

Investigating the Functions of Code-Switching among EFL Lecturers and Undergraduate Students in Saudi Arabia

Haneen Khaild Al-Marzouki¹ & Wedad Mohammed Albeyali²

¹ College of Language Sciences, King Saud University, Riyadh, Saudi Arabia

And Yanbu English Language and Preparatory Year Institute, Yanbu Industrial College, Yanbu, Saudi Arabia

² College of Language Sciences, King Saud University, Riyadh, Saudi Arabia

And Technical Digital College, Technical and Vocational Training Corporation, Alahsa'a, Saudi Arabia

Correspondence: Haneen Khaild Al-Marzouki, College of Language Sciences, King Saud University, Riyadh, Saudi Arabia. E-mail: haneen.almarzouki@gmail.com

Received: May 27, 2024

Accepted: July 26, 2024

Online Published: September 4, 2024

doi:10.5430/wjel.v15n1p330

URL: <https://doi.org/10.5430/wjel.v15n1p330>

Abstract

Many researchers have noticed that instructors who teach English as a foreign language (EFL) in language-learning institutions worldwide frequently implement code-switching (CS). Through this study, we investigate the functions of CS, specifically topic-switching, affective, and repetitive functions, as a pedagogical tool in an English for Specific Purposes classroom. The study is based on the perceptions of lecturers and students from two higher education institutions, Digital Colleges and Yanbu Industrial College, in Saudi Arabia. A quantitative research design was employed, with data collected through a questionnaire. The study incorporated a sample of 24 female EFL lecturers and 193 Saudi female students. The results indicate that both groups acknowledge using CS for topic shifting, with students displaying slightly higher acceptance. Additionally, both lecturers and students recognize the affective aspects of code-switching, with the students exhibiting greater agreement. Furthermore, lecturers and students agree regarding clearly identifying all repetitive functions. The study highlights the potential of CS functions as an educational tool to enhance interaction between EFL lecturers and students, encouraging engagement, cooperation, and academic achievements. It also underscores the significance of determining appropriate functions for various circumstances and shows that although acceptance may differ, there is general agreement on the various purposes for which CS is utilized in the EFL context.

Keywords: code-switching functions, EFL classrooms, lecturer perception, student perception

1. Introduction

In recent years, code-switching (CS), like other aspects of sociolinguistics, such as complimenting, requesting, greeting, and thanking, has been investigated in the English as a foreign language (EFL) educational context. The investigation of CS revealed that it is commonly utilized by EFL lecturers in language educational institutions worldwide, which has garnered the interest of an increasing number of researchers. The importance lies in how the practice of CS offers a means for instructors to support the advancement of a student's proficiency in English communication by employing classroom instruction and learning. The term CS can be defined as the simultaneous interaction of two or more languages by individuals who are speaking (Gonzales-Velázquez, 1995; Lipski, 1985; Muysken, 2000; Poplack, 1980).

It has been claimed that CS provides a way for the teacher to facilitate students' development as effective English communicators through learning and teaching in the classroom. According to several studies, lecturers and students have corroborated that the deliberate and fitting utilization of CS can aid in English language instruction and enhance the learner's proficiency (Al Tale' & AlQahtani, 2022; Aoyama, 2020; Bairmani, Fadhil, Dehham, & Chiad, 2022; Hazaymeh, 2022; Samar & Moradkhani, 2014; Temesgen & Hailu, 2022). That said, researchers have suggested that it should be employed cautiously and primarily for EFL elementary proficiency level, as per the perspectives of both instructors and learners (Alkhawaldeh, 2019; Almohaimeed & Almurshed, 2018; Kumar, Nukapangu, & Hassan, 2021; Tubayqi & Al Tale', 2021).

Consequently, it is desirable to conduct additional studies on the differences between how lecturers and students agree on the functions and contributions of CS in Saudi EFL contexts. Accordingly, in this study, we explore the functions of CS as a pedagogical tool in an English for Specific Purposes (ESP) classroom based on the perceptions of lecturers and students from two higher education institutions in Saudi Arabia, which are Digital Colleges and Yanbu Industrial College (YIC). The subsequent sections of this paper are partitioned into four distinct sections: literature review, research methodology, results and discussion, and conclusion.

2. Literature Review

Bilinguals and multilinguals widely use language alternation to convey meaning when communicating. Individuals who possess the

ability to communicate proficiently in two distinct languages are commonly referred to as bilinguals (Bloomfield, 1933), and those who excel in more than two languages are classified as multilinguals (Li, 2008). It has been posited that individuals who possess proficiency in multiple languages exhibit a distinct language competence, referred to as bilingual or multilingual competence. This competence is associated with various linguistic phenomena, including CS (Hudson, 1996).

Several linguists and researchers have defined the term CS as “the alternation of two languages within a single discourse, sentence, or constituent” (Poplack, 1980, p. 583). Gumperz (1982) defined CS as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” According to Grosjean (1982), CS refers to simultaneously using words, phrases, sentences, or several sentences from more than one language. Milroy and Muysken (1995) defined CS as “the alternative use by bilinguals of two or more languages in the same conversation” (p. 7). CS can also be viewed as an interactive phenomenon resulting from the persistent switch between two languages in a bilingual’s speech collection (Ja’afar & Maarof, 2016).

CS in a discourse can take a variety of forms. Inter-sentential and intra-sentential switching are typically seen as the primary differentiation between the two types of switching (Saville-Troike, 2003). Zirker (2007) defined the term “inter-sentential switching” as the act of changing languages at the linguistic borders of phrases, sentences, and even entire conversations, whereas the term “intra-sentential switching” is when a speaker changes their language in the middle of a statement, typically without pausing, interrupting, or hesitating.

