

English-Arabic Code Switching in Jordanian EFL Teachers' Discourse

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ABSTRACT

This study draws on a case study of four Arabic-speaking EFL teachers in two Jordanian schools, and their code switching between the first language (L1) and the second language (L2) over the course of eight foreign language classes, where English was the L2 and Arabic was the L1 of the learners. It analyzed quantitatively and qualitatively the types of code switching to L1 made by female teachers in EFL classes, namely, sentential, intersentential, and intrasentential. The study also analyzed 106 EFL female teachers' responses to a questionnaire to find out the reasons for code switching to L1 in their EFL classrooms. The findings of the study revealed that teachers switch frequently to L1 in their EFL classes, and their switches vary in terms of type depending on the students' English language proficiency level. The study also revealed that teachers switch from L2 to L1 to perform a number of functions. Implications for EFL teaching are drawn.

Keywords: Code Switching, Classroom Setting, Language Proficiency, Teachers' Attitudes.

INTRODUCTION

Code switching is a universal sociolinguistic phenomenon. For years, it has been the center of many sociolinguistic studies that attempted to explain the concept of code switching (e.g. Myers-Scotton, 1992; Myers-Scotton, 2004). It occurs among bilingual, multilingual individuals, or people who have some knowledge about other languages. Individuals' language choice depends on the linguistic and social environment (Preston, 1989). In the early 50's, this phenomenon was considered to be a sub-standard use of language, which means that an individual who switches was considered to be not well-educated (Weinreich, 1953). However, this attitude about code switching changed through the years. Now, it is considered to be a natural act made by bilinguals and multilinguals (Brice and Brice, 2009). Since this phenomenon is considered universal, it is no wonder that it occurs in the speech of EFL students, and

teachers whose native language is not English. In an EFL classroom, teachers are not usually aware of how and when they make code choices (Levine, 2011).

Some researchers (e.g., Muysken, 2000) used the terms code switching and code-mixing interchangeably. Although both terms share the same goals, namely, to fill linguistic gaps and express identity, there are differences between them. According to Spolsky (1998, p. 49), "Code-switches can take place between or even within sentences, involving phrases or words or even parts of words". McKay and Hornberger (1996) mentioned two types of code switching; situational code switching and metaphorical code switching. In situational code switching, the switch is in response to a change in situation, while in the metaphorical code switching, the switch has a textual function, for example, to signal a quotation, to mark emphasis or to indicate the punch line of a joke. Sometimes, the choice of language is symbolic depending on the environment of the speech (Preston, 1989). Code switching is the use of more than one language in the course of a single communicative episode (Heller, 2010). Muysken (2000) proposed that code

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switching is used for cases in which the two codes maintain their monolingual features, while code-mixing is used for cases where there is some convergence between the two languages. Spolsky (1998) explained the frequent use code-mixing among immigrants, who often "use many words from their new language in their old language because many of the people they speak to know both languages". In the present study, the term "code switching" is used to refer to the alternation between English and Arabic made by Jordanian female EFL school teachers, whether it is sentential, intersentential or intrasentential.

The present study aims to investigate code switching among Jordanian female EFL teachers to find out if they switch from English into Arabic in their EFL classes, and what types of code switching they use. It also aims to find out if grade/class level has an impact on teachers' code switching or their choice. Finally, the study attempts to find out why EFL school teachers switch from English into Arabic.

2. Literature review

2.1 Code switching in classroom setting

Some linguists and educationalists perceive code switching as being of lower status, a strategy used by weak language performers to compensate for language deficiency. Lin (1996) pointed out that this view of code switching and bilingual talk in general is not research-based. Lin added that such a view conveys little more than the speaker or writer's normative claims about what counts as standard or legitimate language. An extensive body of literature reported that code switching in the classroom is not only normal, but it is also a useful tool for learning. Cook (2001) referred to code switching in the classroom as a natural response in a bilingual situation. Furthermore, in the same study, Cook considered the ability to go from one language to another as highly desirable among learners. Moreover, in eliciting teachers' reflections on their classroom teachings, Probyn (2001) argued that code switching was the most notable

strategy used by teachers to achieve a number of communicative and metalinguistic ends. Rollnick and Rutherford's (1996) study of science classrooms found the use of learners' main languages to be a powerful means for learners to explore their ideas. The recognition to switch codes goes beyond switching between languages; it also recognizes the value of using the vernacular to allow students to draw on useful sense-making resources (Amin, 2009). Researchers see using code switching in the classroom as a "legitimate strategy" (Cook, 2001, p. 105) and although it might be disruptive during a conversation to the listener, it still provides an opportunity for language development (Skiba, 1997).

