



Code-switching in University EFL Classes: Status, Reasons and Pedagogical Implications

Areej Nawaf Abdulkarim Alsalem^a , Hosam-Eldeen Ahmed Elsaywy^{b*} 

^a Jouf University, Saudi Arabia. Email: areejalsalem1419@gmail.com

^b Jouf University, Saudi Arabia. Email: elsawyhosam@gmail.com

Received: 02 March 2025 | Received in Revised Form: 29 April 2025 | Accepted: 01 May 2025

APA Citation:

Alsalem, A. N. A., & Elsaywy, H. E. A. (2025). Code-switching in University EFL Classes: Status, Reasons and Pedagogical Implications. *Eurasian Journal of Applied Linguistics*, 11(2), 27-42.

Doi: <https://doi.org/10.32601/ejal.11203>

Abstract

Code-switching is a prevalent phenomenon among language learners at the university level. This linguistic process occurs due to multiple reasons, and is also influenced by a range of factors, such as sociolinguistic elements and language proficiency. The main purpose of the current study is to examine the status, the reasons and the pedagogical implications of code-switching in EFL Classes at Jouf University in Saudi Arabia. The researchers employed a mixed qualitative/ quantitative analysis using two questionnaires (one for faculty members and the other for students) and an observation checklist. A sample of 34 faculty members and 59 students from different levels at Jouf University responded to the questionnaires, and the observation checklist was applied to random classes in four tracks of English Program: literature, linguistics, applied linguistics and translation. The results of the study showed that code-switching is often used by students and faculty members for a range of both pedagogical and conversational purposes. From faculty members' point of view code-switching is necessary in solving problems and difficulties for students, as it makes students feel comfortable and less stressed during lectures; it also increases solidarity among faculty members and students. Whereas the most common reasons for students' use of code-switching is to avoid misunderstanding during speaking with their professors.

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Keywords: Code-Switching, EFL, University, Pedagogical Implications.

Introduction

Code-switching has become a common phenomenon that can be observed especially in multilingual and multicultural societies. Code-switching appears when speakers of a specific language are exposed to another language for a long period of time. Code-switching is defined as an alternate use of two languages or more than two languages in the same conversation (Tabassum, Rafique, Akram, & Khan, 2020). It must be noted that code-switching not only occurs between languages but also occurs between varieties within the same language. Eyato (2018) states that as a result of the globalization era and technology development, it has become difficult to escape from using two or more languages in everyday conversations, and also in classroom conversations. Alnefaie and Gupta (2024) argue that language serves as a fundamental means of expressing thoughts, emotions, and perspectives. Effective communication relies on the appropriate use of language(s) when interacting with individuals who share a common linguistic background. In multilingual contexts, such as university classrooms in Saudi Arabia, it becomes essential for speakers - both instructors and students - to be aware of each other's linguistic competencies. In this regard, code-switching emerges as a significant communicative strategy that facilitates understanding, bridges linguistic gaps, and fosters effective interaction among all participants within the academic environment. According to Gulzar (2010) there are eleven functions

*Corresponding Author

Email: elsawyhosam@gmail.com

DOI: <https://doi.org/10.32601/ejal.11203>

of code switching: clarification, giving instructions effectively, translation, socializing, linguistic competence, topic shift, ease of expression, emphasis, checking understanding, repetitive functions and creating a sense of belonging. Code-switching is used by students of English as a foreign language for four main goals: searching for equivalence, meaning clarification, following task procedure, and emotional expression (Er & Özata, 2020). There are three types of code-switching: intra-sentential, inter-sentential, and tag switching (Sahib, Mursyid, Kafryawan, & Nawing, 2021). According to Nurhamidah, Fauziati, and Supriyadi (2018), there are several reasons that lead to using code-switching inside classrooms; the most prominent of them is the varying level of both teachers and students, which represents a barrier that must be overcome through code-switching. As it is still a controversial issue and whether it is advisable or not to resort to code-switching in EFL classrooms, several researchers, such as Alsalami (2021) have pointed out that there is a noticeable gap in the literature concerning code-switching among bilingual Saudi speakers in particular.

The current study highlights the phenomenon of code-switching at Jouf University, Saudi Arabia, which represents a valuable academic contribution and enrichment for both linguistic and sociocultural fields, particularly because of the lack of prior research addressing code-switching in educational and social contexts within the Al-Jouf region. In addition, this study explores functions and effects of code switching and it analyses the perceptions of teachers and students of code switching. To achieve these objectives, two questions were framed: (1) What is the status of code-switching use in university EFL classes? (2) What are the reasons for using code-switching in university EFL classes? Most previous studies have generally focused on Arab bilinguals without addressing the unique sociolinguistic context of Saudi Arabia. In this regard, the current study aims to investigate the status, the reasons and the pedagogical implications of code-switching for EFL students at Jouf University, Saudi Arabia, in particular.

