Attitudes of Teachers Toward Code-Switching in EFL at Gaza Universities

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Abstract:

This study aimed to investigate the instructors' attitudes toward their use of code-switching in EFL at Gaza Universities, Islamic University-Gaza and Al- Aqsa University. To achieve this aim, the researchers adopted the descriptive analytical approach. Besides, the study sought to go behind the functions of code-switching inside EFL classrooms. To achieve these aims, the researcher applied two main tools to collect the data, the questionnaire and the observation card. The questionnaire data were analyzed via the software program SPSS.

The findings of the study revealed that the general attitudes of the instructors toward code-switching are positive. Besides, the instructors revealed that they try to use code-switching inside classes for various functions, mainly to translate and explain difficult concepts and vocabulary, convey meaning, and motivate the students. Therefore, the major function of code-switching used by instructors is metalinguistic.

Finally, recommendations are presented to EFL instructors, and Arabic language policy makers, for some certain situations where instructors' using of code switching could be motivated and some other conditions and positions where their use of code-switching should commonly be prevented. To be specific, the researcher recommends that instructors' over-switching from English into Arabic be negative in mostly all conditions in EFL classrooms.

Keywords: Attitudes of Teachers, Code-Switching, Gaza Universities.

اتجاهات المعلمين نحو التبديل اللغوي عند تدريس اللغة الانجليزية كلغة أجنبية في جامعات غزة

الملخص:

هدفت هذه الدراسة الي التعرف علي مدي اتجاهات المحاضر الجامعي نحو التبديل اللغوي داخل الفصول الدراسية عند تدريس اللغة الإنجليزية كلغة أجنبية وايضا التحقق من وظائف التبديل اللغوي ودوافعه داخل الفصل الدراسي في جامعات غزة، تحديدا الجامعة الإسلامية وجامعة الأقصى، من أجل تحقيق هدف الدراسة، استخدم الباحثين المنهج الوصفي التحليلي. لتحقيق هذا الهدف قام الباحثين باستخدام الاستبيان وبطاقة الملاحظة كأدوات رئيسية في البحث لجمع معطيات وبيانات البحث.. استخدم الباحثين برنامج SPSS لتحليل استبيان الدراسة.

ولقد اظهرت نتائج الدراسة أن اتجاهات المحاضرين نحو عملية التبديل اللغوي اكثرها ايجابية. حيث أوضحوا انهم يستخدمون التبديل اللغوي داخل الفصول عند تدريس اللغة الإنجليزية كلغة اجنبية لترجمة وتفسير بعض المصطلحات الصعبة والكلمات الغير معروفة. أيضا للنقل المهني الملائم واخيرا لتحفيز الطلاب داخل الفصل. ولهذا تعد الوظيفة الأساسية للتبديل اللغوي عند المحاضرين هي بالأساس لغوية.

قدم الباحثين بعض التوصيات المستمدة من نتائج الدراسة إلى معلمي اللغة الإنجليزية كلغة أجنبية وصانعي سياسات اللغة العربية لبعض الحالات التي يمكن فيها تحفيز التبديل اللفظي للمعلمين وبعض الشروط والمواقف الأخرى التي يجب منع استخدام التبديل اللفظي. على وجه التحديد، أوصي الباحث بأن إفراط المعلمين في استخدام التبديل اللفظي من اللغة الإنجليزية إلى اللغة العربية يعد سلبيًا في معظم الحالات عند تدريس اللغة الإنجليزية كلغة اجنبية.

كلمات مفتاحية: اتجاهات المعلمين، التبديل اللغوي، جامعات غزة.

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Introduction:

Language is a medium and a system of communication. Language is the mirror of our abilities, thoughts, and knowledge. It connects us with different kinds of communication. Nowadays, English is considered as one of the most significant and needed languages around the globe. There are many reasons for such importance of English. One of these reasons is socio-cultural, as people use English in all areas of life including politics, media, business, education, safety, and entertainment. Thus, the need to learn English becomes necessary to deal with and communicate with people worldwide.

English in Palestine is taught and used as a foreign language. When discussing teaching and learning English in language classes, two main terms appears on the surface: English as a second language and English as a foreign language. Besides, the term bilingualism will appear; it is a worldwide phenomenon especially in the presence of worldwide communication mechanisms such as the internet. Bilinguals (people who can speak two languages) or multilingual (people who can speak more than two languages, (three or more) utilize their abilities in speaking another language in different manners to convey and/ or present their ideas especially when the addressee is bilingual or multilingual (May 2009).

Grosjean (1998) stated that dealing and working with bilinguals is more complicated and challenging than working with monolinguals. He clarified many reasons why this might be so. One of them is that bilingualism has been studied less extensively than monolingualism. He further clarified language functions utilized by bilinguals that those functions are subject to many language methods of bilinguals and their language choice. A good example of bilingual language functions is code-switching. Code-switching occurs in bilingual countries as well as in the case of students who are seeking to acquire a new language.

