



The Effects of Code-switching on Teaching English from EFL Students' Perspective

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Abstract

The title of this academic study is 'The Effects of Code-switching on Teaching English from EFL Students' Perspective. The main purpose of this study is to shed light on the effects of code-switching in teaching. The main research questions of this study are what are the main purposes and benefits of code-switching in teaching? To obtain data, for this study an open-ended questionnaire is used. The participants are 120 senior students at Salahaddin University-Erbil/ College of Languages and College of Education/ English Departments and Lebanese French University/ College of Languages and College of Education/ English Departments. The senior students were required only to take part in the questionnaire intentionally because when students reach the final year of their study at university; they know and understand very well in what year at university while studying the students will need to switch codes from the language of instruction to their first language. To analyse the obtained data, the mixed methods research approach involving both quantitative and qualitative methods was used by the researcher.

This study concluded that code-switching has some advantages for the freshman students; they switch codes from the language of instruction to their first language because of some reasons. First, they do not want to face misunderstanding when they are in communication with their instructors in teaching and learning. Second, freshman students switch codes when they want to focus on some information. Third, they switch codes not to interrupt the discussion. Fourth, they switch codes for using of the native equivalent words in the language of instruction. Fifth, performing code-switching in teaching helps freshman students to learn new words and terms easily and quickly in the language of instruction. Sixth, when freshman students are allowed to switch codes, many of them are involved in daily activities. However, it should be noted that code-switching should not be done when the freshman students pass the first year because, if this happens in last years of the study; students are unable to learn and use the language of the instruction at their departments perfectly. Therefore, code-switching should be done in the first year of the study, but accurately and carefully.

Keywords: Code-switching, types of code-switching, reasons of code-switching, functions of code-switching and advantages of code-switching.

1. Introduction

There is no doubt that a large number of students are admitted to universities every year. All students study hard to have a wonderful future. In most departments at colleges of all universities, a second language is used as the language of instruction. Therefore, all the freshman students are required to use the language of instruction in their study. It should be noted that having the ability to use the second language will help all students to get good jobs, especially in private sectors. It is worth noting that those students, who are able to use the second language in communication, except their first language, can find jobs easily more than those students who are not able to use another language in communication. Therefore, it is very vital for everyone to know and use another language perfectly because when anyone does not have a good ability to use the second language he will not get jobs easily especially in private sectors.



On the other hand, it should be noted that most of the freshman students, who are admitted to the universities, do not have a good ability to use the language of instruction in their departments because they use their first language at high school more than other languages while studying. Therefore, they definitely face many difficulties in learning because they are unable to understand the main purpose behind any kind of subjects when they study. There is no doubt that those students, who cannot use the language of instruction in their departments, will not be able to complete all their academic years successfully when they cannot understand their instructors in the teaching process. In this case, instructors indirectly should motivate, encourage, and help all freshman students to teach the students the language of the study step by step because learning another language needs time. It is believed that code-switching, especially in the first year at college, is a good help for the freshman students to learn the second language in their departments. However, it is worth pointing out that the first year students should not be allowed to use their first language while studying more than using the language of instruction when they exchange ideas and information in communication with their instructors because, if this happens, they cannot learn the language of instruction easily. Before mentioning the functions of code-switching, it is worth pointing out that code-switching is. Code-switching simply is using two languages in the same communication by speakers. The current study focuses on Eldridge's view of code-switching. According to Eldridge (1996, p.305), there are four main functions and purposes of code-switching, which are: "conflict control, floor-holding, reiteration and equivalence".

1.1 The problem of the study:

It is noted that most of the freshman students are not able to use English as an instructional language at their departments. So, they try to use their first language when they are in communication with their instructors in the class. In this case, it can be said that using the first language by students, especially, the first year students at university may have some benefits. Therefore, the current study attempts to shed light on why the freshman students at college use their first language, while they are required to use the language of the instruction in the process of teaching and learning. Moreover, this study is an attempt to point out whether performing code-switching has benefits or not for the freshman students and when they should be allowed to perform code-switch from the second language to their first language.

1.2 The Aim of the Study

It should be noted that this study does not focus on which type of code-switching is more common than other types. Instead, the purpose of this study is to highlight what the reasons of code-switching are by the freshman students while studying at the university and when code-switching should be performed to help the freshman students to have a better understanding of all subjects. Moreover, the current study focuses on the reasons behind code-switching in teaching only.

1.2. The Research Questions

The study aims at addressing the following questions:

- 1- What are the main purposes behind code-switching during learning?
- 2- What are the benefits of code-switching during learning?
- 3- When should code-switch need to be done in students' BA journey?

1.3 Hypothesis:

This current paper hypothesizes that:

- 1- There are some purposes of code-switching in teaching.
- 2- Performing code-switching has some benefits for students.
- 3- Code-switching should not be done in all years of the study at college.

2. Theoretical Background



2.1 Definition of Code-Switching

According to Abdullah (2015, 161), the three forms of communication are spoken, written and signed, the term *code* refers to all three forms of communication. On the other hand, the term *switching* means changing. Myers-Scotton (1993, p. 1) states that using two different language varieties by speakers in the same communication is called code-switching. Spolsky (2008, p. 121) mentions that code-switching means changing from one language to another in speaking. Richards and Schmidt (2002, p. 81) provide a more detailed definition of code-switching by saying that code-switching takes place when bilingual or multilingual speakers use two different languages in communication. They sometimes start by a language and their listeners answer them by another language. Moreover, those speakers, who are able to speak more than one language, sometimes change from one language to another language in the middle of their sentences when they speak to each other. Ayeomany (2006, p. 95) points out that using another language besides the first language of speakers during communication is called code-switching. Furthermore, combining words and phrases from other languages with the first language of speakers of a language is also called code-switching.

2.2 Types of Code-Switching

According to Romaine (1995, pp.122-123) and Brice and Brice (2009, p. 67), there are three types of Code-Switching, which are:

1- Inter-sentential Switching:

In this type of code-switching, the switch is carried out at a clause or a sentence boundary by speakers. It is worth mentioning that the speakers use one element in one language and the other one in another code. For instance, “Jag skall göra min läxa nu because I want to go to the movies later. It means “I will do my homework now because I want to go to the movies later”. It is worth noting that in this type of code-switching, the switch takes place at the beginning or the end of the sentence.

2- Intra-Sentential Switching:

In this type of code-switching, speakers do code-switch in the middle of the sentence without facing interruptions, hesitations or pauses. For example, “I gave her den röda lamp”. It means “I gave her the red lamp”.

3- Tag-Switching:

In this type of code-switching, speakers do code-switch by inserting a single word, such as fillers, interjections and idiomatic expressions, from one language into a sentence in another code. For instance, “När kommer du dit sen, you know”? It means “When will you get there later, you know”?

