



**Ministry of Higher Education and Scientific Research**

**University of Tripoli  
Faculty of Education  
English Language Department**

**Beliefs and Applications of Code Switching  
to 21st-Century Teaching**

Research submitted in partial fulfillment of the requirements for the degree of  
Licentiate in English and Education

Submitted By:

Arwa Aboajela Alshareef  
Bushra Saied Ammar  
Mariam Abdel Moneim Arab  
Masarra Salah Belhaj  
Rodina Khalid Belaid

Supervised by: Dr. Malak Elyazidi

**Spring 2025**

## **Abstract**

This study explores the pedagogical beliefs and classroom applications of code-switching among English as a Foreign Language (EFL) teachers and students at the Faculty of Education, Janzour, at the University of Tripoli. By employing a qualitative design, the research investigates how code-switching functions as a supportive teaching strategy in multilingual classrooms, particularly in enhancing comprehension and emotional engagement. In multilingual classrooms, shifting between languages has become a frequent instructional approach to simplify complex ideas and support student learning. Code-switching has also proven to be an effective tool in supporting language acquisition, especially in multilingual learning environments, making it a relevant and timely focus for this investigation (García & Lin, 2021).

Data were collected through two primary instruments: classroom observations and semi-structured interviews. Observations were conducted across six live sessions from three different modules, while interviews involved three teachers and fifteen females from the same observed modules.

The findings revealed that code-switching was frequently used by teachers to explain complex content, clarify vocabulary, give instructions, and manage classroom dynamics. Its use varied depending on subject matter and student proficiency levels. Teachers reported that code-switching was especially effective in theoretical subjects, though some expressed concerns about overdependence on first language in skill-based classes. Students consistently viewed code-switching as helpful, reporting improved comprehension, reduced anxiety, and greater classroom comfort. Moreover, the emotional and cognitive benefits of code-switching were more strongly emphasized by students than by teachers.

Overall, the study concludes that both teachers and students perceive code-switching as a beneficial, context-dependent pedagogical tool that enhances communication and supports learning in English as a Foreign Language classrooms.

**Keywords:**

Code-Switching Practices, Teacher-Student Interaction, Beliefs, Qualitative Research, Classroom Observation, Semi-Structured Interviews.

## **Table of Abbreviation**

EFL English as a Foreign Language

ESL English as a Second Language

L1 First Language

L2 Second Language

CS Code-switching

## Table of Contents

Abstract.....	I
Table of Abbreviation.....	III
Table of Contents .....	IV
Table of Figures .....	VII
Acknowledgement .....	IX
<b>CHAPTER ONE: Introduction .....</b>	<b>1</b>
1.0. Background of the Study .....	1
1.1. Aims and Objectives.....	2
1.2. Research Questions .....	3
1.3. Significance of the Study.....	4
<b>CHAPTER TWO: Literature Review.....</b>	<b>5</b>
2.0. Introduction .....	5
2.1. Factors of Code Switching.....	5
2.2. Problems and Solutions .....	6
2.3. Bilingualism .....	7
2.5. Teachers and Code Switching .....	11
2.6. Previous Studies .....	12
<b>CHAPTER THREE: Methodology.....</b>	<b>14</b>
3.0. Introduction .....	14
3.1. Context and Sample .....	14
3.2. Research Instruments .....	15
3.3. Classroom Observation.....	15
3.4. Semi-structured Interviews.....	16
3.5. Data Collection Process .....	16
3.5.1. First Stage: Classroom Observation.....	16
3.5.2. Second Stage: Semi-structured Interviews.....	17
3.6. Process of Data Analysis .....	18
<b>CHAPTER FOUR: Findings .....</b>	<b>21</b>
4.0. Introduction.....	21
4.1. Data Analysis .....	21

4.2. Observation Field Notes.....	21
4.3. Teacher–student Interaction.....	24
4.4. Student–student Interaction .....	27
4.5. Perspectives from Semi-structured Interviews.....	28
4.6. Teachers’ Responses on the Use of Code-Switching Across Subjects: .....	28
4.7. Students’ Responses to Code-Switching.....	31
4.8. Perspective between Teachers and Students.....	41
<b>CHAPTER FIVE: Discussion and Conclusion.....</b>	<b>46</b>
5.0. Introduction .....	46
5.1. Research Questions .....	46
5.2. Conclusion.....	49
5.3. Limitation.....	51
5.4. Recommendation.....	52
<b>Appendices</b>	
Appendix A .....	53
A.1 CONSENT FORM (Classroom Observation): .....	53
A.2 CONSENT FORM (Teacher’s and Student’s Interview) .....	55
Appendix B Observations Table .....	57
Appendix C .....	58
C.1 Teacher Interview Table .....	58
C.2 Students Interview Table .....	61
Appendix D Teachers' vs. Students' Views on Code-Switching: .....	69
Appendix E Interview Sample: .....	70
E.1 Teacher Interview Sample .....	70
E.2 Students Interview Sample: .....	73
References .....	75

## **Table of Tables**

<b>Table 1</b>	<b>Observation Time Table.....</b>	<b>22</b>
----------------	------------------------------------	-----------

## **Table of Figures**

<b>Figure1</b>	<b>Lexical connection of L1 and L2 .....</b>	<b>8</b>
----------------	--	----------

## **Dedication**

This research is dedicated to the people who have encouraged and supported us throughout this journey.

To our parents and families, thank you for everything.

## **Acknowledgement**

Alhamdulillah, all praise and gratitude to Allah, the Almighty, for His boundless guidance and blessings, without which this thesis would not have been possible. Peace and blessings be upon Prophet Muhammad (PBUH), whose teachings continue to inspire perseverance, sincerity, and gratitude in our lives. This work is a testament to faith, determination, and the grace of Allah, whose mercy has guided us to success.

We extend our sincere gratitude to the Faculty of Education, Janzour, for providing us with the environment and resources to pursue this study. Your support has been instrumental in the success of this work.

A special thanks to our esteemed supervisor, Dr.Malak Alyazidi, for her unwavering guidance, insightful advice, and encouragement throughout every stage of this journey. Your expertise and dedication have been a cornerstone in shaping this research.

To our families, thank you for your unwavering love, patience, and support, which have been a constant source of inspiration.

To our friends and colleagues, thank you for your encouragement and for making this journey memorable.

This research is a testament to the collective efforts and support of all who have been part of this achievement.

## **CHAPTER ONE: Introduction**

### **1.0. Background of the Study**

Language is central to human communication, shaping social interactions and knowledge exchange (Niels & Anne, 2009). Language acquisition is an ongoing process that starts from the moment we are born and persists throughout our lives (Foley & Thompson, 2017). General classroom language refers to teachers' commonly used phrases, instructions, and expressions to facilitate communication and create a positive learning environment (Jain, 2023). In modern bilingual societies, the use of two or more languages is a strategy to enhance communication by considering the social aspects of interaction (Murtiningsih et al., 2022).

In language teaching, educators apply varied methods such as Communicative Language Teaching (Richards, 2006), the Grammar-Translation Method (Larsen-Freeman & Anderson, 2011), Task-Based Language Teaching (Ellis, 2003), and Code-Switching as a pedagogical strategy (Macaro, 2005; Ferguson, 2009). These approaches reflect the dynamic and adaptive nature of modern language instruction in multilingual classrooms. English for language learning is the study of English by people who live in regions where it is not the primary language of communication (Stern, 1983). Among the common linguistic practices observed in multilingual settings is code-switching (Maulida, 2023).

Code-switching is defined as alternating between languages within a conversation which has become a prevalent phenomenon (Hunsaker, 2009). The teaching of English in which students study English in countries other than their home country or participate in short or long courses in English-speaking countries such as the United States, the United Kingdom, Australia, Canada, Ireland, and New Zealand are referred to as the EFL (British Council, 2014). EFL refers to people who study English in countries where it is not the primary language of communication (Cambridge Dictionary, n.d.). Japanese nationals who study English at home are considered to be learners of English. In English as a Foreign Language (EFL) classrooms, a pedagogical question has been raised about

whether teachers should use only the target language or incorporate students' first language (L1) to support comprehension and learning (Bozorgian, 2015). Advocates emphasize code-switching's ability to bridge linguistic gaps, foster inclusion, and enhance classroom participation (Hall & Cook, 2012). However, its role in language learning remains debated. It means that people have not reached a clear agreement on whether code-switching (switching between English and the students' first language) is good or bad for learning English. Some think it helps learners understand better and feel more included, while others think using too much of the first language might slow down learning English. While it can aid understanding, critics argue that over-reliance on L1 might hinder English proficiency (Simon, 2001).

Research on code-switching has largely focused on its spoken use, with limited exploration of its forms and functions in education, particularly at the university level (Al-Qaysi 2016). This study aims to address these gaps by examining the frequency, and pedagogical roles of code-switching in university EFL classrooms, as well as the attitudes of teachers and students toward this practice (Mekheimr, 2022). Code-switching's common presence in Bilingual classrooms has sparked conflicting opinions (Olmo-Castillo, 2014). Proponents see it as a tool for making lessons accessible, while detractors worry it may slow English acquisition or encourage dependency on L1 (Richard, 2004). Furthermore, classroom language policies, often rooted in monolingual ideologies, can conflict with practical teaching realities, creating tensions over their use (Farr & Song, 2011). The conflict over code-switching in classrooms comes from a mismatch between official language policies and classroom realities. Supporters see it as a helpful tool for explaining difficult concepts and supporting students, while opponents view it as a threat to language policy and even ban it in some contexts. Although code-switching is accepted in society, it is often seen as negative in classrooms, creating tension and pressure for teachers (Wei & Martin, 2009).

### **1.1. Aims and Objectives**

In educational settings, studies have revealed that teachers use code-switching for academic, managerial, and social purposes (Auer, 1998); for instance, Ethiopian teachers were observed employing it to clarify complex content, maintain classroom

management, and build rapport with students (Alemnew & Gaga, 2016). Although global studies have explored bilingual education policies, these policies have not always been directly connected to actual classroom practices (Fakhriya, 2017). By addressing these elements, the research seeks to offer practical insights into the function of code-switching in bilingual EFL classrooms.

The study's primary aim is to explore code-switching's pedagogical role in EFL classrooms by addressing the following objectives:

1. Understand the beliefs of Libyan EFL university teachers about code-switching.
2. Identify the functions and practical uses of code-switching in their classrooms.

This study examines how code-switching supports communication, comprehension, and engagement in modern classrooms. It also explores its role in bilingual teaching, highlighting its impact on learning outcomes and classroom management as a valuable instructional tool.

## **1.2. Research Questions**

This study aims to explore the pedagogical role of code-switching in EFL classrooms and provide practical insights into its application. It also seeks to equip teachers with strategies to enhance communication with learners who have limited English proficiency, and to promote inclusive learning environments that support language development and academic success.

To achieve these aims, the study addresses the following research questions:

1. What beliefs underlie teachers' and students' use of code-switching in EFL classrooms?
2. Are these beliefs consistent with actual classroom practices?

A qualitative descriptive approach is employed, using classroom observations and semi-structured interviews as primary tools for data collection. As Poplack (2000) suggests, observation helps document the types, frequency, and contexts of code-

switching in authentic settings. Moreover, interviews with both teachers and students provide deeper insight into their beliefs and lived experiences. Thematic analysis will be used to identify meaningful patterns and understand how code-switching is implemented and perceived in the classroom (Yana & Nugraha, 2019).

### **1.3. Significance of the Study**

This study is significant as it addresses a critical gap in understanding code-switching's pedagogical value, particularly in light of the increasing linguistic diversity in today's classrooms. This diversity has been driven by several global trends, including international migration, the rise in cross-border education, and the widespread use of digital communication, which have brought speakers of different languages into closer and more frequent contact. As a result, classrooms have become increasingly multilingual, presenting challenges for educators in delivering content and engaging effectively with learners from diverse linguistic backgrounds (Cummins, 2007; García & Wei, 2014). By analyzing teachers' beliefs and practices, this research provides actionable insights into how code-switching can enhance EFL teaching and learning.

As this study focuses on the beliefs and applications of code-switching, it is important to clearly define the term "code", since it forms the basis of the concept. In sociolinguistics, a code refers to any system of communication used within a community, which may include a distinct language, a dialect, or a language variety (Wardhaugh & Fuller, 2015). Understanding what constitutes a code is essential to analyze code switching practices in classrooms.

## CHAPTER TWO: Literature Review

### 2.0. Introduction

Code-switching is a common linguistic behavior among bilinguals and multilinguals, especially in educational contexts where more than one language is present (Gumperz, 1982; Myers-Scotton, 1993). Code-switching refers to the use of two or more languages within a single discourse. (Garcia & Wei, 2014). Cook (2013) expands on this, describing it as the use of multiple languages during a speech act, often occurring mid-speech. Alshalan (2020) notes that code-switching might hinder fluency development in either language, while others argue it fosters language learning and creativity. According to Begum & Haque (2013), code-switching between Arabic and English is a common practice in Saudi Arabia due to its multilingual nature. Young Saudis, in particular, often incorporate English words and phrases into their daily conversations, while Arabic may also be used in English conversations to express specific ideas (Susanto, 2006). Code-switching is generally categorized into three main types:

- Tag-switching involves inserting short fixed expressions from one language into another; for example, a student may say a full sentence in English and then add the Arabic tag “أليس كذلك؟” at the end for confirmation.
- Intra-sentential switching is defined where two languages are blended within a single sentence; for instance, “Writing the text من page 20 إلى page 27 “
- Inter-sentential switching refers to switching between two languages across complete sentences or clauses, such as: “I failed the test,” followed by “لقد فشلت في الإختبار.”

### 2.1. Factors of Code Switching

Code-switching provides a range of positive benefits for both teachers and students in multilingual classrooms. For teachers, it is an effective strategy to enhance communication, clarify complex ideas, and emphasize key points when students struggle with unfamiliar vocabulary. It also supports classroom management and allows for differentiated instruction, enabling teachers to adapt their teaching to meet diverse

language needs and build stronger teacher-student relationships through culturally responsive communication (Murtiningsih et al., 2022).

For students, code-switching bridges vocabulary gaps, fosters a better understanding of academic content, and allows clearer self-expression, particularly when they face difficulties with language. It also boosts their confidence, reduces anxiety, and encourages active discussion participation. Moreover, it mirrors real-life multilingual interactions, enhances cognitive flexibility, and affirms their cultural identity, making the learning environment more inclusive and supportive. Code-switching is a dynamic pedagogical tool that strengthens comprehension, engagement, and emotional connection in the classroom (Jogulu, 2024).

## **2.2. Problems and Solutions**

Due to the limited opportunities for EFL students to practice English outside the classroom (Zhang & Wu, 2009), many tend to rely on their mother tongue in everyday communication, with minimal interaction with native English speakers (Chen & Goh, 2011; Liu & Jackson, 2008). This lack of authentic language exposure often results in increased dependence on the native language within classroom settings, making code-switching a necessary strategy to support comprehension and engagement. However, this practice is not without challenges. A major concern is the over-reliance on the native language by both teachers and students, which can hinder English exposure and language development. To address this, educators can establish structured guidelines that define appropriate contexts for code-switching and gradually phase it out as students' proficiency improves (Cook, 2001). Additionally, negative perceptions of code-switching as a sign of weak language skills can be mitigated through professional development programs that highlight its strategic and pedagogical value (García & Wei, 2014).

