

Code-Switching and Attitudes towards in EFL classes from English Teachers' Perspective

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Abstract

This study attempted to examine the functions of code-switching and the attitudes towards it from the perspective of EFL secondary school teachers. In particular, the study aimed to identify the teachers' beliefs and attitudes towards code-switching in EFL classes, the teachers' perception of code-switching in light of the communicative approach and the pedagogical functions that code-switching serve. In order to achieve the above goals, the researcher used the descriptive analytical approach and used a questionnaire consisting of (31) items to collect data from the research participants. The population of this study consisted of all male English language teachers in the secondary stage in Riyadh city in Saudi Arabia. The research sample consisted of (30) male EFL teachers from the secondary schools in Riyadh city. The researcher collected the questionnaires after being answered by the teachers and put them for analysis by SPSS software. The results showed that that the teachers encourage the learners not to use the mother tongue in the class and to reduce their dependence on their first language. Also, the teachers expressed that they know that the role of code-switching is limited within the communicative approach. Moreover, it was found that the teachers see that code-switching affects language teaching negatively and that code-switching should not be employed in an open-ended way. However, the teachers expressed that code-switching serves many pedagogical functions, but it should not be a common practice in the class.

Keywords: *Code-Switching, Secondary School Teachers, Attitude, the Communicative Approach*

تسعى هذه الدراسة لمعرفة وظائف التناوب اللغوي واتجاهاتها من وجهة نظر معلمي اللغة الإنجليزية للمرحلة المتوسطة بالمملكة العربية السعودية. تهدف الدراسة على وجه الخصوص لتوضيح وجهة نظر المعلمين تجاه التناوب اللغوي في فصول اللغة الإنجليزية. ولتحقيق هذا الهدف ، فقد استخدم الباحث النهج التحليلي الوصفي كما تم استخدام استبانة لجمع البيانات من المشاركين والتي تم تحليلها ببرنامج SPSS. وكانت عينة الدراسة تحتوي على ثلاثين معلماً من معلمي اللغة الإنجليزية بمدارس البنين للمرحلة المتوسطة بمدينة الرياض بالمملكة العربية السعودية.

أظهرت النتائج أن المعلمين يحثون الطلاب بألا يستخدموا لغتهم الأولى في الصف ويقللون الإعتداد عليها. كما أعرب المعلمون على أن دور التناوب اللغوي هو دور محدود في إطار المنهج التواصلية. إضافة إلى ذلك، فالمعلمون يرون أن التناوب اللغوي يؤثر سلبياً على تعلم اللغة، ولا يجب توظيفه بطريقة مفتوحة في الصف. ومع ذلك، فقد أكد المعلمون أن التناوب اللغوي مفيد في عدة وظائف تعليمية أخرى، ولكن يجب ألا تكون كعادة دائمة في الصف.

1. Introduction

The basic function of language is to communicate. Conveying a certain message to the listener is the most thing that speakers concerned with while speaking. Also, bilingualism is one of the key features of linguistic interaction in which the persons have a good command one two or more languages. Bilingualism is essential for social interaction and allows the speakers to speak freely with other persons from different societies (Cook, 2008).

The contact of language may arise in a number of phenomena. One of these phenomena is code-switching in which the speaker alternates between one language and another while starting a conversation with others (Littlewood, 1998). One of the key issues in the bilingualism research is Code-switching. Due to the importance of social interaction, the study of code-switching between languages has increased in the past few years (Ying, 2010).

Code-switching is a normal issue in EFL contexts and with EFL speakers (Laurence, 1998). It is related to the impact of the student first language on the foreign language they learn. Al-Hourani & Afiza (2013) reported that code-switching is the results of the lack of proficiency of the students in the foreign language they learn and they explained that the students code the switch because they have not developed a sense of the target language. Although code-switching is a normal occurrence in EFL classes, it bears negative implications which may be attributed to the teaching methods, teacher's role, the interaction's modes of the class, the context of learning and the instructional activities (Bader, 2003).

Code-switching serves many functions in the class. Brown (2001) claimed that the meaning of the complicated items in the foreign language is being clarified by code-switching. The teacher can translate a difficult lexical item for the students from the target language to their

first language. Also, Murad (2013) said that code-switching plays an important role in making the meaning understandable for the students with less efforts from the part of the students. Canale (1983) reported that code-switching is helpful, especially with young learners who have not mastered the two languages and they need to get more linguistic input.

Despite the positive functions of code-switching in the class, it has negative impacts on the students' proficiency while learning in the class. The teachers who use the students' first language do not give the students the full opportunity to speak in the target language and their positive contribution in the class is minimized (Masrahi, 2016). Furthermore, the use of code-switching lowers the student's' motivation to learn the target language and use it in every aspect (Hussein, 1999). Also, code-switching was reported to give incorrect picture of what the students have learnt and what they lack in order to be good learners. The use of code-switching unwisely in the class has serious impacts on the students' language learning.