2.3 The Reasons of Code-Switching in Teaching

1- Singh and Abdul Nasir (2012, pp. 65-66) mention that people do switch codes from the second language to the first language. The main reason behind code-switching is to achieve a better understanding in communication and deliver the main purpose behind speeches.

2- Willis (1981, p.7) points out that in the classes especially in the EFL classes, teachers try to avoid using the first language of students when they explain subjects. But, when students try to use their first language in speaking, it means that there is a problem in terms of understanding the subjects. Therefore, in this case teachers try to do code-switch by using the first language of the students in order to make students understand what they talk about. But, in this case, teachers must not do code-switch for a long time.

3- Dykhanova (2015, p. 18) states that code-switching takes place during teaching because students are not proficient in the language of instruction. Therefore, teachers try to explain a little bit of some information or subjects by using the students' first language.

4- According to Trudgill (2000, p. 105), code-switching is utilized for compensating the lack of the student's capacity in communicating himself. It means that when a student is unable to



express some information in the language of instruction, he or she uses his or her first language to show that he/ she also has the necessary information on the subject of study but cannot express it in the language of instruction.

5- Jukil (2012, p. 527) believes that the main reason of doing code-switch in the teaching classes is to remove misunderstanding between teachers and students. It is clear that freshman students do not have enough information in the language of instruction. Therefore, they try to express some information by their first language. Moreover, teachers sometimes try to express little information by using the first language of students in order to help them understand what they talk about.

2.4 The Functions of Code-Switching

Regarding the functions of code-switching, Gumperz (1982, pp.75-81) mentions six functions of code-switching, which are:

- 1- Message qualification: it is utilized to depict a capability to a speech that had been already said or stated.
- 2- Addressee specification: it is utilized to participate in a speaker's communication. It means a speaker tries to address another speaker among other speakers.
- 3- Quotation marking: it is utilized to notify a speech of another one.
- 4- Interjection: it is utilized to making more clarification. It means that speakers use sentence connectors and fillers in their speech.
- 5- Reiteration: it is used to emphasis on something or a point. It means to clarify what has been pointed out in communication.
- 6- Personalization vs. objectification: it is utilized to comprehend the difference between opinion and fact.

Similarly, Eldridge (1996, pp.305-306) states that there are some functions of code-switching. But, Eldridge mentions four functions of code-switching, which are: "conflict control, floor-holding, reiteration and equivalence". According to Eldridge, conflict control happens when students in teaching try to avoid misunderstanding; therefore they perform code-switching. Floor-holding takes place when students lack expressing themselves in the language of instruction. Reiteration occurs when students try to focus on and clarify some information because they do not understand when instructors use the language of instruction in teaching only. Equivalence happens when students lack vocabulary in the language of instruction; therefore they use few vocabularies in their first language.

2.5 Why More Researches should be done on Code-switching in Teaching

Singh and Abdul Nasir (2012, p.65) state that it has been noted several times that in the EFL classrooms teaching code-switching happens. But, enough academic studies have not been done in order to show how much code-switching is helpful and useful in the process of teaching. Therefore, more studies about the effect of code-switching in teaching should be done. Moreover, the advantages and disadvantages of code-switching in teaching should be explained and mentioned. Based on Singh and Abdul Nasir (2012), some advantages and disadvantages of code-switching in the process of teaching will be pointed out.

2.6 Advantages of Code-Switching in the Process of Teaching

- 1- Eldridge (1996, p.306), points out that students and teachers do code-switch in the process of teaching in order to be sure that the main message of teaching any subjects is clear and understandable.
- 2- Bhooth et al (2014, p.82) state that teachers switch codes in teaching to explain and translate some words, which are difficult to understand by students because some words and terms do not have equivalents in other languages. Therefore, teachers switch codes so as to help all students to understand the meaning of some words and terms.



3- According to Memory et al (2018, p.66), code-switching is very useful in teaching because it helps all students, especially those students who have poor ability in expressing themselves in language of instruction , to participate in asking questions and answering.

2.7 Disadvantages of Code-Switching in the Process of Teaching

1- Sert (2005, p.5) believes that doing code-switching in teaching should be reduced because if teachers do code-switch for a long time, students cannot learn the language of instruction easily because in teaching they use the first language more than using the language of instruction. In this case, students pay more attention of using their first language than the language of instruction.

2- Cook (2002, p.333) mentions that if a teaching class includes more than one group of native speakers of one language, code-switching is not useful for all of them because both groups of native speakers do not understand each other when they use their own first language in communication. In this case, teachers cannot make all students in class understand about what they explain and talk about.

3- According to Macaro (2001, p.183), the competence among all students in classes will be reduced if teachers allow students to use their first language because one of main purposes of teaching by using the language of instruction is to make students learn another language.

2.8 The Difference Between Code-switching and Code-mixing:

Breitenmoser (2020) points out that when bilingual and multilingual speakers switch codes from one language to another language consciously, it is code-switching. But, if they switch codes from one language to another one unconsciously, it is code-mixing. Moreover, Smith (2018, p. 29) mentions that if students have even a very little ability to speak the second language or the language of instruction, and use a word, phrase or short sentence from the second language or the language of instruction in the first language in the class, it is code-switching. So, the current study sheds light on the effects of code-switching, not code-mixing, on teaching English from EFL students' perspective, because it is clear that the freshman students somehow can use the language of instruction , even a little bit, at their departments and perform code-switching consciously. Furthermore, the freshman students at university can use a little bit English in communication with facing difficulties, but not perfectly.

2.9 Methods of Data Collection

2.9.1 Data Collection Tool

For this study, the open-ended questionnaire was made in order to get more perspectives from senior students about the effect of code-switching in teaching. For the current study the questionnaire included 11 items. Both qualitative and quantitative methods were used by the researcher. All participants were required to write their views for every item of the questionnaire. Moreover, all participants were given enough time to express their views about all items accurately. Enough space was provided after each item for participants to mention their views regarding each item.

In the questionnaire Likert Scale was used. According to Likert Scale five possible responses such as (Strongly Disagree= 1, Disagree= 2, Neutral= 3, Agree= 4 and Strongly Agree= 5) should be provided to permit the participants of the questionnaire to provide their opinions to each item. It is worth noting that before asking the participants of the questionnaire to provide their views regarding each item, a small group of senior students were asked to express their opinions about all items because the researcher wanted to be sure that all modified items are understandable and all participants are able to provide their views for all items clearly. This is called piloting. After distributing the questionnaire to the participants, the responses were received over a period of one month. In this case, the face validity of the questionnaire was gained.



2.9.2 Participants

To get sufficient data for the current study, 120 senior students at Salahaddin University-Erbil from the English Departments at College of Languages and College of Education, and Lebanese French University/ College of Languages and College of Education/ English Departments participated in the questionnaire. They were given enough time to express their views for all items. The students of the mentioned departments were asked to participate in the questionnaire on purpose because most of them before admitting to university did not have any information about using the language of instruction in their departments. Therefore, the researcher wanted to know the effectiveness of code-switching in teaching from the student's views in the mentioned departments. In addition, the researcher asked fourth-year students to take part in the questionnaire because when students reach the final year of study; they know well when and in which year of study code-switching should be done at university.