Literature Review

Code-switching is a strategy in which speakers communicate with each other through mixing of two or more languages in spoken and written communication to achieve better understanding among them (Çetinoğlu, 2017; Toribio & Bullock, 2012). It is also a natural process that occurs among bilingual or multilingual speakers through shifting codes with other languages among them for special purposes (Astani, Rukmini, & Sutopo, 2020; Choy, 2011), though using code-switching in EFL classrooms is a controversial issue. Some scholars believe that it is a beneficial strategy to improve student interactions in classroom activities and is an effective method of transferring knowledge to students. In this regard, many studies argue that using code-switching can be a useful tool in assisting English language teaching and learning process (Kasim, Yusuf, & Ningsih, 2019). However, other scholars believe that code-switching has some drawbacks and could affect EFL classrooms negatively.

Reasons of Using Code-Switching

Code-switching can be a useful strategy in class interaction if the aim of it is to transfer the knowledge to students efficiently and to engage and maintain students' attention (Poedjosoedarmo, Subroto, & Wiratno, 2013). Girsang (2015b) analyzed several reasons of using code-switching, namely, cognitive, pedagogical and interactional. Starting with cognitive reasons, code-switching is used for the purpose of lexical needs (Bassam, 2017; Fachriyah, 2017; Sianipar & Manik, 2018). It also clarifies unknown content or ideas and expresses the idea when a speaker lacks vocabulary and knowledge in a language (Habibah, 2015; Lismay, 2017; Novianti, 2013). As for pedagogical reasons, code-switching allows teachers to avoid misunderstanding when students do not know the equivalent terms or phrases (Abu Hait & Jaffar, 2014; Muthusamy et al., 2020; Orynbek, Gulzhan, Erik, Gaziza, & Gauhar, 2020; Sert, 2005). This plays an important role in removing the gap between students and the instructor through easy communication (Azlan & Narasuman, 2013). For the interaction purpose, it has been found that code-switching is considered as a strategy which learners' resort to, intentionally or unconsciously, interacting with their peers. Interactional reasons also include maintaining interaction with people who have different linguistic background (Nachoua, 2018); and attracting attention of listeners (Abu Hait & Jaffar, 2014; Azlan & Narasuman, 2013; Bilgin, 2019; Fahira, 2022; Orynbek et al., 2020).

There are numerous other reasons for code-switching. Azlan and Narasuman (2013) observe that code-switching is sometimes triggered when the speaker is emotionally affected. Emotional factors such as exhaustion, happiness, frustration, uncertainty, panic, shock, and so on can cause code-switching (Fahira, 2022). When the speaker is in a stable state of mind, he thinks rightly and can find appropriate expressions in the target language. However, when there is an emotional disturbance, the speaker knows exactly the word in both languages but the second language may not be available at this particular moment when the speaker has a disturbed mind (Choy, 2011; Eldin, 2014; Fahira, 2022). In this context, Nteziyaremye, Ndizeye, Nzabakirana, Benimana, and Mugisha (2024) investigate limited vocabulary in the target language as a reason for code-switching. The study employed a descriptive research design and a mixed-methods approach to examine code switching in lower secondary schools. The sample consisted of 85 participants: including students, teachers, and school leaders. The findings revealed that students resorted to using code-switching on specific topics during English language instruction to clarify meaning of specific vocabulary content.

Code-switching also helps facilitate teaching and learning processes effectively, as it helps in introducing new

vocabulary, understanding complex topics, providing translations and examples, simplifying the content, and mitigating spelling errors (Shartiely, 2016), explaining grammar rules, and lesson goals (Eyato, 2018; Fathimah, 2016; Keller, 2016; Mushtaq & Rabbani, 2016; Novianti, 2013; Zainil & Arsyad, 2021). Another educational reason of using code-switching is to emphasize a point, as it makes statements clearer, and add more force to it (Nachoua, 2018; Susanti, 2010). Code-switching is also used as a habitual experience of people (Lismay, 2017). It often occurs in fixed phrases of greeting, commands, request, invitations, expressions of gratitude and discourse markers, these fixed phrases usually occur spontaneously within a speech (Fahira, 2022; Muthusamy et al., 2020; Nachoua, 2018). In this way code-switching also helps develop communication skills (Novianti, 2013; Syafri & Amri, 2019).

Functions of Code-Switching

The main functions of code-switching between two languages in classes are to explain and summarize the lesson contents and to check efficiency of comprehension (Fachriyah, 2017; KHAIRUNNISA, 2020; Nguyen, Grainger, & Carey, 2016). Code-switching reiterates through repeating a word or phrase in another code in order to clarify, emphasize, and promote understanding. Repetition is done to align the meanings in two languages so that students could gain a better understanding of words or phrases spoken by teachers (Fachriyah, 2017; Pradina, 2020; Yankova & Vassileva, 2013). Clarification is one of the most important functions of code-switching; this happen when the teacher feels that students are not apprehending the meaning of teacher's utterance (ATONON, 2017; Pradina, 2020). Alsalami (2021) found evidence of this function of code-switching among Saudi speakers when their findings indicated that bilinguals switched between Arabic and English because they found English vocabulary more expressive and helped them to deliver their ideas clearly.