On the other hand, the principles of communicative language learning contradict with the use of code-switching in EFL classes. According to Cook 2008, the communicative language approach depends on the use of the target language in the class and that the target language is the dominant medium of instruction inside the class. Thus, the students' first language has a minimal role in the communicative approach. The students' first language is used only in the most complicated situations and in very few situations that may affect the students' comprehensibility. The teachers' grasp of the communicative approach affects their restoration to code-switching and the teachers who lack the proper understanding of the communicative approach are not nicely placed to produce proficient learners (Al- Khresheh, 2015).

Based on the above-mentioned points, this study tries to examine the perceptions of the secondary school EFL teachers in Saudi Arabia, the functions of code-switching in EFL classes and their attitudes towards it. Also, the study tries to explore the teachers' perception of code-switching in line their grasp of the communicative approach.

1.1. Statement of the Problem

Arab students face a major problem in EFL class which is the frequent use of their mother tongue while they learn English. This is mainly due to the fact that the students have not mastered the target language and they switch the code to express their ideas and thoughts (Bader, 2003). Also, Turjoman (2016) reported that Saudi EFL students use the first language in the class more than normal and they are not given the opportunities to speak freely even if they commit mistakes. Furthermore, Al-Hourani & Afiza (2013) revealed that EFL teachers do not stress on the use of the target language in the class all the time and this results in poor communicative skills for the students. They reported that code-switching may be helpful in certain situations in the class, but it negatively impacts the students' interaction and proper language learning.

This study is one of the few studies that examine code-switching between English and Arabic from the perspective of Saudi EFL secondary school teachers. Teacher's perspectives with regard to code-switching between English and Arabic have rarely been examined in the Saudi context. The current study fills this academic gap by the functions of code-switching and the attitudes of secondary school teachers towards it.

1.2. Questions of the Study

This study attempts to answer the following questions:



1. What are the secondary school teachers' beliefs and attitudes towards code-switching in EFL classes?
2. What do the secondary school teachers perceive code-switching in light of the communicative approach?
3. What Pedagogical functions does code-switching serve in EFL classes from the secondary school teachers' perspective?

1.3. Objectives of the Study

The current study attempts to achieve the following objectives:

1. To identify the secondary school teachers' beliefs and attitudes towards code-switching in EFL classes.
2. To explore the secondary school teachers' perceptions of code-switching in light of the communicative approach?
3. To identify the pedagogical functions that code-switching serve in EFL classes from the secondary school teachers' perspective.

1.4. Significance of the Study

The present study has both theoretical and practical significance. The current situation of language teaching and learning in Saudi Arabia requires attention. The present research tries to make a contribution to this work. It explains the teachers' view point of code-switching and how it should be employed wisely in EFL classes.

Also, the study is designed to determine the teachers' attitudes towards code-switching and to assess their knowledge of the communicative language learning and to establish an

understanding as to how improved teaching practices can supply Saudi EFL secondary stage teachers with the tools they need to establish more positive language learning environment.

The practical importance of the current study is classroom-based. It draws the attention of educational experts, in-service teachers, and the Ministry of Education in Saudi Arabia to consider the best teaching practices in EFL classes.

2. Literature Review

2.1. The Concept of Code-switching

It is crucial to mention the definition of the term “code” before defining “code-switching”. According to Wardhaugh (2002), codes can be defined as the system of signs that is used between people in order to communicate with each other. Clyne (1987) expressed a similar view in defining code. He defined a code as a system of signs and rules which are shared among people in a particular society or culture and are used to make meaning within that culture or society. It can be also referred to as a language or a variety of language such as a dialect, pidgin or creole (Wardhaugh, 2002). Asali (2011) reported that code-switching is a process of alternation between two languages. On the other hand, Cylne (1987) said that code-switching points to the employment of two languages while speaking or writing and it takes place even between sentences. Furthermore, he stressed that code-switching can take place when the speaker or the writer alternates between one language and a variety of other languages.

However, Mackay (2012) reported that switching the code is the process of alternating the language in the same speech occurrence. This definition distinguishes between code-

switching and code-borrowing. Gumperz (1982) mentioned that “borrowing can be defined as the introduction of single words or short, frozen, idiomatic phrases from one variety into the other”. (p. 17). Abalhassan and Alshalawi (2000) emphasized the fact that the borrowed item is pronounced according to the morphology and phonology (the sound system) of the original or the host language. As Mahootian (2006) showed, borrowing is the result of cultural contact (through trade or war), and it is the result of new ways such as religion, styles, food, etc. A common example of borrowing is the influence of Latin and French words on the English language such as the words *plant*, *pear*, and *pot*, from Latin and *duke*, *court*, *beef*, *poor*, and *fruit* from French (Mahootian, 2006).

Code-switching is a normal issue in all the social and linguistic contexts. The speakers have different motivations when they switch the code during their speaking or writing (Mustafa, 2011). Code-switching was accounted for by the sociolinguistic approach. Code-switching is a common issue in EFL contexts, especially in the Arabic contexts where the students have poor mastery of both their first language and the second language. Also, code-switching appears remarkably in the first stages of learning the language where the students have not developed a sense of the target language and their speech in the target language is affected by their first languages. Switching the code becomes a more controlled process when the students achieve progress in learning the target language and is used consciously by the speakers in order to serve certain functions.