2.9.3 Validity and Reliability

According to Mackey and Gass (2012), validity means that the obtained data by researchers must make sense and guide the researchers in their researches to a good conclusion. Before collecting the data from participants, all items of the questionnaire were evaluated by some professors and academics to be sure that all items are academically appropriate and related to the current study. All jury members provided valuable comments on each item. Finally, some modifications have been done regarding each item. Regarding reliability, it means that the data should be stable when the same participants provide their views with regard to the items of the questionnaire at two different items (Ibid). Therefore, after getting the data from participants of the current study, after a month the researcher asked the same participants to provide their views regarding each item to be sure that the participants provide the same views as the first time.

2.10 Data Analysis

For analysing the obtained data, the SPSS program was used to know the percentage of views of participants, mean score, standard deviation for any choice in each item and the P-value of each item. According to Hippler (2018, 47), Cronbach's alpha can be used to know the degree of internal consistency of results of two obtained data for the same items in the questionnaires. The result should be equal or less than $\alpha = 0.05$ in order to get a significant result.

2.10.1 Results and Discussion

1- As for item (1), which says 'The main reason behind code-switching in teaching is the lack of freshman students in expressing themselves in the language of instruction', as shown in figure (1), the results show that 75% of the participants strongly agree and 25% of them agree with the statement. The mean score is 4.75, and the standard deviation is 4.24. For this item, based on the views of participants the P-Value is 0.02. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They believe that the main reason behind performing code-switching by freshman students in the classroom is the lack of students in expressing themselves in the language of instruction especially in the first year of study because when students are admitted to university most of them have inadequate information on the use of the language of instruction because of lacking vocabulary in the language of instruction. Therefore, when they want to participate in daily activities they switch codes from the language of instruction to their first language to express what they want to say. Moreover, another reason behind performing code-switching by freshman students in teaching is that most instructors provide more marks to those students, who participate in daily activities. In this case, those students, who cannot express themselves



in the second language, try to participate in daily activities in classroom teaching by using their first language, even for a very short time, rather than sitting quietly in order to prove or show that they can answer most of those questions, which are asked by instructors, but because they are not good at using the second language they do code-switch.

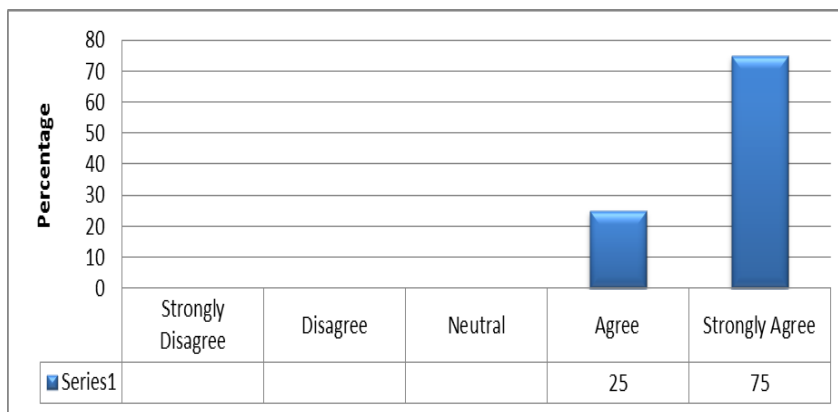


Figure 1: Participants’ Responses to item (1).

2- As for item (2), which says ‘Performing code-switching in teaching is useful because freshman students can understand the main message behind all subjects easily and quickly’, as shown in figure (2), the results show that 86.7% of the participants strongly agree and 13.3% of them agree with the statement. The mean score is 4.87, and the standard deviation is 23.8. For this item, based on the views of participants the P-Value is 0.009. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They mention that when freshman students are admitted to university; they do not have enough ability in the language of instruction and the new knowledge that they study at their departments. In this case, when the freshman students are unable to use the language of instruction perfectly, they cannot comprehend the new knowledge. Therefore, they face many difficulties in the process of learning. But, the freshman students are able to learn new information and knowledge when they study at their departments easily and quickly when instructors, even for a short time, switch codes from the language of instruction to the first language of the freshman students in teaching. Moreover, when the freshman students are able to understand the main message behind their subjects; they revise what they study every day at home. But, if the freshman students are unable to understand what their instructors talk about in the classroom; from the beginning of their first year of study, the freshman students will be pessimistic about their future and their studies. Therefore, it is very useful for the freshman students when instructors use the first language and the language of instruction together when they explain new subjects in the classroom.

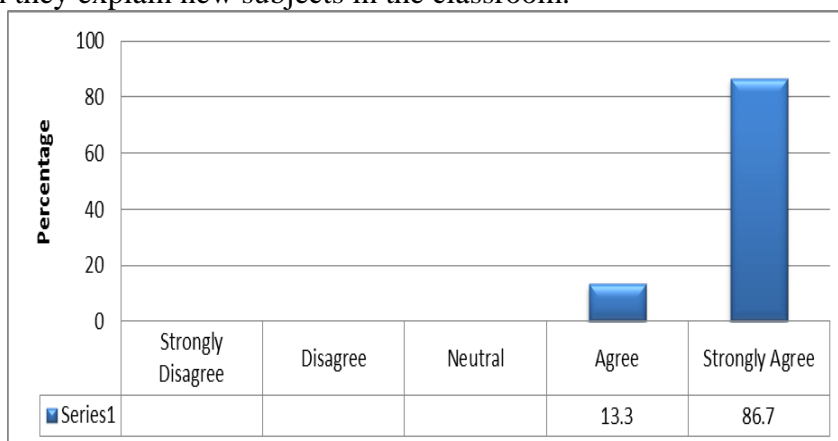


Figure 2: Participants’ Responses to item (2).

3- As for item (3), which says ‘Instructors must not use the native language of the freshman students for a long time in teaching because, if they do, the freshman students cannot learn the language of instruction’, as shown in figure (3), the results show that 54.2% of the participants strongly agree and 45.8% of them agree with the statement. The mean score is 4.54, and the standard deviation is 4.04. For this item, based on the views of participants the P-Value is 0.04. Therefore, the result is statistically significant because it is less than $\alpha=0.05$.

They believe that it is true that performing code-switching in the classroom helps freshman students learn the main message behind all subjects, which are taught in the classroom, but it should not be forgotten that code switch from the language of instruction to the first language of freshman students brings several problems in teaching because at that time freshman students do not use the language of instruction in communication. In this case, they cannot learn the language of instruction. Moreover, the freshman students just try to participate in communication when their instructors allow them to use their first language for exchanging ideas. Therefore, instructors should switch codes when it is necessary, and it helps the freshman students to comprehend the main message behind explaining any kind of subjects. In addition, instructors should not switch codes just at the beginning or in the middle or at the end of teaching in the classroom because at that time the freshman students just want to listen to their instructors when they know that their instructors switch codes. For example, if instructors switch codes just at the beginning of teaching in the classroom, the freshman students just try to listen to their instructors just at the beginning of the teaching in the classroom. In this case, performing code-switching is not beneficial.