English language education is obligatory in the Jordanian schools. Children start learning English from Grade 1 at the age of 6. Teaching English in Jordan is substantial because it prompts students to learn more about other cultures and inform others about Jordan and Arab culture and heritage. It is also important because EFL learners are instrumentally motivated; they want to become language teachers or translators. Therefore, Jordanian EFL teachers have a major role in helping students learn a foreign language, and the majority of these teachers have never been to a native English speaking country. Both students and teachers sometimes switch because they lack a particular linguistic item in the target language, which is English in the present study.

2.2 Studies about code switching in classroom context

Code switching in the classroom context has attracted researchers' attention. Several researchers studied this phenomenon to see why teachers switch, and explored the functions such switches perform. For example, Adendorff (1993) investigated Zulu-English code switching made by English teachers in KwaZulu. The researcher observed classroom interactions between English learners and their teachers. The findings revealed how code switching can be an academic tool in language teaching. Furthermore, code switching might be a tool for socializing with learners.

In examining teachers' L1 use in a foreign language, Kim and Elder (2005) conducted a study about code switching made by native-speaker teachers of Japanese, Korean, German and French in foreign language classes in New Zealand. After recording three lessons for each teacher, the researchers chose only the most interactive lesson by each teacher. The results supported previous studies which indicate that teachers who teach foreign languages tend to switch to students' L1 more frequently than the target language for pedagogical functions and purposes. The researchers concluded that despite the teachers' high proficiency level of the target language, they switched to students' L1 frequently, and this affects their potential for meaningful communication in the target language.

In investigating students' first language use in two Arabic and two Hebrew classrooms, Inbar-Lourie (2010) used classroom observations, a self-report questionnaire for teachers asking them about perceptions and attitudes towards the use of L1 in EFL class and an interview for the teachers about the questionnaire. The findings revealed that the teachers' amount of L1 use is individualized. Some of the teachers did not apologize for using L1 because they believe it is a successful tool in teaching a foreign language. Other teachers rejected this idea. For example, one of them preferred to cope with the students' limited linguistic knowledge in English rather than frequently using L1.

Samar and Moradkhani (2014) investigated Persian EFL teachers' cognitive processes during their classroom code switching. An entire session of four EFL teachers' classroom practice was video-recorded, followed by an interview session in which the participants tried to recall their thoughts while watching their own performance. The results showed that eight factors were mentioned by teachers as the reasons for their code switching. According to the teachers, the most important reason was to help students improve comprehension, while the least important was teaching efficiency.

In exploring the effect of code switching on

improving English language learners' comprehension, Simasiku et al. (2015) selected twelve teachers from Caprivi to achieve the study objective. The findings revealed that teachers have a positive attitude towards code switching in classroom interaction because it achieves learning development in English. Students can answer questions better, and would feel more involved in the classroom interaction because they understand the teacher more.

Nakatsukasa and Loewen (2015) investigated the use of L1 by a teacher during focus-on-form episodes (FFE). The researchers studied the language used in a Spanish as a foreign language classroom to understand the pedagogical reasons and purposes of L1 use in a university classroom. The researchers video-taped 12 hours of classroom interaction from a Spanish class (Spanish 202) in the university. The findings of the study revealed that the use of L1 and L2 was equal when FFEs were concerned with grammar and vocabulary. However, when it was concerned with semantics, code switching was frequent. The researchers concluded that language choice might depend on the interactional patterns and the linguistic structure of both languages.

As far as studies which were concerned with the causes and attitudes of Arab teachers and learners toward code switching from English into Arabic in EFL classes, few studies examined this phenomenon. For example, Al-Naimat (2009) examined teachers' and students' reasons and attitudes toward the use of code switching in English classes in private Jordanian secondary schools. The researcher made class observation, interviewed the teachers and distributed a questionnaire to students. The results indicated that EFL teacher's code-switch to Arabic because it is easier for them to explain ideas and meanings. However, their attitude toward students' code switching showed that it might affect their oral communication in English negatively. Hadjeris (2015) studied the attitudes of EFL teachers and learners toward code switching in Algeria, and investigated the functions of such phenomenon through class recordings, and found

that it has academic and social functions in classroom interaction. Furthermore, a questionnaire was distributed to teachers and students to find out their attitudes toward code switching. The findings of the study revealed that the majority of the teachers do not accept English-Arabic code switching in their classes. They believe that it might affect the learners' acquisition of the new language. In contrast, students preferred the use of code switching in class because they could understand better.