Myers-Scotton (2001) and Brown (2006) defined code-switching as the fluctuation between languages two or more, and that diversity is within the same utterance or dialogue. Code-switching is an occurrence that occurs regularly to some extent in bilinguals' speech. To some certain, people it is something that happens all the day. This phenomenon happens innately and without any intention behind it. The two writers attribute this to the internationalization and mental overlap of two or more languages.

Additionally, Poplack (1980) defined code-switching as the interaction between two utterances in the same conversation, sentence, or constituent. Richards, Platt, & Platt (1993, p. 58) provided broader definition for this phenomenon: "the change from one language to another by a speaker or writer."

Moreover, Romaine (1994, p. 59) viewed code-switching as "an option available in a bilingual community, as it is the identical base as switching between dialects or styles as a choice for the monolingual community." Auer (1998, p. 115), followed Romaine's steps when he claims that code-switching is a strong discourse approach where skillful bilinguals can point out the participant's change, parenthetical comments, or change of a topic, along with other discourse features. According to Auer, the ability to access a L2 "enriches the monolingual speaker with specific resources that are not available in the community.

Thus, the researcher believes that Romaine's definition is more related to this study topic as the Palestinian community is monolingual and the speakers tend to use code-switch when they need it and for specific situations, for example in the teaching and learning process.

Code-switching inside EFL classes is still controversial. Some experts stated that applying code-switching inside classes has disadvantages. Gumperz and Hernandez (1972) claimed that teachers who tend to use code-switching may impede the conversation and affect the students learning process. Thomas (2001) stated that in some places and countries code-switching is deemed as something inadmissible. However, some experts possess a positive attitude toward using code-switching. Sert (2005) affirmed that when teachers switch codes inside EFL classrooms, they bridge between the mother tongue-to the target language, from the known to the unknown. He argued that this has an important and positive effect on learning a foreign language.

The statement of the Problem

English classes are considered monolingual classes where English is the only language permitted. Therefore, the instructors are allowed to speak only English in the class. English language instructors are supposed to have great knowledge and skills of the English language. According to Palmer (2009), many English instructors consider code-switching a negative technique inside classrooms, making many of them avoid code-switching. Simultaneously, code-switching may help students when they face difficulties in the learning process (Huerta-Macia & Quentero, 1992). It is noteworthy that the impression of students towards instructors' code-switching must be considered because it may impact their motivation and learning if they have negative attitudes towards code-switching. Thus, there is an urgent need to know the teachers' attitudes towards code-switching inside EFL classrooms. Besides, teachers should know very well and recognize the functions of code-switching and if his/her students have a positive or a negative attitude toward it to make the class more efficacious.

Study main question:

The problem of the study is represented in the following main question:

What are teachers' attitudes toward Code Switching in English classes?

Sub-Questions:

1. What are the functions of the teachers' code-switching in the class?

2. In teachers' opinion, is code-switching beneficial for teaching the four language skills in EFL classromm in the Palestinian university context?

Limitations of the Study:

The study is limited to the following:

1. The sample of the study are instructors of English language at Islamic University- Gaza and Al-Aqsa University.

2. This was conducted in the academic year 2018-2019.

3. The study tackled the instructors' attitudes toward CS and the functions of CS inside EFL classrooms.

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Significance of the Study

This study is significant because it gives a general view of the teachers' attitudes and function of code-switching in teaching EFL. To the researcher's best knowledge, few researchers and studies have investigated instructors' use of code-switching in EFL classrooms, specifically in countries where English is being considered as a foreign language. Besides, no studies investigated instructors' attitudes towards code-switching in EFL classes at the Palestinian universities in Gaza. Furthermore, this phenomena happened many times and occcanonaly in EFL classrooms, so this study aimed to clarify and investigate this phenomena to find out if this strategy useful or not inside classes and the attitudes toward it. Therefore, this study investigates instructors' attitudes toward code-switching in classrooms where English is a medium of instruction at the English departments of such universities. Finally, the study is assumed to be valuable for other studies and researchers investigating this phenomenon, and this work is also assumed to raise the researchers' awareness of code-switching inside EFL classrooms.

Purpose of the Study

The study attempts to investigate the instructors' attitude toward code-switching in EFL classrooms at Gaza Universities: the Islamic University- Gaza and Al-Aqsa University and the functions of code-switching in English medium classes.

Literature Review

Code-switching is a dialectical matter in an educational setting, particularly EFL classroom conditions. Some scholars state that the usage of the L1 is hindering the learning process, whereas others consider that using the mother tongue can facilitate the learning and teaching of the target language.

