjects, sex, and years of teaching experience. This analysis aims to identify patterns and insights connected to their professional backgrounds and how these might affect their teaching practices, including the use of code-switching in the classroom. **First of all**, Academic Qualification: PhD Holders: 7 out of 8 instructors (87.5%) have a PhD, showing a high level of academic qualification within the department. Master Degree Holder: 1 instructor (12.5%) has a Master's degree. **Secondly**, Age Distribution: Youngest Instructor: 34 years old (Instructor G) Oldest Instructor: 56 years old (Instructor H). Average Age: Approximately 42.6 years. **Thirdly**, Class Subjects: Diversity of Subjects: Instructors teach a variety of subjects, including Discourse,

Pragmatics, Semantics, Cognitive Linguistics, Applied Linguistics, Phonetics and Morphology, Linguistics, and Sociolinguistics. This variety suggests a broad coverage of linguistic disciplines within the department. **Fourthly**, Gender Distribution: Male Instructors: 6 out of 8 (75%) and Female Instructors: 2 out of 8 (25%). **Finally**, Teaching Experience: Most Experienced: Instructor H with 22 years and Least Experienced: Instructor G with 7 years. Average Teaching Experience: Approximately 13.4 years

Table (2) represents the demographic profile of the students

Student	Academic Qualification	Age	No. of Sex
Male	Bachelor Degree	25-30	5
Male	Bachelor Degree	30-40	6
Female	Bachelor Degree	25-30	4
Female	Bachelor Degree	30-40	3

The table above presents student demographics, including academic qualifications, age ranges, and gender distribution, to understand how these factors may impact their learning experiences and classroom needs. First, Academic Qualification: Every student in the sample holds a Bachelor's degree. This uniformity in academic qualification shows a certain level of knowledge and skills in the classroom, which instructors can build upon in their teaching strategies. Secondly, Age Distribution: The age of students is divided into two groups for each gender: 25-30 years: 9 students (5 males, 4 females) and 30-40 years: 9 students (6 males, 3 females), which means the age distribution is evenly split, with equal numbers of students in the 25-30 and 30-40 age ranges. Thirdly, Sex Distribution: Male Students: 11 students (55%) and Female Students: 9 students (45%), which means the classroom has a relatively balanced gender distribution, with a slightly higher number of male students compared to female students. This balance can foster diverse viewpoints and interactions in the learning environment.

Table 3. Functions of code-switching analysis that instructors employ.

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Quotation	12.50%	12.50%	50%	12.50%	12.50%
Addressee Specification	0%	25%	37.50%	37.50%	0%



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Interjection	100%	0%	0%	0%	0%
Reiteration	75%	12.50 %	12.50%	0%	0%
Message Qualification	62.50%	25%	12.50%	0%	0%
Personalisation vs. objectivization	87.50%	12.50 %	0%	0%	0%

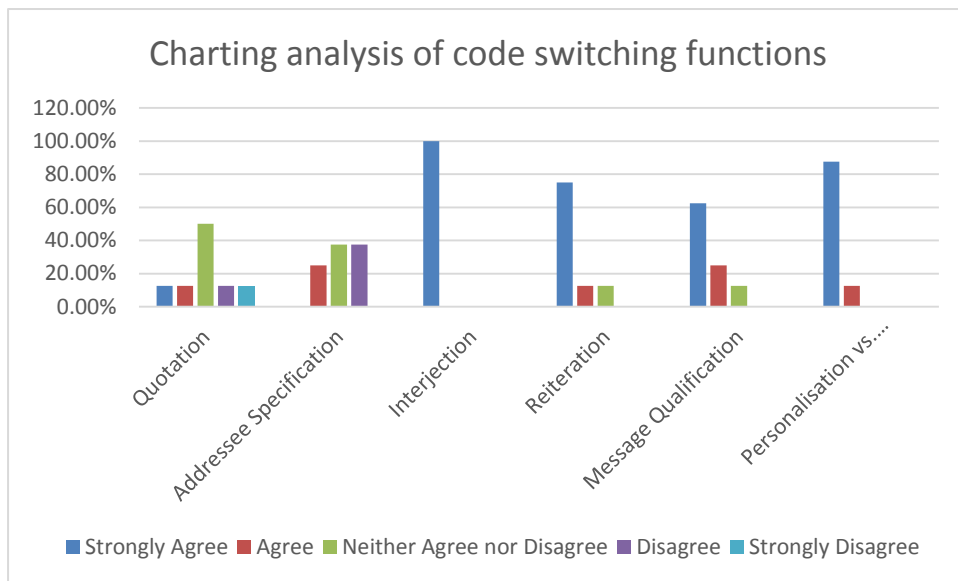


Figure 2: Functions of code-switching analysis that instructors employ.