2.1 English in Saudi Arabia

Arabic is the official language in Saudi Arabia. It is predominantly utilized as the primary mode of instruction in educational institutions, except select colleges, extending up to the university level. Despite being a foreign language, English was previously given little emphasis in the Saudi education system concerning its instruction and acquisition. English was made a mandatory subject for students starting from the seventh grade. However, the students did not prioritize developing proficiency in the language and instead viewed it as solely a way to pass their exams (Urrahman & Alhaisoni, 2013).

In recent years, the status of English in the Kingdom has exhibited a marked divergence. According to the Ministry of Education (2021), English has been included in the first-grade level curriculum to attain more productive outcomes. This decision has been underpinned by the aspiration of students and their families to impart English language proficiency to their offspring at a young age to augment their aptitude in the English language. The Ministry of Education has articulated the overarching goals and objectives of English language instruction in Saudi Arabia as encompassing the acquisition of fundamental language proficiencies, including listening, speaking, reading, and writing; fostering students’ recognition of the significance of English as a medium of global communication; and facilitating the development of students’ linguistic competencies to navigate diverse real-life contexts. Thus, it is common to observe Saudi Arabian individuals incorporating a few English terms into their speech, irrespective of their level of proficiency in the English language (Turjoman, 2016).

According to Grosjean’s (1982) assertion, many individuals worldwide are bilinguals, even in nations where monolingualism is the official language policy. Individuals who are proficient in Arabic and English in Arab nations exhibit a higher tendency to engage in CS. Indeed, Al-Hourani and Afizah (2013) stated that “the Arabic-English CS phenomenon is widely observed among Arab speakers” (p. 40).

2.2 Code-Switching in EFL Classrooms

2.2.1 Code-Switching Functions in EFL Classrooms

The significance of CS in classrooms where people speak English as a second or foreign language has garnered widespread attention as a subject of particular interest and inquiry worldwide. The analysis of this phenomenon within the educational setting indicates that the act of CS by teachers, whether guided by teachers’ classroom discussions or in interactions with students, serves various pedagogical objectives (Al Tale’ & AlQahtani, 2022; Aoyama, 2020; Bairmani et al., 2022; Hazaymeh, 2022; Samar & Moradkhani, 2014; Temesgen & Hailu, 2022).

Tien and Liu (2006) suggested that CS enhances the teaching and learning of EFL by revealing the implicit meanings conveyed through code-switching. They also stated that the primary functions of CS include ensuring equivalent comprehension, implementing instructional procedures, promoting cognitive assurance, and facilitating socializing effects. Furthermore, the phenomenon of educators engaging in CS has been found to correlate with providing adequate support to students and their academic achievements (Ahmad & Jusoff, 2009). Lee (2010) investigated the functions of CS in EFL classrooms. The author arrived at the conclusion that employing one’s mother tongue (MT) facilitates the enhancement of knowledge, bolstering of self-assurance, and cultivation of cultural and societal identity. According to Gulzar’s (2010) findings, CS takes place in language classrooms intending to cater to the requirements of second language (L2) learners. The author elaborated on the functions of CS in bilingual educational settings to facilitate effective instructions, provide clarification, assess comprehension, enable translation, enhance ease of expression, foster a sense of community, promote linguistic proficiency, and perform repetitive tasks. In this regard, Gulzar can be viewed as a highly useful component with various functions that can easily be associated with and comprehended. Sert (2005) identified three distinct functions of CS analysis: topic-switching, repetitive functions, and affective functions. The components of this framework are interdependent and can be viewed as a whole to assess the use of CS functions accurately.

2.2.2 Lecturers and Students' Perceptions of Code-Switching in EFL Classrooms

The phenomenon of CS is frequently observed in educational settings. According to Cook (2013) and Timor (2012), incorporating the native language is imperative in the instructional techniques employed to enhance foreign language education. The topic of EFL teachers' cognitive functions while performing CS in classrooms was demonstrated in Samar and Moradkhani's study (2014). According to the results of the study, teachers provided eight different reasons behind the motivation for their use of CS, with improved students' understanding and efficiency in sorting as the most and least significant aspects, respectively. Samar and Moradkhani (2014) attempted to demonstrate that language teachers should optimize the use of the MT rather than criticize it by giving them a framework for when switching to the first language (L1) is beneficial. The fact that these researchers recruited a small sample size may have led to the limitation of generalization. Additionally, in a recent study, Aoyama (2020) examined the perspectives toward CS to L1 in communicative ESL activities among Japanese high school students. The findings showed that individuals used CS at least occasionally in their interactions with others to add information, give feedback, ask for assistance, provide equivalence, and explain using metalanguage. The research conducted by Samar and Moradkhani (2014) and Aoyama (2020) yielded comparable outcomes, indicating that CS can improve students' English language comprehension and proficiency. The authors' favorable view of CS suggests a proclivity toward its advantageous integration in EFL instructional settings.