Studies Related to Code-Switching:

1. **Bhatti & Said (2018):** this study concentrates on how teachers utilize code-switching as a language teaching tool in EFL classrooms in Pakistan. Furthermore, it also focused on the function and the types of code-switching inside English classes. The researcher used two main tools to collect the data, observation, and audio-recorded as the teacher observed four EFL speaking skill classes. The study results revealed that teachers' functions of code-switching were to translate new vocabulary, discipline, and solidarity. The research revealed that switching from L2 to L1 during speaking classes did exist. All types of code-switching occurred inside the classroom, inter-sentential code-switching, tag-switching, and intr-sentential code-switching. The researchers concluded that code-switching is a helpful teaching tool in EFL classrooms to ease and support teaching and learning.

2. **Rabab'ah (2017):** in this study, the researcher investigated EFL teachers' attitudes toward code-switching between the L1 and the L2 in two Jordanian schools. The researchers used two main tools to collect data the questionnaire and the interviews. They analysed 106 teacher questionnaires to investigate the reason for code-switching inside the classroom. The study's findings revealed that EFL teachers use code-switching frequently inside classes and their switches depend on the student's proficiency level. Furthermore, the teachers stated that the usage of code-switching type depends on the student's proficiency level. Also, the study revealed that teachers use code-switching to serve several functions inside the EFL classroom.

Code-Switching

Introduction:

Code-switching is a phenomenon that is mightily available in bilingual, multilingual, and multicultural countries and mainly occurs when teaching a foreign language. Speakers who can speak two languages or more, i.e., bilinguals and multilingual, are frequently recognized for their capability to code-switch their language during interaction and communication. This phenomenon happens when the speaker uses a particular phrase or utterance from one language and employs it in another language. There are numerous scholastic definitions of the concept of "code-switching."

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Definitions of Code-Switching

Code-switching is known as " a worldwide phenomenon" and" a unique utterance style of bilingual communities" (Fromkin, Rodman, & Hyams, 2014, p. 310) or multilingual speakers. Sometimes, it is called "code-shifting or, within a language, style-shifting" (Crystal, 2008, p. 83). Clearly, "code-switching occurs when two bilinguals alternate between two different languages, dialects, or styles" (Brown & Attardo, 2006, p. 91) within the same discourse. MacSwan (2013) defined CS of its grammatical system, while Adendorff (1996) defined CS as a strategy or resource of communication inside the class, allowing the instructors and the students to achieve a pedagogical or a social objective. According to Gumperz (1982), switching can occur within words, phrases, clauses, or sentences, which means the switch is only in the language, which indicates that code-switching occurs in the same discourse. The preceded definitions are the frequent structural terms of code-switching that apply to code-switching inside language classrooms. It is the occurrence of two languages, one of which is the foreign language, which means the target language, and the other is the mother tongue of the speakers or the learners. According to Cook (2008), code-switching is shifting or transferring from one language to another in specific discourse when both interlocutors realize the same two languages.

Types of Code-switching

Some researchers and authors have talked about various sorts of code-switching. Poplack (1980) clarified the types of CS as appears below:

A. Inter-sentential code-switching which is found at the end of clause/sentence. In this condition, one sentence or clause could be found in one language and the next part can be in a different language. So following Poplack's viewpoint, inter-sentential code-switching needs a high level of capability in the two languages. (Poplack, 1980: 249). Example of this is: 'I do really hate western cuisine, *bs eza bdk, yalla njareb .'* ['I do really hate western cuisine, but if you want to drink, let's eat it.']

Another example of this is drawn from the pedagogical process as appears below:

Instructor : I need a clear answer. Did you study for the midterm exam?

Students : Yes.

Teacher : Yes! How? *Ento mta'kden enkum drstoo mneeh?* [Are you sure you've studied well for the exam?]

Students : Yes!

B. Intra-sentential code-switching , this type of CS indicates alternating between languages in one sentence. Intra-sentential CS embrace switches of various types subsist in the sentence boundary or within the word boundary. Additionally, in this type of CS the speaker requires to be most fluent in both languages. Romaine (1995) as cited in Nguyen, (2014) asserts that bilinguals often avert intra-sentential CS as it stands for the most serious danger of violating syntactic principles. Therefore, only speakers with an excellent fluency in both languages could utilize this type of CS with preserving the language's rules. Consider the example of this type below:

Teacher : No, it is wrong, *Elyis KaDalek*? Please answer the next question.

[No, it is wrong, isn't it? Please answer the next question.]

C. Tag Switching: In this type of CS, the bilinguals use few and small words from other languages. For instance, when you end your sentence, sometimes you end it by using some expressions like "you see and you know" from another language, these expressions are often called slips of the tongue and automatically used by the speaker. This type of CS includes expressions, tags, fillers, and interjections, in all of which the speaker could use a L2 with limited realization of that language's grammar. That means that tag switching cannot breach the grammar rule of another language (Poplack, 1980).