2.2. Code-switching in the Communicative Approach

Code-switching is pedagogically defined as the inclusion of the learners' mother tongue while teaching the target language. Incorporating the mother tongue relies on the teaching method adopted by the teacher. For example, the grammar-translation method (GTM) period



permitted the employment of mother tongue in the target language classroom (Howatt, 1984).

However, it was not permitted in the direct method (DM) and audio-lingual method (ALM).

According to Cook (2008), the key way to avoid code-switching in EFL classes is the use of the target language as target language is the source of genuine interaction. One of the methods to minimize the role of code-switching in the class is through the communicative approach in language teaching. Song & Stephen (2009) emphasized that the communicative approach stresses on the target language interaction instead of teaching the linguistic systems. The target language is the core channel of communications between learners and teachers in this approach. A key goal of this approach is to make learners accurate as well as fluent in the target language. In addition, learners are required to use the target language in chunks to as much extent as possible even when they commit mistakes. Furthermore, all tasks and materials aim to make the learners involved in more reliable communication in the target language.

2.3. Previous Studies on Code-switching

A number of researchers in the Arabic context in general and the Saudi context in specific investigated the phenomenon of code-switching and its impact on the foreign language learning. The studies on code-switching ranged from studying the reasons beyond code-switching to investigating into the functions and the attitudes towards the phenomenon. Some of the studies that were conducted in the Arabic context and the Saudi context in order to understand how code-switching is perceived by the teachers and the students are listed below.

There are a number of studies that discussed the reasons beyond code-switching in both Arabic and English. For example, Alkhresheh (2015) discussed the code-switching between English and Arabic for the students who study in India. He revealed that code-switching is used

by the students and that they use the English words when they speak Arabic due to the difficulty of the equivalent of Arabic and that some English words are more common than their Arabic counterparts.

Bader (2003) discovered that the French speakers living in Jordan code switched to Arabic when they are in the situations of social occasions, greetings and festivals. He revealed that the social context affects the use of code-switching and that the speakers may tend to switch to the native code as a matter of social respect and building rapport with the local speakers.

In the Saudi context, Masrahi (2016) aimed to identify the reasons of code-switching by EFL students in Jazan University. The researcher applied the descriptive analytical approach and used the questionnaire to collect data from a number of teachers. The sample consisted of (29) participants and they were highly qualified EFL teachers at the University of Jazan. They were from different cultural backgrounds and various nationalities. The findings of the study revealed that there are learning and social factors beyond code-switching. It was also shown that code-switching facilitates learning when the students do not have the sufficient lexical and grammatical knowledge.

Furthermore, a study was conducted by Alshammari (2011) to understand the impact of using Arabic language (L1) in English (L2) classes at two technical colleges in Saudi Arabia. The aim of the research was to understand the role of using L1 in the EFL classroom and gauge the teachers' and students' perception of the process. The participants were 13 teachers and 95 students. Two sets of questionnaires were distributed among the participants to gather data for the research. The findings revealed that using Arabic is beneficial for increasing students' comprehension of the lessons, for streamlining grammatical points and for illustrating difficult

concepts. Furthermore, the results revealed that careful and balanced mix of L1 and L2 in the classroom was preferred by students and teachers alike.

Another research in a Saudi intermediate girls school was conducted by Al-Nofaie (2010) to study both teacher's and student's perception towards code-switching between Arabic and English in EFL classes. The sample was three teachers and thirty students. A mix of tools comprising of interviews with the students and teachers, questionnaires and classroom observations were used to gather the data. All the participants showed a positive attitude towards the use of the mother tongue in the classroom. The findings further showed that those who demonstrated low proficiency in L2 preferred incorporating L1 the most for a variety of reasons such as presenting new concepts, explaining grammatical rules and giving exam instructions.

The above studies show that code-switching is a common phenomenon in bilingual societies. However, code-switching was understudied in the Saudi context and in the Arabic context. The English language teaching practice in EFL context is mainly in charge of the occurrence of code-switching and teaching practices must be adjusted and reviewed in order to minimize code-switching.

3. Methodology

3.1. Research Design

The researcher employed the descriptive analytical approach. The descriptive analytical approach is the approach that describes the phenomena and explain the reasons beyond the occurrence of the phenomena, (code-switching in the current study). This explanation can be

made either qualitatively or quantitatively. In this research, the researcher used the descriptive analytical approach with a mix of the qualitative and quantitative analysis.

A range of research methods can be used when conducting any study, and these are generally split into two categories: quantitative and qualitative data methods. Quantitative research methods are those methods that are closed-ended in nature, such as questionnaires and observation checklists, which enable statistical interpretation of results. Questionnaires are a good way to study numerous participants. Qualitative research methods on the other hand enable a much more in-depth exploration of the topic under investigation.