Another issue arises when code-switching is used inconsistently or without a clear purpose, leading to confusion. To prevent this, teachers should be trained to use code-switching intentionally, targeting specific learning objectives such as clarifying complex grammar points or vocabulary (Sert, 2005). Ultimately, creating English-rich environments through engaging activities, English-only zones, and digital tools can

further support learners' fluency while promoting more purposeful and effective use of code-switching.

Bilingualism is central to understanding code-switching in EFL classrooms, as it reflects the ability to alternate between languages based on context. This linguistic flexibility helps explain how and why teachers and students switch languages during instruction, making bilingualism a key foundation for analyzing such behavior.

### **2.3. Bilingualism**

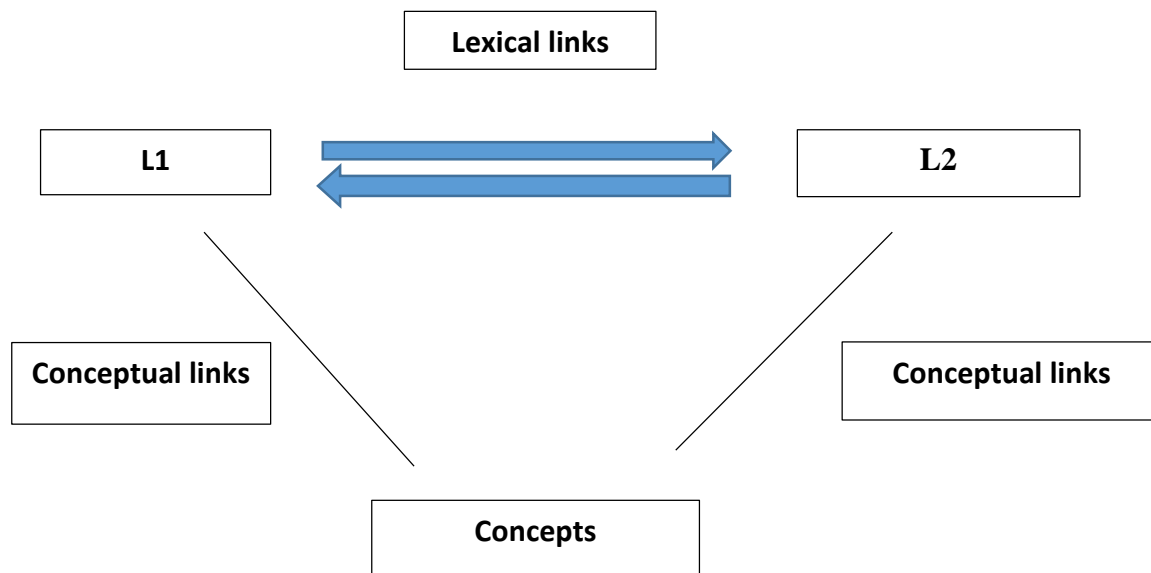
Bilingualism is a key concept in this research because it forms the foundation for understanding the phenomenon of code-switching, particularly in EFL classrooms. Since code-switching involves the use of two or more languages within communication, it is essential to explore bilingualism as the broader linguistic context in which such behavior occurs. By examining how bilingual individuals navigate between languages depending on social and educational factors, this study gains deeper insight into why and how teachers and students code-switch during the learning process. Bilingualism, according to Bloomfield (1935:56), is “the native- like control of two languages” within one speaker, or the systematic usage of two languages within a specific speech community (Grosjean, 1982: 1), particularly “the regular use of two or more languages (or dialects), and bilinguals are those people who use two or more languages (or dialects) in their everyday lives”.

When bilinguals switch between languages, this is referred to as code-switching, and such switching depends on a variety of factors, including situation formality (Auer, 1998; Milroy & Wei, 1995) and the role of the interlocutor, (Gumperz, 1972; Scotton, 1993; Androutsopoulos, 2014). Mackey (1962) states that bilingualism is the practice of alternating use of two languages, from one language to another, by a speaker. The situation and conditions faced by the speaker also determine the change of languages used (Milroy, 2003).

Understanding the motivations for code-switching requires a social and linguistic perspective (Balochistan, 2016). Myers-Scotton's (1993) framework

highlights how code-switching reflects social needs and contextual factors. For example, in Bilingual African contexts, it enables effective communication by balancing linguistic resources (Feleciani, 2016). Similarly, research on Polish students studying English shows that code-switching serves diverse functions in daily interactions influenced by attitudes and context (Adam & Hafsah, 2023). Myers-Scotton’s (1993) framework highlights that code-switching is not merely a random linguistic occurrence, but a structured linguistic practice closely connected to social needs and contextual factors. For instance, in bilingual African contexts, code-switching is employed to balance linguistic resources and ensure communicative effectiveness (Feleciani, 2016). Similarly, research on Polish students studying English shows that code-switching serves multiple cognitive and communicative functions, often shaped by learners’ attitudes and situational contexts (Adam & Hafsah, 2023).

This theoretical perspective provides a valuable foundation for analyzing how code-switching operates in diverse educational settings. Accordingly, the present study seeks to investigate how social and cultural contexts influence classroom code-switching practices and to examine how such practices function in authentic EFL classroom interactions. (See the framework below)



**Figure One: Lexical connection of L1 and L2**

Understanding the distinction between teaching English as a Second Language (ESL) and English as a Foreign Language (EFL) is essential, particularly because this study focuses on EFL contexts where code-switching plays a significant pedagogical role (Sekhar & Chakravorty, 2017). Due to the limited authentic exposure to English outside the classroom, EFL learners often rely on their native language for support. This environment naturally facilitates the use of code-switching as a teaching strategy teachers switch between English and the students' L1 to enhance comprehension, manage classroom behavior, and reduce anxiety (Macaro, 2005; Lee, 2005). In this sense, the EFL context itself creates a fertile ground for the implementation and necessity of code-switching, making it central to the teaching and learning process.

The inclusion of ESL in this discussion is necessary to draw a clear contrast and highlight the contextual features unique to EFL settings. While ESL and EFL both involve teaching English as a non-native language, ESL learners are immersed in English-speaking environments where the language is used for daily communication and social integration (Gass & Selinker, 2001; El-Far, 2022). In such immersive contexts, the need for code-switching is reduced because learners are consistently exposed to English both in and outside the classroom. In contrast, EFL learners, such as those participating in this study, receive limited exposure to English beyond structured lessons, which necessitates greater reliance on L1 support through code-switching strategies (Rao, 2002; Longcope, 2009).

Therefore, EFL is not only the focus of this study but also represents the educational environment of the participants. As students are learning English within a shared L1 context, in a non-English-speaking country, this environment significantly influences the teachers' and students' beliefs about the usefulness and practicality of code-switching in the classroom (Nayar, 2012; Reves & Medgyes, 1994). Examining code-switching in EFL classrooms is thus relevant and timely, especially as it aligns with the realities of many non-native English learning contexts worldwide, including the one in which this study was conducted. In ELT, teachers' cognitive knowledge greatly influences their classroom decisions and practices. As Borg (2003) notes, this knowledge

includes their beliefs, experiences, and training, and it shapes how they teach, manage classes, and support student learning.

## **2.4. Cognitive Knowledge in ELT**

Teachers' thinking is linked to their knowledge, which can be divided into three types of English Language Teaching (ELT) (Narasuman, 2013). These types are the knowledge about content and curriculum, pedagogical knowledge, and how to run a class. The first type is knowledge about content and curriculum. This means understanding the subjects they teach, which is often gained from university studies (Donald, 1986). Teachers need a strong knowledge of the language as part of their growth as professionals (Moats, 2009). Medgyes & Ryan (1996) pointed out that even if teachers know their subject well, this alone does not make them good educators. Teachers also need to understand the course structure and choose the right materials (Shulman, 2004). In ELT, knowing the focus of the subject and syllabus helps teachers adjust their lessons and materials to meet syllabus goals (Roberts, 1998).

The second type of knowledge is pedagogical knowledge. This is about how teachers plan lessons and check student progress. It comes from personal experience and training (Gess-Newsome, 2019). Hashweh (2005) explains that this knowledge combines understanding the subject with teaching methods. It helps teachers see how well students are learning so they can improve their lessons to suit students' needs and interests. The third type of knowledge is about how to run a class (Marzano, 1992). This includes managing the classroom and encouraging students to learn. Classroom management reflects teachers' beliefs about learning, guiding their choice of teaching methods and shaping how they organize and control the learning environment. Classroom management is linked to teachers' beliefs about learning and involves choosing the best teaching methods (Evrin et al., 2009).

Korthagen (1995) says that knowledge is built from experience. Hasim (2015) also states that reflecting on past teaching helps teachers learn what works best. Korthagen (1995) and Hasim (2015) highlight that teachers develop effective

strategies like code-switching through experience and reflection. As they face real classroom situations, they learn when and why to use code-switching to support student understanding. This makes code-switching not just a linguistic tool, but a reflective teaching practice shaped by experience. These reflections, along with knowledge from their studies, help teachers improve their teaching (Cimer et al., 2013). Having a degree in teaching can help teachers plan lessons, choose materials, and understand students better (Ornstein, 1997). Using their experiences, preparing for lessons, understanding how students learn, and reflecting on their teaching are all important for effective teaching (Hunt et al., 2009).

In light of the challenges faced by learners in fully grasping content delivered exclusively in English, especially in EFL contexts, teachers often adopt strategic language practices to enhance comprehension and engagement. One such common and purposeful practice is code-switching, which has gained recognition for its pedagogical value in diverse classroom settings.

## **2.5. Teachers and Code Switching**

According to Macaro (2005), teachers often employ code-switching in the classroom to support students' understanding for several key reasons. One primary function is to clarify ideas by simplifying or repeating explanations in the student's first language. Additionally, teachers may code-switch when giving instructions to ensure that learners fully grasp classroom tasks, when managing behavior to maintain discipline, and when teaching grammar to explain complex rules more effectively. It also serves to build stronger teacher-student relationships by allowing more personal and relatable interactions. Beyond these pedagogical functions, code-switching can make students feel more at ease, bridge communication gaps, and contribute to the smooth progression of lessons. In multilingual contexts such as Malaysia, code-switching is frequently observed in classrooms as a practical tool to enhance learning and communication (Azlan & Narasuman, 2013).

## **2.6. Previous Studies**

This study is supported by several previous research works that examined the role of code-switching in English language teaching, particularly in multilingual and EFL classroom contexts.

The first study by Eva Fachriyah (2017) explored the pedagogical functions of code-switching in English language classrooms. Using ethnographic methods such as classroom observations and recordings, the study identified multiple instructional functions of code-switching. These included clarification, reiteration, explanation, translation, checking for understanding, developing vocabulary, managing classroom behavior, and even providing entertainment. The findings emphasized that code-switching is critical in facilitating comprehension and enhancing classroom interaction, making it an effective teaching tool.

The second study, conducted by Cahyani, de Courcy, and Barnett (2016), examined teachers' use of code-switching in bilingual classrooms in Indonesia. The research adopted an ethnographic approach, involving classroom observations, interviews, and stimulated recall techniques. It found that teachers used code-switching strategically for pedagogical and socio-cultural purposes—such as clarifying difficult academic content, managing classroom dynamics, and fostering emotional connections with students. Rather than viewing code-switching as a linguistic deficiency, the study emphasized its value as a reflective and deliberate instructional practice in multilingual education.

The third study is by Al Arief, Siti, and Khotimah (2019), which investigated the types and purposes of code-switching in English language classes for non-English major students. Using descriptive qualitative methods and drawing on Wei's (2000) and Mattson & Burenhult's (1999) frameworks, the study analyzed code-switching across the three stages of a lesson: pre-activity, while-activity, and post-activity. It found that lecturers adapted their use of code-switching according to the needs of each stage, highlighting its functional and adaptive role in instruction. The study also

incorporated interviews to validate the instructional rationale behind teachers' language choices.

Together, these studies provide a strong foundation for understanding how code-switching supports classroom communication, enhances learning outcomes, and reflects the pedagogical intentions of language teachers in diverse educational contexts. They also offer valuable insights into how this practice aligns with teaching realities in EFL environments, such as the one explored in the present study.

## **CHAPTER THREE: Methodology**

### **3.0. Introduction**

This study aims to explore the beliefs and applications of code-switching in educational settings. It seeks to investigate how teachers and students will perceive and apply code-switching practices within the classroom environment. Given the nature of the research questions, a qualitative research approach will be adopted. Qualitative research is defined as a research approach aimed at examining and interpreting the meanings that individuals or groups attach to a particular social or human issue (Creswell, 2014). It will focus on gathering rich, detailed descriptions and understanding complex phenomena through participants' perspectives.

The choice of a qualitative methodology is justified by the focus of the study on beliefs, perceptions, and thought processes, areas that require in-depth exploration rather than numerical measurement. Since the study will investigate subjective experiences and cognitive aspects related to code-switching, a quantitative approach is considered unsuitable. Quantitative methods typically focus on statistical analysis and measurable variables, which would not adequately capture the depth of participants' inner beliefs and applications. Therefore, qualitative research is selected to provide a comprehensive, nuanced understanding of the phenomenon under investigation.

### **3.1. Context and Sample**

This study was conducted at the University of Tripoli, Faculty of Education, Janzour, in the Department of English Language. This faculty was selected because it represents an ideal environment for the study. The researchers were already familiar with the nature of the courses and the instructional context, which allowed for more informed observation and interpretation. Additionally, the faculty's accessibility in terms of location and transportation, along with the researchers' regular presence on campus, facilitated smooth communication, consistent follow-up, and efficient data collection. The participants were students enrolled in the Spring 2025 semester. The sample included only female students from the Faculty of Education, Janzour, due to their significantly higher number compared to male students. The sample for this study was purposefully

selected based on the nature of the subjects who require the use of code-switching. Specifically, three courses were chosen: GRM, STM, and EL. These abbreviations are used as codes to represent the selected courses to maintain clarity and brevity throughout the study, while also ensuring the anonymity of specific course titles. Data and information were collected through the three respective course instructors, as well as 15 randomly selected students from the same observed subjects. The number of student participants was chosen to ensure the collection of accurate and reliable results.

### **3.2. Research Instruments**

To enhance the validity and depth of the findings, the study will employ more than one data collection method. Using multiple methods allows for triangulation, which increases the credibility of the results by cross-verifying information from different sources and perspectives (Patton, 1999). Accordingly, two qualitative methods will be employed: classroom observation and interview. In particular, semi-structured interviews will be utilized to allow flexibility in exploring emerging themes while maintaining a consistent framework across participants. The combination of observations and semi-structured interviews will provide a richer, triangulated understanding of both the actual practices and the underlying beliefs related to code-switching.

### **3.3. Classroom Observation**

Classroom observation is defined as a systematic and detailed account of occurrences, human behaviors, and cultural artifacts within the selected social environment under investigation (Marshall & Rossman, 2016). It involves directly witnessing and recording behaviors and interactions as they occur in their natural context, providing rich, contextualized data. Classroom observation will be used in this study to capture authentic classroom practices of code-switching as they happen in real-time. It allows the researcher to gain insights into the spontaneous use of code-switching by teachers and students without relying solely on self-reported data. This method is particularly valuable for understanding practical applications of code-switching, classroom dynamics, and behavioral patterns that participants might not fully articulate during interviews.

### **3.4. Semi-structured Interviews**

A semi-structured interview is defined as a qualitative method of data collection in which the researcher poses a set of pre-formulated yet open-ended questions to participants to elicit in-depth responses (DiCicco-Bloom & Crabtree, 2006). It combines the structure of standardized questions with the flexibility to explore emerging themes during the interview process. In this study, semi-structured interviews will be employed to explore participants' beliefs and perceptions regarding the use of code-switching. This method is particularly suitable because it allows the researchers to maintain a consistent focus across interviews while also encouraging participants to elaborate on their experiences and insights. The flexibility of semi-structured interviews enables a deeper understanding of participants' thoughts and motivations, providing rich, detailed data that complements the observational findings.