Besides, code-switching is a good strategy for conversational management in the context of teaching and learning (Rathert, 2012). It is a useful tool to achieve successful classroom teacher – student and student – student interaction (Clara Herlina, 2007; Hamdan, 2023). In addition, code-switching is also often used for the function of satisfying the different needs of learning environment such as developing rapport, solidarity and motivation among class members (KHAIRUNNISA, 2020; Nguyen et al., 2016; Pradina, 2020). Code-switching also enhances interpersonal relations, as students use it for creating humor or expressing their frustration during tasks (Hamdan, 2023), reducing students' nervousness (Fareed, Humayun, & Akhtar, 2016), building up the students' confidence and developing their identities (Nguyen et al., 2016; Yana & Nugraha, 2019). Kipchoge (2024) analyzes code switching practices among multilateral communities using a desktop research methodology through collecting data from existing resources. Results reveal that code switching helps in maintaining cultural heritage, aiding social integration, and enhancing professional advancement.

Effects of Code-Switching

As for the effects, code-switching has a positive impact in the learning and teaching processes (Mortega, 2022). It helps students to enhance comprehension, facilitate understanding difficult concepts and topics and motivates them towards learning (El-qassaby, 2012; Istifci, 2019; Memory, Nkengbeza, & Liswaniso, 2018; Promnath & Tayasanant, 2016; ZULFA, 2016). Code-switching especially helps teachers who seek to speed up the learning process, as they do not have to spend so much time trying to explain to the learners or search for the simplest words to clarify any confusion (Gustavsson & Karakitsos, 2019; Shafi, Kazmi, & Asif, 2020). To clarify this, Lainatussyifah (2022) examined the impact of code-switching on learning effectiveness using an observation checklist and semi-structured interviews with two biology teachers at SMP Fatih Bilingual School. The findings indicated that code-switching positively affected the teaching and learning process by enhancing content comprehension, increasing familiarity with terminology in both languages, improving classroom management, and facilitating the achievement of learning objectives. Moreover, code-switching helps teachers to manage the class (Hamdan, 2023; Memory et al., 2018). This happens through controlling some undesired behaviours made by students such as being noisy, talking too loudly, disturbing other students, or walking around for cheating (Kumar, Nukapangu, & Hassan, 2021).

Another positive effect of code-switching is helping students to express their thoughts, mood and emotions (Hamdan, 2023; Memory et al., 2018), as code-switching provides students with more comfortable setting in which they are able to speak freely without strict rules. Code-switching reduces students' stress by not worrying about what to say because they can switch code when they do not know how to say something. This leads to fewer language barriers when discussing subject matter (Junaidi, 2019; Memory et al., 2018). Using code-switching creates a comfortable environment in the class where information could be clarified (Cancino & Díaz, 2020), and facilitates communication among teachers and students (Nurhamidah et al., 2018). To sum up, code-switching allows students to feel relaxed. This plays an important role in enhancing the learners' psychological state which in turn enhances achieving better academic progress (ZULFA, 2016).

A few studies have also found code-switching resulting in negative effects such as hindering the acquisition of the second language (Bilgin, 2019; Fathimah, 2016; Keller, 2016); and less use of the target language (Bista, 2010; Nteziyaremye et al., 2024; Palmer, 2009). This negatively affects students' language development, and thus code-switching may become a probable barrier to learning second language and hinders achieving fluency in it (Dinoy et al., 2021). Moreover, code-switching can lead to the emergence of unhealthy use of the target language which could fossilize and become very difficult to modify later (Kumar et al., 2021; Mareva, 2016).

Another negative effect is that code-switching in second language classes does not allow students to share a common native language since students who speak a different native language will be neglected (Keller, 2016).

In addition, overuse of code-switching can affect communication between students negatively (Nurhamidah et al., 2018). It also affects students' optimization level of using English compared to the class which uses English all the time (Jingxia, 2010). If students feel that code-switching is available for all communicative functions in the class, they may deliberately overuse it even when they have the ability to express themselves in the target language. Eventually, students become less interested in using the target language and gain low proficiency (Cook, 2001; Kamal & Ramly, 2022; Sampson, 2011). Code-switching thus can also lead to a negative impact on not only the students' linguistic skill but also affective traits (Keller, 2016). Dinoy et al. (2021) stated that the teachers' frequent use of code-switching without considering if it is essential or not may become a disabling factor in the students' optimization of English and they may find it hard to comprehend and digest necessary concepts.

Student's Perceptions of Code-Switching

Students' perceptions about using code-switching varies; but they are positive to great extent. Students have positive perceptions, as they see that code-switching is very useful. Students note that code-switching helps them in building confidence and making them feel comfortable (Andriana, 2020; Hakim, Arflida, & Satriani, 2019; Nurhamidah et al., 2018). Most students believe that code-switching does not affect the learning process or academic performance negatively, but rather enriches the learning environment (Parmis, Cañete, & Oponda, 2020). It also represents a good opportunity to practice the second Language (English) in classrooms, and then helps in the maintenance of both first and second languages (Adriosh & Razi, 2019; Catabay, 2016). Code-switching helps students in improving their listening skills (Hakim et al., 2019). Students think that code-switching enables them to understand the material easily, helps them increase new vocabulary, learn English faster, understand every sentence in English easily, and avoid confusion (Andriana, 2020; Hakim et al., 2019; Leoanak & Amalo, 2018; Yana & Nugraha, 2019).