3.2. Research Population and Sample

The population of this study consisted of all male English language teachers in the secondary stage in Riyadh city in Saudi Arabia. The research sample consisted of (30) male EFL teachers from the secondary schools in Riyadh city. They were selected for the purpose of participating in the questionnaire. This representative sample was randomly selected from different secondary schools in Riyadh city. These schools are governmental schools in which the EFL teachers are mainly Saudi teachers. They teach the newly developed curriculum entitled *flying high*. This curriculum was designed building on the principles of the communicative approach.

The researcher selected the teachers who teach English for more than two years, especially to the secondary school students. The mother tongue of the teachers is the Arabic language and their second language is English. All the selected teachers hold a professional

university certificate in teaching English and graduated from Saudi universities or other regional universities.

3.3. Research Instrument

In order to collect data for this study, the researcher used a data collection instrument; the questionnaire. The tool was used to collect particular types of data from the participants. The researcher prepared a questionnaire to collect data from the participant teachers. The researcher prepared the questionnaire building on the pertinent literature and previous studies that examined the issue of code-switching from a pure pedagogical perspective.

The researcher prepared a questionnaire to identify the EFL teachers' beliefs and attitudes towards code-switching. Additionally, it was designed to ascertain the teachers' knowledge about code-switching practice in the communicative approach. Further, it was prepared in order to outline the most common pedagogical functions of code-switching in EFL classes.

The researcher included introduction and guidance sections at the beginning of the questionnaire to give the participants insight of the topic under investigation. The questionnaire is composed of (31) items.

1. The *First Section*: Teachers' beliefs & attitudes (10 items).
2. The *Second Section*: Code-switching & Communicative Approach (10 items).
3. The *Third Section*: Pedagogical Functions of Code-switching (11 items).

The researcher distributed the questionnaires on the research sample and got back questionnaires answered by the participants. The rating scale used in this questionnaire is Likert scale that has five ratings "strongly disagree", "disagree", "not sure", "agree", and "strongly agree", (see Appendix A).

The researcher verified the construct validity of the questionnaire by using the Pearson correlation coefficient. The results are show in the below table.

Table 3.1.

Pearson Correlation Coefficient

Part 1		Part 2		Part 3	
S	Pearson	S	Pearson	S	Pearson
1	.182**	1	.617**	1	.455**
2	.632**	2	.588**	2	.613**
3	.331**	3	.678**	3	.647**
4	.629**	4	.639**	4	.632**
5	.607**	5	.597**	5	.660**
6	.522**	6	.729**	6	.423**
7	.639**	7	.623**	7	.598**
8	.569**	8	.704**	8	.618**
9	.527**	9	.396**	9	.657**
10	.548**	10	.312**	10	.663**
-	-	-	-	11	.690**

** Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

From table 1.3, all the values are significant at the level of 0.01 or 0.05 and this indicates that all the questionnaire items are valid for the study.

In this research, the researcher has used Cronbach's Alpha coefficient to assess the reliability of the questionnaire. The results are shown in table 3.2.

Table 3.2.

Cronbach's Alpha for questionnaire reliability

Sections	N	Cronbach's Alpha
Teachers' beliefs & attitudes	10	0.684
Code-switching & Communicative Approach	10	0.802
Pedagogical Functions of Code-switching	11	0.849
Total	31	0.772

Table 3.2 demonstrates that the values of the reliability coefficient of the questionnaire's sections using (Cronbach's Alpha) ranged between (0.849) and (0.684) which are considered good to high reliability coefficients.

3.4. Research Procedures

The researcher undertook the following procedures to collect the required data for the study. They are listed as follows:

1. Before the start of the study, the purpose of the questionnaire was made clear to the participants and their approval was taken regarding the participation in the study. The participants were also given complete access to the contacts of researcher in case of any inquires.

2. To collect responses from the participants, the questionnaires were distributed among them by the researcher at their workplace.
3. The procedure of data collection from the questionnaire took one week.
4. The responses to the questionnaire were collected and put for analysis. The data were tabulated in order to visually represent the responses in clearer way. Then, findings were discussed and analyzed. On the basis of these research findings, the recommendations and suggestions were presented.

3.5. Processing and Analyzing Data

After the collection of data from the responses of the questionnaires, the results were analyzed. The analysis was done on the basis of frequencies and percentages of the participants' responses for each statement. The statistical package for social sciences (SPSS) software was used to accomplish the aims of the study and to analyze the collected data from the research instruments. The statistical tools used in the research were as follows:

1. Percentage & Frequency: to distinguish the attributes of the research sample and classify the answers of the participants to questionnaire items.
2. Arithmetic mean: to position items in accordance to importance to study results.
3. Standard deviation: to show the rate of average diffusion present in the respondents' answers.
4. The results from data analysis were discussed and examined with regards to the theoretical part of the study. On the basis of the results, the researcher presented his recommendations and suggestions.