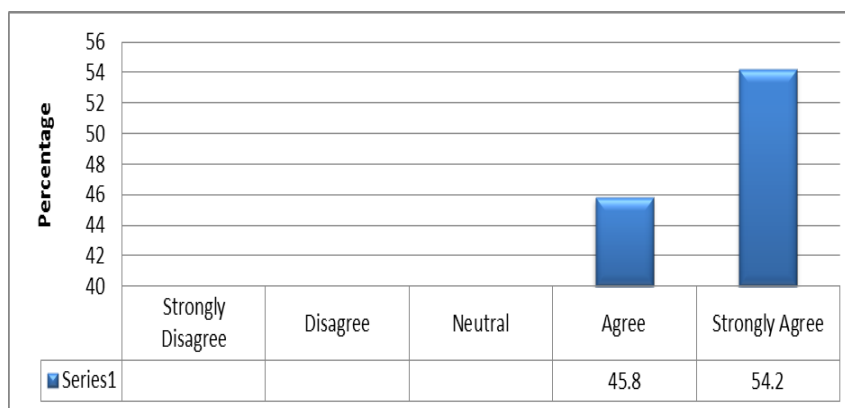


Figure 3: Participants’ Responses to item (3).

4- As for item (4), which says ‘During all years of students’ BA journey, instructors should switch codes in teaching’, as shown in figure (4), the results show that 47% of the participants strongly disagree and 53% of them disagree with the statement. The mean score is 1.53, and the standard deviation is 1.03. For this item, based on the views of participants the P-Value is 0.02. Therefore, the result is statistically significant because it is less than $\alpha=0.05$.

They state that instructors must not do code-switch in all years of students’ BA journey because, if they do, performing code-switching will be considered as a barrier to becoming fluent in the language of instruction. Moreover, those freshman students, who have poor level in the language of instruction, cannot learn it easily. Therefore, instructors must not do code-switch in all years of BA journey. Instead, instructors should switch codes only in the first year of study accurately and carefully because using the first language of the freshman students with the language of instruction definitely helps the new admitted students to learn the language of instruction in their departments gradually. Performing code-switching in the first year of study is very useful because it helps students to comprehend all the new



information and knowledge when they study in the classroom clearly. In addition, when freshman students learn new information; they later try to use the language of instruction for exchanging ideas in the classroom, and if they make any mistakes while speaking, their instructors correct the mistakes. This will be a great tool to help the freshman students learn the language of instruction in the first year of study. Therefore, switch codes should be done mostly in the first year of study. However, it should be noted that in the final years of students' BA journey, instructors need to use first language of students only to translate the meaning of those terms that are difficult to understand.

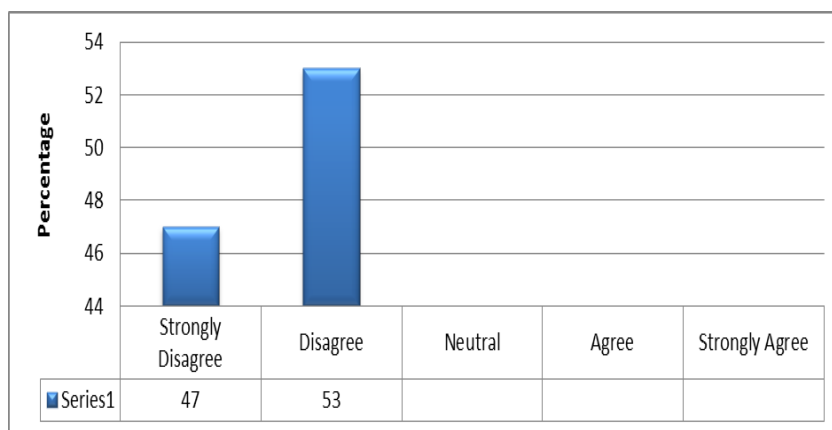


Figure 4: Participants' Responses to item (4).

5- As for item (5), which says 'Instructors sometimes allow freshman students to switch codes from the language of instruction to the native one, not to interrupt the discussion in teaching', as shown in figure (5), the results show that 60% of the participants strongly agree, 33% of them agree and 7% of them are neutral with the statement. The mean score is 4.53, and the standard deviation is 4.05. For this item, based on the views of participants the P-Value is 0.04. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$. They believe that instructors always like to have their students participate in discussion in daily activities in order to exchange ideas altogether because in this case most of the students can understand what they study in the classroom. However, it should be noted that most of the freshman students are unable to express everything in the language of instruction. Therefore, they switch codes from the language of instruction to the first language to express a word or a term or any kind of information, and then they will continue in expressing themselves in the language of instruction. In this case, the discussion between instructors and the freshman students will not be interrupted. For example, when the freshman students are not able to remember a word in English, when they communicate in English; they try to use an equivalent Kurdish word not to interrupt the discussion. However, the freshman students should not be allowed to use their native language in communication more than the language of discussion because, if this happens, they are not encouraged to learn the language of instruction.

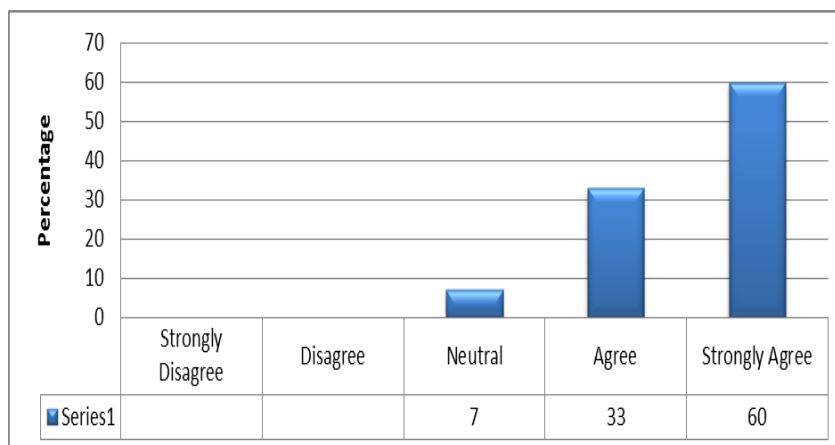


Figure 5: Participants’ Responses to item (5).