The responses of the instructors to the code-switching functions, as determined by a Likert scale in Table 2. Each function is analysed based on the percentage of instructors who agreed with each level of agreement. The first function of code switching (Quotation) shows instructors are divided on whether code-switching for quotations is beneficial. A significant portion (50%) remains neutral, indicating ambivalence or varied classroom experiences. Agreement (Strongly Agree + Agree): 25%, Neutral: 50%, and Disagreement (Disagree + Strongly Disagree): 25%. The second function of code switching (Addressee Specification) indicates that opinions on using code-switching to specify addressees are mixed, with no strong consensus. The equal split between neutrality and disagreement suggests uncertainty about its effectiveness. Agreement: 25%, Neutral: 37.5%, and Disagreement: 37.5%. Whereas, Interjection shows that all instructors strongly agree that interjections are effectively communicated through code-switching. This unanimity highlights its clear role in managing discourse and maintaining engagement.

Agreement: 100%. Reiteration represents that a large majority of instructors agree that code-switching aids in reiteration, emphasising its importance in reinforcing understanding. Agreement: 87.5%, and Neutral: 12.5%. Message Qualification indicates that most instructors see code-switching as helpful for message qualification, suggesting it helps in elaborating or clarifying points during instruction. Agreement: 87.5% and Neutral: 12.5%. Finally (Personalisation vs. Objectivization) indicates that all instructors agree that code-switching is effective for distinguishing between personal and objective statements, highlighting its role in nuanced communication. Agreement: 100%.

In general functions of code switching represent that

1. High Agreement: there is a high degree of Interjection, Reiteration, Message Qualification, and Personalisation vs. Objectivization see high agreement, shows their perceived importance in classroom communication.
2. Mixed Responses: the replies to functions like Quotation and Addressee Specification have more varied responses, indicating that their effectiveness might be based on context or lecturer's styles.
3. Neutral and Disagreement: The presence of neutral and disagreement responses, especially prevalent for Quotation and Addressee Specification, shows areas where the advantages of code-switching may not be as widely recognized.

Table 4: questionnaire is designed for the student of postgraduate in Department of English- Faculty of Arts- University of Kufa.

No .	Statement	Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly Disagree
1	Does code-switching in the classroom simplify the understanding of the content of the material?	44%	44%	11%	0%	0%
2	Does code-switching provides a clear vision of the difficulties in vocabulary and grammar?	22%	61%	6%	11%	0%
3	Does code-switching assists in illustrating strange and hard meanings?	6%	89%	6%	0%	0%
4	Does code-switching serving instructors to translate and define	22%	61%	6%	11%	0%



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No .	Statement	Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly Disagree
	terminology?					
5	Does using code switching help to promote learners' participation in language activities?	39%	56%	6%	0%	0%
6	Does using code-switching in lectures is more useful and favorable to students?	50%	33%	17%	0%	0%
7	Does a mixture of languages strengthens the learning of English?	22%	50%	22%	6%	0%
8	Does using more than one language create a sense of comfort and relaxation while communicating with instructors?	33%	44%	11%	11%	0%
9	Does using Arabic /English in the classroom provide enough time and opportunity to practice English?	22%	44%	11%	22%	0%
10	Does using English only in the classroom provide enough time and opportunities to practice the language?	17%	50%	22%	11%	0%
11	Does code-switching in classrooms should be completely stopped in the language teaching and learning process?	11%	11%	22%	56%	0%
12	Does using Arabic is important to demonstrate difficult points and ideas raised by instructors?	11%	83%	6%	0%	0%
13	Does using code-switching is substantial to motivate students to learn English?	17%	67%	11%	6%	0%