### **3.5. Data Collection Process**

The data collection process will refer to the systematic procedure that will be used to gather information relevant to answering the research questions and achieving the study's objectives. It plays a vital role in ensuring the credibility and richness of qualitative research findings (Creswell & Poth, 2018). In this study, the process will be conducted in two main stages: the first stage will involve classroom observation, and the second stage will include semi-structured interviews.

#### **3.5.1. First Stage: Classroom Observation**

In this study, classroom observation will be the first tool used to collect data. It will be conducted before the interviews to understand the setting of the chosen modules classroom and to take notes that will help to guide the later interview questions. Observation will allow the researchers to notice directly how teachers and students interact and when code-switching naturally occurs during lessons. Observation is defined as a method of collecting data by carefully watching behaviors, verbal and nonverbal communication, and the general atmosphere of the learning environment (Ciesielska et al., 2018). Through observing the classroom, researchers will be able to gain a deeper

understanding of how code-switching is used in real situations, without interfering with the natural flow of lessons.

During the observation phase, we will take field notes focusing on the use of code-switching, but we will not record audio or video because they may make participants feel anxious or alter their natural behavior, which could affect the credibility of the data. The purpose will not be to evaluate the teaching methods but to build a real understanding of the practices, routines, and contexts in which code-switching takes place. This information will be important in shaping meaningful interview questions and in interpreting participants' responses later in the study. We will assign a unique code to each subject we observe, which are: GRM, STM, EL. The choice of subjects will depend on the teachers' use of code-switching in the classroom, because the nature of the subjects will require the use of code-switching. Thus, classroom observation will help us build a shared understanding of the classroom practices and provide a strong foundation for the next data collection step which is the interviews.

In this study, classroom observations will be conducted to better understand the natural environment where code-switching occurs. This method is intended to make participants feel more comfortable and act naturally. Before conducting any observation, a consent form will be provided to each teacher (see Appendix A.1), and they will be invited to review and sign it to confirm their voluntary participation. To collect more information and ensure greater accuracy, two observations will be carried out for each class. Field notes will mainly describe the classroom setting, interactions, emotions, verbal and nonverbal communication. This approach aims to minimize researcher influence and create a relaxed, authentic atmosphere for gathering data.

### **3.5.2. Second Stage: Semi-structured Interviews**

After completing classroom observations, semi-structured interviews will be conducted with both teachers and students. These interviews will build on the notes collected during the observation phase to gain deeper insights into classroom practices, particularly regarding the use of code-switching. One teacher will be selected from each of the following modules: STM, EL, and GRM, making a total of three teachers.

Additionally, five students from each subject will be interviewed, resulting in a total of 15 students.

The interviews will aim to explore participants' perspectives on their classroom experiences, their language use, and their beliefs about code-switching practices. Each interview for both teachers and students is expected to last for 45 minutes to one hour. All interviews will be conducted in English, as it is the shared language between the researchers and participants. Before beginning each interview, participants will be asked to sign a consent form to ensure their voluntary participation and to confirm that they understand the purpose of the study and the use of audio recordings during the interview process (see Appendix A.2). The audio recordings will later be used for transcription purposes to be analyzed (see Appendix E).

Care will be taken to ensure a relaxed environment by speaking clearly, allowing time for participants to think and respond, and encouraging open and honest communication. Using semi-structured interviews will allow flexibility to explore important topics raised by participants while ensuring that key research questions are addressed. This method is intended to deepen the understanding of the practices observed during classroom sessions and to provide a richer, more detailed view of participants' experiences.

### **3.6. Process of Data Analysis**

In this study, a qualitative thematic analysis approach will be adopted to analyze two types of data: classroom observation notes and semi-structured interviews with teachers and students. This method will be selected for its ability to systematically identify patterns of meaning across a dataset, especially in studies that aim to explore beliefs, behaviors, and perceptions within educational settings (Braun & Clarke, 2006).

To begin with, the analysis will start with a thorough and repeated reading of the classroom observation notes. These notes will have been collected during live teaching sessions involving three different groups of learners. We will examine the notes carefully to detect recurring patterns in the actions or language choices of teachers and students, specifically those that involve switching between English and Arabic. For example, teachers may switch to Arabic to explain grammar rules, students may respond in Arabic

when they struggle with vocabulary, and teachers may use Arabic to manage classroom behavior. These observed instances will be labeled using descriptive codes. Following this, the codes will be organized into broader themes such as “code-switching for clarification,” which will help answer questions regarding how, when, and why code-switching takes place in authentic classroom contexts. Following this, the second stage of the analysis will involve working with the interview transcripts. Each transcript will be read several times to ensure deep familiarity with the content. We will then perform a systematic coding process, assigning codes to specific phrases or statements that reflect the participants’ beliefs, attitudes, and experiences with code-switching.

As the analysis progresses, we will identify key themes that emerge from both datasets. These themes will represent consistent patterns of meaning and will be shaped in accordance with Braun and Clarke’s (2006) six-phase framework for thematic analysis. Each theme will be thoroughly reviewed to ensure that it accurately represents the data, refined to eliminate any overlaps or ambiguities, and clearly defined with appropriate labels. We will ensure that all themes are grounded in the actual data, meaning they will be supported by direct quotations from participants and by observable behaviors documented during classroom sessions. This process will aim to ensure that the analysis remains authentic and reflective of participants’ real experiences (see Appendix B).

Lastly, we will compare the themes developed from the classroom observations with those derived from the interview transcripts. This comparative process will involve identifying points of alignment as well as divergence between what participants express and what is actually observed in practice. For instance, if both teachers and students indicate that Arabic is used to clarify grammar, and this is also visible in classroom interactions, then the theme will be reinforced through comparison. However, if discrepancies emerge such as students expressing discomfort with code-switching, while teachers believe it is helpful. These differences will be critically examined. Through this comparison, we will aim to provide a richer and more nuanced understanding of how code- is applied, perceived, and experienced within the EFL classroom context.

In this chapter, we discussed the methods used for data collection, namely classroom observations and semi-structured interviews. We also explained how combining these tools supports a richer understanding of participants' views on code-switching by enabling data comparison. The following chapter will describe the data analysis process, focusing on how themes and patterns were identified and interpreted using a thematic analysis approach to answer the research questions.

## **CHAPTER FOUR: Findings**

### **4.0. Introduction**

This chapter will present the data analysis conducted using classroom observation and semi-structured interviews which focused on understanding participants' lived experiences rather than measuring variables. The analysis drew on data collected through classroom observations and semi-structured interviews to explore how teachers and students perceived and applied code-switching in educational settings. Each case was analyzed individually and inductively, with repeated readings of transcripts and field notes to identify emergent themes grounded in participants' narratives. A triangulated approach was used to compare observed practices with expressed beliefs, aiming to uncover deeper meanings and enhance the credibility of the findings through multiple perspectives. The researcher engaged in an interpretive, reflective process to reveal the underlying significance of participants' experiences with code-switching in real classroom contexts.

### **4.1. Data Analysis**

As described in the previous section, data analysis is the systematic process of examining, organizing, and interpreting collected data to discover meaningful patterns, relationships, and insights relevant to the research questions (Creswell & Poth, 2018). After collecting the data, it was systematically analyzed and categorized into key themes based on classroom observations and semi-structured interviews. The following section will explain the process of data analysis of each stage.

### **4.2. Observation Field Notes**

Classroom observations provided a deeper understanding of code-switching within the learning environment and helped identify how this strategy supported interaction between teachers and students during live sessions. Although each group was observed only twice, conducting two sessions allowed for a more accurate understanding of classroom dynamics. The focus was on one specific subject per group. This allowed for a detailed analysis of both teacher and student behavior within the context of a

particular subject and enabled a comparison of the use and development of code-switching across the two sessions. The researchers contacted the teachers in advance regarding the classroom observations, and the teachers obtained permission from their students before we joined the sessions.

<b>Classroom Subject</b>	<b>Date of first session</b>	<b>Date of second session</b>
GRM	15/04/2025	22/04/2025
STM	17/04/2025	24/04/2025
EL	19/04/2025	26/04/2025

**Table 1 Observation timetable**

Throughout the observation process, researchers took notes on the interactions, and then we classified them into themes. We noticed the main types of interaction between teachers and students. The themes of observation we identified were: explanations, instructions, advice, checking understanding, and feelings expressed toward students (see Appendix B).

Based on the classroom observations, it was evident that all teachers employed code-switching primarily in situations where they perceived that students were struggling to understand the content, often inferred from students' facial expressions or lack of response. However, the frequency and manner of code-switching varied across subjects. Teacher Ahlam who taught the GRM module used code-switching less frequently than the others. We observed that this was due to the nature of the content, which required fewer technical terms. In contrast, Teacher Bodoor who taught the STM module made more frequent use of code-switching, particularly, because her subject involved a high density of new and unfamiliar terminology, prompting her to alternate languages to facilitate comprehension. For instance, during one lesson, when she asked students

*“What does it mean inductively?”*

and they appeared confused, she immediately switched to Arabic, saying

”تعلم القاعدة من خلال ملاحظة الأمثلة، بدلاً من إعطائها مباشرة“

This code-switch enabled students to grasp the concept more clearly before she proceeded with the explanation in English.

Teacher Salma who taught the EL module frequently employed code-switching during her lessons, sometimes using it multiple times within the span of a single minute. This frequent use was observed to stem from the nature of the subject she taught, which appeared to require continuous clarification in order for students to grasp abstract ideas and emotionally nuanced content. This was particularly evident when a student asked about the meaning of the phrase “eternal flame”. In response, the teacher switched to Arabic and explained:

”تعني شيئاً يدوم إلى الأبد، مثل حب الوطن“

She continued, saying:

”في الشعر، كثيرًا ما تشير إلى المشاعر القوية“

Then she confirmed their understanding by asking,

”هل فهمتم؟ أي الشعور العميق الذي لا يزول“

When a student replied with,

”يعني مشاعر قوية؟“

the teacher affirmed:

”بالضبط، مشاعر قوية تستمر، خاصة عندما يتحدث الشاعر عن التضحية أو الذكرى“

This exchange illustrates how code-switching was used purposefully to clarify abstract literary concepts and promote student engagement. These differences highlight how the use of code-switching is influenced not only by students’ comprehension but also by the subject matter and instructional context.

Based on the classroom observations, it was noted that all teachers across the observed subjects: GRM, STM, and EL employed code-switching consistently for explanations and giving instructions. Additionally, the teacher of GRM used code-switching uniquely to provide advice to students. In terms of checking students' understanding, code-switching was observed in both GRM sessions and the first sessions of STM and EL. Furthermore, code-switching to show emotional support and concern for students' feelings was consistently observed across all sessions, except for the final session in the EL class. These patterns highlighted the strategic use of code-switching to support comprehension, emotional engagement, and classroom management. For instance, during one of the observed sessions, the teacher asked students about the meaning of context of study. Based on some of the students' facial expressions, it was evident that they did not clearly understand the term. In response, the teacher used code-switching by saying,

”هو البيئة أو الظروف التي تجرى فيها الدراسة“

to facilitate comprehension. Following this, a few students appeared more satisfied, as reflected in their facial expressions and willingness to participate in the discussion, suggesting that the use of code-switching enhanced their understanding and engagement.

As we mentioned before, the observation notes were systematically organized based on the classroom practices we observed during the sessions. These notes were categorized under two main titles, which are Teacher-Student Interaction and Student-Student Interaction. These two titles will be explained in detail below to provide a clearer understanding of the patterns identified throughout the observations.

### **4.3. Teacher-student Interaction**

Based on the classroom observations, one of the most noticeable behaviors was the interaction between teachers and students during the lessons, particularly about the use of code-switching. It was observed that most of the students responded more positively and actively when teachers employed code-switching as a communication strategy. For instance, during one lesson, the teacher asked,

*“What does plagiarism mean?”*

but students remained silent and did not respond. The teacher then used code-switching to clarify the concept by saying:

*“تعني نقل كلام أو أفكار من مصدر آخر بدون ذكر هذا المصدر“*

This switch helped the students understand the term better and encouraged engagement in the discussion that followed. As a result, one of the students responded in Arabic, saying:

*“مثلاً، عندما نأخذ شيئاً من كتاب أو موقع، يجب أن نذكر مصدره حتى لا يُعتبر سرقة“*

In multiple sessions, teachers strategically shifted between English and Arabic to facilitate understanding, manage the flow of conversation, and reduce student anxiety. For example, in one session, the teacher asked,

*“What is the context of study?”*

but the students simply looked at the teacher in silence, showing signs of confusion. The teacher then used code-switching to explain the term in Arabic, saying

*“المقصود بها هو السياق أو البيئة التي تُجرى فيها البحث“*

As a result, students’ facial expressions changed, they smiled and began to engage. One student confirmed their understanding by saying,

*“Yes, we got the meaning.”*

especially at the beginning of the sessions.

A relevant moment was observed at the start of several live sessions, where the use of both English and Arabic helped bridge communication gaps and made many students feel more comfortable participating. During one of these moments, the teacher asked,

*“What does it mean leading questions?”*

but the students did not respond. The teacher then used code-switching to explain the term in Arabic, saying:

“الأسئلة الموجهة هي التي تُلَمَّح أو توجَّه المُجيب نحو إجابة معينة”

Following the explanation, many students appeared satisfied based on their facial expressions and body language, which indicated a clearer understanding and greater ease in engaging with the lesson. The following classroom interaction illustrates how code-switching was effectively used to encourage student participation and foster a more dynamic teacher-student relationship. This was evident in the way students responded actively and non-verbally, such as smiling, nodding, and eventually contributing, after the teacher clarified a difficult concept in Arabic. The following conversation also demonstrates how code-switching contributed to student engagement and comprehension, as students moved from silence and confusion to clear verbal participation after the teacher’s intervention.

### **Conversation One**

*T: Do you know the meaning of availability?*

*Ss: No, we do not know.*

The teacher explained in L2,

*T: It means if something is present and can be used or accessed.*

Eight students did not get the meaning.

The teacher explained the word in L1.

*T: تعني إذا كان شيء موجودًا ويمكن استخدامه أو الوصول إليه*

All of them said we have got the meaning.

### **Conversation Two**

*T: Do you know the meaning of bias?*

S: No, we don't know.

T: It means any influence that causes the results to be unfair or not objective. It can happen in how data is collected, selected, or interpreted.

Some students did not understand the explanation in English, so the teacher used code-switching to clarify.

T: يعني هو أي تأثير يؤدي إلى أن تكون النتائج غير عادلة أو غير موضوعية، ويمكن أن يحدث ذلك في طريقة جمع البيانات أو اختيارها أو تفسيرها.

S: Now we have got the meaning.

#### 4.4. Student-student Interaction

When the teacher used code-switching during classroom instruction, some students were encouraged to do the same in their peer interactions. They occasionally relied on their first language to explain concepts or ask questions to their classmates. This behavior reflects their belief that code-switching was a helpful strategy in enhancing their understanding and participation in the classroom. For example, when the teacher asked,

*“What is the meaning of structure and topical?”*

the students did not respond. The teacher then switched to Arabic and explained:

”تعني أن تركز كل فقرة على Topical يعني كيفية تنظيم الأفكار وترتيب الفقرات في الكتابة، و Structure موضوع واحد محدد.”