6- As for item (6), which says ‘The level of learning competence among freshman students is at high level, when they are allowed to switch codes in teaching’, as shown in figure (6), the results show that 66.7% of the participants strongly agree and 33.3% of them agree with the statement. The mean score is 4.7 and the standard deviation is 4.16. For this item, based on the views of participants the P-Value is 0.007. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$. They state that whenever freshman students are allowed to use their first language while studying even for a short time, it engages a greater number of students in the process of learning because they are not afraid that they will not be able to speak all the words in the language of instruction. Therefore, more students try to participate in communication. If they make any mistakes or if they could not express some words in the language of instruction, their instructors correct them and help them to express the words in the language of instruction. Therefore, it will definitely make the process of learning among the freshman students quicker. Furthermore, when instructors help freshman students to learn new words and terms through the process of code-switching, the freshman students will build their vocabulary in the language of instruction step by step. Therefore, in the future they do not need to switch codes in the classroom because after building their ability in terms of vocabulary in the second language; they will be able to express themselves in it. It means that code-switching paves the way to a better level in speaking and learning in the language of instruction for the freshman students.

It should be noted that when the communicative and language competence among freshman students is at high level, a better self-confidence will be achieved by them. Therefore, it can be said that allowing code-switching leads to a higher level of language learning, which in turn leads to obtain a better self-confidence by freshman students.

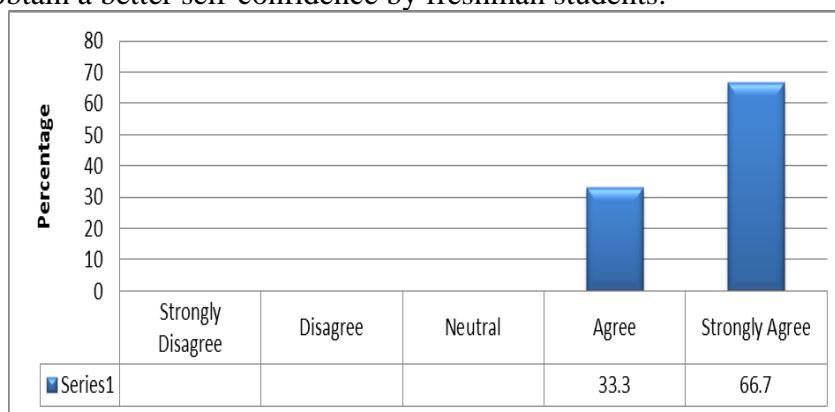


Figure 6: Participants’ Responses to item (6).



7- As for item (7), which says ‘More freshman students are involved in classroom activities; if they are allowed to switch codes even for a short time’, as shown in figure (7), the results show that 73.3% of the participants strongly agree and 26.7% of them agree with the statement. The mean score is 4.73, and the standard deviation is 4.23. For this item, based on the views of participants the P-Value is 0.01. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They state that there is no doubt that when freshman students are allowed to switch codes from the language of instruction to their first language; they engage in a much larger number of daily activities because they know that if they are not able to express a word or phrase in the language of instruction, the instructors will help them to express it. But, if freshman students are not allowed to do code-switch, then those freshman students, who have a poor level of the language of instruction, will not participate in daily activities because they are afraid that their classmates will make fun of them. This will have a negative impact on the student's psyche. It should be noted that when freshman students do not participate in daily activities, they will not be able to learn new knowledge and information well, which will have a negative impact on the future of the students. Therefore, in the learning process, instructors need to allow freshman students to express a few words and phrases or sentences in their first language for a short time, as this will help the freshman students to learn new information and knowledge sooner and become more involved in daily activities.

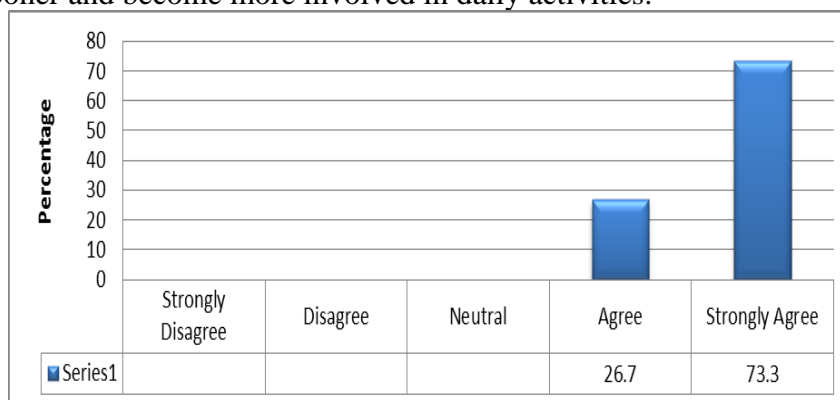


Figure 7: Participants' Responses to item (7).

8- As for item (8), which says ‘If instructors switch codes; they indirectly strengthen the freshman student's comprehension ability to understand what they talk about in teaching’, as shown in figure (8), the results show that 69.2% of the participants strongly agree and 30.8% of them agree with the statement. The mean score is 4.69, and the standard deviation is 3.76. For this item, based on the views of participants the P-Value is 0.002. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They believe that it is a very common thing and there is no doubt that many new freshman students understand all subjects when instructors use the first language of the freshman students and the language of instruction together while studying because most of the freshman students do not have a good level of use in the language of instruction. The reason is that they did not read all the educational materials in high schools, especially in state high schools, in the second language or did not study in detail until they learned. Therefore, studying in the first language and the language of instruction is an important factor in strengthening the students' understanding of all subjects. Understanding all or most of the subjects in the first year of university will encourage students to read more and be optimistic about their future.

There may be a few students in every class, who are able to speak in the language of instruction because they were educated in private schools or grew up in a European country and came here to study for a bachelor's degree; they dominate the class when they are in communication with their instructors because they do not face difficulties when they use the



language of instruction. This will have a negative impact on other students because they may think that they are very bad at using the language of instruction. Therefore, instructors are able to play a very positive role in the use of first language and language of instruction together in teaching in strengthening the students' comprehension ability in all subjects while studying.

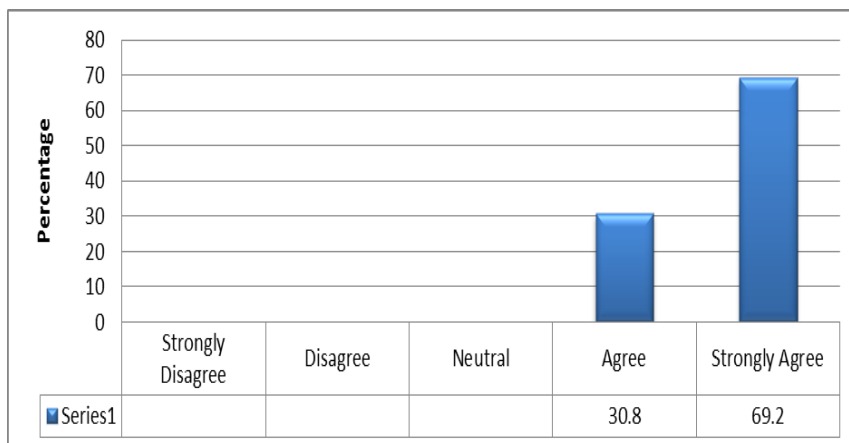


Figure 8: Participants' Responses to item (8).