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Functions of Code-switching

Code-switching can serve numerous functions in a language learner classroom. code-switching could be used as a communication strategy , and to express "meaning, identity and humour" (Carless, 2007, as cited in Sampson, 2011, p. 234). As CS is something that typically identifies a bilingual speaker, both the teacher and the learners tend to code switch within an L2 learner classroom (Sert, 2005).

Functions of classroom code-switching

Code-switching inside a classroom is the utilization of two languages or more by instructors. Furthermore, it could involve code-mixing as well as code-switching (Lin, 1990). Code-switching could be an unconscious process and that's may serve some functions. Sert (2005) claims, the instructor's use of CS is not always a mindful option, and therefore teachers are not always conscious of the outcomes and the results of CS process. He tabled the functions as topic switch, affective functions, and repetitive functions. (P.2.)

In topic switch condition, the teacher tends to switch a code according to the conversation or the theme that is being discussed. Sert (2005) indicated that this is the most used in grammar classes, in which the teachers alternate from their language to the first language. He argues that when the instructor transfers to his/her first language, the student's concentration directly goes with the instructor's new knowledge or information. That's how the instructor paved the way and bridged from the L1 language to the target language. The second function according to Sert, is effective function which is used for expression of emotions and feelings. In this type of function, the instructors use CS to encourage the students and to build unity and solidarity with the students. Another function of CS in the classroom environment is its repetitive function. In this state, the instructor tends to use CS to transfer the important and the necessary knowledge to the students for clarity. The instructor tends to use CS in order to illustrate difficult words or meaning by using the L1 language. Also the students already know that after complex vocabulary or vague instruction, the instructor will code switch to student's native language. And that may affect the students badly, in their knowledge acquisition and in learning in general. Ferguson (2003) presented an outline of some neoteric studies about CS in the classroom applying three major categories of functions as appears below:

1. Code-switching to evaluate the curriculum: the teacher tends to use CS when assessing his/her students or their duties;

2. Code-switching to lead a class: the teacher tends to use CS when commanding students.

3. Code-switching to talk about personal problems: the teacher tends to use CS while debating with the class on subjects and matters, not concerning to the curriculum. (Ferguson, 2003 as cited in Wei, 2009).

Likewise, Auerbach (1993) covered some categories, he proposed the functions of code-switching which appear below:

1. Syllabus discussion;

2. Classroom management;

3. Office work;

4. Warming the classroom;

5. Discussion points;

6. Showing of morphology, grammar, spelling, and phonology;

7. Intercultural discussion;

8. Duties, works;

9. Illustration of mistakes;

10. Checking understanding.

Attitudes toward Classroom Code-switching

Attitudes toward CS are varied. Primarily, there are positive and negative attitudes toward CS. Some scholars and researchers state that using L1 in the classroom has many benefits. Others report that the target language is the only language to be used inside the class. (Bock, 1991).

1.Positive attitude toward code-switching in the classrooms

Skiba (1997) pointed out that CS is useful in transferring the general meaning.Also, Ahmad and Jusoff (2009) stated the same idea of Skiba's study. They confirmed diverse positive functions of CS, like increasing the student's vocabulary and enriching their grammar and that leads to foster the students' learning and understanding. Brown (2006) was also a supporter of the usage of the L1 to ease the learning process inside classrooms and harmonize several capacities for language proficiency. Similarly, Auerbach (1993) addressed the psychological aspects of CS. He confirmed that L1 gave the students a comfortable environment and security and allowed them to talk freely.

2.Negative attitude toward Code-switching in the classroom

Some studies considered CS within the classroom as an indicator of lower proficiency-that affects students' understanding. (Willis, 1981). The reason behind this is when the instructor uses the first language, he/she diminishes the use of the target language (Cook, 2001). Eldridge (1996) suggested lessening the use of CS and boosting the use of target language within the class. Consequently, Eldridge did not push toward utilizing the L1 inside the class as it restrains the knowledge and learning of the target language.

Code Switching Implications for Language Teaching and Research

Researchers and instructors should be aware of the social variation and multilingualism which are critical in teaching a foreign and second language and also in bilingual education. (McKay & Hornberger, 2009). They added that, it is necessary to incorporate studies and researches about multilingualism into curriculums, approaches and methods of teaching English, and contrastive linguistics. (Hornberger & McKay, 2010). Zentella (1981) stated that "it is too early to reject code-switching inside the classroom" (p.130).

Method

The community of study

The community of the study is represented in language teachers' participants from two universities, The Islamic University-Gaza and Al-Aqsa University, who teach B.A. students majoring in English.