After this explanation, students began to interact more confidently. One student turned to a classmate and said:

”يعني أن لا نخرج عن الفكرة الأساسية في كل topical هو كيف نرتب الموضوع، و structure لأن فهمت، “  
فقرة”

It also suggests that teacher modeling of code-switching can influence students' willingness to use it as a tool for peer support and collaborative learning.

#### **4.5. Perspectives from Semi-structured Interviews**

After collecting the data, it was systematically analyzed and categorized into key themes based on classroom observations and semi-structured interviews. Based on these observations, interviews were conducted with the teachers of the observed subjects, in addition to five students from each subject. The aim was to gain a deeper understanding of how code-switching was used from both teachers' and students' perspectives and to analyze its impact on the teaching and learning process.

This section focused on the second and ultimately most significant data collection instrument used in this study: semi-structured interviews with students and teachers. These interviews were conducted over two weeks and involved a total of 18 participants: three teachers one from each subject area and fifteen students five from each subject. An important aspect to highlight is that the views expressed by both students and teachers were shaped by their prior learning experiences, which provided valuable context for understanding their perspectives on language use and classroom communication, particularly regarding the role of code-switching in learning environments. Throughout the interview process, teachers were asked several questions related to their perspectives on code-switching. Based on their responses, themes were identified and categorized. The main themes that emerged included: Usage depending on the subject, Usefulness, Timing and purpose, Challenges, Impact positive or negative, and Influencing factors. (see Appendix C.1).

#### **4.6. Teachers' Responses on the Use of Code-Switching Across Subjects:**

Starting with teacher Ahlam for GRM, teacher Bodoor for STM, and also teacher Salma for EL, they agreed or mentioned Usage depending on the subject. They have emphasized that the effectiveness of code-switching differs from one subject to another. In the context of their answers, as shown in the statement below:

*“I think the use of Arabic now depends on the subject... if the subject is more about teaching the language, I prefer not to use code switching.”*

*"Yes, I think, from my experience, that using Arabic or L1 in explaining theoretical subjects gives more excellent results than using just L2."*

*"I think it's necessary to use Arabic in my lectures because I'm teaching literature."*

In addition, they also agreed and described code-switching as useful a term which, in this context, reflects their belief that it plays a practical role in facilitating comprehension, simplifying explanations, and supporting student engagement during classroom interactions. This will be further illustrated in the following statements:

*"It is useful. It would help students to understand what is required of them."*

*"So, the students will understand better and will have more interaction with the teacher. So, it will give more positive results rather than being silent."*

*"Just like it makes students connect the dots and get the meaning of what I'm saying easily and effectively."*

Likewise, they also agreed on the importance of timing when using code-switching during classroom instruction. In their responses, all teachers indicated that they did not use code-switching randomly, but rather strategically especially when they think they are dealing with complex or abstract vocabulary that students struggled to understand, which will be illustrated in the following statements:

*"When I'm saying something is very complicated and it's a new point... I say it in English, then translate to Arabic."*

*"I think students face some difficulties in understanding the subject; at this time, I have to use code-switching."*

*"Sometimes, yes, I have to use Arabic."*

In contrast, Teachers Bodoor & Salma reported no challenges when using code-switching in their classrooms. In contrast, Teacher Ahlam acknowledged facing occasional

difficulties, particularly when attempting to translate specific terms into Arabic. This was evident in the following statement:

*“Sometimes yes... I don't know how to explain it in Arabic... like the word 'template'.”*

All three teachers Ahlam, Bodoor, and Salma acknowledged the effects of code-switching in the classroom. Teachers Ahlam & Bodoor have both positive and negative effects. Which will be illustrated in the following:

*“It helps to clarify the difficult concepts. They will start depending on the first language.”*

*“They positively affect their understanding by using this switching in theoretical subjects, not in the skills. But using L1 in skills like reading, listening, or speaking gives negative results.”*

On the other hand, teacher Salma has a positive effect. Which will be illustrated in the following statement:

*“They get the meaning more easily and more appropriately.”*

All teachers Ahlam, Bodoor, and Salma identified key classroom factors influencing code-switching, namely the type of subject taught and the student's proficiency level. Which will be illustrated in the following statement:

*“I am teaching them how to use references... but I'm not teaching them the language... Some of them have very low levels of English, so I have to explain to them.”*

*“Using Arabic or L1 in explaining theoretical subjects... Not in the skills like reading, listening, or speaking... All of them, Student levels plus nature, plus the time, plus the timetable...”*

*“Because it's literature, it's full of abstract meanings, but if I'm teaching another subject like conversation or writing or listening, I wouldn't use Arabic. Because they're*

*beginners, I have to, but if my students are advanced students and they know literature... maybe I wouldn't."*

All three teachers agreed that the use of code-switching depends on the subject and students' language proficiency. They emphasized its usefulness in theoretical subjects where concepts are abstract or complex, such as grammar or literature. Teachers reported using code-switching strategically, particularly when explaining difficult terms, to enhance understanding and save time. Overall, they considered code-switching a helpful strategy that supports comprehension and engagement, especially when adapted to the lesson's goals and student needs.

#### **4.7. Students' Responses to Code-Switching**

Throughout the interview process, students were asked a series of questions to explore their perspectives on code-switching. In the upcoming analysis, students were coded according to their respective teachers as follows: students of Teacher Ahlam will be labeled as Hafsa, Duha, Raneem, Ajwad and Lojain, students of Teacher Bodoor as Nusiba, Atika, Lubna, Nareman and Hana, and students of Teacher Salma as Zahra, Maria, Amany, Huda and Noor. Throughout the interview process, students were asked a series of questions to explore their perspectives on code-switching. These responses provided valuable insights into students' beliefs and experiences with language use in the classroom (see Appendix C.2). All students consistently identified the point of helpfulness in their responses, indicating a shared perception of its significance within the context discussed. This point was further classified into four distinct categories, which will be illustrated in the following statements:

Firstly, Hafsa, Lojain, Nosiba, Amani, and Huda all agreed that code-switching was particularly helpful in understanding new or difficult vocabulary, as it allowed them to grasp meanings more easily and follow the lesson with greater confidence.

*"Yes, it helps you to repeat the words that are difficult to learn..."*

*“You cannot always use the CS, but sometimes, when the word is new or you don’t understand the word, use the CS. Then you know the meaning of the word, so it helps you to learn English.”*

*“Code-switching helps me understand English because it explains difficult words and makes the lesson easier...”*

*“Yes, it helps me understand new words and grammar faster.”*

*“Yes, helps clarify a difficult concept.”*

Secondly Hana and Maria both highlighted that code-switching was especially beneficial in understanding grammar, noting that switching to Arabic helped clarify complex rules that were difficult to grasp in English alone.

*“Sometimes we need Arabic to understand some things, especially grammar.”*

*“Code - switching helps me understand English because it makes it difficult for any grammar player when explained in Arabic.”*

Thirdly Duha, Raneem, Ajwad, Atika, Nareman, Zahra, and Noor all expressed that code-switching supported their overall understanding of the lesson. They believed that hearing explanations in Arabic alongside English made complex ideas clearer and helped them stay more engaged during classroom discussions.

*“Lectures with code-switching are more useful to help students learn...”*

*“It’s helpful for me, and I think it’s helpful for other people.”*

*“It’s helpful to understand more. Like after we finish the whole lecture in English, we can add the Arabic language at the end to make everything clear.”*

*“I think it helps because sometimes I don’t understand English, and Arabic makes it easier.”*

*“Sometimes I don’t get the full idea in English, but when I hear some words, it’s helpful. Arabic is used only to make things clearer.”*

*“It helps with understanding better, for example, when discussing complex ideas and hearing the explanation, and Arabic first provides this for providing a foundation before transitioning to English.”*

*“Yes, it helps with better understanding.”*

Finally, Lubna noted that code-switching was particularly helpful when reading written texts, such as essays or paragraphs, as it allowed her to better understand unfamiliar words and phrases through translation into Arabic.

*“It helps me to understand English. Like for example, when I read any essay or a paragraph, when I don’t know the words or the sentences or even phrases, I ask my teacher to translate them.”*

All students, except for Noor, repeatedly highlighted time as the second key point in their responses, reflecting a shared understanding of its role and significance in the use of code-switching. To provide a clearer view of this shared perception, their answers were categorized into four main themes, each representing a different aspect of how timing influences their views on when and how code-switching should occur. This is demonstrated in the following statements:

To begin with, Hafsa, Zahra, Maria, Amani, and Huda agreed that the use of code-switching depends on the nature of the topic or the complexity of the subject being taught. They believed that it should be employed when dealing with difficult concepts, particularly in theoretical or abstract areas, to enhance understanding.

*“It depends on the subject... teachers use code switching just in necessary situations.”*

*“Code-switching allows students to connect to your content with their native language because it is easier to grasp difficult topics.”*

*“Code switching to language one can be effective in the initial strategies to clarify concepts part over Reliance, my high-end learning balance between both languages.”*

*“My T uses Cs sometimes when explaining complex ideas or a literature lecture.”*

*“Yes, sometimes, especially when explaining difficult topics.”*

In addition, Doha, Lujain, Atika, and Hanaa emphasized that code-switching should be used specifically when students struggle to understand certain terms or explanations. They viewed it as a timely intervention to clarify meaning without interrupting the overall flow of instruction.

*“When you think that your students do not understand the information, you can translate...”*

*“Sometimes when the word is new or we don’t understand the word use code-switching.”*

*“My teacher uses Arabic sometimes, not always. Only when we don't understand.”*

*“When students don’t understand a word and the teacher translates it. It will help you to understand the meaning, but not always.”*

On the other hand, Raneem, Nosiba, and Nariman agreed that while code-switching can be helpful, it should be used sparingly. They expressed concern that overusing Arabic in the classroom might limit opportunities for students to practice and improve their English skills.

*“We can use your first language, but not all the time.”*

*“But it's better not to use it too much so students can practice more English.”*

*“We can use code-switching when the teacher explains some words are hard, but not too much.”*

Finally, Ajwad and Lubna highlighted that the decision to use code-switching should consider the students' language level and educational stage. They noted that lower-level or younger students might benefit more from it, whereas advanced learners should be encouraged to rely more on English.

*“It depends on the students’ understanding.”*

*“It depends on the level of students. In primary school, we can use the first language, but at university level depends on the teacher.”*

The third emerging point identified across all student responses except for Noor was feelings, emphasizing a collective recognition of its relevance to the topic under discussion. To better capture the emotional dimensions expressed by the students, their responses were categorized into five main themes, each reflecting a specific aspect of how code-switching influenced their emotional experience in the classroom. This shared perspective is evident in the following statements:

To begin with, Hafsa, Doha, Huda, Lubna, and Amani agreed that code-switching made them feel more comfortable in the classroom, which encouraged them to participate and engage more confidently. They expressed that hearing Arabic explanations reduced anxiety and increased their willingness to interact.

*“...it makes you feel more comfortable to talk...”*

*“In this way, you will feel comfortable in the classroom.”*

*“I feel more comfortable.”*

*“It helps me understand and feel more comfortable.”*

*“I feel more comfortable using Arabic. / It helps me concentrate.”*

Similarly, Atika, Nariman, and Hanaa stated that code-switching helped them feel relaxed, focused, and emotionally stable, especially when facing difficult lessons or unfamiliar content. They viewed Arabic as a supportive tool that alleviated confusion and pressure.

*“I feel happy and relaxed.”*

*” I feel more relaxed and focused.”*

*“I feel good. I understand. I don’t feel lost.”*

In addition, Lujain, Nosiba, Zahra, and Maria emphasized that using Arabic made lessons easier to follow and boosted their confidence. They reported that clear explanations through code-switching helped them feel more in control and connected to the content.

*“It helps us when the lesson has some difficult words, and the lesson becomes better and faster, so we feel comfortable.”*

*“I feel more comfortable and understand the lesson better, especially if it is hard...”*

*“I feel more at ease when the teacher uses could be switching it often clarifies explanations and makes the lesson more relatable.”*

*“I feel more comfortable and confident when the teacher uses code-switching. Yes, it helps me understand the lesson better, especially when something is difficult or confusing.”*

On the other hand, Raneem shared a more nuanced view. While they acknowledged that code-switching made them feel more secure and interested, they also expressed that excessive use of Arabic could reduce their focus or cause boredom. They preferred balanced use to maintain engagement.

*“When the teacher uses code-switching sometimes, I feel interested. When the teacher uses a lot of code-switching, I feel bored.”*

Finally, Ajwad emphasized that code-switching is particularly important in difficult classroom situations or when dealing with complex subjects. She noted that it plays a vital role in clarifying content, which in turn helps her feel more emotionally supported and better able to follow the lesson.

*“We need the teacher in difficult situations or different subjects to use CS to clarify.”*

The majority of participants referenced the points of comparison within the context of their responses, indicating its relevance to their perspectives and experiences. To better understand the variety of student perceptions, these comparison-based responses were categorized into four key aspects, each reflecting a different dimension of how students view the role of code-switching in classroom instruction. This will be illustrated in the following statements:

According to Nosiba, Atika, Hanaa, Zahra, and Maria agreed that lectures with code-switching are clearer, easier to understand, and less mentally stressful. They reported that

in the absence of code-switching, they often felt confused, distracted, or even lost especially when the content was difficult.

*"I benefit from the use of the Arabic language in the lectures, so that all aspects of the lecture are clarified... Unlike without the use of Arabic, it becomes tension, confusion, and distraction in thoughts, and sometimes a lack of understanding in general."*

*"Lectures with code-switching are easier to understand. Without it, sometimes I feel lost."*

*"Lectures with code-switching are easier than lectures without code-switching because they are full of tension, especially when the lesson is difficult."*

*"Lectures with Code Switching are more engaging and easier to follow without code switching. I often find it harder to understand and retain information."*

*"Lectures with code switching are easier to understand and less stressful. Lectures without code switching give more English practice and can be harder to follow."*

Likewise, Doha, Raneem, Lubna, and Nariman emphasized that lectures incorporating code-switching result in greater comprehension. They noted a clear difference in understanding, stating that lectures without code-switching often hindered students' ability to follow and absorb the material.

*"Lectures with code switching are more useful to help students to learn, whereas lectures without code switching, some students do not understand..."*

*"Lectures with code-switching have more understanding than without code-switching."*

*"There is a difference between lectures with code-switching and lectures without code-switching. Lectures with code-switching are easier and more flexible than lectures without code-switching."*

*"Lectures with code-switching are better than lectures without code-switching."*

In contrast, Hafsa expressed that while code-switching is generally beneficial, excessive use might make the classroom feel more like an Arabic lesson than an English one, which could limit English language exposure.

*“...it helps all of the students a lot, but when we use it a lot... it will be like an Arabic class.”*

Finally, Ajwad and Lujain presented more balanced views, suggesting that the effectiveness of code-switching varies depending on the student’s level or academic stage. For instance, it may be more useful in the early semesters or for students with lower proficiency.

*“Well, I don’t think there is a big difference, but that depends on the students’ understanding.”*

*“I think it is very useful for the first semester rather than the last semester.”*

A small number of participants incorporated the point of attitude in their responses, indicating a limited yet noteworthy recognition of its relevance in understanding their experiences. To better capture the variation in student perspectives, these responses were categorized into four main themes, each reflecting a different dimension of how students perceive and evaluate the use of code-switching in the classroom. This will be illustrated in the following statements:

To begin with Hafsa, Nosiba, and Maria expressed generally positive attitudes toward code-switching. However, they emphasized that its use should depend on various contextual factors such as the students’ proficiency level and the complexity of the content. While they supported its use when necessary, they also preferred it to remain limited in order to promote more exposure to English.