9- As for item (9), which says 'Code-switching helps students learn new terms and phrases easily', as shown in figure (9), the results show that 53.3% of the participants strongly agree and 46.7% of them agree with the statement. The mean score is 4.53, and the standard deviation is 4.03. For this item, based on the views of participants the P-Value is 0.003. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They state that if instructors in the classroom use only the language of instruction, then most of the freshman students will not be able to understand all the words because they do not have a good level and knowledge of the language of instruction. So, if instructors use the native language of the freshman students and the language of instruction together while studying, the freshman students will understand the main purposes behind studying any kind of subjects clearly. Moreover, they are able to learn the meaning of words, terms and those words which provide more than one meaning easily, when instructors switch codes to explain the meaning of words and terms. In this case, the translation of the meaning of the words will help the students to learn the meaning of the words and terms easily. Additionally, the participants mention that it should be noted that when the freshman students are allowed switch codes in the learning process, time-consuming will be reduced by learning the meaning of unknown words because they will be able to learn the meaning of the words and focus more on the subjects and information in the classroom.

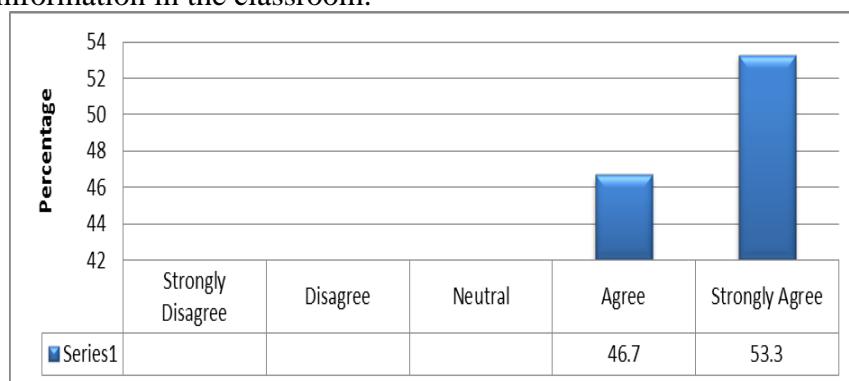


Figure 9: Participants' Responses to item (9).

10- As for item (10), which says 'The main purpose behind code-switching by instructors is to clarify what they explain in teaching', as shown in figure (10), the results show that 35% of



the participants strongly agree, 55% of them agree and 10% of them are neutral. The mean score is 4.25, and the standard deviation is 4.30. For this item, based on the views of participants the P-Value is 0.04. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They believe that it is true that using the native language of the students and the language of instruction at the same time is not an easy task in the learning process because the instructors will be tired. But, the result of this important task makes the freshman students understand more about all subjects and information. Furthermore, they state that it is clear to all the freshman students that the purpose of code-switching in teaching, especially in the first year at university, is only to explain all information in more detail to make sure that they fully understand the information because the goal of education and teaching is to have a good future for students, when the instructors are sure that the freshman students understand all the subjects, they will also make sure that the freshman students have a good future. Therefore, we hope that in the first year of university, instructors will use the first language of the students with the language of instruction for a few minutes or even a few seconds to make the information easier and clearer for the new admitted students to university. In this way the instructors make the subjects clearer and easier for the students. In addition, the participants mention that most of the students often say that we have heard that if instructors switch codes while teaching, it means that these instructors have a lack of knowledge in the language and cannot communicate in the language of instruction to convey all subjects and information to their students. But, this idea is completely wrong and not true because if instructors are not well-informed, they will never be able to get a high degree.

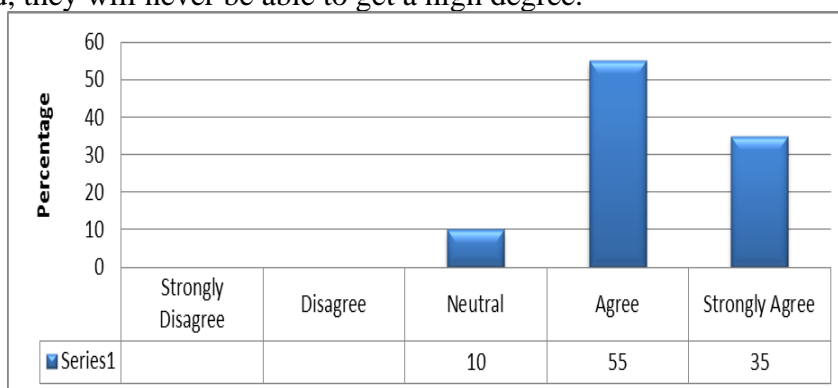


Figure 10: Participants' Responses to item (10).

11- As for item (11), which says 'Code-Switching is done by the freshman students to repeat what they have studied in the classroom to be sure that they understand the main purposes behind all subjects', as shown in figure (11), the results show that 61.7% of the participants strongly agree and 38.3% of them agree with the statement. The mean score is 4.62, and the standard deviation is 4.12. For this item, based on the views of participants the P-Value is 0.03. Therefore, the result is statistically significant because it is less than $\alpha = 0.05$.

They point out that if the freshman students sometimes switch codes in the classroom for asking about some information to know if it is right or wrong. It does not mean that they do not understand the subject because the freshman students sometimes use their first language to mention some information to be sure that they understand the information and subjects after being taught and explained by the instructors. It means that one of the reasons behind code-switching by the freshman students is to make sure that they understand the information. In other words, code-switching is done by the freshman students for the purpose of emphasis of what they have studied in the class to avoid misunderstanding.

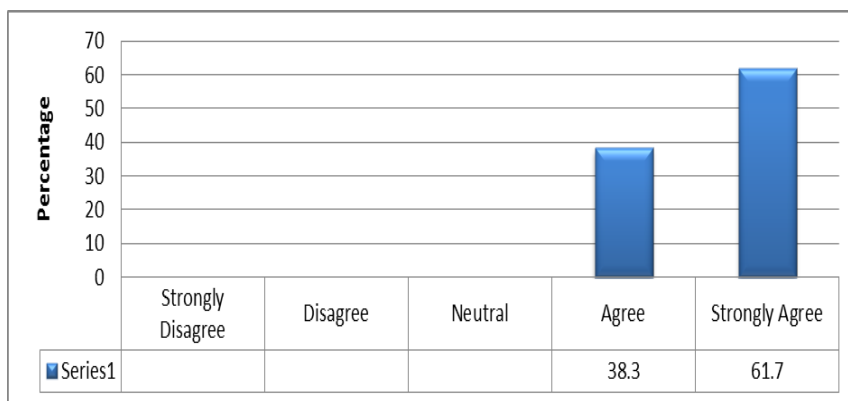


Figure 11: Participants’ Responses to item (11).