The Participants

The participants in this study are the instructors at the department of English at both universities, Islamic university-Gaza and Al-Aqsa University. The whole population consist of 20 teachers, 10 from the Islamic university and 10 others from Al- Aqsa University. They are majoring in applied linguistics, translation, education, phonology, literature, linguistics etc. Twelve teachers were observed during four weeks, taking notes about their use and attitudes about code-switching during classroom communication. After that, 20 copies of a questionnaire were distributed to gather more data about this sociolinguistic phenomenon. Tables (1.2.3.4.5.6.7) display the classification of the sample as appears along the following lines:

Table (1):The distribution of the sample according to the position, qualification, major & experience.

Position	Lectures 8 ⁄ 37.9	Assistant Professor 6 ⁄ 27.6	Associate professor 3 ⁄ 20.7	Professor 3 ⁄ 13.8
Academic qualification	MA 8 ⁄ 13.8	Ph.D. 12 ⁄ 86.2		

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Major	Applied Linguistic 4 / **34.5**	Phonology 4 / **20.7**	Translation 3/ **10.3**	Literature 4/**34.5**
Teachers experience	5- 10 years 4/**6.9**	11- 15 years 7/**17.2**	16-20 years 5/**27.6**	20 or more 4/**6.9**

Table (2):The distribution of the sample according to which English language skill teachers believe that the use of mother tongue " Arabic" will assist students

	No.	%
Vocabulary	7	20.7
Grammar	5	10.3
Reading	5	41.4
Writing	0	10.3
Listening	0	10.3
Speaking	3	6.9
Total	**20**	**100.00**

Description of Methods and Research Design

The study's major aim is to examine the instructors' attitudes toward code-switching in the EFL classroom and the functions of this phenomenon. A mixed-method is used, both qualitative and quantitative analysis, to reach this objective. This, according to Creswell is " to broaden realization by integrating both researches approaches, qualitative and quantitative, or to conduct one approach for the sake of better understanding, clarifying, or build on the results from the other approach" Creswell (2009:204- 205). Furthermore, the usage of both methods gives more understanding of the research problem than applying only one. (Freckle, 1993). Besides, Holmes (2007, as cited in Angouri, 2010) asserted that applying both methods in sociolinguistics research is better than using only one as the researcher could shed light on various layers of meaning.

Consequently, the qualitative method best examines attitudes, experiences, and behaviour (Dowson, 2002). On the other hand, the quantitative method is used to count and notice the frequency of the behaviour in a particular sociolinguistics situation. Dowson (2002:15) argued that the "quantitative method is the one that generates the use of statistics."

Data Collection Instruments and Procedures

To obtain valid data and applicable persuasive analysis to accomplish the present study, the researcher used a range of reliable and adequate instruments. To strengthen the validity of the results, a range of methods and processes are applied to gather more adequate data. Jakobson and Rydden (2010: 14) claimed that using several tools for gathering data is suitable for the research, and the researcher also makes a good base for discussion. Accordingly, the researcher in the present study used two tools: observation supported with a checklist, followed by a questionnaire handled by 20 teachers.

3.4.1 Observation

Observation is the researcher's first tool to collect more specific and reliable data about this sociolinguistics phenomenon of instructors' code-switching in EFL classrooms. This tool is widely used in the research area because the researcher could apply both qualitative and quantitative approaches. The researcher applied the non-participant, structured observation (Dörnyei, 2007; Denscombe, 2010; Robson, 2011). So, the researcher's purpose in conducting this type of instrument is to observe and inspect the functions of code-switching and the behavior in a natural environment. Therefore, this tool is justified by the fact that "observation instruments have a high phase of reliability and validation. Furthermore observation data could be used for research aims (Griffee, 2012: 178). Besides, the observations are supported with pictures and a checklist was used to help the researcher. The classroom observation was administered at both universities. The

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participants were informed that they were observed for research purposes. During this period (lasting four weeks, 12 sessions), the functions and frequency of the teacher's code-switching were observed and coded.

The observation card was utilized to define and specify the teachers' use of code-switching. As clarified in Table (3) below, the researcher set these items taking into consideration English supervisors' and experts' perspectives.

Table (3): Observation card

Domains
Translation
Discipline
Task instruction
Solidarity
Grammar explanation
To convey meaning
Procedural matters

3.4.1.1 The validity of the observation card

With a view to the observation card validity measurement, the researcher applied the referee validity. The observation card was presented to expert supervisors (Appendix No 2).The check-list items of the observation card were all adjusted to their suggestions and recommendations.

3.4.1.2 Validity of the observation card:

According to table (4) the coefficient correlation of each item within its scope is significant at levels (0.01) and (0.05).