*“It depends on the level...”*

*“My attitude towards it is generally positive, but context-dependent.”*

*“Especially for explaining difficult parts, but it should be limited so we can practice more English.”*

Similarly, Huda and Noor viewed code-switching in a highly positive light, stating that it not only facilitates learning but also boosts students' confidence and language awareness. In their view, code-switching serves as a valuable instructional tool that enhances the overall learning experience rather than hindering it.

*“It has a positive attitude/makes me feel confident, and facilitates the learning process.”*

*“Positive attitude, it supports learning and develops awareness.”*

In contrast, Doha acknowledged that code-switching is acceptable, yet she pointed out that it should not rely solely on translation. Her stance suggests that while she is open to its use, she believes it should complement, not replace, instruction in the target language.

*“It is very acceptable, but it does not depend on translation...”*

Lastly, Amani reported that lectures involving code-switching were noticeably easier to follow, whereas the absence of it often led to confusion. This implies a practical attitude toward code-switching, viewing it as a tool for increasing clarity and reducing cognitive load during instruction.

*“Lectures with code are easier, but without it, I feel confused.”*

A significant number of participants incorporated the point of example in their responses, suggesting its perceived importance in interpreting their experiences. To better capture the diversity of their views, these responses were categorized into four key themes, each reflecting a different function of using examples alongside code-switching in classroom contexts. This will be illustrated in the following statements:

To begin with, Hafsa, Ajwad, Lujain, and Lubna agreed that examples especially when combined with Arabic are essential for understanding new or complex vocabulary such as infrastructure, description, statistics, or dictionary. They emphasized that code-switching during explanation helped them connect the word to its meaning more effectively.

*“Ok, like the word infrastructure... I translated it to get the meaning of it... so you can use code switching.”*

*Sometimes we need Arabic explanations to better understand terms like 'description' in phonetics."*

*"When the word is new and difficult and is the basis of the lesson, for example:*

*'Statistics, ' the teacher explains the word using code-switching."*

*"The word 'Dictionary', when I don't know what the meaning of 'Dictionary' so, the teacher is going to describe this word as he gives me or shows me a picture like a book, and it helps me know the meaning."*

Similarly, Atika, Nariman, Hanaa, Amani, Huda, and Noor pointed out that grammar rules, such as passive voice, verb tenses, since/for, or conditionals, became much clearer when explained through examples in Arabic. They felt that examples in L1 helped solidify abstract grammar structures.

*"For example, when the teacher explains grammar in Arabic, I understand it better."*

*"When we learn the difference between 'Since' and 'For' in the present perfect tense. The teacher explains it in Arabic."*

*"When we learn the difference between 'Passive voice". The teacher explains it and gives examples in Arabic."*

*"Yes, definitely. / The conditional grammar rules in Arabic help me understand."*

*"Yes, when learning verb tenses, the teacher explained the rules in Arabic which made it very clear."*

*"Yes, explaining grammar in Arabic."*

In contrast, Nosiba, Zahra, and Maria noted that their teachers often explained concepts in English first, but resorted to Arabic when examples were needed to reinforce understanding. They found this bilingual approach especially helpful when comparing two ideas or clarifying abstract expressions.

*"For example, when you study the difference between two things. The teacher explained it in English first, but many students didn't understand. Then, she used Arabic in the examples, and we understood better."*

*"For instance, when learning about audiovisual Expressions, the teacher explains them in Arabic first, which makes it easier to understand their meaning in English."*

*"For example, when the teacher explained the present perfect rule in English, many students struggled to understand, so Arabic was used to clarify with examples, which made it easier to grasp"*

Additionally, Doha and Raneem highlighted that examples are a natural step in teaching. They believed that if the example itself does not work in English, then switching to Arabic becomes necessary. They viewed this approach as a logical teaching progression that supports comprehension.

*"...try to make them simple by examples. Then, if they cannot get the meaning, you can switch."*

*"My teacher tells me the definition of Advance by English then switched to Arabic "*

The following section presents a detailed analysis of teachers' and students' perspectives on code-switching, followed by a comparative discussion highlighting the similarities and differences between their views.

#### **4.8. Perspective between Teachers and Students**

The analysis of the interviews reveals a clear consensus between teachers and students regarding the usefulness of code-switching as a pedagogical tool in EFL classrooms. Both parties acknowledged that switching to the first language Arabic plays a significant role in improving comprehension, especially when learners face complex or unfamiliar content. For instance, Teacher Ahlam described code-switching as a helpful strategy, stating:

*"It is useful. It would help students to understand what is required of them."*

Similarly, Teacher Salma commented on its effectiveness, noting that it “*makes students connect the dots and get the meaning of what I’m saying easily and effectively.*” These views were echoed by students such as Atika, who explained: “*Code-switching helps me understand English because it explains difficult words and makes the lesson easier,*” and Nusiba, who emphasized that “*it helps you to repeat the words that are difficult to learn.*” This mutual understanding between both groups teachers and students highlights how code-switching is not perceived as a weakness, but rather as a supportive strategy that enhances instructional clarity and facilitates the learning process (see Appendix D).

Furthermore, the interviews also revealed a shared view regarding when code-switching should be employed. Both teachers and students agreed that while the use of L1 is beneficial, it should be limited to specific situations where students are struggling or when the topic is particularly abstract. Teacher Bodoor pointed out that he resorts to Arabic “*when I’m saying something is very complicated and it’s a new point,*” and Teacher Ahlam admitted, “*Sometimes, yes, I have to use Arabic.*” In parallel, students demonstrated the same awareness. For example, Amany explained that “*we can use code-switching when the teacher explains some words are hard but not too much,*” and Duha highlighted that “*it depends on the subject... the teacher uses code-switching just in necessary situations.*” These comments suggest that code-switching is not viewed as a default method, but rather a situational strategy activated by pedagogical need.

Interestingly, while teachers focused primarily on comprehension and classroom management, students frequently highlighted the emotional impact of code-switching. Many learners associated the use of Arabic in the classroom with increased comfort, reduced anxiety, and improved focus. Maria shared that “*I feel more comfortable and understand the lesson better, especially if it is hard,*” while Nareman noted, “*I feel more relaxed and focused.*” Atika also mentioned that it made the class feel more welcoming, stating, “*By this way, you will feel comfortable in the classroom.*” These insights suggest that code-switching not only supports cognitive understanding but also fosters a more inclusive and emotionally supportive learning environment—something that was largely unaddressed in the teachers’ responses. This contrast between the two perspectives reveals an important pedagogical consideration: the emotional benefits of code-switching

may go unnoticed by instructors, even though they hold substantial value for learners, particularly those with lower proficiency or confidence in English.

While the overall attitudes toward code-switching were largely positive, one teacher raised concerns about the challenges it can pose, particularly when translating certain technical or academic terms into Arabic. Teacher Ahlam shared a specific difficulty, noting: *“Sometimes yes... I don’t know how to explain it in Arabic... like the word ‘template’.”* This statement highlights a practical limitation that may hinder the consistent use of code-switching. Unlike the students, who overwhelmingly described code-switching as helpful and straightforward, none of them referred to such challenges. This contrast suggests that while students perceive the strategy as clear and effective, teachers may experience behind-the-scenes difficulties, especially when the target language contains culturally or academically loaded terms that do not translate easily into the learners’ first language.

Teachers also offered more nuanced reflections on the effects of code-switching in different contexts. While all teachers acknowledged its benefits, particularly in theoretical subjects, some expressed concerns about its negative effects on language skill development. Teacher Bodoor, for example, stated that *“they positively affect their understanding by using this switching in theoretical subjects, not in the skills,”* but added that *“using L1 in skills like reading, listening, or speaking gives negative results.”* Similarly, Teacher Ahlam pointed out that *“they will start depending on the first language,”* suggesting a fear that over-reliance on Arabic might impede English language acquisition in the long run. In contrast, students did not express such reservations. On the contrary, their responses consistently emphasized the positive impact of code-switching on understanding complex ideas. Student Duha admitted, *“Sometimes I don’t get the full idea in English, but when I hear some words, it’s helpful,”* while Atika added, *“Arabic is used only to make things clearer.”* The absence of any mention of negative consequences from students indicates a difference in pedagogical priorities: teachers are concerned with long-term proficiency, while students are focused on immediate comprehension and success.

Another common point emerging from both groups is the recognition of specific factors that influence whether code-switching is necessary or appropriate. Teachers repeatedly emphasized that their decision to code-switch depended on two main variables which are the nature of the subject and the student's language proficiency. Teacher Salma explained that *"because it's literature it's full of abstract meanings... but if I'm teaching another subject like conversation or writing or listening, I wouldn't use Arabic,"* and also noted that *"because they're beginners I have to, but if my students are advanced... maybe I wouldn't."* These views were mirrored by the students. Student Huda, for instance, stated that *"it depends on the level of students,"* and Zahra elaborated by saying, *"In primary school, we can use the first language, but at the university level, it depends on the teacher."* The alignment in these perspectives suggests a shared understanding that code-switching is not a one-size-fits-all strategy, but one that must be adapted to learners' needs and the instructional content. Moreover, students provided detailed comparisons, often favoring lessons where code-switching was present. Many found such lectures to be clearer, more manageable, and less stressful. Student Lujain described this experience by saying:

*"Lectures with code-switching are easier to understand and less stressful. Lectures without code-switching give more English practice and can be harder to follow,"* while Hana noted simply:

*"Lectures with code-switching are better than lectures without code-switching."*

This suggests that students are acutely aware of the pedagogical shift that occurs when L1 is included, and they value the clarity and reduced anxiety that come with it. However, some students also cautioned against excessive use, as seen in Raneem's comment that *"when we use it a lot... it will be like an Arabic class."* These reflections indicate that students are not only beneficiaries of code-switching but also active evaluators of its effectiveness and appropriateness. Finally, students provided rich examples of how and when code-switching supported their learning, particularly in grammar and vocabulary instruction. These practical instances demonstrate how code-switching is applied in real contexts and how it supports linguistic clarity. Student Zahra stated:

*"For example, when the teacher explains grammar in Arabic, I understand it better,"*

while Noor shared:

*“When we learn the difference between ‘Since’ and ‘For’ in the present perfect tense, the teacher explains it in Arabic.”*

Other students, such as Huda, mentioned:

*“When the word is new and difficult and is the basis of the lesson, for example: ‘Statistics,’ the teacher explains the word using code-switching.”* These detailed examples not only validate the perceived benefits but also show that students actively reflect on their learning process and identify specific moments where code-switching served as a cognitive tool.

## **CHAPTER FIVE: Discussion and Conclusion**

### **5.0. Introduction**

The previous section presented the findings of this phenomenological study, which sought to explore and understand the perspectives of students and teachers regarding their experiences within the learning environment. The study employed two qualitative research instruments: classroom observation and semi-structured interviews. A total of six live sessions were observed to gain insight into the dynamics of teaching and learning. In addition, eighteen participants comprising fifteen students and three teachers were interviewed to further investigate their perceptions, challenges, and reflections. The analysis of the data collected through these instruments has led to the identification of key themes, as detailed in the findings section. The following sections aim to answer the two research questions mentioned in Chapter 1.

Code-switching enhances communication between teachers and students (Ogbodo & Ede, 2022). There is a positive relationship between teachers' use of language switching and students' perceptions of its effectiveness, leading to improved interaction and academic achievement (Khalema & Raselimo, 2024). Students became more relaxed, less anxious, and more actively involved in the lesson when teachers used Arabic in addition to English during their lectures (Al Tale' & AlQahtani, 2022). This was evident through the findings obtained from both the interviews and classroom observations conducted during the study.

### **5.1. Research Questions**

This section discusses the findings in relation to the study's two main research questions: **Research question 1** What beliefs underlie teachers' and students' use of code-switching in EFL classrooms?

Code-switching in EFL classrooms is underpinned by a set of shared beliefs held by both teachers and students, which reflect cognitive, affective, and practical considerations. These beliefs influence how and when code-switching is applied and highlight its perceived pedagogical value in multilingual educational contexts. One of the

most prominent beliefs among teachers is that code-switching serves as a cognitive support strategy. Teachers often rely on students' first language to clarify complex vocabulary, abstract concepts, or grammatical rules, particularly when teaching low-proficiency learners. This belief is rooted in the idea that code-switching can reduce cognitive overload and facilitate comprehension. Similarly, students perceive code-switching as a helpful tool for enhancing their understanding of content, especially when faced with unfamiliar terminology or dense academic texts. Sert (2021) found that both teachers and learners viewed code-switching as a scaffolding technique that enabled more effective knowledge processing and reduced the likelihood of confusion during instruction.

Closely related to this is the belief in the affective benefits of code-switching. Teachers believe switching to the L1 can lower students' affective filters such as anxiety, fear of making mistakes, or lack of confidence thereby fostering a more relaxed and inclusive learning atmosphere. From the students' perspective, hearing their first language used in moments of confusion or stress provides emotional reassurance and increases their willingness to participate. As Lin (2020) reports, learners felt safer and more comfortable when code-switching was used during sensitive or challenging parts of the lesson, suggesting that the practice contributes to emotional engagement and classroom harmony. In addition to cognitive and affective dimensions, both teachers and students recognize the practical role of code-switching in classroom management. Teachers often use the L1 to give clear instructions, manage time efficiently, or handle discipline in a way that ensures student compliance and understanding. Students also report that the use of their native language helps them follow directions more effectively and reduces the chances of misinterpretation. Alenezi (2019) confirms that code-switching for managerial purposes is a common practice in EFL classrooms, valued by both educators and learners for its functional clarity and efficiency.

Beyond instructional and managerial purposes, there is also a shared belief that code-switching plays a role in affirming linguistic and cultural identity. Teachers who adopt this practice believe it demonstrates respect for students' backgrounds and contributes to a culturally responsive pedagogy. In turn, students feel that the inclusion of their native language in the learning process acknowledges their identity and promotes a

sense of belonging. As García & Lin (2017) assert integrating students' full linguistic repertoires through practices such as code-switching supports inclusion and engagement in multilingual classrooms. Taken together, these interrelated beliefs demonstrate that code-switching is not merely a fallback for language gaps but a purposeful pedagogical tool that serves cognitive, emotional, and social functions in the classroom. The convergence of teacher and student perspectives reinforces its value as a dynamic and context-sensitive strategy within EFL teaching and learning.

**Research question 2** Are these beliefs consistent with actual classroom practices?

Building on the beliefs discussed earlier, current research indicates a general alignment between teachers' and students' beliefs about code-switching and the actual practices observed in EFL classrooms. However, this alignment is often moderated by a range of contextual factors that either facilitate or constrain the application of these beliefs in real-life settings. Teachers who perceive code-switching as a tool for cognitive and affective support, classroom management, or identity affirmation typically attempt to integrate these functions into their pedagogical practices. For example, teachers who believe in its cognitive value often switch to the L1 when explaining abstract ideas or introducing new vocabulary, while those who value its affective role may use it to comfort students or ease classroom tension. Similarly, students' positive beliefs toward code-switching particularly in terms of clarity and reduced anxiety often encourage teachers to apply it more confidently and flexibly in the classroom. Nonetheless, the consistency between beliefs and practice is not always straightforward. Several studies have shown that institutional policies and local language ideologies significantly affect how freely teachers can use code-switching. In contexts where English-only policies dominate, teachers may feel constrained or even discouraged from implementing what they believe to be pedagogically effective strategies. For instance, Gashaw (2022) found that while teachers in Ethiopian EFL classrooms strongly supported the use of L1 for explanation and motivation, their actual classroom behavior was limited by administrative regulations enforcing exclusive English use.