Ezeh, Umeh, and Anyanwu (2022) identify socio- linguistic functions of code switching that can help ESL students transcend from the known language to the unknown one, especially in learning complex language contents, when a quantitative methodology is employed to ascertain the efficiency of code switching as a teaching strategy. Results of the study reveal the effectiveness of code switching in the teaching and learning of English as a second language. The study proved that code-switching instilled confidence amongst students to express their language inadequacies as it also gave them the opportunity to express their understanding of language activities in the target language. It is commonly perceived that code-switching helps low proficiency students gain better comprehensions especially when giving classroom procedures (Leoanak & Amalo, 2018). According to Nur and Fitriyani (2015), students find code-switching helping them to learn English easily through listening and speaking exercises. This allows them to transfer content and communicate with their classmates and teachers. Students also note that using native language in the classroom makes learning new English vocabulary easier; it also helps them become more fluent and accurate in their English speaking and writing; and helps them understand things faster (Catabay, 2016). In addition, code-switching improves communication skills and gives those who are unable to express themselves in a single language a choice to do it.

Some students also believe that using code-switching by the teachers encourages them to participate in classroom activities (Talal, 2022); as it prevents misunderstanding between teacher and students (Hakim et al., 2019); it encourages them to speak English, dismisses confusion in the learning activity, and makes them more confident in learning English (Andriana, 2020). Students also believe that code-switching provides them with more motivation to study English through good understanding of materials (Hakim et al., 2019), which increases the students' chance for passing exams. On the other hand, a few students have negative perception of teachers' code-switching, as teachers' wrong use of code-switching affects the fluency of students and breaks momentum required for understanding (Fareed et al., 2016).

Teacher's Perceptions of Code-Switching

Mostly teachers have positive perception about code-switching, who use code-switching to teach English as a foreign language, through explaining the meaning of new words, phrases, grammar, and unfamiliar topics (Adriosh & Razi, 2019; Leoanak & Amalo, 2018; Madonsela, 2016; Mahofa & Adendorff, 2014; Nabifar & Khalilzad, 2017). The use of first language in EFL classrooms has been a matter of debate. There are two different views about this; one suggests only using the target language, while the other proposes incorporating students' first language to help them through the learning process (Chimbutane, 2013). Teachers believe that knowing one language makes learning another language easier, and transitioning from the target language to native language has no negative impact on target language learning, because learners became more active in the classroom if they were allowed to use their first language, notably when they experienced problems in speaking English in classroom interaction (Shafi et al., 2020; Zainil & Arsyad, 2021).

Teachers also see that code-switching is an effective strategy in learning English language skills in general (Kim, 2015); when it is used in class management (to maintain classroom discipline) and maintain interpersonal relations through increasing students' confidence and motivation to participate (Leoanak & Amalo, 2018; Nigatu,

2013). In this context, [Tamene and Desalegn \(2022\)](#) investigate EFL teachers' attitudes regarding the use of code-switching in EFL classrooms employing a qualitative case study design through semi-structured interviews with five English teachers who were selected from two secondary schools. Results of the study find that teachers have positive attitudes towards code-switching regarding academic, classroom management and socializing purposes. Teachers also reveal that code-switching should be used in a limited, selective, and purposeful way. In addition, a few teachers show that code-switching is considered as the best way for students to help them in understanding lectures given by professors ([Songxaba, Coetzer, & Molepo, 2017](#)). Usefulness of code-switching appears also in improving interaction between teachers and students and among students in the classroom.

A few teachers who have negative perception about code-switching argue that code-switching is a sign of linguistic decay or a strategy to compensate for diminished proficiency, and the unsystematic result of not knowing at least one of the languages ([Lawrence, 1999](#); [Li, 2008](#)). These teachers do not allow students to code switch because they think that code-switching should act as a language impairment. [Cordial and Thwala \(2019\)](#) state that code-switching has a negative effect on the development of the dominated language. Code-switching also influences speaking skills of the students negatively, as uncontrolled use of code-switching may lead to poor speaking skills of students. Based on the presentation above of both perceptions of EFL students and teachers concerning code-switching, this area is still controversial, and this calls for further investigation of the issue of using code-switching in EFL classes from the viewpoint of both students and teachers in different contexts.

Methodology

Research Design

A descriptive-analytical research method was adopted to study varied factors such as sociolinguistic elements and language proficiency. Since this study examined variables like status, reasons and pedagogical implications of code-switching, a descriptive-analytical approach with a mixed qualitative/ quantitative method suited this research. Moreover, code-switching needed to be studied from both students' and faculty members' point of view to analyze its usefulness from both pedagogical and conversational purposes. This necessitated a descriptive approach as well.

Sampling

A sample of 34 faculty members, and 59 male & female students from different levels of Jouf University responded to the questionnaires of the study. The observation checklist was applied to three classes of the different tracks of English department at Jouf University: (Literature, Linguistics, Applied Linguistics and Translation).