2.3 Functions of code switching in classroom

In a classroom setting, code switching is used to perform some functions which vary according to the topic, participants, and the context. Eldridge (1996) has listed four reasons for which students code switch. Firstly, students provide an L1 equivalence of the unknown lexicon of the target language to overcome their deficiency in L2. Floor holding is a technique used by bilingual students when communicating in the target language to fill in the stopgap with words in their native language in order to maintain L2 fluency. A third reason for code switching is reiteration, which refers to emphasizing and reinforcing a message that has been transmitted firstly in L2, but then students repeat the message in L1 to convey to the teacher that the message is understood. Finally, conflict control is used to remove any misunderstanding when the exact meaning of a word is unknown.

Mattson and Burenhult (1999) investigated the functions of code switching in the classroom environment. The researchers audio-recorded and video-recorded a French class where Swedish students learn French as a second language. They concluded that teachers switch from one language to another for five reasons. First, linguistic insecurity refers to the situation when the teacher wants to control certain words in the interaction. Second, teachers sometimes switch the code when they switch the topic, such as explaining a certain aspect of language (e.g. grammar) to students. The third reason for code switching to L1 is for affective functions

to create a comfortable environment in the classroom with their students by expressing emotions and showing solidarity. To socialize is the fourth function in which teachers switch to the students' native language to establish solidarity and friendship with them. The last function of code switching is the repetitive function. After explaining something in the target language, teachers switch to the students' first language to repeat it in their native language.

Macaro (2000) suggested that teachers use L1 in order to build relationships with learners, give complex procedural instructions for carrying out an activity, control pupils' behavior, translate and check understanding, and teach grammar explicitly.

Gil and Gregg (2007) analyzed code switching made by Portuguese teachers through class observation. The results revealed that teachers code-switch extensively in their interaction with learners and the direction of code switching is mainly L2 to L1. In addition, the functions of these teachers' code switching are: (1) Marking the beginning of class (L1 to L2); (2) attracting the students' attention (L2 to L1); (3) Maintaining the planned structure of class (L1 to L2); (4) Clarifying how to understand the grammatical rules of L2 (L2 to L1); (5) Providing equivalent meaning from L1 to translate vocabulary in L2 (L2 to L1); and (6) Giving advice (L2 to L1).

Baker (2011) mentioned twelve main purposes of code switching, which are relevant to bilinguals' conversations in general. Some of these functions can be observed in the classroom environment and are relevant to teachers and students' interactions. Baker suggests that code switching can be used to emphasize a particular point, to substitute a word in place of an unknown word in the target language, to express a concept that has no equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humor into a conversation, and in some bilingual situations, code switching occurs to introduce certain

topics. Man and Lu (2006) (cited in Baker, 2011) found that in Hong Kong schools, both teachers' and students' major reason for code switching was that there was no direct translation of words between English and Cantonese. Additionally, Man and Lu found that teachers in Hong Kong schools use code switching to simplify and add humor into conversations.

Selemat (2014) explored the perceptions and beliefs of teachers and students regarding the practice of code switching, and the roles and functions of code switching in Malaysian ESL classrooms. The analysis of classroom observation data revealed that code switching is employed by both teachers and students to perform various functions. It was observed that code switching by the teachers is used mainly to facilitate students' comprehension and knowledge of target language grammar, and to mitigate the students' learning anxieties. Students, on the other hand, use code switching as a learning strategy to compensate for their limited competence in the target language.

In Pakistan, Younas, Arshad, Akram, Faisal, Akhtar, Sarfraz and Umar (2014) investigated the functions of code switching and code-mixing made by English teachers. The researchers studied these functions from the learners' perspective through the questionnaire they had to fill. The findings revealed a positive attitude towards code switching because it is helpful in overcoming linguistic difficulties among learners; it can enhance the students understanding in class while listening to the teacher; students would feel more comfortable when the teacher switches to L1 and avoid difficult vocabulary; and it can be a procedure that gradually reduces the students' linguistic errors.