Likewise, Abu Ayyash (2022) and Al-Momani & Al-Shboul (2023) noted that although many Jordanian and Palestinian teachers believed in the usefulness of code-switching, their use of it varied depending on factors such as class size, students' English proficiency, and whether lessons were exam-oriented. In supportive environments where linguistic flexibility was encouraged, teachers demonstrated more consistent alignment between beliefs and practice. However, in more rigid or exam-focused settings, teachers sometimes avoided code-switching despite believing in its benefits, due to concerns about assessment expectations or institutional scrutiny. Furthermore, classroom norms and student expectations also play a role. In some cases, teachers refrain from code-switching to promote more English exposure, especially with higher-level students. Ali and Khan (2022) highlighted that even though Pakistani university instructors valued code-switching for inclusion and clarity, they minimized its use with advanced learners to foster language immersion.

In summary, while the beliefs surrounding code-switching are largely positive and grounded in pedagogical intentions, their implementation in classroom practice is highly context-dependent. The degree of consistency between belief and practice is shaped not only by personal convictions but also by external pressures such as institutional language policies, classroom culture, and the linguistic profile of students. This underscores the importance of considering the broader educational context when evaluating the role of code-switching in EFL instruction.

## **5.2. Conclusion**

The study establishes the theoretical background of code-switching within the context of English as a Foreign Language (EFL) instruction. It highlights the growing presence of multilingual communication in classrooms and the pedagogical debate surrounding whether teachers should rely solely on the target language or include students' first language (L1) to facilitate learning. The research explores teachers' and students' beliefs about code-switching, its frequency, types, and practical applications. Two central research questions guide the investigation: whether these beliefs align with actual teaching practices and what underlying factors shape them. The chapter also emphasizes the educational significance of code-switching, especially in linguistically

diverse environments where strategic language use can promote inclusivity, enhance comprehension, and support learners' academic development.

The literature review offers a comprehensive account of the concept of code-switching, framed within the broader lens of bilingualism. It distinguishes between three primary types: inter-sentential, intra-sentential, and tag-switching, and outlines the pedagogical reasons for their use, such as clarifying meaning, managing classrooms, or emphasizing key content. Code-switching is presented as a dynamic instructional tool that facilitates both cognitive and affective learning processes. While the review highlights its numerous benefits, such as fostering comprehension, reducing anxiety, and enhancing cultural connection, it also acknowledges the risks of overdependence on L1. Several previous studies are discussed to reinforce the theoretical foundation, demonstrating how code-switching has been employed successfully across different teaching stages and subject areas.

The methodological framework of the study adopts a qualitative, interpretive design suited to exploring participants' lived experiences and beliefs. Data were collected through informal classroom observations and semi-structured interviews with three teachers and fifteen students across three subject areas GRM, STM, and EL Faculty of Education-Janzour-English Language Department at the University of Tripoli. The purposive sampling ensured alignment with the research focus. Observations were used to document naturalistic teaching practices, while interviews enabled deeper exploration of perspectives regarding code-switching. Ethical considerations were carefully observed, including voluntary consent, anonymity, and data confidentiality.

The analysis revealed clear patterns in both observed practices and participant perceptions. Observations showed that teachers resorted to code-switching in moments of student confusion, often using Arabic to clarify concepts, explain vocabulary, or express empathy. The frequency and manner of switching varied across subjects, depending on complexity and linguistic demand. Interviews with teachers reflected shared views on its usefulness, particularly in theoretical subjects, though some expressed concerns over students' reliance on L1 in skill-based lessons. Students, on the other hand, overwhelmingly viewed code-switching as a helpful and reassuring practice that supported their understanding, especially in grammar and vocabulary instruction. They

also emphasized its emotional benefits, such as comfort and reduced anxiety, which were less acknowledged by teachers. Overall, both groups recognized the importance of using code-switching strategically, adapted to learners' proficiency levels and instructional goals, confirming its relevance as a pedagogical support mechanism in EFL contexts.

### **5.3. Limitation**

This study presents certain limitations that should be acknowledged. As is often the case with open-ended exploratory research, some constraints were inevitable. However, reflecting on these limitations enhanced our understanding of the research process and may offer valuable insights for future researchers conducting similar investigations. One of the key limitations of this study relates to the limited timeframe available for data collection. The research had to be conducted within a short period, which restricted the ability to explore the topic in greater depth. With more time, it would have been possible to observe more sessions, conduct follow-up interviews, and gather longitudinal data that could capture changes in perceptions and practices over time. A longer data collection phase would have allowed for richer insights and a more comprehensive understanding of the phenomenon being studied.

Another significant limitation concerns the composition of the sample. The participants were predominantly female, which reflects the demographic characteristics of the specific educational environment from which the data were collected. The study was conducted at a single institution located in a geographically limited area, where access to participants and educational programs was constrained. As a result, the sampling choices were shaped by the practical realities of the site, rather than by an intention to exclude certain groups. While the data gathered still provided valuable insights, a more diverse and geographically varied sample would have allowed for a broader range of perspectives and potentially more generalizable findings. Future studies could benefit from expanding the research site and participant pool to overcome these constraints.

## **5.4. Recommendation**

If a longer time frame had been allocated for the study, the scope of the study could have been broadened to include various faculties and branches of the University of Tripoli located in different cities. This expansion would have allowed for a more comprehensive investigation involving a wider range of theoretical subjects, multiple instructors, and more diverse student groups, including mixed-gender classes, rather than focusing solely on female participants. Additionally, initiating the data collection during the previous academic term could have resulted in richer and more precise findings, offering a more robust foundation for analysis.

Given the limitations of this study, particularly the small sample size and the short duration allocated for data collection, the findings should be interpreted with caution. Future research is encouraged to address these constraints by involving a larger and more diverse sample of participants across different educational contexts. This would allow for a broader understanding of how code-switching functions in various EFL classroom environments. Moreover, future studies should consider incorporating additional research methods, such as focus group discussions or longitudinal classroom observations, to gain a deeper and more dynamic insight into the long-term effects of code-switching on language acquisition.

For EFL lecturers, the findings suggest that purposeful and context-sensitive use of code-switching can enhance students' comprehension and reduce anxiety. Therefore, teacher training programs are recommended to include modules on the strategic use of code-switching as a pedagogical tool. As for students, they are encouraged to view code-switching not as a sign of weakness but as a transitional strategy that can support their English language development, particularly in challenging academic settings.

## **Appendices**

### **Appendix A**

#### **A.1 CONSENT FORM (Classroom Observation):**

Study Title: Belief and Application of Code Switching to 21 st-Century Teaching .

Researchers' names: **Arwa, Bushra, Mariam, Masarra, and Rodina.**

#### **PURPOSE OF STUDY:**

**You are invited to take part in a study examining teachers' use of code switching in 21st-century teaching. The goal is to understand how code switching is practically applied in the classroom environment.**

#### **STUDY PROCEDURES:**

**If you agree to participate, the researcher will observe one of your teaching sessions for about 45–60 minutes. The session will be audio and video recorded for documentation and analysis of language use and teaching strategies.**

#### **RISKS:**

**There are no anticipated risks. You may request the recording to stop at any point, and you can withdraw from the study at any time.**

#### **BENEFITS:**

**There may be no direct benefit to you, but the study may help improve instructional practices and support the use of multilingual strategies in classrooms.**

#### **CONFIDENTIALITY:**

**All observations will be confidential. Your name and any identifying details will be coded and kept secure. Recordings will be used solely by the researcher and will not be shared outside of this study.**

#### **RECORDING NOTICE:**

**Please note that your class session will be audio and video recorded for analysis purposes.**

#### **CONTACT INFORMATION:**

**Please contact the researcher with any questions.**

#### **VOLUNTARY PARTICIPATION:**

**Participation is voluntary. You may withdraw at any time**

CONSENT:

**I have read and understood the above information. I agree to be observed and give my consent for the session to be audio and video recorded.**

**Participant's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Investigator's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Participant's Initials:** \_\_\_\_\_

---

## **A.2 CONSENT FORM (Teacher's and Student's Interview)**

Study title: **Beliefs and Applications of Code Switching to 21st-Century Teaching.**

Researchers' names: **Arwa, Bushra, Mariam, Masarra, and Rodina.**

### **PURPOSE OF STUDY:**

**You are being asked to participate in A research study that explores teachers' beliefs and applications of code-switching in 21st-century teaching environments. This study aims to understand how code-switching is perceived and utilized in modern classrooms.**

### **STUDY PROCEDURES:**

**If you agree to participate, you will take part in a one-on-one interview lasting approximately 45–60 minutes. The interview will be audio-recorded for transcription and analysis purposes. The recording will only be used by the researcher and will remain confidential.**

### **RISKS:**

**There are minimal risks associated with participating in this study. You may choose not to answer any question and may withdraw at any time.**

### **BENEFITS:**

**There is no direct benefit to you. However, your insights may contribute to a deeper understanding of language strategies in education and may benefit future teaching practices.**

### **CONFIDENTIALITY:**

**Your responses will be kept confidential. A code will replace your name in all transcripts and documents. Audio recordings and data will be stored securely and deleted after the study concludes. Your identity will not be disclosed in any publications.**

### **RECORDING NOTICE:**

**Please note that this interview will be audio recorded. The recording will be used solely for research analysis and will be kept confidential.**

**CONTACT INFORMATION:**

**For any questions, please contact the investigator listed above. If you have concerns about your rights as a participant, contact the .**

**VOLUNTARY PARTICIPATION:**

**Your participation is voluntary. You may withdraw at any time without consequences.**

**CONSENT:**

**I have read and understood the information above. I agree to participate in this interview and give my consent for it to be audio recorded.**

**Participant's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Investigator's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Participant's Initials:** \_\_\_\_\_

---

## Appendix B Observations Table

Code \ Teacher	Teacher Ahlam	Teacher Bodoor	Teacher Salma
<b>Explanation</b>	<b>Ex:</b> T explained the meaning of "availability", students didn't know it at first but understood after switching to L1. (2:45)	<b>Ex:</b> T used L1 to simplify a complex sentence for students (10:54)	<b>Ex:</b> To explain the grammar that is mentioned in the poem. (10:32)
<b>Instruction</b>	<b>Ex:</b> T used L1 to give instructions in the middle of the lesson. (12:27)	<b>Ex:</b> T used L1 to give clear instructions. (12:26)	<b>Ex:</b> Tell Ss what they focus on in the poem. (10:46)
<b>Advice</b>	<b>Ex:</b> T advised students to make sure their research title is interesting. (2:44)		<b>Ex:</b> T gives the options about the poem. (12:55)
<b>Checking understanding</b>	<b>Ex:</b> The teacher asked about the meaning of "narrative".(12:30)	<b>Ex:</b> T used L1 to ensure students understood the idea .(10:26)	<b>Ex:</b> Answer the students' questions. (12:51)
<b>Feeling for Students</b>	<b>Ex:</b> The teacher noticed students were confused, so she used L1 with a calm tone and repeated the explanation to comfort and support them.	<b>Ex:</b> T supported students by simplifying the idea. (12:15)	<b>Ex:</b> Answer the students' questions. (12:22)

## Appendix C

### C.1 Teacher Interview Table

Code	Ahlam	Bodoor	Salma
<b>Usage(dependi ng on the subject)</b>	<ul style="list-style-type: none"> <li>“Actually, I think the use of Arabic now depends on the subject... if the subject is more about teaching the language, I prefer not to use code switching.”</li> </ul>	<ul style="list-style-type: none"> <li>“Yes, I think, from my experience, that using Arabic or L1 in explaining theoretical subjects gives more excellent results than using just L2.”</li> </ul>	<ul style="list-style-type: none"> <li>“I think it's necessary to use Arabic in my lectures because I'm teaching literature.”</li> </ul>
<b>Useful</b>	<ul style="list-style-type: none"> <li>“It is useful. It would help students to understand what is required from them.”</li> </ul>	<ul style="list-style-type: none"> <li>“So, the students will understand better and will have more interaction with the teacher. So, it will give more positive results rather than being silent.”</li> </ul>	<ul style="list-style-type: none"> <li>“Just like it makes students connect the dots and get the meaning of what I'm saying easily and effectively.”</li> </ul>
<b>Time, Reason</b>	<ul style="list-style-type: none"> <li>“When I'm saying something is</li> </ul>	<ul style="list-style-type: none"> <li>“I think</li> </ul>	<ul style="list-style-type: none"> <li>“Sometimes, yes, I have to</li> </ul>

	<i>very complicated and it's a new point... I say it in English, then translate to Arabic."</i>	<i>students face some difficulties in understanding the subject; at this time, I have to use code-switching."</i>	<i>use Arabic."</i>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>• <i>"Sometimes yes... I don't know how to explain it in Arabic... like the word 'template'."</i></li> </ul>		
<b>Affect (bad, good)</b>	<ul style="list-style-type: none"> <li>• <b>Good</b> <i>"It helps to clarify the difficult concepts."</i></li> <li>• <b>Bad</b> <i>"They will start depending on the first language."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Good</b> <i>"They positively affect their understanding by using this switching in theoretical subjects, not in the skills."</i></li> <li>• <b>Bad</b> <i>"But using L1 in skills like reading, listening, or speaking gives a negative."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Good</b> <i>"They get the meaning more easily and more appropriately."</i></li> <li>• <b>Bad</b></li> </ul>
<b>Type of subject</b>	<ul style="list-style-type: none"> <li>• <i>"I am teaching them how to use references..."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Using Arabic or L1 in explaining"</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Because it's literature, it's full of"</i></li> </ul>

	<i>but I'm not teaching them the language."</i>	<i>theoretical subjects... Not in the skills like reading, listening, or speaking."</i>	<i>abstract meanings, but if I'm teaching another subject like conversation or writing or listening, I wouldn't use Arabic."</i>
<b>Depending on the level of students</b>	<ul style="list-style-type: none"> <li>• <i>"Some of them have very low levels of English, so I have to explain to them."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"All of them, Student levels plus nature, plus the time, plus the timetable..."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Because they're beginners, I have to, but if my students are advanced students and they know literature... maybe I wouldn't."</i></li> </ul>

## C.2 Students Interview Table

Code	Hafsa	Duha	Nosiba	Atika	Raneem
Helpful	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Yes, it helps you to repeat the words that are difficult to learn...”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Lectures with code switching are more useful to help students learn...”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“It’s helpful for me and I think it’s helpful for other people.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“It’s helpful to understand more. Like after we finish the whole lecture in English, we can add the Arabic language at the end to make everything clear.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“You cannot always use the CS, but sometimes, when the word is new or you don’t understand the word, use the CS. Then you know the meaning of the word, so it helps you to learn English.”</i></p>
Time	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“It depends on the subject... teachers use code switching just in necessary situations.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“When you think that your students do not understand the information, you can translate...”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“We can use you first language, but not all the time.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“It depends on the students’ understanding.”</i></p>	<ul style="list-style-type: none"> <li>• -</li> </ul> <p><i>“Sometimes when the word is new or we don’t understand the word use code-switching.”</i></p>