Research has demonstrated that CS can facilitate the conveyance of materials in a way that is effective and simply comprehended, and it has the potential to improve students' abilities to learn, engage, and unite the entire class in the educational process. This could be evident in Bairmani et al.'s (2022) research in exploring the topic of CS utilized by linguistics and literature professors in two Iraqi universities. They claimed that the utilization of teaching materials in the domain of linguistics or literature within the context of EFL instruction may have a detrimental effect on student achievement, particularly when the subject matter exceeds the learners' proficiency level. The findings indicated that CS is a prevalent phenomenon in Iraqi EFL classrooms, primarily employed for the purposes of topic transition and clarification. Notably, the researchers suggested that linguistic proficiency does not appear to be a significant factor in using CS for these functions. This suggests that CS should be tolerated in Iraqi classrooms as long as it occurs occasionally. Temesgen and Hailu (2022) also reported similar findings in their study of Ethiopian English teachers. They asserted that teachers must be fully conscious of CS to utilize it as a helpful tool for teaching English rather than being uncomfortable with CS practices by mindlessly sticking to the English-only norm. In addition, the results of Temesgen and Hailu (2022) indicated that teachers code-switched in the classroom to meet students' social needs such as creating solidarity, establishing rapport, and maintaining a positive learning environment. However, the authors of both studies should have considered the different functions students may have for switching between languages, and this limits the insights gained from the studies.

In the field of EFL instruction, CS has also been the topic of interest for Al Tale' and AlQahtani (2022), who have contributed to this area of study. They aimed to compare the efficacy of CS and target language-only (TL-only) approaches in teaching EFL reading comprehension to beginners. The authors found that implementing CS in teaching has a more significant positive impact on students' learning and emotional sustenance than TL-only instruction. They also revealed that students exhibit a preference for CS as opposed to receiving instruction solely in the TL. This preference implies that the latter approach may be less effective in promoting language acquisition. Through the proposed investigation in this study, we aim to shed light on the attitudes of both educators and learners toward the pedagogical practice of CS. The findings of this research could contribute to developing a more efficacious language teaching approach.

Alternatively, the phenomenon of CS with language proficiency is a significant factor in shaping individuals' attitudes and perceptions toward using their L1. Several scholars have explored this topic, highlighting the influential interplay between language proficiency and CS behavior. Al-Mohaimed and Almurshed (2018) provided evidence for this explanation. They posited that the extent to which learners are able to use L1 influences their opinions and perspectives on the language. According to the findings, elementary and intermediate students have favorable attitudes toward CS in the classroom, whereas advanced students have negative attitudes. They believed that both teachers and students should avoid it because they possess the necessary skills to effectively navigate the exchange of ideas and meanings in the TL.

Researchers have investigated the underlying reasons, patterns, and beliefs behind the practice of CS in cross-linguistic studies. Alkhalwaldeh (2019) conducted a thorough analysis of the phenomenon of CS between Arabic and English among EFL female students. The study revealed that the speaker's tendency to speak in two different languages primarily drives the phenomenon of CS. The researcher employed various CS techniques, such as intrasentential, intersentential, and tag switching. According to the study, individuals who hold their native language in high esteem also believe in its ability to convey messages effectively. The findings also reveal that individuals hold varying attitudes toward CS, with some expressing conflicting views, which means that some advocate for the use of CS in multicultural contexts whereas others argue for its limitations.

More recently, CS has also been examined among EFL female students through a case study conducted by Tubayqi and Al Tale' (2021). Specifically, the authors aimed to explore the employment and avoidance of CS in grammar classes and the underlying reasons for these practices. The researchers proposed that it is crucial for EFL/ESL teachers to incorporate the student's MT into their lessons, particularly beginners. According to the findings, grammar teachers can permit the utilization of a student's MT to facilitate self-expression and promote the ease of communication with instructors and their classmates. They also found that although students and instructors have positive attitudes toward their MT, they are also aware of the adverse effects of its excessive use in the classroom, and therefore it should

be reserved for EFL beginners only. Some researchers (e.g., Hazaymeh, 2022; Kumar et al., 2021) have also similarly found that CS could be utilized as a method of language instruction to facilitate successful learning and to create a comfortable EFL environment, particularly in the early stages. Nevertheless, it is recommended that educators should avoid using the L1 excessively and be prepared to switch codes as necessary.

In brief, the current body of literature has demonstrated a growing interest in investigating instructors and students' attitudes toward CS in EFL classrooms. This trend indicates a broader recognition of the importance of understanding the role of CS in language learning and teaching revealing a significant amount of literature on CS and its impact on English language learning and proficiency. These studies—whether focused on lecturers or students—indicate that CS, when used appropriately, can positively impact language acquisition and the mastery of the English language. It was suggested, however, that CS should only be utilized to augment basic proficiency levels in EFL. Nevertheless, studying the two perceptions of lecturers and students simultaneously can provide a more comprehensive understanding of teacher–student interaction and how CS is used in EFL classrooms.

In light of this, we aim to investigate the CS functions as an educational tool in EFL classrooms on the basis of the perception of lecturers and students from two higher education institutions in Saudi Arabia based on a questionnaire adapted from Gulzar (2010) in terms of the three categories identified by Sert (2005). Therefore, we seek to answer the following question:

Is there a difference in how lecturers and students perceive CS usage regarding the topic switch function, affective function, and repetitive function?

3. Methods

We employed a quantitative research design to arrive at quantifiable findings that suggest relationships between variables, allowing for the generalization of results. Moreover, increasing the sample size mitigates sampling bias and enhances the chances of obtaining a representative sample from the population under investigation. As a result, this allows for more confident generalizations of the findings to a wider population (Paltridge & Phakhiti, 2019). Additionally, due to the time constraints, a quantitative questionnaire was an efficient way to collect large amounts of data promptly and accurately.