Data Collection Instruments

The researchers used two questionnaires and one observation checklist as instruments for data collection. The questionnaire for the faculty contained 16 items while the students' questionnaire comprised 10 items. [Table 1](#) presents these details. Similarly, the observation checklist continued 6 items on various aspects of code-switching including types, frequency and reasons. [Table 2](#) summarizes these details.

Table 1: No. of Items in Each Section of the two Questionnaires.

Faculty Members Questionnaire		Students' Questionnaire	
Sections	Items	Sections	Items
1 Personal and Academic Information	4 items	Personal and Academic Information	3 items
2 Frequency of using code-switching in classroom	1 item	Frequency of using code-switching in classroom	1 item
3 Reasons for using code-switching inside the classroom	11 items	Reasons for using code-switching inside the classroom	6 items

Table 2: No. of Items in the Observation Checklist.

Observation Checklist		
Sections	Items	Aspect
1 Behavior of faculty members	3	1. Types of code-switching. 2. Frequency of code-switching usage. 3. Reasons for code-switching.
2 Behavior of students	3	1. Types of code-switching. 2. Frequency of code-switching usage. 3. Reasons for code-switching.

Data Analysis

Statistical Package for Social Sciences (SPSS version 26) was used to analyze the data. The face validity and reliability of items in the questionnaire and observation checklist were first checked by a group of experts in order to ascertain the extent to which each statement was related to the section it belonged to. A 5-point Likert scale was utilized for responding to both the instruments. The internal consistency of test instruments

was calculated through Pearson correlation coefficient and Cronbach's Alpha test.

Results

Right at the outset, demographic details were collected for the sample of the study. Table 3 and Table 4 present these details of faculty members and students respectively.

Table 3: Personal and Academic Classification of the Sample of Faculty Members.

Variable	Category	Frequency	Percentage
Gender	Male	13	38.24%
	Female	21	61.76%
Academic Qualification	Bachelor's	0	0.00%
	Master's	21	61.76%
	PhD	13	38.24%
Teaching Experience	1-10 years	14	41.18%
	11-20 years	14	41.18%
	More than 21 years	6	17.65%
Academic Rank	Lecturer	20	58.82%
	Assistant Professor	13	38.24%
	Associate	1	2.94%
	Professor	0	0.00%

Table 4: Personal and Academic Classification of the Sample of Students.

Variable	Category	Frequency	Percent
Gender	Male	3	5.36%
	Female	53	94.64%
Academic Level	1st year student	-	-
	2nd year student	-	-
	3rd year student	7	12.07%
	4th year student	51	87.93%
Number of known Languages	One	3	5.17%
	Two	52	89.66%
	Three or more.	3	5.17%

As the next step, initial versions of the questionnaires and observation checklist were submitted to a group of experts in order to ascertain the clarity and integrity of the formulation of statements. The faculty members' questionnaire in its final form consisted of (11) items with a 5-point Likert scale for the reasons of using code-switching, the students' questionnaire in its final form consists of (6) items a 5-point Likert scale for the reasons of using code-switching and observation checklist consists of (6) items. The internal consistency was calculated by calculating Pearson correlation coefficient between each phrase and the axis that belonged to it in each questionnaire as shown in Table 5. It is clear from the above table that all Pearson correlation coefficients come with high degree and the significant value less than (0.05) which indicates a high degree of validity of the internal consistency of the items of the questionnaires. To ensure of the reliability of questionnaires, Cronbach's Alpha test was used as shown in Table 6. It is concluded that the reliability coefficients value of the questionnaires was high.

Table :5 Pearson Correlation Coefficient Between Each Item and the Section They Measure.

Faculty members' questionnaire		Students' questionnaire	
N	correlation coefficient	N	correlation coefficient
1	.633**	7	.833**
2	.842**	8	.758**
3	.820**	9	.845**
4	.542**	10	.669**
5	.533**	11	.781**
6	.904**		

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

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

Table 6: Cronbach's Alpha Coefficients.

The Questionnaire	Cronbach's Alpha
The Faculty members' questionnaire	.842
The students' questionnaire	.806

Finally, to determine the length of the cells of the fifth Likert scale (lower and upper limits) used in the

study axes, the range ($5-1 = 4$) was calculated, and then divided by the number of scale cells to get the correct cell length i.e. ($4/5 = 0.80$), after that this value was added to the lowest value in the scale in order to determine the upper limit of this cell, and thus the length of the cells was determined as Strongly disagree (1-1.80); Disagree (1.81-2.60); Neutral (2.61-3.40); Agree (3.41-4.20) and Strongly agree (4.21-5.00). To answer the first research question, what is the status of code-switching used in university EFL classes? The frequency of using code-switching was measured through questionnaires of both students and faculty members as presented in Table 7.

Table 7: Frequency of Using Code-Switching in Classroom.