Feeling	<ul style="list-style-type: none"> <li>• “...it makes you feel more comfortable to talk...”</li> </ul>	<ul style="list-style-type: none"> <li>• “In this way, you will feel comfortable in the classroom.” “When the</li> </ul>	<ul style="list-style-type: none"> <li>• “The teacher uses code-switching sometimes, I feel interested. When the teacher uses a lot of code-switching, I feel bored.”</li> </ul>	<ul style="list-style-type: none"> <li>• “We need the teacher in difficult situations or different subjects to use CS to clarify.”</li> </ul>	<ul style="list-style-type: none"> <li>• “It helps us when the lesson has some difficult words, and the lesson becomes better and faster, so we feel comfortable.”</li> </ul>
Compare	<ul style="list-style-type: none"> <li>• “...it helps all of the students a lot, but when we use it a lot... it will be like an Arabic class.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Lectures with code switching are more useful to help students to learn, whereas lectures without code switching, some students do not understand...”</li> </ul>	<ul style="list-style-type: none"> <li>• “Lectures with code-switching have more understanding than without code-switching.”</li> </ul>	<ul style="list-style-type: none"> <li>• “Well, I don't think there is a big difference, but that depends on the students' understanding.”</li> </ul>	<ul style="list-style-type: none"> <li>• “I think it is very useful for the first semester rather than the last semester.”</li> </ul>
Attitude	<ul style="list-style-type: none"> <li>• “It depends on the level...”</li> </ul>	<ul style="list-style-type: none"> <li>• “It is very acceptable, but it does not depend on translation...”</li> </ul>	<ul style="list-style-type: none"> <li>• “My attitude towards it is generally positive, but context-dependent.”</li> </ul>		

Example	<ul style="list-style-type: none"> <li>• <i>"Ok, like the word infrastructure ... I translated it to get the meaning of it... so you can use code switching."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"...try to make them simple by examples. Then, if they cannot get the meaning, you can switch."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"My teacher tells me the definition of 'Advance'?"</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Sometimes we need Arabic explanations to better understand terms like 'description' in phonetics."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"When the word is new and difficult and is the basis of the lesson, for example: 'Statistics,' the teacher explains the word using code-switching."</i></li> </ul>
---------	--	--	---	--	--

Code	Ajwad	Lujain	Lubna	Nareeman	Hana
Helpful	<ul style="list-style-type: none"> <li>• <i>"Code-switching helps me understand English because it explains difficult words and makes the lesson easier..."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"I think it helps because sometimes I don't understand English, and Arabic makes it easier."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"It helps me to understand English. Like for example, when I read any essay or a paragraph, when I don't know the words or the sentences or even phrases, I ask my teacher to translate them."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Sometimes I don't get the full idea in English, but when I hear some words, it's helpful. Arabic is used only to make things clearer."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"Sometimes we need Arabic to understand some things, especially grammar."</i></li> </ul>

Time	<ul style="list-style-type: none"> <li>• "But it's better not to use it too much so students can practice more English."</li> </ul>	<ul style="list-style-type: none"> <li>• "My teacher uses Arabic sometimes, not always. Only when we don't understand."</li> </ul>	<ul style="list-style-type: none"> <li>• "It depends on the level of students. In primary school, we can use the first language, but at university level depends on the teacher."</li> </ul>	<ul style="list-style-type: none"> <li>• "We can use code-switching when the teacher explains some words are hard, but not too much."</li> </ul>	<ul style="list-style-type: none"> <li>• "When students don't understand a word and the teacher translates it. It will help you to understand the meaning, but not always."</li> </ul>
Feeling	<ul style="list-style-type: none"> <li>• "I feel more comfortable and understand the lesson better, especially if it is hard..."</li> </ul>	<ul style="list-style-type: none"> <li>• "I feel happy and relaxed."</li> </ul>	<ul style="list-style-type: none"> <li>• "It helps me understand and feel more comfortable."</li> </ul>	<ul style="list-style-type: none"> <li>• "I feel more relaxed and focused."</li> </ul>	<ul style="list-style-type: none"> <li>• "I feel good. I understand. I don't feel lost."</li> </ul>
Compare	<ul style="list-style-type: none"> <li>• "I benefit from the use of the Arabic language in the lectures, so that all aspects of the lecture are clarified... Unlike without the use of Arabic, it becomes tension, confusion, and distraction in thought, and sometimes a lack of understanding in</li> </ul>	<ul style="list-style-type: none"> <li>• "Lectures with code-switching are easier to understand. Without it, sometimes I feel lost."</li> </ul>	<ul style="list-style-type: none"> <li>• "There is a difference between lectures with code-switching and lectures without code-switching. Lectures with code-switching are easier and more flexible</li> </ul>	<ul style="list-style-type: none"> <li>• "Lectures with code-switching are better than lectures without code-switching."</li> </ul>	<ul style="list-style-type: none"> <li>• "Lectures with code-switching are easier than lectures without code-switching because they are full of tension, especially when the lesson is difficult."</li> </ul>

	<i>general."</i>		<i>than lectures without code-switching."</i>		
Attitude					
Example	<ul style="list-style-type: none"> <li>• <i>"For example, when you study the difference between two things. The teacher explained it in English first, but many students didn't understand. Then, she used Arabic in the examples, and we understood better."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"For example, when the teacher explains grammar in Arabic, I understand it better."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"The word 'Dictionary', when I don't know what's the meaning of 'Dictionary' so, so the teacher is going to describe this word as he gives me or shows me a picture like a book, and it helps me know the meaning."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"When we learn the difference between 'Since' and 'For' in the present perfect tense. The teacher explains it in Arabic."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>"When we learn the difference between 'Passive voice'. The teacher explains it and gives examples in Arabic."</i></li> </ul>

Code	Zahra	Maria	Amany	Huda	Noor
Helpful	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“It helps with understanding better, for example when discussing complex ideas and hearing the explanation, and Arabic first provides this for providing a foundation before transitioning to English.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Code switching helps me understand English because it makes it difficult for any grammar player when explained in Arabic.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Yes, it helps me understand new words and grammar faster.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Yes, helps clarify a difficult concept.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Yes, it helps with better understanding.”</i></p>
Time	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Code-switching allows students to connect to your content with their native language because it is easier to grasp difficult topics.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Code switching to language one can be effective in the initial strategies to clarify Conspities part over Reliance, my high-end learning balance between both languages.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“My T uses Cs sometimes when explaining complex ideas in literature lectures.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Yes, sometimes, especially when explaining difficult topics.”</i></p>	
Feeling	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“I feel more at ease when the teacher uses code switching it often clarifies explanations and makes the lesson more relatable.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“I feel more comfortable and confident when the teacher uses code-switching. Yes, it helps me understand the lesson better, especially when something is difficult or confusing.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“I feel more comfortable using Arabic. / It helps me concentrate.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“I feel more comfortable.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul>

Compare	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Lectures with Code Switching are more engaging and easier to follow without code switching. I often find it harder to understand and retain information.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Lectures with code switching are easier to understand and less stressful. Lectures without code switching give more English practice and can be harder to follow.”</i></p>			
Attitude		<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Especially for explaining difficult parts, but it should be limited so we can practice more English.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Lectures with the class are easier, but without it, I feel confused.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“It has a positive attitude/makes me feel confident, and facilitates the learning process.”</i></p>	<ul style="list-style-type: none"> <li>•</li> </ul> <p><i>“Positive attitude, it supports learning and develops awareness.”</i></p>

Example	<ul style="list-style-type: none"> <li>• <i>“For instance, when learning about audiovisual Expressions, the teacher explains them in Arabic first, which makes it easier to understand their meaning in English.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>“For example, when we students present perfectly, the teacher explains in English, then makes it easier to understand.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>“Yes, definitely. The conditional grammar rules in Arabic help me understand.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>“Yes, when learning verb tenses, the teacher explained the rules in Arabic which made it very clear.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>“Yes, explaining grammar in Arabic will be easier.”</i></li> </ul>
---------	--	--	---	--	--

## Appendix D Teachers' vs. Students' Views on Code-Switching:

<b>Aspect</b>	<b>Teachers' Views</b>	<b>Students' Views</b>	<b>Comparison</b>
Usefulness	Clarifies meaning and improves comprehension	Simplifies content and supports understanding	Both recognize it as helpful for learning
Usage	Used in complex or new situations	Used only when necessary	Agreement on selective use
Feeling	Focus on academic clarity	Feel more relaxed and focused	Emotional value noted by students only
Challenges	Difficulty translating certain terms	No issues reported	Challenges mainly affect teachers
Language Skills	Concern about long-term dependency	Value immediate understanding	Teachers think long-term; students think short-term
Influencing Factors	Dependent on the subject and level	Dependent on the topic and the learner's ability	Shared understanding of context-based use
Lecture Preference	No strong comparison provided	Prefer lessons with code-switching	Students favor code-switched lessons
Practical Use	Used in theoretical explanations	Applied to grammar and vocabulary	Students provide clearer examples

## **Appendix E Interview Sample:**

### **E.1 Teacher Interview Sample**

Thank you for participating in this study. As mentioned in the consent form , this research aims to explore teachers' views and experiences regarding the use of code-switching in EFL classrooms.

This interview will involve a discussion with three teachers ( Ahlam , Bodoor & Salma ) about your beliefs, practices, and opinions related to code-switching during teaching. Please feel free to share your thoughts, reflections, and experiences openly.

#### **Interview with teacher Ahlam**

##### **1/ What do you think about the use of Arabic during your lectures ?**

actually I think the use of Arabic now it depends on the subject that's what I believe so if the subject is more about teaching the language I prefer not to use code switching or Arabic Language but I mean you're teaching language so it's better to use the language as much as you can but for my lecture I use the Arabic languages because I think the main goal of my subject is to teach students how to do research. Ok it's a research and English but I'm not basically teaching them how to learn the language so basically so that's why I prefer to use the Arabic language plus when I start working with the students now my first and second lecture I can see that many students don't understand what I'm saying so I felt like the subject it's very complicated and it has so many let's just say terms that we need to talk about so I evaluate the situation that I have to use Arabic so I can help students to understand because I can see how they struggle how they find it difficult to understand what I'm saying because for them it's the first time they will do a research , in the case of my subject , I think it is useful. It would help students to understand what is required from them but if my subject was related to the language learning I wouldn't be satisfied to use it actually.

##### **2/ When and why do you find it appropriate ?**

When I'm saying something is very complicated and it's a new point and it's kind of complicated which is based on my evaluation if I can feel that it's something it's very complicated so I say it in English then translated to Arabic but sometimes when I say it in English I see the students struggling what I am saying so I immediately explained to Arabic but most of the time when it's something that I've already explained before I wouldn't use Arabic or if it's something new and it's a new information that I'm telling the students I would.

##### **3/Do you face any challenges when using Code switching during teaching? if so how do you address or offer them?**

Actually sometimes yes because I'm worried I don't know how to explain it to Arabic and I have to ask students to help me to explain it so this is my main thing that I remember in my last class I didn't remember how to translate template to Arabic and explain to the students that there's a template for research and they need to follow and there will ask me what does template mean I was like stuck in the middle I didn't know how to explain that so most of the time when I don't know how to explain something to Arabic or certain vocab that I don't know how to translate to Arabic so I am struggling

and I did see that they are trying to help me with that but so it takes like sometime to explain to the rest of the students so that's my main struggle.

**4/ How do you think affect the students?**

I think again it's the same idea that if it's something it's helping them to learn the language that means it will reduce their exposure to the language so they may limit the amount of English that students received so this is the first thing I believe how it might affect the students also I think in my class for facts because I know that I have to use it because I know their language is kind of many students in the lecture they are struggling with the language and they do not understand what I am saying so other students will start depending on the first language translation and they're not challenging themselves to think or to communicate in English and also so I mean it makes them get used to the first language I wouldn't be happy with as a teacher but sometimes like I have to, the effects I think this is the bad effects and It has good side of the use of first language which it helps them to understand also it helps to clarify the difficult concepts by using their first language as I said there are some students I feel are lower proficiency level so I'm helping them to understand what is required from them and then they can work on their language to be more confident about their understanding and they can't understand the subjects better specially if as I said the language is kind of low some students because it's a difficult subject so some students there are in the high proficiency level but they want to make sure that you understand what you're saying and they are getting the idea I guess because now I'm in a very first week of my subject so I don't know from like the effects I didn't see like actual effects to my students other they are understanding but the other points that I have mentioned If from their perspective I believe these are the things as a teacher I believe that it would be good influence to students and other things that could be bad influence for  
for the students.

/ okay but here when we use code switching in this situation we don't mean to over use in this case, is it has a bad effect?

I think if we overused code switching yes of course. It will have a bad effect because as I said all students will start depending on the first language and they're not putting any efforts to understand but again as I said because my subject is kind of difficult so they depend on the first language I would not do that and I think it is going be affect very bad the subject mainly aims or their main objective is to teach the language to the students I wouldn't recommend using the first language because it's not going to help them to understand but it's going to help them to be more dependent on the first language other than trying to practice the language Listening to others in English especially the teacher I mean the more the teacher speaks the English the more students get used to the language but as I said because my subject is not focusing on teaching the language it's more about how to make a project or how to follow a certain format helping them in a technical side on how to write something specific because my job is not how to write I mean how to write the structure of their sentences or the structure of the essay yeah it is kind of how to write something but I'm not teaching them the language , I am teaching them how to use the references how to use incitation or these kind of things but I'm not teaching them the language.

**5/ How do you think code switching affect your students development to English language skill? can you give us an example?**

I mean I didn't see the effect as I said it is kind of this is the fourth or the fifth lecture now so I can't see like very clear effect on my students other than they are understanding what is required from them but about language learning the language as I said it's possible that I didn't see that but it might affect them their dependency on the left in the first language other than trying to understand me and because I'm not teaching the language I am helping them to follow some structures for a research so I didn't see any kind of effect on their learning other than seeing them to understand what I'm asking them to do in my subject and doing my exam and doing my assignment so this is what I meant.

**6/ Do you use code switching with some subjects how and why?**

for now it's my first now I used to my first time actually teaching in the faculty I use code switching because of the type of subject that I am teaching but in my experience when I was teaching IGCSE so I was teaching high school students so I didn't use code switching unless it's very difficult to the students to understand what I am saying and even when I use the first language I explained one word I do not use long sentences to teach them just very few vocabulary or phrases that I need to explain to my students or sometimes I ask them to double check if they understand what I'm saying I ask them to explain it to me and I give them the chance to explain Arabic or English but for me as teacher I don't use any kind of Arabic language I really use Arabic language as I said unless there's a word that I need to explain and even when I explained in English they didn't understand so I have to use the first language because I'm teaching them the language and they are given their exams and expected to follow their language level so that's why I don't use Arabic but now because as I said it's a research structure kind of thing so that's why I need to use the Arabic plus the level of the students that I thought for IGCSE was kind of higher than I had in the faculty here because I can see that some of them they have a very low level of English so I have to explain to them because there are in third year or fourth year so I'm not going to teach them how to use the language because my goal how to teach to do a research.

**7/ What are the functions of code switching to Arabic in the EFL class?**

It's the same thing is just explain to students to get them to deliver a message to them to deliver what you are trying to explain so yeah so it's the same thing the function is when I feel my students don't understand something so I have to use Arabic to help them understand what I am saying especially the subject kind of complicated but in a language classroom I think the use of language it wouldn't help them if they was overused it wouldn't help them but I should or teachers should really use first language in only cases that they find the students like they don't understand In English to try to make an exercises they show them a video they tried to show them some all the ways to help them understand but if they don't understand so the use of language their first language is the last thing that you just to help their students understand because if they didn't understand it in English if I explain something in English that mean if I didn't use the first language that means they're going to be stuck and they wouldn't understand anything but when I explain it in English then they don't understand even they are using their mindset to struggle to try to put an effort they try to understand so when I explain it to Arabic they are ready for the effort to understand in English but then I leave the first language as last option I have so I feel this is only function in the English classroom.