The study comprised a sample of 24 female EFL lecturers and 193 Saudi female students enrolled in the Digital Colleges and YIC. The students were studying English during the third semester of the academic year 2022–2023. They were specifically pursuing ESP and were at an intermediate level of proficiency. Both lecturers and students are bilinguals, with Arabic as their primary language and FEL. The participants were selected based on the researchers' convenient accessibility to them because they are affiliated with the same educational institutions.

To address the research question, we categorized the 11 CS functions derived from Gulzar's (2010) study by utilizing Sert's (2005) CS analysis framework. Gulzar's (2010) functions are highly useful and easily comprehensible. Sert (2005) identified three distinct functions: topic-switching, repetitive functions, and affective functions. These are interdependent and should be viewed, as a whole, to accurately assess CS functions. The integration of Gulzar's (2010) CS functions with Sert's (2005) analysis framework allows for a more nuanced analysis and interpretation of these functions, contributing to a deeper understanding of the phenomenon. Notably, we are the first to propose such a categorization through this study. The category of topic switch encompasses both the functions of topic shift and emphasis, whereas the affective function pertains to facilitating socialization and creating a sense of belonging. Repetitive functions include clarification, effective instruction, translation, linguistic competence, ease of expression, the checking of students' understanding, and repetition. The two adapted questionnaires were distributed to lecturers and students (see Appendix A & B). The questionnaires used a five-point Likert-scale option: *strongly agree*, *agree*, *neutral*, *disagree*, and *strongly disagree*.

The validity and reliability of the study were assessed by conducting a pilot study on a small group of six applied linguistics lecturers from different universities, who were subsequently excluded from the study sample. The reviewers considered the instrument appropriate for the study's purpose. However, they recommended that the students' questionnaire be translated into Arabic to ensure the accuracy of the results. Subsequently, the researchers translated the questionnaire and had it validated by two specialized lecturers in translation from YIC. Afterward, the questionnaires were distributed electronically to the participants and completed anonymously after obtaining their consent. Prior to participation, the purpose of the questionnaire was outlined, and assurances of participants' anonymity and confidentiality were provided. The process from the pilot study to the distribution took two weeks.

In the present study, in which we investigated the functions of CS among lecturers and undergraduate students in Saudi Arabia, Microsoft Excel Software was utilized for data analysis. Its ease of use and understanding allows users to quickly enter and manipulate data, create charts and graphs, and efficiently perform complex calculations. Furthermore, it has built-in functions for statistical analysis, such as calculating the mean, median, standard deviation, and correlation coefficient.

4. Results

To answer the research question, we used Microsoft Excel to explore the potential differences between lecturers and students in their perceptions regarding CS in the context of topic-switching, affective, and repetitive functions.

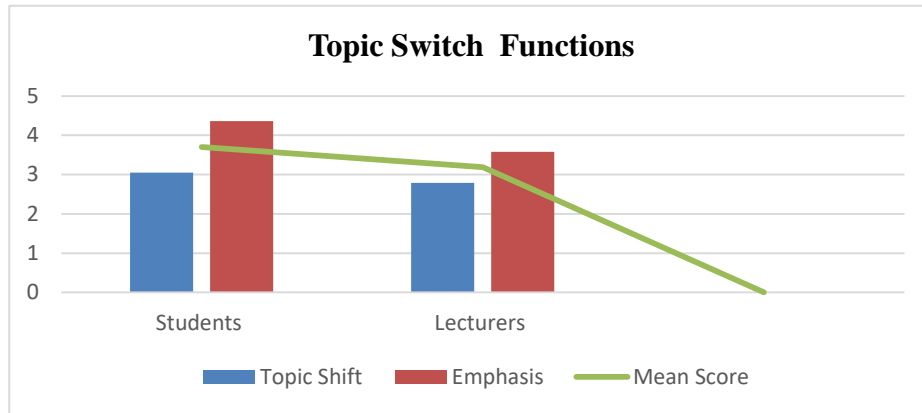


Figure 1. CS regarding topic switch

Figure 1 shows a difference between the perceptions of lecturers and students regarding the usage of CS in terms of the topic switch. Lecturers had a lower mean score (3.19) than students (3.71). It is clear from the figure that students reported a higher agreement of using CS for emphasis than lecturers did. Despite this, they showed different views on the topic shift function in that the lecturers’ mean score was 2.79, whereas the students’ mean score was 3.05. This indicates that both groups acknowledged the use of CS for topic shifting, but students have a slightly higher acceptance of this function compared to lecturers.