4. Results & Discussion

This part presents the results of the study. It demonstrates the results of the study in terms of the research sample' responses to the items of the questionnaire. The results of the field study are interpreted according to the research questions.

4.1. Findings of the First Question

What are the secondary school teachers' beliefs and attitudes towards code-switching in EFL classes?

This section of the questionnaire comprises items that identify the secondary school teachers' beliefs and attitudes towards code-switching in EFL classes. This section consists of ten items and the teachers' responses to these items are shown in table (4.1.) as follows:

Table 4.1.

Responses to the First Question

S	Statements	%	SA	A	NS	D	SD	Mean	Std. D
1	I believe that code-switching should be employed in an open-ended way.	%	13,1	0,6	13,1	29,7	26,0	2,20	1,04
2	I believe that code-switching should be employed judiciously.	%	48,0	29,0	10,0	6,9	0	2,04	1.24
3	Code-switching should be employed in the highly confusing points only.	%	30,9	20,9	19,0	14,1	9,0	2,78	1.22
4	Code-switching affects language learning positively.	%	4,6	7,2	8,8	30,6	43,1	2,13	1,04

5	Code-switching affects language learning negatively.	%	٤١,٢	٣٠,٤	١٩,٦	٨,٠	٠	4.40	1.26
6	Code-switching facilitates understanding, but it harms effective learning.	%	٣٩,٩	٢٥,٢	١٢,٤	٢١,٢	٠	٣,٩٦	1.44
7	I believe that code-switching minimizes learners' exposure to the target language.	%	٤٦,٠	٣٢,٣	٢٠,٦	٠	٠	4.٢٥	1.29
8	I believe that code-switching is essential to clarify complicated lexical items	%	٤٠,٠	٣٤,٠	١٦,٠	٧,٠	٣,٠	٤.13	1.35
9	Code-switching is easy to be used but should not be a common practice in the class.	%	٣٩,٢	٣٥,٥	١٢,٨	٧,٢	٤,٦	3.95	1.10
10	I believe that code-switching should be rejected in FL classes.	%	٣٢,٠	٢٧,٣	١٧,٣	١١,٧	١١,٣	3.13	1.35
Total Mean			3.59						

Table (4.1) shows that the secondary school teachers' beliefs and attitudes towards code-switching in EFL classes were high, with an overall mean of (3.59). In other words, the teachers highly agreed with the statements of the above table. Below is a description of the participants' responses to each item in this section:

- **I believe that code-switching should be employed in an open-ended way.** The mean score for this item is (2.20) and the standard deviation is (1.04). This means that the participants estimated this item as being low and that they had negative perceptions about it.
- **I believe that code-switching should be employed judiciously.** The mean score for this item is (4.04) and the standard deviation is (1.24). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **Code-switching should be employed in the highly confusing points only.** The mean score for this item is (3.78) and the standard deviation is (1.22). This means that the

- participants estimated this item as being high and that they had positive perceptions about it.
- **Code-switching affects language learning positively.** The mean score for this item is (2.13) and the standard deviation is (1.04). This means that the participants estimated this item as being low and that they had negative perceptions about it.
 - **Code-switching affects language learning negatively.** The mean score for this item is (4.40) and the standard deviation is (1.26). This means that the participants estimated this item as being high and that they had positive perceptions about it.
 - **Code-switching facilitates understanding, but it harms effective learning.** The mean score for this item is (3.96) and the standard deviation is (1.44). This means that the participants estimated this item as being high and that they had positive perceptions about it.
 - **I believe that code-switching minimizes learners' exposure to the target language.** The mean score for this item is (4.25) and the standard deviation is (1.29). This means that the participants estimated this item as being high and that they had positive perceptions about it.
 - **I believe that code-switching is essential to clarify complicated lexical items.** The mean score for this item is (4.13) and the standard deviation is (1.35). This means that the participants estimated this item as being high and that they had positive perceptions about it.
 - **Code-switching is easy to be used but should not be a common practice in the class.** The mean score for this item is (3.95) and the standard deviation is (1.10). This means

that the participants estimated this item as being high and that they had positive perceptions about it.

- **I believe that code-switching should be rejected in FL classes.** The mean score for this item is (3.13) and the standard deviation is (1.35). This means that the participants estimated this item as being intermediate and that they had neuter perceptions about it.

The above findings show that teachers see that code-switching affects language teaching negatively and that code-switching minimizes the learners' exposure to the target language. In addition, the teachers see that code-switching is essential for clarifying the complicated lexical items and that code-switching should be used wisely in the class. However, the teachers expressed that code-switching should not be employed in an open-ended way.

Based on the above research results, the teachers do not agree that code-switching affects language learning positively and that code-switching should be refused in EFL classes. This finding corresponds with the findings of Al-Hourani & Afiza (2013) who reported that code-switching should be used only as an aid to the students and should not be common practice in the classroom. Also, this finding is supported by Asali (2011) who concluded that code-switching should only be used in the most difficult situations that may hinder the students' understanding. In addition, Alkhresheh (2015) reached to a similar conclusion that code-switching is beneficial in the class, but it has negative impacts on language learning.