Response	Faculty members' response		Students' response	
	Frequency	Percent	Frequency	Percent
Always	9	26.47%	21	35.59%
Sometimes	23	67.65%	30	50.85%
Rarely	2	5.88%	6	10.17%
Never	0	0.00%	2	3.39%

Thus, it is evident that most faculty members and students sometimes use code-switching in the classroom with 67.65% for faculty members and 50.85% for students. While the percentage of those who always use code-switching reached 26.47% for faculty members and 35.59% for students, only 5.88% of faculty members and 10.17% of students rarely used code-switching. Likewise, frequency and percentage were calculated of the items of observation checklist for faculty members and students to double check the real use of code-switching inside classrooms, as presented in Table 8 and Table 9.

Table 8: Frequency of Code-Switching Usage for Faculty Members Based on the Observation Checklist.

Frequency of code-switching usage	Frequency	Percentage
Always	17	50%
Sometimes	17	50%
Rarely	0	0
Never.	0	0

It is evident that faculty members used code-switching with equal frequency (50%) as revealed from their responses to always and sometimes. This result is close to the result obtained from the questionnaire above though not identical. In the questionnaire about 6% of faculty members stated that they rarely use code-switching while based on the observation the percentage of rare use is 0. This indicates that some faculty members use code-switching more than they really think they do.

Table 9: Frequency of Code-Switching Usage for Students Based on the Observation Checklist.

Frequency of code-switching usage	Frequency	Percentage
Always	14	24%
Sometimes	16	27%
Rarely	14	24%
Never	15	25%

Table 10: Types of Code-Switching for Faculty and Students.

Types of code-switching	Faculty		Students	
	Frequency	Percentage	Frequency	Percentage
1. Inter Switching (Inter-sentential switching): a type that occurs in two different sentences in which the first sentence is in full primary language (L1), followed by a second sentence in full second language (L2) (Mohamad Khalil & Mohd Shahril Firda, 2018).	8	24%	44	75%
2. Intra Switching (Intra sentential Switching): is switching from one language variety to another at the clause, phrase, or word level within a single utterance. It involves a shift in language in the middle of a sentence, usually performed without pause, interruption or hesitation (Koban, 2013).	9	26%	15	25%
3. Tag Switching: is a type with sentence tags that precede or follow a sentence. This involves the insertion of a tag in one language into an utterance that is otherwise entirely in the other language (Girsang, 2015a).	17	50%	-	-

Table 9 shows that (75%) of the students use code-switching with different degrees while (25%) of the students never use code-switching. This is quite different from the results obtained from the questionnaire above as the percentage of students who rarely or never use code-switching increased. This could be due to the idea

that students feel under pressure when they are observed and stop talking at all or try to speak English as much as they can when there is a visitor in the class. This was observed by the researchers while applying the observation checklist. The frequency and percentage of the items related to the type of code-switching in the observation checklist for faculty members and students were also calculated. Table 10 illustrates these types with frequency of use by both faculty and students.

It is evident that tag switching is the most commonly used type of code-switching among faculty members, with a percentage of (50%) percent. Intra sentential switching followed with 26% and inter-sentential switching came last with 24%. However, 75% of students agreed that code-switching used by them is Inter-Switching whereas 25% of them agreed that code-switching used by them is Intra-Switching. None of the students had ever used tag switching. To answer the second research question, What are the reasons for using code-switching inside the university EFL classes?, weighted average, standard deviation, and the rank were calculated from the responses of the questionnaires of both faculty members Table 11 and students Table 12.

Table 11: Weighted Averages and Standard Deviation for the Faculty Members' Questionnaire.

No.	Item	Weighted Average	Std. Deviation	Rank
1	I use code-switching to convey the meaning of words to the students.	4.29	.524	2
2	Code-switching makes my students feel comfortable and less stressed during lecture.	4.18	.626	3
3	I use code-switching because it is an effective method and helps students to learn.	3.68	1.036	6
4	I use code-switching to emphasize important information.	4.18	.936	4
5	I use code-switching because it increases the students' motivation.	3.47	1.134	8
6	I use code-switching because it increases the students' active participation in the classroom.	4.00	.921	5
7	I usually code switches to increase solidarity with my students.	3.44	1.021	9
8	I use code-switching If I find it difficult for students to understand information.	4.41	.500	1
9	I use code-switching to enhance relationships between myself and students.	3.29	1.268	10
10	Without code-switching the class becomes monotonous for the students.	3.29	1.244	11
11	Code-switching helps me to make the class livelier and more enjoyable.	3.65	1.178	7
General weighted average		3.81	0.94	

It is evident that the general weighted average of the reasons for using code-switching inside university EFL classes for the faculty was (3.81) and the standard deviation was (0.94) low value, which indicate homogenous opinions of the study sample on the items. In the first rank came item (8): (I use code-switching If I find it difficult for students to understand information), In the second rank came item (1): (I use code-switching to convey the meaning of words to the students), In the third rank item (2): (Code-switching makes my students feel comfortable and less stressed during lecture), While in the last rank item (9): (I use code-switching to enhance relationships between myself and students). The rest of the items scored a degree of (Agree, Neutral).

Table 12: Weighted Averages and Standard Deviation for the Students' Questionnaire.