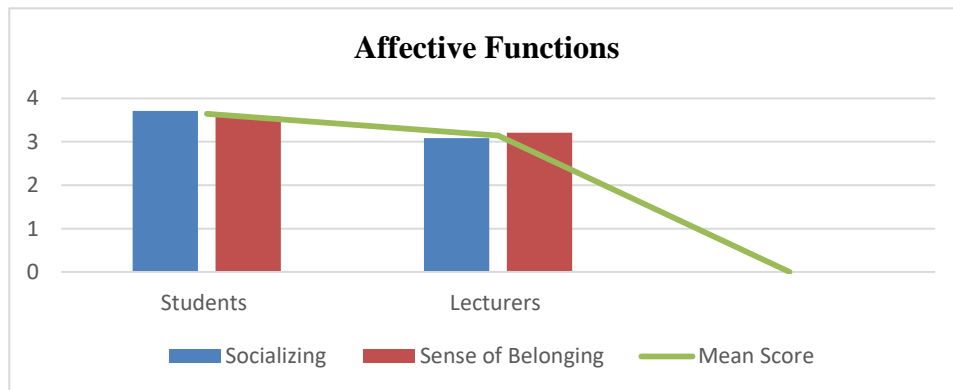


Figure 2. CS regarding affective functions

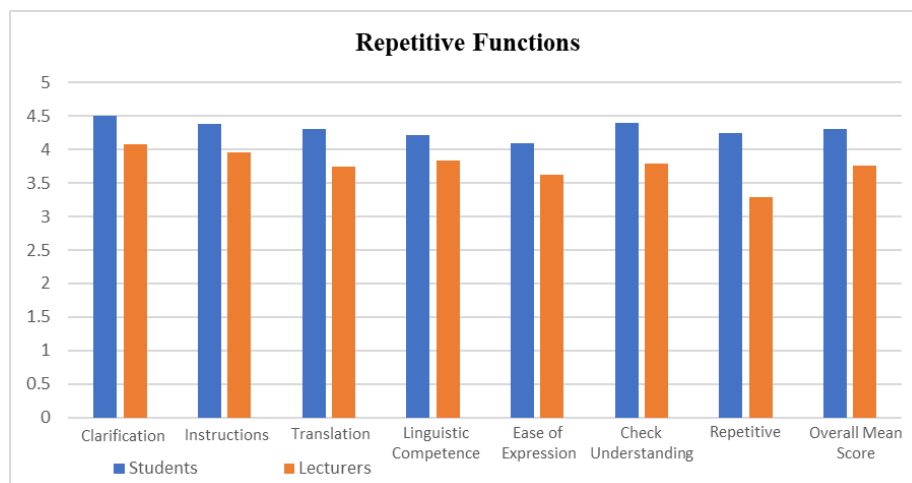


Figure 3. CS regarding repetitive functions

In Figure 2, the analysis revealed a moderate difference between the perceptions of lecturers and students regarding the affective functions of CS usage. Lecturers had a mean score of 3.15 compared to students’ score of 3.65. According to the results, students agreed that lecturers code-switch for socializing and creating a sense of belonging with an average of 3.71 and 3.58, respectively. Conversely, lecturers recorded

lower mean scores in perceiving CS functions as a form of socialization (3.08) and creating a sense of belonging (3.21). The results demonstrate that both groups recognize the affective aspects of CS, such as socializing and creating a sense of belonging, but students show slightly more agreement with the affective functions of CS than lecturers.

Figure 3 shows a substantial difference between the perception of the two groups in terms of the repetitive functions of CS utilization. The results indicated that, on average, lecturers held relatively lower acceptance in their usage of repetitive functions than students. This is supported by the mean scores, which revealed that lecturers had a lower mean score (3.76) in comparison to students (4.31). The findings suggested that the function of clarification received the highest level of agreement among both lecturers and students in EFL classes. Specifically, the mean score for lecturers is 4.08, and for students is 4.5. The majority of lecturers affirmed that repetition is the least utilized function in EFL classrooms, with an average of 3.29, whereas students agreed that ease of expression is the least utilized function, with an average of 4.09. In spite of this, it appears that lecturers and students agreed that all repetitive functions are clearly identified.

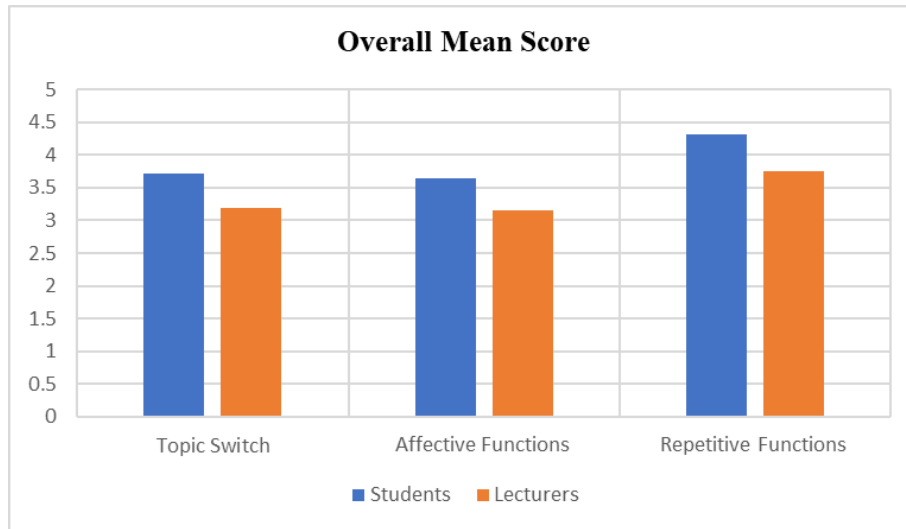


Figure 4. Overall mean score for CS functions

Figure 4 shows the overall mean scores for the three categories of CS functions: topic switch, affective, and repetitive functions. The repetitive function received the highest mean score, indicating agreement among both lecturers and students on its utilization in EFL classrooms. Conversely, both groups identified the affective function as the least utilized function in the classrooms.

Therefore, it is evident from these findings that lecturers and students hold divergent opinions regarding CS for topic-switching, affective, and repetitive functions in the context of language learning.

5. Discussion

The purpose of the study was to examine the disparity in the perceptions between lecturers and students regarding the use of CS in EFL instructional settings in terms of topic-switching, affective, and repetitive aspects. The results suggest a difference in viewpoint between the two groups.