4.2. Findings of the Second Question

What do the secondary school teachers perceive code-switching in light of the communicative approach?

This section of the questionnaire comprises items that identify the perceptions of the secondary school teachers of code-switching in light of the communicative approach. This section consists of ten items and the teachers' responses to these items are shown in table (4.2.) as follows:

Table 4.2.

Responses to the Second Question

S	Statements	%	SA	A	NS	D	SD	Mean	Std. D
1	I have sufficient knowledge about communicative approach principles.	%	7.8	11.4	11.4	31.0	37.6	3.65	1.01
2	I know that target language is the core channel of communications with learners in the communicative approach.	%	01.0	37.6	4.9	4.2	2.3	3.99	0.98
3	I know that code-switching is used in a sensible and limited way in the communicative approach.	%	32.0	32.0	28.9	6.2	0	4.03	1.06
4	I know that translation is minimally used in communicative classes.	%	03.9	33.3	8.8	3.3	1.3	4.07	1.01
5	I know that <i>flying high</i> is a communicatively-based curriculum.	%	06.0	28.1	6.9	6.2	2.0	3.88	1.11
6	Before I teach, I read the guidelines of <i>flying high</i> curriculum.	%	31.7	29.7	23.2	12.1	3.3	3.94	0.99
7	I encourage learners to avoid using the mother tongue in the class	%	46.7	40.0	7.0	7.7	4.6	4.32	0.84
8	I encourage learners to speak freely in target language even if they commit errors.	%	43.1	32.4	10.7	4.2	4.6	4.01	1.07
9	I use the communicative tasks and activities that require the students to speak in the target language.	%	40.4	30.3	14.1	3.6	1.3	4.09	0.87
10	I encourage learners to speak to decrease their reliance on the mother tongue.	%	06.9	26.8	13.7	3.6	0	4.21	0.82
Total Mean		4.01							

From table 4.2., it is shown that the perceptions of the perceptions of the secondary school teachers of code-switching in light of the communicative approach are high with a total mean score (4.01). This means that the teachers highly agree with the statements of the above-mentioned table. Below is a description of the responses to each item in the section:

- **I have sufficient knowledge about communicative approach principles.** The mean score for this item is (3.65) and the standard deviation is (1.01). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I know that target language is the core channel of communications with learners in the communicative approach.** The mean score for this item is (3.99) and the standard deviation is (0.98). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I know that code-switching is used in a sensible and limited way in the communicative approach.** The mean score for this item is (4.03) and the standard deviation is (1.06). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I know that translation is minimally used in communicative classes.** The mean score for this item is (4.07) and the standard deviation is (1.01). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I know that flying high is a communicatively-based curriculum.** The mean score for this item is (3.88) and the standard deviation is (1.11). This means that the participants estimated this item as being high and that they had positive perceptions about it.

- **Before I teach, I read the guidelines of flying high curriculum.** The mean score for this item is (3.94) and the standard deviation is (0.99). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I encourage learners to avoid using the mother tongue in the class.** The mean score for this item is (4.32) and the standard deviation is (0.84). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I encourage learners to speak freely in target language even if they commit errors.** The mean score for this item is (4.01) and the standard deviation is (1.07). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I use the communicative tasks and activities that require the students to speak in the target language.** The mean score for this item is (4.09) and the standard deviation is (0.87). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **I encourage learners to speak to decrease their reliance on the mother tongue.** The mean score for this item is (4.21) and the standard deviation is (0.82). This means that the participants estimated this item as being high and that they had positive perceptions about it.

The above findings show that the teachers encourage the learners not to use the mother tongue in the class and to reduce their dependence on their first language. Also, the findings show that the teachers use communicative tasks and activities that require the students to speak in the target language and that they avoid the use of translation in the class. Also, the

teachers expressed that they know that the role of code-switching is limited within the communicative approach.

Also, the results showed that the teachers encourage the students to express freely in the class even if they commit errors and that they realize that the target language is the core of the communicative approach. Furthermore, the teachers expressed that they have sufficient knowledge about the communicative approach and realize that *Flying High* is a communicative curriculum. This finding corresponds with Boztepe (2003) who revealed that communicative approach is oriented towards enabling the students to use the target language and that EFL teachers should be fully aware of the principles of the communicative approach. Also, Chen & Starosta (1996) concluded that teachers should encourage students to slightly use the first language and design the activities that ensure that the students use the target language in all the classroom work.

4.3. Findings of the Third Question

What Pedagogical functions does code-switching serve in EFL classes from the secondary school teachers' perspective?

This section of the questionnaire comprises items that identify the pedagogical functions that code-switching serves in EFL classes from the secondary school teachers' perspective. This section consists of eleven items and the teachers' responses to these items are shown in table (4.3.) as follows:

Table 4.3.