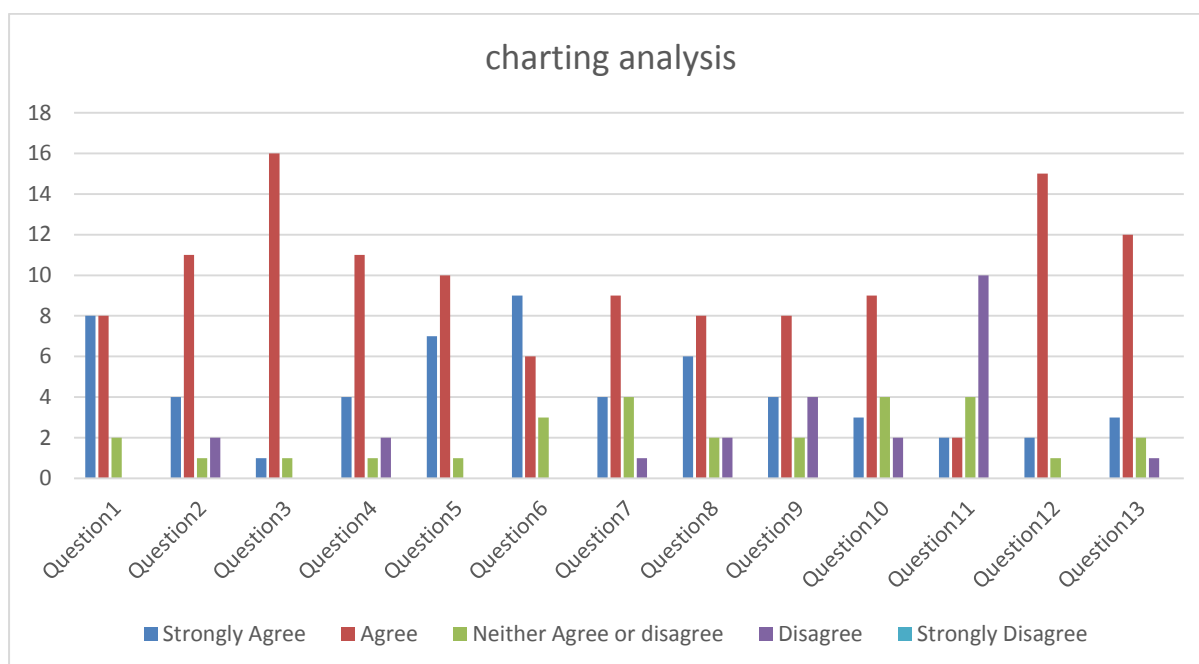


Figure 3: questionnaire of the student of postgraduate.

Table 4 represents the results for each question, which are presented as percentages of students who chose each level of agreement that:

1. Question 1: 88% of students agree or strongly agree that code-switching simplifies understanding the content, indicating its effectiveness in clarifying material.
2. Question 2: 83% agree or strongly agree that code-switching provides a clear vision of vocabulary and grammar difficulties, suggesting its role in linguistic clarity.
3. Question 3: A significant 95% agree or strongly agree that code-switching assists in illustrating strange and hard meanings, showing strong support for its explanatory power.
4. Question 4: 83% agree or strongly agree that it helps in translating and defining terminology, reinforcing its utility in language instruction.
5. Question 5: 95% agree or strongly agree that it promotes participation in language activities, highlighting its motivational impact.
6. Question 6: 83% agree or strongly agree that code-switching is useful and favourable, indicating a general positive attitude towards it in lectures.
7. Question 7: 72% agree or strongly agree that a mixture of languages strengthens English learning, though 22% remain neutral and 6% disagree.
8. Question 8: 77% agree or strongly agree that using more than one language creates comfort, with a small percentage (11%) disagreeing.



9. Question 9: 66% agree or strongly agree that it provides enough practice opportunities, though 22% disagree, indicating mixed feelings.

10. Question 10: 67% agree or strongly agree that using only English provides enough practice, showing slightly less support compared to using both languages.

11. Question 11: 56% disagree with completely stopping code-switching, while 22% are neutral and 22% agree, reflecting divided opinions on its necessity.

12. Question 12: A strong 94% agree or strongly agree that Arabic is important for demonstrating difficult points, underscoring the value of L1 support.

13. Question 13: 84% agree or strongly agree that code-switching motivates learning English, emphasising its role in student engagement.

While the study highlights the benefits of code-switching in assisting comprehension, managing classroom discourse, and bridging communication gaps, it is crucial to consider the potential cons related to this practice. Excessive dependence on code-switching, particularly in language learning situations, may unintentionally impede the immersion experience that is crucial for acquiring proficiency in the target language. Language immersion is a crucial part of effective language learning because it encourages students to think and speak solely in the target language. When code-switching is utilised too frequently, it can lead to a dependency on the mother tongue, limiting the opportunities for students to practice and comprehensively learn the target language.