Alkatheery (2014) studied the functions of code switching in EFL classrooms in Saudi Arabia. The researcher made classroom observation and interviewed the teachers to find how code switching can be a teaching method in EFL classes. She found that Saudi EFL teachers code-switch for several reasons, namely, translation, comprehension check, vocabulary

explanation, solidarity, grammar instruction, qualification, classroom management, and administrative vocabulary.

Previous research indicates a general positive attitude towards the use of code switching in language classrooms. The literature shows that low proficiency level of teachers or students is not always the main reason for switching, and that there are in fact a number of reasons why switching from L2 to L1 may occur. Teachers switch because of their linguistic insecurity, topic switch, affective functions, socializing, and repetitive functions. Teachers also switch for marking the beginning of class, getting the students' attention, maintaining the planned structure of class, clarifying how to understand the grammatical rules of L2, providing equivalent meaning from L1 for vocabulary items in L2, and giving advice. Furthermore, teachers recognize their code switching as a helpful method for overcoming linguistic difficulties among learners, enhancing the students' understanding in class so they feel more comfortable when the teacher switches to L1, checking comprehension, expressing solidarity, explaining and giving instructions, and managing the classroom.

Previous studies have also shown that few studies investigated code switching in Arabic language classrooms (Al-Naimat, 2009; Alkatheery, 2014; Hadjeris, 2015). Research also indicated that some code switches take place probably because of the proficiency level of the learners, but none of them included this as a variable in their studies. Therefore, in addition to exploring the types of switches that occur in Jordanian EFL teachers' classroom discourse, and the reasons for code switching, the present research aims to examine the effect of class or grade level on the teachers' code switching. The findings of the previous research show that English teachers came into an agreement that they switch to their L1 for pedagogic reasons, and that teachers are aware of their use of code switching (Kim and Elder, 2005; Al-Naimat, 2009; Nakatsukasa and Loewen, 2015; Samar and Moradkhani, 2014). These

studies have shown the bright side of code switching. Accordingly, the findings of the present study are important because it aims to help Jordanian teachers understand this phenomenon better, and raise their own awareness toward code switching and its types, and use them for pedagogical reasons. This study might also be beneficial for EFL teachers because they can learn more about the usefulness of code switching and its utilization in their classes, especially when class level plays a major role in affecting the use of the teachers' code switching.

3. Aims and research methodology

The present research aimed to investigate switching to L1 (Arabic) in an EFL classroom in Jordan. It looked at the various types of switching that occur in such a context (i.e., sentential, intrasentential and intersentential). It also explored the Jordanian female EFL teachers' attitudes toward code switching in an EFL classroom. More specifically, the study intended to address the following questions:

1. What are the types of code switching used by Jordanian EFL female teachers?
1. What is the effect of grade/class level on English/Arabic code switching?
2. Why do Jordanian female EFL teachers switch the code in their classroom?

The researchers combined both qualitative and quantitative research methods to compare classroom practices with teachers' attitudes towards code switching. In order to find out if code switching exists in the Jordanian EFL classes or not, and if we have any differences due to the students' class level, 4 English language classrooms were directly observed. Besides, a questionnaire was designed to find out the teachers' perspective regarding the causes of code switching.

3.1 Sample and data collection procedures

3.1.1 Sample

The sample consisted of 4 female English school teachers. Two teachers were selected from Al-Omariyah

Schools and the other two were from the Modern Systems Schools. Their teaching experience ranged from 4-8 years, and they taught various levels of students. The name of each teacher was substituted for a code. O-T1 and M-T1 taught grade 6 students, while O-T2 taught grade 10 students and M-T2 taught grade 9 students. They hold a BA in English language and literature. The letter O stands for the teacher working at Al-Omariyah Schools, while the letter M stands for the teacher working at the Modern Systems Schools. To examine the effect of class level on the teachers' code switching, the classes were classified into two groups. Group 1 included the two classes of grade 6, whereas Group 2 included the 9th and 10th grades. To find out the types and causes of code switching from the teachers' perspective, 106 teachers were selected from a number of schools in Amman. The four teachers whose classes were observed were included in the second sample who answered the questionnaire. Most of them hold a BA degree in English language and literature, while some of them hold an MA in English Language and Literature, TEFL or Linguistics. Regarding their experience, 42 teachers had 1-5 years of experience in teaching English, 34 teachers had 6-10 years of experience, 22 teachers had 11-15 years of experience and only 8 teachers had 16 years of experience or more.