Both lecturers and students view topic-switching as a crucial function for emphasis and topic shift purposes. Despite their relatively similar perceptions, the students viewed topic shifts as less certain. In contrast, the study conducted by Bairmani et al. (2022) revealed that topic shift and topic emphasis are widely utilized in EFL classrooms. There is, however, evidence that topic shift is more frequently used in grammar classes than topic emphasis.

With respect to the affective functions in the present study, lecturers expressed a degree of disagreement. The participants held divergent views regarding the utilization of socialization and a sense of belonging, contrary to findings by Hazaymeh (2022), Kumar et al. (2021), and Temesgen and Hailu (2022), who reported that educators engage in CS for social and solidarity purposes. Their studies demonstrated that teachers perceived CS as a valuable tool that positively influences instruction and language acquisition in EFL classrooms by fostering a supportive and friendly learning environment.

The present study’s results on the repetitive purposes for which lecturers engage in CS, specifically for clarification, align with the findings of Bairmani et al. (2022). They similarly identified CS as primarily serving repetitive functions, with clarification being a specific purpose, facilitating efficient information transfer and comprehension. However, Bairmani et al. (2022) espoused the view that linguistic competence does not grant any benefits in the context of EFL classrooms, contrasting the present study’s findings. Additionally, the findings of this study corresponded to those of Kumar et al. (2021) and Samar and Moradkhani (2014), in that the majority of lecturers strongly concurred that CS serves mainly repetitive functions such as providing instructions, translation, linguistic competence, and comprehension. Therefore, they believed that CS constitutes a distinctive linguistic necessity within the realm of education.

In terms of students' acceptance of CS, several recent studies indicate that CS is employed by students in EFL classrooms for diverse educational purposes, supporting their learning process (Al Tale' & AlQahtani, 2022; Aoyama, 2020; Tubayqi & Al Tale', 2021). Further, the overall results of the current study also demonstrate that students hold positive perceptions toward CS in EFL classrooms, as evidenced by the high percentages of agreement. The overall results of the current research reveal that lecturers and learners recognize the integration of CS in EFL instructional settings, serving numerous pedagogical purposes that benefit educational procedures.

The findings of the study add to the knowledge of CS functions as a pedagogical tool to facilitate interaction between EFL lecturers and students in classrooms, helping create engaging and interactive learning environments. In addition, knowing students' perceptions of CS functions highlights the importance of identifying the most suitable functions for different contexts and the potential use of such functions to support teaching and learning.

Despite the study's contribution to the field, it is essential to acknowledge its potential limitations. We adopted a quantitative research design, namely a questionnaire, as the primary instrument. For further research, employing a mixed-methods approach will add depth and breadth to the study, providing insights gleaned from a more holistic view of the research topic (Creswell, 2017). Additional research could incorporate instruments such as observation or interviews to supplement and verify the perception of lecturers and students regarding the utilization of CS in EFL educational settings. Furthermore, a convenience sampling method was employed, in which we selected only female participants based on ease of access. Subsequent research may incorporate a more inclusive sample of male instructors and students, given that factors such as gender may impact their perspectives. In addition, the inhomogeneous sample size is a limitation of the study, potentially impacting the generalizability of the findings. Future researchers could focus on ensuring a more balanced and representative distribution of participants, thereby addressing this limitation. Finally, the lecturers' age and years of experience were not considered because they could be contributing factors to the study's findings. Therefore, such considerations could be taken into account in future studies.

Overall, this research has led to the conclusion that although lecturers and students may hold varying acceptances, there is a consensus that CS is utilized within EFL classrooms for diverse purposes.

Acknowledgments

The authors would like to thank Deanship of scientific research in King Saud University for funding and supporting this research through the initiative of DSR Graduate Students Research Support (GSR).

Authors' contributions

Both authors contributed equally to the study.