Responses to the Third Question

S	Statements	%	SA	A	NS	D	SD	Mean	Std. D
1	It creates a sense of belonging.	%	29,4	32, .	16, .	10,.	6,9	3.3 8	1.24
2	It helps to clarify lexical items.	%	30,9	20, 9	19, .	14,1	9,0	3.5 9	1.16
3	It is useful to streamline the rules of grammar.	%	43,1	30, 6	8,8	7,2	4,6	3.9 4	1.11
4	It helps explaining tasks and assignments.	%	44,.	30, 0	8,2	7,.	4,.	3.9 5	1.10
5	It encourages learners' participations.	%	32,.	17, 3	16, 7	17,3	16, 7	3.1 3	1.35
6	It is useful to provide an immediate feedback.	%	29,4	22, 9	21, 6	16,.	9,8	3.2 5	1.19
7	It is effective to maintain discipline.	%	51.0	37. 6	4.9	4.2	2.3	4.3 1	0.92
8	It serves to establish rapport with learners.	%	46.7	40. 5	7.5	4.6	0.7	4.2 8	0.84
9	It helps showing gratitude and appreciation.	%	32,.	32, 2	28, 9	6,2	.	4,. 1	1,. 6
10	It serves to emphasize important points.	%	06,9	26, 8	13, 7	3,6	.	4,2 1	0,82
11	It facilitates checking learners' comprehension.	%	06,0	28, 1	6,9	6,2	2,.	3,9 1	1,. 8
Total Mean Score			3.81						

From table 4.3., it is shown that the teachers highly agreed with the pedagogical functions that code-switching serves in EFL classes as the total mean score for their responses is (3.81) which is considered a high mean score. Below is a description of the responses to each item in the section:

- **It creates a sense of belonging.** The mean score for this item is (3.38) and the standard deviation is (1.24). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It helps to clarify lexical items.** The mean score for this item is (3.59) and the standard deviation is (1.16). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It is useful to streamline the rules of grammar.** The mean score for this item is (3.94) and the standard deviation is (1.11). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It helps explaining tasks and assignments.** The mean score for this item is (3.95) and the standard deviation is (1.10). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It encourages learners' participations.** The mean score for this item is (3.13) and the standard deviation is (1.35). This means that the participants estimated this item as being intermediate and that they had neuter perceptions about it.
- **It is useful to provide an immediate feedback.** The mean score for this item is (3.25) and the standard deviation is (1.19). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It is effective to maintain discipline.** The mean score for this item is (4.31) and the standard deviation is (0.92). This means that the participants estimated this item as being high and that they had positive perceptions about it.

- **It serves to establish rapport with learners.** The mean score for this item is (4.28) and the standard deviation is (0.84). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It helps showing gratitude and appreciation.** The mean score for this item is (4.01) and the standard deviation is (1.06). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It serves to emphasize important points.** The mean score for this item is (4.21) and the standard deviation is (0.82). This means that the participants estimated this item as being high and that they had positive perceptions about it.
- **It facilitates checking learners' comprehension.** The mean score for this item is (3.91) and the standard deviation is (1.08). This means that the participants estimated this item as being high and that they had positive perceptions about it.

The above findings show that the teachers see that code-switching is required to maintain discipline in the class, to establish rapport with the learners, to emphasize important points, to help show gratitude and appreciation, and help explain tasks and assignments. Also, the teachers expressed that code-switching is useful to streamline the grammatical rules, facilitate checking learners' comprehension, clarify lexical items, create a sense of belonging, and provide immediate feedback.

These results match with the results of Mustafa (2011) that concluded that code-switching is mainly used in EFL classes to facilitate the most complicated points of grammar and vocabulary to the students and to simplify the sophisticated ideas of reading texts. Also, Saleh (1998) and Taweel & Btoosh (2012) who reported that code-switching is helpful in the areas of linguistic

interference and for motivating the students to go on learning the target language without anxiety and fear of making errors.

5. Conclusion

This study investigated the functions of code-switching and the attitudes towards it from the perspective of secondary school teachers. In particular, the study aimed to identify the secondary school teachers' beliefs and attitudes towards code-switching in EFL classes, the teachers' perception of code-switching in light of the communicative approach and the pedagogical functions that code-switching serve in EFL classes from the secondary school teachers' perspective.

In order to achieve the above goals, the researcher used the descriptive analytical approach and used a questionnaire consisting of (31) items to collect data from the research participants. The population of this study consisted of all male English language teachers in the secondary stage in Riyadh city in Saudi Arabia. The research sample consisted of (30) male EFL teachers from the secondary schools in Riyadh city. The researcher collected the questionnaires after being answered by the teachers and put them for analysis by SPSS software.

As for the teachers' beliefs and attitudes towards code-switching, the results showed that that the teachers encourage the learners not to use the mother tongue in the class and to reduce their dependence on their first language. Also, the findings show that the teachers use communicative tasks and activities that require the students to speak in the target language and that they avoid the use of translation in the class. Also, the teachers expressed that they know that the role of code-switching is limited within the communicative approach.