Table (4):Correlation coefficient of Respect dimension items

Items	Pearson correlation	Sig. level
Translation	0.661	sig. at 0.05
Discipline	0.814	sig. at 0.01
Task instruction	0.585	sig. at 0.05
Solidarity	0.756	sig. at 0.01
Grammar explanation	0.792	sig. at 0.01
To convey meaning	0.766	sig. at 0.01
Procedural matters	0.759	sig. at 0.01

r table value at df (10) and sig. level (0.05) = 0.576
r table value at df (10) and sig. level (0.01) = 0.708

3.4.1.3 Reliability of the observation card

To test the reliability of the observation card, the researcher employed the agreement method of observers (the researcher and two experienced teachers) to calculate the reliability.

Every observer was observing alone, and each observer utilized a similar scale to record the teachers' performance that happened within the observation period. Moreover, the researcher and the other observers finished their observation at the exact time determined by the whole observation. Accordingly, the observation card reliability was measured by conducting the equation of cooper.

$$\text{Coefficient of agreement} = \frac{\text{points of agreement}}{\text{Points of agreement } + \text{ points of disagreement}} \times 100$$

Accordingly, the researcher and the experts' teachers observed five teachers' performance.

Table (5):Percentage of Agreement between observers to assess the Reliability of Observation Check-list

Group	total	First observer	Second observer	Percentage
Teacher1	35	33	29	87.88
Teacher2	35	22	20	90.91
Teacher3	35	20	19	95.00
Teacher4	35	17	16	94.12
Teacher5	35	17	15	88.24
Total Reliability of the Card				91.23

According to Table (5), the researcher revealed that the highest percentage of matching among observers was (95.00) the lowest percentage of matching was (87.88) and the total reliability was (91.23). Thus, these percentages indicated a high level of observation card reliability.

The observation card is considered reliable if it shows matching results when it is applied one more time in the same conditions. The reliability of the test was measured by **Alpha kronbach** and the Spilt- half techniques.

According to tables (6) and (7), the observation card is proved to be reliable. **Alpha kronbach** coefficient is (0.856) and the Spilt- half coefficient is (0.939)

Table (6): Alpha kronbach Coefficients for the observation card Domains

SCOPE	TOTAL	Alpha kronbach
Total	7	0.856

Table (7):Reliability coefficient by Spilt –half Technique

SCOPE	TOTAL	BEFORE	AFTER
Total	7	0.938	0.939

2. Teachers' Questionnaire

The questionnaire is the main and the most efficient research instrument; it is applied in this research to collect both quantitative and qualitative data since "asking questions is an evident approach of collecting both quantitative and qualitative data from the intended sample" (Walliman, 2011: 97).

The questionnaire contains five parts. The first part is about personal information, including age, and level of education. The second one consists of 43 items, and it is about teachers' attitudes toward code-switching. The third one is about the actual use of code-switching and its functions, and it is about 20 items. The fourth part measures the frequency of using code-switching and about seven items. The last part is an open-ended question. Some of the questions of this questionnaire were designed by the researcher himself from the study context, and others were selected from previous studies like the study of Alsuhaibani, (2015) and Alenezi, (2010). Further, this questionnaire contains both open-ended questions and close-ended ones. The open-ended questions are used to allow the participants to feel free to convey and express their points of view without any borders.

To obtain extra and more illustration about the teacher's attitudes towards code-switching and its function inside EFL classroom, a questionnaire is distributed to 20 English language teachers at both universities Islamic university- Gaza and Al- Aqsa University. It is an effort to give them the chance to explain the reality and the existence of code-switching in their teaching process in classes so as to get more supporting knowledge and information. The teacher's names are kept anonymous to feel free when responding and answering the questions and only used for research

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aims. The questionnaire was distributed during the last week of observation and the collection of data took more than two weeks as the teachers were busy with lectures.

Table (8)

Number of items in each field of teacher's questionnaire

Field	Number of items
Attitudes towards using Arabic	**43**
Actual Use of Code-switching	**20**
The Frequency of using Code-switching During the Lesson	**7**
Total	**70**

Table (9)

Pearson Correlation coefficient for every item from the second field Attitudes towards using Arabic field with the total degree of this field