Funding

Not applicable

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Ahmad, B. H., & Jusoff, K. (2009). Teachers' code-switching in classroom instructions for low English proficient learners. *English Language Teaching*, 2(2), 49-55. <https://doi.org/10.5539/elt.v2n2p49>
- Al Tale', M. A., & AlQahtani, F. A. (2022). Code-switching versus target-language only for Saudi EFL students. *Arab World English Journal*, 13(2) 437-450. <https://doi.org/10.31235/osf.io/8pvax>
- AL-Hourani, A., & Afiza, T. (2013). Code switching in daily conversation. *International Journal of Social Science and Humanities Research*, 1(1), 40-43. Retrieved from <https://bit.ly/4bVvkzG6>
- Alkhalwaldeh, A. (2019). Code-switching between Arabic and English: Reasons, types and attitudes as expressed by EFL female students at Imam Muhammad Ibn Saud Islamic university. *International Journal of English Linguistics*, 9(6), 135-147. <https://doi.org/10.5539/ijel.v9n6p135>
- Al-Mohaimed, M. S., & Almurshed, H. M. (2018). Foreign language learners' attitudes and perceptions of L1 use in L2 classroom. *Arab World English Journal*, 9(4), 433-446. <https://doi.org/10.24093/awej/vol9no4.32>
- Aoyama, R. (2020). Exploring Japanese high school students' L1 use in translanguaging in the communicative EFL classroom. *The Electronic Journal for English as a Second Language*, 23(4), 1-19. <https://files.eric.ed.gov/fulltext/EJ1242655.pdf>
- Bairmani, H. K., Fadhil, W. N., Dehham, S. H., & Chiad, M. O. (2022). A study of code switching utilized by Iraqi university professors. *Journal of Language and Linguistic Studies*, 18(1), 511-518. Retrieved from <https://bit.ly/3QZIQE0>
- Bloomfield, L. (1933). *Language*. H. Holt and Company.
- Cook, V. (2013). *Second language learning and language teaching*. Routledge. <https://doi.org/10.4324/9780203770511>
- Creswell, J. W. (2017). *Research design. qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Gonzales-Velázquez, M. D. (1995). Sometimes Spanish, Sometimes English. In K. Hall (Ed.), *Gender articulated: Language and the socially constructed self* (pp. 421-446). New York, NY: Routledge.
- Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Massachusetts: Harvard University.
- Gulzar, M. A. (2010). Code-switching: Awareness about its utility in bilingual classrooms. *Bulletin of Education and Research*, 32(2), 23-44. Retrieved from <https://bit.ly/3M7S6SA>
- Gumperz, J. (1982). *Discourse strategies*. Cambridge: Cambridge University Press. <https://doi.org/10.1017/CBO9780511611834>
- Hazaymeh, W. A. (2022). Teachers' perceptions of code-switching functions and effects in English as a foreign language classroom. *European Journal of Educational Research*, 11(3), 1839-1849. <https://doi.org/10.12973/eu-jer.11.3.1839>
- Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge Textbooks in Linguistics, Cambridge University Press. <https://doi.org/10.1017/CBO9781139166843>
- Ja'afar, N. S., & Maarof, N. B. (2016). Retracted: Teachers' beliefs of code switching in the ESL classroom. *Open Journal of Social Sciences*, 4(4), 212-222. <https://doi.org/10.4236/jss.2016.44030>
- Kumar, T., Nukapangu, V., & Hassan, A. (2021). Effectiveness of code-switching in language classroom in India at primary level: A case of L2 teachers' perspectives. *Pegem Journal of Education and Instruction*, 11(4), 379-385. <https://doi.org/10.47750/pegegog.11.04.37>
- Lee, H. L. J. (2010). Code Switching in the Teaching of English as a Second Language to Secondary School Students. *Malaysian Journal of ELT Research*, 6(1), 1-45. Retrieved from <https://bit.ly/3VgTLuI>
- Li, W. (2008). Research perspectives on bilingualism and multilingualism. In W. Li & M. Moyer (Eds.), *The Blackwell handbook of research methods on bilingualism and multilingualism* (pp. 3-17). Oxford, UK: Blackwell.
- Lipski, J. M. (1985). *Linguistic aspects of Spanish-English language switching*. Center for Latin American Studies, Arizona State University.
- Milroy, L., & Muysken, P. (1995). *One speaker, two languages: Cross-disciplinary perspectives on code-switching*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511620867>
- Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge University Press.
- Paltridge, B., & Phakhiti, A. (2019). *Research methods in applied linguistics: A practical resource*. Bloomsbury Academic.
- Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y Termino en español: Toward a typology of code-switching. *Linguistics*, 18(7-8), 581-618. <https://doi.org/10.1515/ling.1980.18.7-8.581>
- Samar, R. G., & Moradkhani, S. (2014). Codeswitching in the language classroom: A study of four EFL teachers' cognition. *RELC Journal*, 45(2), 151-164. <https://doi.org/10.1177/0033688214534796>
- Saville-Troike, M. (2003). *The ethnography of communication: An introduction*. Oxford, England: Blackwell Publishing Ltd. <https://doi.org/10.1002/9780470758373>

- Sert, O. (2005). The functions of code switching in ELT classrooms. *The Internet TESL Journal*, 11(8), 1-6. Retrieved from <https://bit.ly/3WXKNUd>
- Teaching English from the first grade of primary school to enhance students' language abilities from an early age. Ministry of Education | Teaching English from the First Grade of Primary School to enhance Students' Language Abilities from an Early Age. (n.d.). Retrieved from <https://www.moe.gov.sa/en/mediacenter/MOENews/Pages/english-tech-2021-76.aspx>
- Temesgen, A., & Hailu, E. (2022). Teachers' codeswitching in EFL classrooms: Functions and motivations. *Cogent Education*, 9(1), 1-23. <https://doi.org/10.1080/2331186X.2022.2124039>
- Tien, C & Liu, K. (2006). Code-switching in two EFL classes in Taiwan. In A. Hashim & N. Hassan (Eds.), *English in Southeast Asia: Prospects, perspectives and possibilities*. Kuala Lumpur: University Malaya Press.
- Timor, T. (2012). Use of the mother tongue in teaching a foreign language. *Language Education in Asia*, 3(1), 7-17. <https://doi.org/10.5746/LEiA/12/V3/I1/A02/Timor>
- Tubayqi, K. A., & Al Tale', M. A. (2021). Mother tongue use in beginner EFL grammar classes in Saudi Arabia: A case study. *Arab World English Journal*, 12(4) 349-365. <https://doi.org/10.24093/awej/vol12no4.23>
- Turjoman, M. (2016). A new phenomenon in Saudi females' code-switching: A morphemic analysis. *Advances in Language and Literary Studies*, 7(6), 91-96. <https://doi.org/10.7575/aiac.all.v.7n.6p.91>
- Urrahman, M., & Alhaisoni, E. (2013). Teaching English in Saudi Arabia: Prospects and challenges. *Academic Research International*, 4(1), 112-118. Retrieved from <https://bit.ly/4dq2cdG>
- Zirker, K. A. H. (2007). *Intrasentential vs. Intersentential Code Switching in Early and Late Bilinguals*. [Unpublished master's thesis]. Brigham Young University.