Generally speaking, freshman students at university are generally unable to communicate in the language of instruction during their first year of study because it is clear that students are admitted to universities according to their high school marks. Therefore, when they want to participate in daily activities in the language of instruction; they switch codes from the language of the instruction to their native language in order to express themselves perfectly and make their instructors understand. However, it should be noted that when instructors, even for a short time, switch codes while studying, the freshman students are able to understand the main purpose behind any kind of subjects. This is a reason of code-switching. It is clear that from the very beginning of the study in the first year at university, if the students are able to understand and learn from the instructors; they will be more willing to study in their departments and will be successful. But, if they are not able to understand the purpose of studying the subjects, then from the first year, the freshman students will face the problem of understanding the subjects of the study, which means that they will be pessimistic in their studies at the first year of the study and will not be successful. Therefore, performing code-switching by instructors and students is useful as a good tool to help the freshman students to understand the main purposes behind studying all subjects. When instructors allowed the freshman students to do code-switch, even for a short time, they will be involved in daily activities because at that time they are able to express few Kurdish words in communication. In this case, instructors are able to help the freshman students to express what they want in the language of instruction. Therefore, the freshman students are able to learn new words, phrases and terms easily and quickly. When they are able to learn new vocabulary and express themselves in the language of instruction, the communicative competence among the freshman students will be at high level day by day. This is another reason of code-switching.

It should be noted that the freshman students sometimes switch codes in order to be sure that they understand what they study in the classroom in order not to face misunderstanding. However, it should be kept in mind that instructors should not switch codes in teaching and allow the freshman students to use their first language more than using the language of instruction because, if this happens, most of the freshman students will definitely participate in daily activities when they perform code-switching. In this case, it will be very hard for the freshman students to learn the language of the instruction in their department. Therefore, instructors must be aware that code-switching needs to be done accurately and carefully only in the first year at university and as an important tool to motivate the freshman students to learn the language of instruction. This is another reason of performing code-switching.

4.11 Conclusion

The current study has considered *The Effects of Code-switching on Teaching English from EFL Students’ Perspective*. It is clear that code-switching has advantages and disadvantages



in the process of teaching. However, it should be mentioned that instructors are able to make the freshman students get benefits from code-switching to learn the main purposes behind studying all subjects and the language of instruction, especially in the first year at university. The following conclusion is drawn from the results of the study.

1- There are some purposes behind code-switching by the freshman students such as avoiding misunderstanding (conflict control), reiteration (to focus on something), floor-holding (not to interrupt the discussion) and using of the native equivalent words in the language of instruction because the freshman students are unable to express all words in the language of instruction. In this case, this is the answer of the first research question. Moreover, it is worth noting that the first hypothesis of this study is verified.

2- When the freshman students are allowed to switch codes, even for a very short time, more of them will be involved in daily activities, and the competence among all the freshman students will be at a high level. Moreover, they will be able to learn English easily and quickly. In this case, this is the answer of the second research question. Moreover, it is worth saying that the second hypothesis of this research is verified.

3- Instructors must allow the freshman students only to switch codes in the classroom in order to help them learn the language of the instruction gradually because in the first year of study at university, they are unable to express themselves in the language of instruction perfectly. In this case, this is the answer of the third research question. Moreover, it is worth saying that the third hypothesis of this research is verified.

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Appendix

Salahaddin University-Erbil
College of Languages
English Department

Dear Respondent,

My name is Sangar Othman Ibrahim. I am working on an academic research. The title of this academic research is **The Effects of Code-switching on Teaching English from EFL Students' Perspective**. This questionnaire is a part of conducting my academic research. You are kindly required to participate in the questionnaire by selecting a choice for every item and provide your views. I wish you to take part and provide me with the required information if possible. Please feel free to ask any questions you might have.

I reassure you that the information you provide and your name will be used anonymously and kept confidential and you will be able to withdraw, without any reason, at any time you wish.

The current research deals with how much performing code-switching at the first year at university helps students learn the language of instruction in their departments and knowledge. By answering 'YES' to the question below, you confirm that you have understood this and consent to take part in the research under the confidentiality conditions stated.

Note: You can use a separate sheet to provide your views for each item.

Do you consent to taking part in this research? YES/ NO

Name:

Place of Work:

Gender: Male Female.

Note: for each of the questions below, circle the response that best characterizes how you feel about the statement, where: 1= Strongly disagree (SD), 2= Disagree (D), 3= Neutral (N), 4= Agree (A), and 5= Strongly Agree (SA). Moreover, provide the reasons for your choice of every item.

Items	How you feel about the statement				
	SD	D	N	A	SA
1- The main reason behind code-switching in teaching is the lack of freshman students in expressing themselves in the language of instruction. The reasons for your choice:					
2- Performing code-switching in teaching is useful because freshman students can understand the main message behind all subjects easily and quickly. The reasons for your choice:					
3- Instructors must not use the native language of the freshman students for a long time in teaching because, if they do, the freshman students cannot learn the language language. The reasons for your choice:					
4- During all years of students' BA journey, instructors should switch codes in teaching. The reasons for your choice:					
5- Instructors sometimes allow freshman students to switch codes from the language of instruction to the native one, not to interrupt the discussion in teaching. The reasons for your choice:					
6- The level of learning competence among freshman students is at high level, when they are allowed to switch codes in teaching. The reasons for your choice:					
7- More freshman students are involved in classroom activities; if they are allowed to switch codes even for a short time. The reasons for your choice:					
8- If instructors switch codes; they indirectly strengthen the freshman student's comprehension ability to understand what they talk about in teaching. The reasons for your choice:					
9- Code-switching helps students learn new terms and phrases easily. The reasons for your choice:					
10- The main purpose behind code-switching by instructors is to clarify what they explain in teaching. The reasons for your choice:					
11- Code-Switching is done by the freshman students to repeat what they have studied in the classroom to be sure that they understand the main purposes behind all subjects. The reasons for your choice:					

کاربگهري گۆرینی زمانی له سه ر فیربوونی زمان ئینگلیزی وهکو زمانیکی بیگانه له تیروانینی قوتایاندنا

سنگر عثمان ابراهیم

بهشی زمانی ئینگلیزی، کۆلیژی زمان، زانکۆی سه لاهه ددین-هه ولیر

پوخته

ناویشانی ئەم توێژینهوه بریتیه له (کاربگهري گۆرینی زمانی له سه ر فیربوونی زمان ئینگلیزی وهکو زمانیکی بیگانه له تیروانینی قوتایاندنا). ئامانجی سه رهکی ئەم توێژینهوه بریتیه له نیشک خستنه سه ر کاربگهريه کانی زمان گۆرین له کاتی خوێندندا. پرسیاره سه رهکه بیه کانی ئەم توێژینهوه بریتیه له ئایا مه به ست و سووده کانی گۆرینی زمان له کاتی خوێندندا چیه؟