**8/ Do you think the use of code switching is based on students comprehension levels, the nature of the content or other factors?**

Yes for comprehension levels I think I had to use it I don't recommend using the code switching for comprehension in the English classroom because it is going to help them even at the first or second lecture but in the subject like mine I think it is going to help them to understand because the content is kind of difficult so I think it's going to help them so yeah I think it depends on the student level at the subject the environment their teaching so I think that depends on I mean the use of code switching depends on all of these factors.

## **E.2 Students Interview Sample:**

Thank you for participating in this study. As mentioned in the consent form , this research aims to explore students' views and experiences regarding the use of code-switching in EFL classrooms.

This interview will involve a discussion with fifteen students ( Hafsa, Duha, Raneem, Lojain ,Ajwad., Nosiba, Atika, Lubna, Nareman, Hana., Zahra, Maria, Amany, Huda, and Noor. ) about your beliefs, practices, and opinions related to code-switching during teaching. Please feel free to share your thoughts, reflections, and experiences openly.

### **Interview with Hafsa**

#### **1/ Do you think code switching strategy is an efficient strategy for Learning and teaching English?**

Ok, yes, it helps you to repeat the words that are difficult to learn when you use them to the conversation and it makes you feel that it's not necessary thing that if you want to speak to another language you have to speak only English for example you can like add some words in English that helps you to improve your language And it makes you feel that more comfortable to talk because you know sometimes when they're trying to speak in English they think that oh no I should like use the word else but when you use the code I can pick some words that are difficult to learn , difficult to memorize or to know the meaning and use them through them like another conversation.

#### **2/ How often does your teacher use Arabic in the EFL class?**

Ok it depends on the subject, for example my teacher at University in teaching young learners a language, we can say that when he feels that we couldn't understand him in English he turns to Arabic then turn back to English, so teacher use code switching just in necessary situations.

#### **3/ Does code switching help you understand English?**

Yes, it does, it has a positive effect, the use of Arabic in the EFL classes especially for young children, it helps a lot.

#### **4/ How do you compare between lectures with and without code switching?**

if we use code switching in a necessary situation it helps all of students a lot, but when we used a lot for example in every minute and every second ,so it will be like an Arabic class. Also, academic words will be more useful.

#### **5/ What is your attitude towards the use of Arabic in the EFL class?**

It depends on the level, for young learners are not useful because they will depend on that, but for adults that their language is not so good , you can use Arabic sometimes because they know how to use Arabic and translation.

**6/ How do you feel when the teacher uses code switching during explanations?**

We can see the word, we can get how to pronounce the word, so when he uses like code switching like getting the idea of the subject and getting a new word and how to use them, how to pronounce them I feel relaxed because even if I didn't know the word that I can ask him so after he told me to word and use it like many times after my question so I'm going to get the words and know how to use this word in sentences.

**7/ Do you think the teacher's use of code switching helps clarify difficult concepts?**

Yes, you can use code switching but not over use.

Can you provide me with an example?

Ok like the word infrastructure. It is so long and we did not use it a lot, in the first time I could not get the meaning even from its sentence, then I translated to get the meaning of it, when you feel that you can not help your students to get the meaning by definition , body language and synonyms of the word ,so you can use code switching .

## References

- Abdollahi, K. (2015). Tag-switching in bilingual speech: A sociolinguistic study. *International Journal of Language and Linguistics*, 3(1), 45–52.
- Abu Ayyash, E. A. (2022). Teachers' beliefs and practices of code-switching in Palestinian EFL classrooms. *Arab World English Journal*, 13(2), 251–266. Available at <https://doi.org/10.24093/awej/vol13no2.17>
- Abu Ayyash, M. (2022). Code-switching in Palestinian EFL classrooms: Functions and perceptions. *BEDU Journal of Educational Research*, 4(2). Available at <https://bedujournal.com/makale/4004>
- Adam, S., & Hafsah, R. (2023). Code-switching in Polish-English students' conversations: Attitudes and functions. *Journal of Language and Education*, 11(2), 44–57. Available at [https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi-10\\_24425\\_kn\\_2023\\_146595/c/articles-57119280.pdf.pdf](https://cejsh.icm.edu.pl/cejsh/element/bwmeta1.element.ojs-doi-10_24425_kn_2023_146595/c/articles-57119280.pdf.pdf)
- Al Arief, M. S., & Khotimah, H. (2019). Code-switching in English teaching for non-English department students. *International Journal of Language Education*, 3(2), 55–66.
- Alemnew, B., & Gaga, H. (2016). The use of code-switching in Ethiopian EFL classrooms. *African Educational Research Journal*, 4(1), 23–30. Available at <https://www.netjournals.org>
- Ali, S., & Khan, M. A. (2022). University teachers' perceptions and practices of code-switching in Pakistani EFL classrooms. *International Journal of English Linguistics*, 12(5), 106–117. Available at <https://doi.org/10.5539/ijel.v12n5p106>
- Ali, S., & Khan, N. (2022). Code-switching in EFL classrooms: A case study from Pakistan. *Journal of Language and Literature*, 7(1). Available at <https://jll.uoch.edu.pk/index.php/jll/article/view/62>
- Al-Momani, H., & Al-Shboul, M. (2023). Teachers' perceptions of code-switching in Jordanian EFL classrooms. *European Journal of Educational Research*, 12(2). Available at <https://www.eur-jer.com/teachers-perceptions-of-code-switching-functions-and-effects-in-english-as-a-foreign-language-classroom>
- Al-Momani, H., & Al-Shboul, Y. (2023). Exploring EFL teachers' attitudes towards code-switching in Jordanian public schools. *International Journal of Applied Linguistics and English Literature*, 12(1), 57–64. Available at <https://doi.org/10.7575/aiac.ijalel.v.12n.1p.57>
- Al-Qaysi, N. M. (2016). Exploring code-switching functions in university lectures. *Journal of Language Studies*, 10(3), 70–83.
- Alshalan, A. (2020). English language learning and code-switching in Saudi Arabia. *Arab World English Journal*, 11(1), 99–112. Available at <https://doi.org/10.17507/tpls.1302.10>
- Azlan, N. M. N., & Narasuman, S. (2013). The role of code-switching in classroom instruction. *Procedia - Social and Behavioral Sciences*, 90, 458–467. Available at <https://www.sciencedirect.com/science/article/pii/S1877042813027272>
- Begum, R., & Haque, S. (2013). A study of code-switching in Saudi classrooms. *Asian Journal of Social Sciences*, 2(1), 87–94.
- Bloomfield, L. (1935). *Language*. New York: Henry Holt.
- Bozorgian, H. (2015). Teachers' use of code-switching in the Iranian EFL classroom. *Theory and Practice in Language Studies*, 5(7), 1336–1342. Available at <https://www.academypublication.com/ojs/index.php/tpls>
- Cahyani, H., de Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: Exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, 21(4), 465–479. Available at <https://doi.org/10.1080/13670050.2016.1189509>

- Cambridge Dictionary. (n.d.). EFL definition. Available at <https://dictionary.cambridge.org>
- Chen, W., & Goh, C. C. M. (2011). Teaching oral communication in EFL classrooms in China. *Chinese Journal of Applied Linguistics*, 34(1), 23–45.
- Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language Review*, 57(3), 402–423.
- Cook, V. (2013). *Second language learning and language teaching* (4th ed.). Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE.
- Creswell, J. W., & Plano Clark, V. L. (2017). *Designing and conducting mixed methods research* (3rd ed.). SAGE.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Cummins, J. (2007). Rethinking monolingual instructional strategies in multilingual classrooms. *Canadian Journal of Applied Linguistics*, 10(2), 221–240.
- DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, 40(4), 314–321.
- Edwar, Y. (2018). Code-switching and bilingualism in classroom interaction. *Journal of English Language Studies*, 3(1), 12–19.
- Eljarah, A. (2023). *The functions of code-switching among university teachers in Libya* [Bachelor's thesis, University of Zawia]. Zawia University Digital Repository. Available at <https://dspace.zu.edu.ly/handle/1/2135>
- Eljarah, A. M. (2023). Factors influencing EFL instructors' classroom code-switching: A case from the Middle East. *Theory and Practice in Language Studies*, 13(2), 245–252.
- Elyazidi, M. (2023). *Student and teacher's perceptions of web-based learning and academic practices on a pre-sessional programme during the COVID-19 era* (Doctoral dissertation, University of Southampton). University of Southampton Research Repository. Available at [https://cdn.fsbx.com/v/t59.2708-21/491680327\\_1022662599925909\\_4933752421160045968\\_n.pdf/Final PhD thesis Malak Elyazidi A3.pdf?nc\\_cat=103&nc\\_cb=47395efc-74c935b2&ccb=1-7&nc\\_sid=2b0e22&nc\\_eui2=AeE-rQUv6ugVJ3iCSZGcC3DYU0VmBql4RV1TRWYGqXhFXRw8hy8m5rhMVKZa7ych2S-gSp2r8NCPquxmtevSQy42&nc\\_ohc=HGJagVLf9EoQ7kNvwFFiILp&nc\\_oc=Adkkuc5XQenY4Ssq4NwUVsUFhJPbejJ1zVrMISLKK96KLhVOvTrYHNqb5i2zUPry-4k&nc\\_zt=7&nc\\_ht=cdn.fsbx.com&nc\\_gid=LI4xwTZK6BSuAYEP8hL-w&oh=03\\_Q7cD2AH7Z-tWK3CvDmk84\\_UPyqCtJLLBvfCbVJLj9I3hr8I3-g&oe=68104F99&dl=1](https://cdn.fsbx.com/v/t59.2708-21/491680327_1022662599925909_4933752421160045968_n.pdf/Final%20PhD%20thesis%20Malak%20Elyazidi%20A3.pdf?nc_cat=103&nc_cb=47395efc-74c935b2&ccb=1-7&nc_sid=2b0e22&nc_eui2=AeE-rQUv6ugVJ3iCSZGcC3DYU0VmBql4RV1TRWYGqXhFXRw8hy8m5rhMVKZa7ych2S-gSp2r8NCPquxmtevSQy42&nc_ohc=HGJagVLf9EoQ7kNvwFFiILp&nc_oc=Adkkuc5XQenY4Ssq4NwUVsUFhJPbejJ1zVrMISLKK96KLhVOvTrYHNqb5i2zUPry-4k&nc_zt=7&nc_ht=cdn.fsbx.com&nc_gid=LI4xwTZK6BSuAYEP8hL-w&oh=03_Q7cD2AH7Z-tWK3CvDmk84_UPyqCtJLLBvfCbVJLj9I3hr8I3-g&oe=68104F99&dl=1)
- Fachriyah, E. (2017). The functions of code-switching in English language teaching. *Journal of English and Education*, 5(2), 99–110. Available at <https://ejournal.upi.edu/index.php/L-E>
- Farr, M., & Song, J. (2011). Language ideologies and policies. In N. H. Hornberger (Ed.), *Sociolinguistics and language education* (235–267). Multilingual Matters.
- Ferguson, G. (2009). What next? Towards an agenda for classroom code-switching research. *International Journal of Bilingual Education and Bilingualism*, 12(2), 231–241.
- García, O., & Lin, A. M. Y. (2021). Translanguaging and education. In O. García, N. Flores, & M. Spotti (Eds.), *The Oxford Handbook of Language and Society* (204–225). Oxford University Press.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Gashaw, M. (2022). Teachers' perceptions of code-switching in Ethiopian EFL classrooms. *Cogent Education*, 9(1). Available at <https://doi.org/10.1080/2331186X.2022.2124039>

- Gashaw, T. A. (2022). Code-switching practices and perceptions among Ethiopian EFL teachers: A classroom-based investigation. *Journal of Language and Education*, 8(3), 112–121. Available at <https://doi.org/10.17323/jle.2022.13033>
- Gess-Newsome, J. (2019). Teacher professional knowledge and skill: Science teacher learning. In C. P. Constantinou & N. G. Lederman (Eds.), *Science teacher learning: Examining the impact of practice-based teacher education* (49–68). Routledge.
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
- Hall, G., & Cook, G. (2012). Own-language use in language teaching and learning. *Language Teaching*, 45(3), 271–308.
- Jogulu, U. (2024). Code-switching as a teaching and learning strategy in ESL classrooms. *ResearchGate*. Available at [https://www.researchgate.net/publication/382060234\\_CODE-SWITCHING\\_AS\\_A\\_TEACHING\\_AND\\_LEARNING\\_STRATEGY\\_IN\\_ESL\\_CLASSROOMS](https://www.researchgate.net/publication/382060234_CODE-SWITCHING_AS_A_TEACHING_AND_LEARNING_STRATEGY_IN_ESL_CLASSROOMS)
- Macaro, E. (2005). Code-switching in the L2 classroom: A communication and learning strategy. In E. Llorca (Ed.), *Non-native language teachers: Perceptions, challenges, and contributions to the profession* (63–84). Springer.
- Maulida, T. N. (2023). The practice and perception of code-switching among EFL teachers in Indonesia. *Journal of English Education and Linguistics Studies*, 14(1), 30–44. <https://ejournal.ijshs.org/index.php/JEEALS>
- Mekheimr, M. (2022). Students' and teachers' attitudes toward code-switching in university EFL classrooms. *English Language Teaching Journal*, 15(1), 11–22. Available at [https://www.academia.edu/49507164/University\\_Students\\_and\\_Teachers\\_Attitudes\\_towards\\_Code\\_Switching\\_in\\_the\\_Classroom\\_The\\_English\\_Department\\_as\\_a\\_Case\\_Study](https://www.academia.edu/49507164/University_Students_and_Teachers_Attitudes_towards_Code_Switching_in_the_Classroom_The_English_Department_as_a_Case_Study)
- Murtiningsih, R., Wulansari, N., & Rukmini, D. (2022). Code-switching in EFL classrooms: Factors influencing teachers to use code-switching and its types used in the classrooms. *Journal of English Language Teaching and Linguistics*, 7(2), 219–235. Available at <https://doi.org/10.21462/jeltl.v7i2.829>
- Myers-Scotton, C. (1993). *Social motivations for code-switching: Evidence from Africa*. Oxford University Press.
- Poplack, S. (2000). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. In L. Wei (Ed.), *The bilingualism reader* (221–254). Routledge.
- Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classrooms. *System*, 30(1), 85–105.
- Sert, O. (2005). The functions of code-switching in ELT classrooms. *The Internet TESL Journal*, 11(8). Available at <http://iteslj.org/Articles/Sert-CodeSwitching.html>
- Simon, D. (2001). Towards a new understanding of code-switching in the foreign language classroom. In R. Jacobson (Ed.), *Codeswitching worldwide II* (311–342). Mouton de Gruyter.
- Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7th ed.). Wiley-Blackwell.
- Wei, L., & Martin, P. (2009). Conflicts and tensions in classroom codeswitching: An introduction. *International Journal of Bilingual Education and Bilingualism*, 12(2), 117–122.
- Yana, R., & Nugraha, R. (2019). Investigating code-switching: A strategy for teaching vocabulary in Indonesian EFL context. *Journal of Applied Linguistics and Language Research*, 6(1), 45–57. Available at <http://www.jallr.com/index.php/JALLR/article/view/1032>
- Zhang, Y., & Wu, J. (2009). Chinese college students and the practice of English outside the classroom. *ELT Journal*, 63(3), 244–252.