Item	Pearson Correlation	Sig. level
1. Teachers may employ mother tongue; Arabic for the purposes of telling jokes.	0.773	sig. at 0.01
2. Teachers should feel comfortable utilizing Arabic when expressing their discontent about class.	0.665	sig. at 0.01
3. Using both languages; English and Arabic may assist the teacher and students to boost their communication.	0.688	sig. at 0.01
4. A perfect teacher employs Arabic when teaching English language classes.	0.662	sig. at 0.01
5. Employing Arabic assists teachers to be more relaxed and less stressed.	0.838	sig. at 0.01
6. Employing Arabic aids comprehension highly.	0.691	sig. at 0.01
7. It is normal for a teacher to use his/her L1 in the classroom.	0.667	sig. at 0.01
8. Using mother tongue, Arabic, is more effective than avoiding it inside English language classroom.	0.777	sig. at 0.01
9. Using Arabic is time saving.	0.708	sig. at 0.01
10. Employing Arabic language inside classroom is a matter of quality not quantity.	0.735	sig. at 0.01
11. Teachers should utilize Arabic when advising students on how to develop their English language proficiency.	0.583	sig. at 0.01
12. Clarifying a difficult vocabulary in Arabic will consume less time.	0.451	sig. at 0.05
13. It is disturbing to switch between languages in EFL classes.	0.728	sig. at 0.01
14. Switching to Arabic allows students to comprehend new words and vocabulary better.	0.679	sig. at 0.01
15. A teacher who employs Arabic frequently in class is more approachable than the one who only utilizes English in class.	0.660	sig. at 0.01
16. It is normal for a teacher to use his native language, Arabic, in the classroom.	0.494	sig. at 0.05
17. Using Arabic helps me enjoy the lesson	0.773	sig. at 0.01
18. Learners should be free to use their L1 in the English lesson.	0.773	sig. at 0.01

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Item	Pearson Correlation	Sig. level
19. Using Arabic gives me satisfaction with my teaching.	0.705	sig. at 0.01
20. Both languages, Arabic and English, could be switched in the lesson.	0.624	sig. at 0.01
21. Complex grammar structure should be clarified in Arabic.	0.739	sig. at 0.01
22. Using Arabic more frequently inside the classroom disturbs fluency in English.	0.671	sig. at 0.01
23. Switching to Arabic in the classroom relies on the student's English level.	0.731	sig. at 0.01
24. In exams, it is better to give the instructions in Arabic.	0.535	sig. at 0.01
25. Teachers should only introduce themselves in English inside classes.	0.659	sig. at 0.01
26. Preventing Arabic inside the English class supports teachers to teach English better.	0.809	sig. at 0.01
27. Teachers who use Arabic during classes indicate lack of creativity.	0.784	sig. at 0.01
28. Using only English helps teachers to develop students' English proficiency level.	0.759	sig. at 0.01
29. Students should only use English inside classroom.	0.677	sig. at 0.01
30. Qualified teachers use only English in the classroom.	0.653	sig. at 0.01
31. Teachers should use English to present new material.	0.697	sig. at 0.01
32. Teachers should intentionally avoid Arabic in English classes.	0.436	sig. at 0.05
33. Teachers should deliver the necessary instructions and tasks, like homework, in English.	0.715	sig. at 0.01
34. I feel guilty when using Arabic in the classroom.	0.520	sig. at 0.01
35. Students comprehend English grammar very well when it is illustrated in English.	0.653	sig. at 0.01
36. To acquire and learn a new language, students should practice it all the time in the classroom.	0.728	sig. at 0.01
37. Teachers should instruct tasks in English	0.653	sig. at 0.01
38. All English language teachers should use only English in the classroom.	0.444	sig. at 0.05
39. Both Students' and teachers' should not use Arabic in the English language classroom.	0.732	sig. at 0.01
40. I feel guilty when I use Arabic in the English language classroom,	0.857	sig. at 0.01
41. To teach a new vocabulary or term perfectly, it is better to present its synonym in English.	0.690	sig. at 0.01
42. Students should use only English during classroom activities and tasks.	0.731	sig. at 0.01
43. Students who switch to Arabic in English classrooms indicate a low English proficiency level.	0.552	sig. at 0.01

r table value at df (22) and sig. level (0.05) = 0.404

r table value at df (22) and sig. level (0.01) = 0.515

Results & Data analysis

This study aimed at investigating attitudes of teachers toward Code-Switching in EFL at Gaza Universities. This section tackles the statistical analysis of the study findings as well as its statistical

significance. The researchers used different statistical tests included in the Statistical Package for the Social Sciences (SPSS) to analyze the data collected while answering the study questions.

Answers to Research Questions

Following are the analyses of the research findings in connection with the study questions.

1.Answer to the first question

The **first** research question was formulated as follows: **What are the functions of the teachers' code-switching in the class?**

To answer this question, the researcher used the frequencies, the sum of responses, means, std. deviation, and the % weight and rank of each item from the questionnaire. (Table 15)

Table (15)

The sum of responses, means, std. deviation, % weight and rank of each item from the second scope of the questionnaire