بۆ ده ستکه وتی داتای زیاتر، بۆ یه م توێژینهوه یه پاریسی به کارهاتوو وه ۱۲۰ قوتابی دوا قونای خوێندن له به شی زمانی ئینگلیزی له کۆلیژی زمان و کۆلیژی په ره وه ره/ زانکۆی سه لاهه ددین و به شی زمانی ئینگلیزی له کۆلیژی زمان و کۆلیژی په ره وه ره ی زانکۆی لوبنانی-فه ره نسی له هه ولیر به ژداریان له پاریسیه که کردوو. ئەم قوتایانه به مه به ست داوایان لیکراوه که به ژداری پاریسیه که بکه ن چونکه ئەوکاته ی قوتاییه کان ده گه نه کۆتاسالی خوێندنیان له زانکۆدا، به باشی درک ده که ن که له چ سالیکی خوێندندا قوتاییه کان پتویستیان به به کارهێنانی زمانی دایک ده بیت له جیاتی زمانی خوێندن. بۆ شیکردنه وه ی داتاکان، هه ردوو شیوازی جوړی و چه ندی به کارهاتوو.

ئەم توێژینهوه گه یشتو ته ئەم ئەنجامه ی که به کارهێنانی زمانی دایک له گه ل زمانی خوێندن له سالی یه که م بۆ قوتاییه تازه وه رگهراوه کان چه ند سوودیکی هه به. یه که م، قوتاییه تازه وه رگهراوه کان نایه نه ویت پوو به رووی لیکتبه گه یشتن بیه وه له گه ل مامۆستایه کان یان له کاتی فیربوون و خوێندندا. دووه م، قوتاییه تازه وه رگهراوه کان زمان ده گۆرین له کاتی خوێندندا ئەوکاته ی که ده یانه وئ جه خت له سه ر هه ندیک زانیاری بکه نه وه. سییه م، قوتاییه تازه وه رگهراوه کان زمانی خوێندن ده گۆرین تاوه کو گه تۆگۆکان یان له گه ل مامۆستایه کان به ره دوا م بین و نه چه رین. چه ره م، قوتاییه تازه وه رگهراوه کان زمان ده گۆرین له کاتی خوێندندا کاتیکی ووشه به کی زمانی دایک به کاردێن له زمانی یه که می خوێندندا. پتجه م، زمان گۆرین له کاتی خوێندندا یاره تی قوتاییه تازه وه رگهراوه کان ده دات که به خیرایی و ئاسانی فیری ووشه ی نوێ بین. شه شه م، ئەوکاته ی که قوتاییه تازه وه رگهراوه کان پتگایان پتده دریت که زمان بگۆرین له کاتی خوێندندا ئەوا ژماره به کی زیاتر له وان به ژداری چالکیه کانی رۆژانه ده که ن. به لام پتویسته ئاماژه به مه ش بکری ت زمان گۆرین له کاتی خوێندندا ناییت ئەنجام بدریت کاتیکی قوتاییه تازه وه رگهراوه کان قونای یه که م ده برن چونکه، ئەگه ر ئەمه روودات له سالی کۆتایی خوێندندا، ئەوا قوتاییه کان توانای ئەوه یان ناییت به شیوه یه که ی ئەکادیمی و به ته واوی زمانی خوێندن له به شه کان یاندا به باشی به کاربێنن و فیری بین. بۆیه زمان گۆرین له کاتی خوێندندا پتویسته ته نیا له سالی یه که می خوێندن ئەنجام بدریت ئەویش به ووردی و زاناییه وه.

ده سته واژه گرنگه کان: زمان گۆرین، جوړه کانی زمان گۆرین، هۆکاره کانی زمان گۆرین، ئەره که کانی زمان گۆرین، سووده کانی زمان گۆرین.

آثار تبدیل اللغة علی تدریس اللغة الإنجلیزیه کلغه أجنبية من منظور الطلاب

سنگر عثمان ابراهیم

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ملخص

عنوان هذه الدراسة الأكاديمية هو " آثار تبدیل اللغة علی تدریس اللغة الإنجلیزیه کلغه أجنبية من منظور الطلاب". الغرض الرئيسي من هذه الدراسة هو إلقاء الضوء علی تأثير تبدیل اللغة فی التدریس. الأسئلة البحثية الرئيسية لهذه الدراسة هي ما هي الأغراض والفوائد الرئيسية لتبديل اللغة فی التدریس؟ للحصول علی البيانات، يتم استخدام الاستبانة المفتوح لهذه الدراسة. إذ إن المشاركين هم الطلاب السنة الرابعة فی جامعة صلاح الدين/ كلية اللغة و كلية التربية/ قسم اللغة الإنجلیزیه و الجامعة اللبنانية الفرنسية / كلية اللغات و كلية التربية / قسم اللغة الإنجلیزیه. كان يُطلب من ۱۲۰ الطلاب السنة الرابعة فقط المشاركة فی الاستبيان عن قصد، لأنه عندما يصل الطلاب إلى السنة النهائية من دراستهم فی الجامعة؛ إنهم يعرفون ويفهمون جيداً أن الطلبة فی أية سنة فی الجامعة أثناء الدراسة، يحتاجون إلى تبدیل لغة التدریس إلى لغتهم الأم. استخدم الباحث طرق البحث الكمية والنوعية لتحليل البيانات التي تم الحصول علیها.

خلصت هذه الدراسة إلى أن استخدام اللغة الأم مع لغة الدراسة فی السنة الأولى له فوائد عديدة للطلاب المقبولين (فی المرحلة الأولى) حديثاً فی الجامعة. أولاً، لا يرغب الطلاب المقبولين فی مواجهة سوء التفاهم مع أساتذتهم أثناء التعلم والدراسة. ثانياً، فی السنة الأولى، یغير الطلاب المقبولون لغتهم أثناء الدراسة عندما يريدون التأكيد علی بعض المعلومات. ثالثاً، الطلاب المقبولون يقومون بتبديل اللغة حتی لا یقطعوا المناقشة مع أساتذتهم. رابعاً، لاستخدام الكلمة فی لغتهم الأم باللغة الثانية وهي لغة الدراسة فی أقسامهم. خامساً، تغییر اللغة أثناء الدراسة، یساعد الطلاب المقبولين الجدد علی تعلم كلمات ومصطلحات جديدة بسهولة وسرعة. سادساً، عندما يُسمح لطلاب السنة الأولى بتغيير لغتهم أثناء الدراسة، یشارك عدد أكبر منهم فی أنشطتهم اليومية.

الكلمات الرئيسية: التناوب اللغوي، أنواع تبدیل اللغة، أسباب تبدیل اللغة، وظائف تبدیل اللغة، فوائد تبدیل اللغة.