As for the teachers' perceptions of code-switching in light of the communicative approach, the findings showed that teachers see that code-switching affects language teaching negatively and that code-switching minimizes the learners' exposure to the target language. In addition, the teachers see that code-switching is essential for clarifying the complicated lexical items and that code-switching should be used wisely in the class. However, the teachers expressed that code-switching should not be employed in an open-ended way.

As for the pedagogical functions of code-switching, the findings showed that the teachers see that code-switching is required to maintain discipline in the class, to establish rapport with the learners, to emphasize important points, to help show gratitude and appreciation, and help explain tasks and assignments. Also, the teachers expressed that code-switching is useful to streamline the grammatical rules, facilitate checking learners' comprehension, clarify lexical items, create a sense of belonging, and provide immediate feedback.

The results of this study bear important pedagogical implications. Firstly, the results of this study are valuable for the educators and the experts in the ministry of education so that they can think of the content, delivery, and effectiveness of language learning programs. English language curriculum in the secondary stage need to be designed as per the students' needs and in line with the communicative language approach.

Secondly, these findings are valuable for the teachers themselves to reflect upon their teaching methods and the activities they use in the EFL classroom. The teachers need to realize the role of code-switching in the class that is merely a helpful tool in certain situations and that code-switching should not be a common practice in EFL classes. The teachers would get more

useful insights on the activities and interaction modes that the learners should be provided with in order to be fluent in the target language.

Finally, the findings of this study give insights on the classroom tasks and activities that should stress on the students' target language and on the practice of the four language skills in a balanced way. The students' first language should have a minimal role inside the class and used only in the most difficult situations for the students to understand.

6. Recommendations

Based on the research results, the researcher presents the following recommendations:

1. EFL secondary school teachers should be trained on the use of the communicative approach in the class and should be well aware of the principles of the communicative approach.
2. The EFL teachers should be guided by their educators on how to design the activities and tasks that ensure that the students do not use their mother tongue in EFL classes.
3. The teachers should benefit from the educational technology tools (e.g. YouTube, Twitter, and Facebook) to help their students practice the language skills and use the target language all the time.
4. The educational supervisors should monitor EFL teachers and make sure that the students are really keen to use the target language as the dominant language in the class.
5. EFL teachers should be evaluated based on their usage of the effective teaching methods in the class and that they provide a suitable learning environment for their students.

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Appendix (A)

Questionnaire

Introduction

The questionnaire is designed to investigate the sociolinguistic practice (i.e. code-switching). Please, respond to all questions carefully. Your responses will be used for the purpose of the study and will be treated with strict confidentiality.

Guidance

In foreign language classes, when teachers alternate between the target language and the mother tongue (from English to Arabic in our case) while teaching, this is a sociolinguistic common practice called **code-switching** which refers to the mixed employment of the target language and the mother tongue.

Part (1): Personal Information.

Name (optional)	Education Level
Grade	Years of Teaching

Part (2): Teachers' Beliefs & Attitudes

Do you believe the following statements? (Please, indicate your choice)	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I believe that code-switching should be employed in an open-ended way.					



2. I believe that code-switching should be employed judiciously.					
3. Code-switching should be employed in the highly confusing points only.					
4. Code-switching affects language learning positively.					
5. Code-switching affects language learning negatively.					
6. Code-switching facilitates understanding, but it harms effective learning.					
7. I believe that code-switching minimizes learners' exposure to the target language.					
8. I believe that code-switching is essential to clarify complicated lexical items					
9. Code-switching is easy to be used but should not be a common practice in the class.					
10. I believe that code-switching should be rejected in FL classes.					

Part (3): Code-Switching & Communicative Approach

<i>To what extent do you agree with the following statements? (Kindly, indicate your choice)</i>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I have sufficient knowledge about communicative approach principles.					
2. I know that target language is the core channel of communications with learners in the communicative approach.					
3. I know that code-switching is used in a sensible and limited way in the communicative approach.					
4. I know that translation is minimally used in communicative classes.					
5. I know that <i>flying high</i> is a communicatively-based curriculum.					
6. Before I teach, I read the guidelines of <i>flying high</i> curriculum.					
7. I encourage learners to avoid using the mother tongue in the class					
8. I encourage learners to speak freely in target language even if they commit errors.					
9. I use the communicative tasks and activities that require the students to speak in the target language.					



10. I encourage learners to speak to decrease their reliance on the mother tongue.					
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Part (4): Pedagogical Functions of Code-switching:

<i>Form your own viewpoint, What Pedagogical functions does code-switching serve in your classes? (Kindly, indicate your choice)</i>	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. It creates a sense of belonging.					
2. It helps to clarify lexical items.					
3. It is useful to streamline the rules of grammar.					
4. It helps explaining tasks and assignments.					
5. It encourages learners' participations.					
6. It is useful to provide an immediate feedback.					
7. It is effective to maintain discipline.					
8. It serves to establish rapport with learners.					
9. It helps showing gratitude and appreciation.					
10. It serves to emphasize important points.					
11. It facilitates checking learners' comprehension.					