Appendix A

Lecturers' Survey

Survey of Teacher-Student Interaction in English Language Classrooms

Dear respondent,

You are invited to participate in a research study that is part of a Master's research course. This research aims to investigate your opinion about the reasons for switching between Arabic and English in English language classrooms.

This survey is completely voluntary. If you agree to participate in this study, please thoroughly complete the enclosed survey. I assure you that all information will be kept confidential and used solely for research purposes.

Your assistance in this matter will be greatly valued.

Thank you.

- I accept.

The following are the reasons for switching between Arabic and English in English language classrooms. Please choose ONE answer which best reflects your perception of the given statements.

1. I think teachers switch between Arabic and English for the purpose of clarification.

- Strongly agree
- Agree
- Uncertain
- Strongly disagree
- Disagree

2. I think teachers switch between Arabic and English to give instructions effectively.

- Strongly agree
- Agree
- Uncertain
- Strongly disagree
- Disagree

3. I think teachers switch between Arabic and English for the purpose of translation.

- Strongly agree

- Agree
 - Uncertain
 - Strongly disagree
 - Disagree
- 4. I think teachers switch between Arabic and English to socialize.**
- Strongly agree
 - Agree
 - Uncertain
 - Strongly disagree
 - Disagree
- 5. I think teachers switch between Arabic and English for the purpose of linguistic competence (i.e., the ability to understand and apply the language).**
- Strongly agree
 - Agree
 - Uncertain
 - Strongly disagree
 - Disagree
- 6. I think teachers switch between Arabic and English for the purpose of topic shift.**
- Strongly agree
 - Agree
 - Uncertain
 - Strongly disagree
 - Disagree
- 7. I think teachers switch between Arabic and English for the purpose of ease of expression.**
- Strongly agree
 - Agree
 - Uncertain
 - Strongly disagree
- 8. I think teachers switch between Arabic and English for the purpose of emphasis.**
- Strongly agree
 - Agree
 - Uncertain
 - Strongly disagree
 - Disagree
 - Disagree
- 9. I think teachers switch between Arabic and English to check students' understanding.**
- Strongly agree
 - Agree
 - Uncertain
 - Strongly disagree
 - Disagree
- 10. I think teachers switch between Arabic and English for the purpose of repetitive functions.**
- Strongly agree
 - Agree

- Uncertain
- Strongly disagree
- Disagree

11. I think teachers switch between Arabic and English to create a sense of belonging.

- Strongly agree
- Agree
- Uncertain
- Strongly disagree
- Disagree

Appendix B

Students' Survey

استبيان حول تفاعل المعلمة والطالبات في محاضرات اللغة الإنجليزية

عزيزتي الطالبة:

ندعوك للمشاركة في دراسة بحثية والتي هي جزء من مادة البحث في مرحلة الماجستير لمعرفة رأيك في أسباب تبديل الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية .

المشاركة في هذا الاستبيان طوعية، فإذا كنت توافقين على المشاركة في هذه الدراسة، نرجو منك إكمال الاستبيان المرفق والإجابة على جميع الأسئلة دون استثناء، لتحري الدقة والمصداقية في النتائج.

كما نود أن نحيطك علمًا بأنه سيتم التعامل مع جميع المعلومات بسرية تامة وسنستخدم للأغراض البحثية فقط .

نقدر لك وقتك وجهدك، شاكرين لك حسن التعاون.

○ أوافق

الرجاء اختيار إجابة واحدة والتي تعكس رأيك في العبارات المطروحة والتي تتعلق بأسباب تبديل الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية.

- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لغرض توضيح المعنى.

○ موافق بشدة

○ موافق

○ محايد

○ غير موافق

○ غير موافق بشدة

- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لإعطاء التعليمات بشكل أفضل وأوضح.

○ موافق بشدة

○ موافق

○ محايد

○ غير موافق

○ غير موافق بشدة

- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لغرض الترجمة.

○ موافق بشدة

○ موافق

○ محايد

○ غير موافق

○ غير موافق بشدة

- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لخلق علاقات اجتماعية مع الطالبات.

○ موافق بشدة

○ موافق

○ محايد

○ غير موافق

- غير موافق بشدة
- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لزيادة الكفاءة اللغوية لدى الطالبات (القدرة على فهم اللغة وتطبيقها).
- موافق بشدة
- موافق
- محايد
- غير موافق
- غير موافق بشدة
- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لتغيير الموضوع.
- موافق بشدة
- موافق
- محايد
- غير موافق
- غير موافق بشدة
- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لتسهيل التعبير عن موضوع ما.
- موافق بشدة
- موافق
- محايد
- غير موافق
- غير موافق بشدة
- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية للتأكيد على المعلومة المكتسبة.
- موافق بشدة
- موافق
- محايد
- غير موافق
- غير موافق بشدة
- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية للتحقق من فهم الطالبات للمعلومات المكتسبة.
- موافق بشدة
- موافق
- محايد
- غير موافق
- غير موافق بشدة
- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لتكرار المعلومات والتأكد من وصولها بوضوح.
- موافق بشدة
- موافق
- محايد
- غير موافق
- غير موافق بشدة
- تُبدل الأستاذة الشرح بين اللغة العربية والإنجليزية في محاضرات اللغة الإنجليزية لخلق شعور بالانتماء للغة الأم (اللغة العربية).
- موافق بشدة
- موافق
- محايد
- غير موافق
- غير موافق بشدة