In this study, eight English lessons from different levels were audio-recorded to analyze the use of code switching in the teachers' speech. Two lessons for each teacher were recorded. The duration of each class was about 40 minutes. The recorded classes were taught by O-T1, M-T1, O-T2 and M-T2. Based previous research related to code switching, the researchers prepared a questionnaire that aims at examining the teachers' perspective regarding the types of code switching and causes of such a phenomenon in EFL classrooms. The questionnaire was distributed to 106 English teachers from 15 different private schools in Amman. Based on the literature and their classroom observations, the researchers only include nine causes of code switching in the questionnaire. To maximize the validity of the

questionnaire, it was given to a jury of EFL experts, namely, English language supervisors and experienced English language teachers to see if it measures what it is supposed to measure. The jury's comments and suggestions were taken into consideration when writing the final draft of the questionnaire.

3.1.2 Data Analysis

For the quantitative analysis, frequencies and percentages were calculated to compare and contrast the use of code switching in both groups. Also, the questionnaire results were quantitatively analyzed to see the types of code switching that usually occur, and the main causes of code switching according to the teachers. For the qualitative analysis, the data obtained in the recordings were used in discussing the causes of code switching, and in showing how this phenomenon occurs in EFL classroom.

4. Results

4.1 Quantitative Analysis

4.1.1 Results related to question one:

What are the types of code switching used by Jordanian EFL female teachers?

The classroom observation shows that female Jordanian EFL teachers switch in their classes, and it is a one-direction code switching, i.e., English-to-Arabic. Table 1 shows the frequencies of the use of code switching in the 8 classes observed.

Table 1 shows that Group 1 switched 154 times in their 4 classes while Group 2 switched 38 times in their 4 classes, indicating that EFL teachers switch more when they are teaching low level learners because of their low English language proficiency level. The total of instances of code switching in the 8 classes is 192 instances. Norrish (1997) suggests that teacher's code-switch when the level of English used in the textbook or to be taught is beyond the learner's ability or when the teachers have exhausted the means to adjust their speech to the learner's level. Teachers switch to L1 as shown in the literature because they aim at making students comprehend better (e.g., Samar and Moradkhani, 2014).

The types of code switching used by the Jordanian EFL female teachers in both groups are presented in Table 2 and Table 3. The classroom observations revealed that the switches were: sentential, intersentential and intrasentential.

Table (1)

Frequencies of the use of code switching by Group 1 and Group 2

Group	Frequency	Percentage
Group 1 (6 th grade)	154	80.21
Group 2 (9 th and 10 th grade)	38	19.79
Total	192	100%

Table (2)

Frequencies of the use of different types of code switching made by Group 1 (6th Grade Teachers)

Type Grade	Sentential	%	Intersentential	%	Intrasentential	%	Total	
	Frequency		Frequency		Frequency		Frequency	%
6 th Grade M – T1	36	38.3	24	25.5	34	36.2	94	100%
6 th Grade O – T1	20	33.3	12	20.0	28	46.7	60	100%
Total	56	36.4	36	23.4	62	40.2	154	100%

Table 2 shows that the type of code switching which occurred most frequently by 6th grade English teachers is intrasentential code switching. Next in order is sentential code switching, and finally intersentential code switching. If individual differences were taken into consideration, it is clear that M-T1 switched from English to Arabic more than O-T1 regardless of the type of code switching, 94 and 60 instances, respectively. However, O-T1 used intrasentential code switching more than any other type of code switching. These findings are in line with previous research. For example, Poplack's (1981) finding shows that intersentential code switches occur equally as frequently as intrasentential ones (in her case, about half the data). However, Berk-Seligson (1986) in her data found that intersentential code switching played a far less important role, comprising 37 percent of the switches, leaving intrasentential switches with 63 percent

of all switches.

Table 3 shows that the most frequently used type of code switching by 9th and 10th grade EFL teachers is intersentential code switching, followed by sentential code switching. The least frequently used type is intrasentential code switching. Another significant finding in the data is that O-T2 generally code-switched more than M-T2, and she used intersentential code switching more than M-T2.

Table 2 and Table 3 show that the higher the students' grade level is, the fewer the switching instances are, and vice versa, indicating the effect of English language proficiency level of the learners on switching to L1. Teachers, due to the low proficiency level of their learners, as it was noticed, switched to Arabic to make things more comprehensible to their students.