No	Statement	weighted average	Std. Deviation	Rank
1	I usually code switch when I do not know the word in English.	4.34	.807	1
2	I usually switch code to avoid misunderstanding while I am speaking with my professor.	4.05	.907	2
3	Code-switching makes me feel comfortable and less stressed during lecture.	3.88	1.044	5
4	I usually code switch when the material is difficult.	4.02	1.100	3
5	I usually code switch to make other students understand what I mean.	3.97	1.059	4
6	I usually code switch to increase solidarity with my classmates	3.34	1.292	6
General weighted average		3.93	1.03	

It is evident that general weighted average of the reasons for using code-switching inside the university EFL classes among students was (3.93), and standard deviation was (1.03) high value, which indicating different opinions of the study sample on the items except items (1&2), which showed low value, and indicated homogenous opinions of the study sample on those items. Item (1) came in the first rank (I usually code switch when I do not know the word in English, item (2) came in the second rank (I usually switch code to avoid misunderstanding while I am speaking with my professor.), While in the last rank we have item (6) (I usually

code switch to increase solidarity with my classmates). The rest of the items had a degree of (Agree).

For the open-ended question at the end of the questionnaire, (*What are other reasons of your use of code-switching?*), the responses have been organized according to their frequency as follows:

Faculty members agree that the most frequent reasons for using code-switching are:

- To let students, understand cultural terms.
- To Provide more linguistic culture and comprehensive linguistic knowledge.
- To ease the communication between the teacher and students.
- It is an updated style/approach of teaching.
- It happens naturally and sometimes I use it because I can't find the right word in the target language.
- Students who are able to code switch freely within the classroom are faced with fewer language barriers when discussing subject matter.
- Code-switching is used sometimes to attract students' attention.

Students agree that the most frequent reasons for using code-switching are:

- To avoid misunderstanding and sometimes of momentary tension I forget the word in English and go back to my mother tongue.
- For faster communication.
- To freely express opinion about something.
- To Communicate information in an easier and clearer way.
- Often our teachers use their mother tongue in speaking and explaining a lot, so it is easier to respond to them like this.
- Some new or compound terms are difficult to understand.
- Difficulty of some words in the English language.
- Some words have no English translation.

To obtain more insight into the reasons for code-switching the items related to the reasons in the observation checklist were analyzed, as presented in [Table 13](#) (students) and [Table 14](#)(faculty).

Table 13: Reasons of Using Code-Switching for Students Based on the Observation Checklist.

Reasons of using code-switching	Frequency	Percentage
Use code switch when the student does not know the word in English.	14	24%
Use code switch to avoid misunderstanding while the student speaking with professor.	15	25%
To avoid misunderstanding while discussing topics with classmates.	30	51%

It is evident that (51%) of students use code-switching to avoid misunderstanding, (24%) of students use code-switching when they do not know the word in English and (25%) of students use code-switching to avoid misunderstanding while they speak with their teachers. This is compatible with the results of the questionnaire to a great extent.

Table 14: Reasons of Code-Switching for Faculty Members Based on the Observation Checklist.

Reasons of code-switching	Frequency	Percentage
Use code-switching to convey the meaning to the students.	17	50%
Use code-switching to make students feel comfortable in the classroom.	7	21%
Use code-switching when it is difficult to simplify what the faculty members want to say using target language.	3	9%
Use code-switching because it is an effective method for students to learn.	3	9%
Use code-switching to add emphasis.	1	3%
Code-switching helps faculty members to make class livelier and more enjoyable.	3	9%

It is evident that (50%) of faculty members use code-switching to convey the meaning to the students, (21%) of faculty members use code-switching to make students feel comfortable in the classroom, and (9%) of faculty members use code-switching when it is difficult to simplify what the faculty members want to say using target language, because it is an effective method for students to learn, and helps faculty members to make class more lively and enjoyable. This is compatible with the results of the questionnaire and the reasons provided in the open-ended question.

Discussion

Results of this study have shown that students achieve a greater percentage of using code-switching than faculty members in the percentage of those who always use it. This means that code-switching is in common use more among students than teachers. This corresponds with the study of [Basirat and Shafiee \(2016\)](#), which found that students always use code-switching due to the lack of vocabulary knowledge and being in an informal environment that require the students to use language for different purposes. Results also reveal that faculty

members strongly agree that one of the reasons for using code-switching is when they find it difficult to explain a topic to students. In addition, faculty members agree that code-switching makes students feel comfortable and less stressed during lecture. They also agree that they use code-switching because it increases solidarity among faculty members and students. Faculty members express their agreement for using code-switching to emphasize important information, and to make the class livelier and more enjoyable. They do not oppose using code-switching to enhance relationships among them and their students, nor oppose that the class becomes monotonous for the students without code-switching. This corresponds with the study of [Eyato \(2018\)](#), which stated that one reason of using code-switching is to convey meaning and be communicative in special contexts.