Moreover, the reliance on code-switching may also lead to irregular language development, where students become proficient in grasping and using certain aspects of English while depending on their mother tongue for others. This could lead to a lack of confidence in using English in real-world circumstances, particularly in cases when code-switching is not possible.

While code-switching can be a useful device for clarifying complicated topics and guaranteeing understanding, it should be utilised strategically and sparingly to avoid weakening the language acquisition process. It is crucial for lecturers to achieve a balance between utilising code-switching and creating an immersive language learning environment.

5.1. Conclusion

This study concluded that postgraduate instructors and their students in the Department of English, Faculty of Art, University of Kufa, applied code-switching as a useful technique in assisting their EFL classroom learning process. All the students agreed that, in most of their EFL classroom interactions, code-switching assisted them in accessing the

curriculum (explaining the meaning of new words, phrases, grammar, and unfamiliar topics), managing the classroom (using code-switching is substantial to motivate students to learn English), and using English and mother tongue in the classroom to provide enough time and opportunities to practice the language (raising students' motivation and trust).

While this study emphasises the multifunctional role of code-switching in postgraduate English teaching, it also highlights the need for a nuanced approach to its implementation. When adopting these tactics, instructors should take into account the specific contexts and student dynamics. By analysing these functions more deeply, instructors will be able to better grasp when and how to utilize code-switching to improve learning and avoid misunderstandings that cause confusion or division among students.

5.2. Recommendations

It recommended

1.It recommends that instructors participate in targeted professional development programs focused on advanced code-switching strategies and their implementation in multilingual classrooms. These programs should incorporate workshops, peer cooperation, and real-world classroom simulations to ensure teachers.

2.It recommended that pedagogical approaches should consider merging code-switching as a valid language technique. This can be especially useful in multilingual classrooms.

3.It advises that further research could discuss the long-term influence of code-switching on language proficiency and academic performance.

Ethic of Research

Before conducting a field study, an appropriate ethical arrangement was made by submitting an Ethics Application to the Ethics committee members of the University of Kufa, Iraq. The research tool of the study was a questionnaire. The lecturers were chosen by their head of department, who selected postgraduate lecturers and their students. They were informed of the whole procedure of the research as the lecturers and their students would be in suspense or had questions to ask, including other confidentiality issues.

Declaration of Competing Interest

The author declares that he has no known competing financial interests or personal relationships that could have appeared to influence the work reported in this study.

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Appendix (1)

This questionnaire is designed for the student of postgraduate in Department of English- Faculty of Arts- University of Kufa.

Note 1: The information collected is going to be used only for academic purposes.

I. Personal Information

(<https://www.researchgate.net/>)

1. Age: ☐ 15-20 / ☐ 20-25 / ☐ 26-30 / ☐ 31-35 / ☐ 36-40 / ☐ 40+
2. Gender: ☐ male / ☐ female



Note 2: Please read the following carefully and answer the questions by put tick; can choose one option for each question.

No	Statement	Scale (%)				
		Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly Disagree
1.	Is code-switching in the classroom simplify the understanding of the content of the material?					
2.	Is code-switching provides a clear vision of the difficulties in vocabulary and grammar?					
3.	Is code-switching assists in illustrating strange and hard meanings?					
4.	Is code-switching serving instructors to translate and define terminology?					
5.	Is using code switching help to promote learners' participation in language activities?					
6.	Is using code-switching in lectures is more useful and favorable to students?					
7.	Is a mixture of languages strengthens the learning of English?					
8.	Is using more than one language create a sense of comfort and relaxation while communicating with instructors?					
9.	Is using Arabic /English in the classroom provide enough time and opportunity to practice English?					
10.	Is using English only in the classroom provide enough time and opportunities to practice the language?					
11.	Is code-switching in classrooms should be completely stopped in the					





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No	Statement	Scale (%)				
		Strongly Agree	Agree	Neither Agree or disagree	Disagree	Strongly Disagree
	language teaching /learning process?					
12.	Is using Arabic is important to demonstrate difficult points and ideas raised by instructors?					
13.	Is using code-switching is substantial to motivate students to learn English?					

Appendix (2)

Statement	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Quotation					
Addressee Specification					
Interjection					
Reiteration					
Message Qualification					
Personalisation vs. objectivization					