No.	items	Sum	Mean	Std. Deviation	% weight	rank
1	I use code-switching to explain difficult concepts.	131	4.517	1.243	90.34	1
2	I use code-switching to introduce new material.	80	2.759	1.244	55.17	17
3	I use code-switching to manage students' behaviour.	78	2.690	0.930	53.79	19
4	I use code-switching to tell jokes to learners.	90	3.103	0.860	62.07	7
5	I use code-switching for assessment details and class outlines.	93	3.207	1.114	64.14	5
6	I use code-switching to advise students on how to develop their English more effectively.	89	3.069	0.961	61.38	10
7	I use code-switching to present the instructions about exercises or homework.	89	3.069	1.163	61.38	11
8	I use code-switching to examine understanding.	85	2.931	1.307	58.62	14
9	I use code-switching to compliment in order to motivate them.	96	3.310	1.228	66.21	3
10	I use code-switching to carry out small-group work	93	3.207	1.114	64.14	6
11	I use code-switching to define new vocabulary items.	81	2.793	0.861	55.86	16
12	I use code-switching to clarify the relation between both languages, English and Arabic.	83	2.862	1.060	57.24	15
13	I use code-switching to illustrate complex grammar structure.	75	2.586	1.268	51.72	20
14	I use code-switching more with lower level students.	94	3.241	1.354	64.83	4
15	I use code-switching in order to save time.	90	3.103	1.113	62.07	8
16	I intentionally avoid code-switching during lessons	89	3.069	1.100	61.38	12
17	In official exams, I deliver the instruction in Arabic.	79	2.724	1.066	54.48	18
18	I permit students to use code-switching while talking about topics related to daily life matters.	87	3.000	1.102	60.00	13
19	I use code-switching to make students feel free and confident.	89	3.069	1.223	61.38	9

No.	items	Sum	Mean	Std. Deviation	% weight	rank
20	I use code-switching synonyms to explain difficult vocabulary.	111	3.828	1.136	76.55	2
		1802	**62.138**	**17.223**	**62.14**	

Table (15) shows the percentage of the different CS functions for teachers. The first item which states "I use CS to translate and explain difficult concepts" ranked first and most frequently used with (90.34 %). To convey meaning was also a category used frequently with (76.55 %). Praise students to motivate them (66.21 %) and I use code-switching more with lower-level students with (64.83 %).

Table (16)
The sum of responses, means, std. deviation. And the % weight and rank of each item form of scope of the observation

No.	items	Sum	Mean	Std. Deviation	% weight	rank
1	Translation	43	3.583	0.900	71.67	1
2	Discipline	31	2.583	1.084	51.67	6
3	Task instruction	32	2.667	1.435	53.33	5
4	Solidarity	35	2.917	1.240	58.33	3
5	Grammar explanation	29	2.417	0.996	48.33	7
6	To convey meaning	38	3.167	1.337	63.33	2
7	Procedural matters	33	2.750	1.138	55.00	4
		241	**20.083**	**6.022**	**57.38**	

Answer of the second question:

The second question is: In teachers opinion, is Code-switching beneficial for teaching the four language skills in the Palestinian university context?

Almost all the teachers assured the plurality use of CS in their classes. The majority revealed that CS occurred among their daily practices inside the classroom. They confirmed that this linguistics behaviour is difficult to avoid in the EFL classrooms. The majority agreed that code switching is beneficial for teaching the four language skills. Also they see it as a strategy rather than an obstacle. One of the teachers stated "I think that switching to other languages is beneficial for teaching the four skills especially speaking skill, as the teacher resorts to CS when he/she feels that the students need more clarifications or explanation to reach the exact meaning of the sentence. So the teachers tend to use Arabic to translate some words or a sentence. This keeps the flow and fill the language gaps. Another teacher stated that " In my own experience in teaching English, speaking session is the best area where teachers could use the strategy of CS". Additionally, according to teachers' answers, approximately most of them share the same opinion that CS is sometimes beneficial and useful in teaching the four skills and mostly in oral sessions. Besides, the results showed that teachers tend to apply and use CS more in speaking skill, when interacting and discssuing some points with students, and this lead us to the fact that CS is a useful strategy when teaching the four skills especially the speaking skill.

Conclusions:

Based on the current study findings, the following conclusions were derived:

1. Code-switching was more efficient and dynamic and it is not a traditional strategy in teaching and learning English.

2. Code-switching gives a clear and comfortable environment for the learners and that positively supports their achievements.

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3. Code-switching boosts the learning process and gives new chances for exploring and investigating ways for understanding their roles as learners and researchers.

4. Code-switching raises the learners' motivation to learn and search and boosts their cooperation among them.

5. Code-switching assit the learning process as its functions help both learners and teachers inside EFL classroom.

Recommendations:

In the light of the study findings and conclusions, the following recommendations are put forward for the different parties involved in the English language teaching and learning process:

1. Instructors should not avoid the presence of code switching in teaching English in EFL classroom as it has many benefits to students.

2. Teacher's code switching could lubricate the pedagogical process with the students.

3. It is good to deeply investigate the student's attitudes toward code-switching in EFL classroom and this is left for further research.

4. Instructors are advised to use code-switching inside EFL classrooms as a technique and strategy of teaching and learning but not haphazardly.

5. Conduct studies based on students' attitudes toward code-switching inside EFL classrooms.

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