Moreover, results also show that code-switching is an effective method, as it helps students to learn, it increases students' motivation and promotes active participation in the classroom. This finding corresponds with the study of [Memory et al. \(2018\)](#), which reveal that code-switching increases learner participation in the classroom, which in turn is a necessary prerequisite for academic achievement and cognitive development. [Guataquira Ortiz \(2018\)](#) concludes that code-switching influences the students' participation, as it has a positive role in it as well, in addition using code-switching must be a tool for teachers to encourage student learning, promote participation, and facilitate student opinions with the teacher and their classmates.

The results also reveal that one of the most common reasons for using code-switching is to convey the meaning of words to the students. This corresponds with the study of [Rahmat, Othman, and Unin \(2019\)](#), which indicate that a speaker uses code-switching if he/she does not know the word in the target language. It is also used to provide clarity in meanings. This finding differs from the study of [Astuti \(2020\)](#), which noted that the reasons for code-switching were to discuss a particular topic, to signal a change of dimension, to signal group membership, and to show affective functions. Results also show that students see that code-switching is required when they do not know a word in English. They express that code-switching is useful to avoid misunderstanding while they speak with their faculty members; it also makes students feel comfortable and less stressed during lecture, to make other students understand what their colleagues mean. Students also do not oppose using code switches to increase solidarity with their classmates. The results also reveal that code-switching is mainly used by students when the material is difficult. This finding corresponds with the study of [Mustafa and Hussein \(2011\)](#), which found that code-switching is mainly used in EFL classes to facilitate the most complicated points of grammar and vocabulary and to simplify the sophisticated ideas of reading texts.

In response to the open-ended question about other reasons for using code-switching, faculty members noted that reasons for using code-switching include letting students understand cultural terms, to attract students' attention, and ease the communication between the teacher and student. It is also an updating approach of teaching. In addition, faculty members use code-switching when they cannot find an alternative word for some English term in Arabic. Students also use code-switching freely within the classroom in order to face fewer language barriers when discussing subject matter. Other reasons for using code-switching for students included to facilitate communication and avoid misunderstanding, finding difficulty in some English words, or when some words have no English translation, or when some new terms are difficult to understand.

Conclusion

The findings of the study indicate that code-switching is a good strategy, as it highlights significant information and clarifies information for students in an efficient way. It also helps learners to understand meaning of words and ultimately helps them to improve their English. In addition, code-switching is creative and could be a strategy that teachers use for facilitating learning for students with low English proficiency in classrooms. This study investigated status, reasons and pedagogical implications of code-switching in university EFL classes. As for the reasons of code-switching, the findings revealed that the most common reasons for using code-switching from faculty members' point of view are solving problems and difficulties for students to understand information, making students feel comfortable and less stressed during lecture, increasing solidarity among faculty members and students, emphasizing important information, and making the class livelier and more enjoyable. Faculty members also see that code-switching is an effective method, as it helps students to learn, increases the students' motivation and active participation in the classroom.

The findings of students' questionnaire showed that the reasons for using code-switching from students' point of view are keeping away of misunderstanding of any word in English, avoiding misunderstanding while they are speaking with their faculty members, making them feel comfortable and less stressed during lecture, and making other students understand what their colleagues mean. Finally, the results of the study showed that code-switching is usually used by students and faculty members for a range of both pedagogical and conversational purposes. The study also confirmed the importance of code-switching in TEFL process, as it adds a lot to teachers and students, it gives them many experiences about teaching and learning processes. However, the study faced some limitations that should be addressed in future research. First, the study relied mainly on self-reported data from teachers and students, which may be influenced by personal perceptions or biases. Second, the study focused on a particular region (Jouf University), which does not reflect practices in another EFL environments. Third, there is a need for further studies exploring the status and functions of

code-switching in diverse settings to enhance the generalizability and applicability of the findings across various educational contexts. Lastly, more studies are needed to know more about students' attitudes towards teachers' practices regarding code-switching.

The study presents the following recommendations. First, the phenomenon of code-switching should not be debatable according to the rules, but rather it should be adapted according to different situations and conditions. Second, teachers should provide their students with the instructions that they will employ in learning the target language. Third, educational supervisors should observe TEFL teachers to make sure that students use the target language as the dominant language in the class while allowing a space for code-switching when needed. Fourth, incorporating code-switching as a legitimate pedagogical tool in teacher education programs, enabling future educators to apply it in an effective manner to enhance understanding comprehension and facilitate meaningful communication. Fifth, students and teachers should be aware of the limitations of code-switching, as unwise use of it could have long-lasting harmful subsidiary consequences. Sixth, instructional practices and classroom activities that integrate code switching effectively should be developed, such as structured discussions and collaborative projects should be introduced to promote linguistic flexibility and intercultural competence. Last, but not the least, it is necessary to enhance a positive attitude towards code-switching within academic settings by implementing flexible pedagogical policies that appreciate students' diverse linguistic backgrounds, while supporting the development of proficiency in the target language.

Acknowledgments

Heartfelt gratitude is expressed to professors: Dr. Aser Altalib, Dr Areeg Alruwaili, Dr. Wael Mahran, Dr. Abdulhameed Alenezzy for their help in validating the research tools.

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