Table (3)

Frequencies of the use of different types of code switching made by Group 2 (9th & 10th grades teachers)

Type Grade	Sentential	%	Intersentential		Intrasentential	%	Total	
	Frequency		Frequency		Frequency		Frequency	%
9 th grade M-T2	4	25.0	4	25.0	8	50.0	16	100%
10 th grade O-T2	8	36.4	12	54.5	2	9.1	22	100%
Total	12	31.6	16	2.1	10	26.3	38	100%

4.1.2 Results related to question two:

What is the effect of grade/class level on code switching?

The second research question was 'What is the effect of grade/class level on code switching?' The results of the class observation as illustrated in Table 2 and Table 3 show the frequency of code switching made by teachers of Group 1 (Grade 6) was 154 instances in 4 classes. However, the frequency of code switching made by teachers of Group 2 (Grades 9 & 10) was much less (38 instances) in 4 classes. Regarding the type of code switching used, the most used type in Group 1 was

intrasentential code switching, while the most used type in Group 2 was intersentential code switching. The least used type in Group 1 was intersentential code switching; however, the least used type in Group 2 is intrasentential code switching. These findings lead us to the conclusion that there is an inverse correlation between the teachers' use of code switching and the students' class level. If the class level is advanced, EFL teachers will code switch less and vice versa.

4.1.3 Questionnaire results

In their answers to the question about whether they

switch or not, the majority of the participant teachers - 101 out of 106 - admitted that they switch to L1 in their EFL classes, and only 5 claimed that they do not use L1 in their classes. This indicates that L1 use in a Jordanian EFL classroom is practically inevitable.

The teachers were also asked to choose the types of code switching they use in their EFL classes, viz., sentential, intersentential and intrasentential. They were asked to select more than one choice when appropriate. Table 4 shows the types of code switching used by EFL teachers according to their responses to the questionnaire items.

Table 4 shows that 82 teachers (63%) stated that code switching occurs intersententially in their speech in their English language classes, while both sentential and intrasentential code switching received lower frequencies (24), accounting for 18.5% each. This does not seem to correspond with the results of the classroom observations, which indicates that most teachers are not aware of the

types of code switching they make in their EFL classrooms. In the classroom observation, the most used type of code switching in both groups (1 and 2) was intrasentential code switching, while it was intersentential in the teachers' responses. In the four classroom observations of Group 1 (Grade 6), the teachers used intrasentential code switching more, and teachers of Group 2 (Grades 9 & 10) used intersentential code switching more. In contrast, the questionnaire shows that teachers think that they use sentential and intrasentential code switching less.

4.1.4 Results related to question three:

What are the causes of female Jordanian EFL teachers' code switching?

To answer this question, the frequency and the percentage of the teachers' responses to the questionnaire item concerning the causes of code switching are presented in Table 5.

Table (4)

Types of code switching from the teachers' perspectives

Type	Frequency	Percentage
Sentential	24	18.5%
Intersentential	82	63%
Intrasentential	24	18.5%
Total	130	100%

Table (5)

Causes of code switching according to teachers

Rank	Causes of code switching	Frequency	Percentage
5	For metaphorical reasons to build solidarity and intimate relations with students	44	12.72
9	Gap fillers	14	4.05
2	To give students the meaning of a new word	50	14.46
4	To make students understand more	46	13.29
7	To make students interact more in class.	22	6.35
8	To discipline students	18	5.2
2	To joke with students	50	14.46
6	To relate an idea to an Arabic saying	40	11.57
1	Students' level in English	62	17.9
Total		346	100%

The most significant finding in Table 5 is that teachers switch from English to Arabic because of their students' low English proficiency level, which received the highest responses (62) accounting for 17.9%, followed by "To give students the meaning of a new word", and "To joke with students" accounting for 14.46% each. In third place comes "To make students understand more" (46 responses), "For metaphorical reasons to build solidarity and intimate relations with students" and "To relate an idea to an Arabic saying" (40 responses) accounting for 13.29%, 12.75%, and 11.57% respectively. It is also noticed that "To discipline students" and "gap fillers" registered the lowest responses (18 and 14) respectively. The findings of the present research support the findings of the previous research that code switching is used in a classroom setting to perform some pedagogical functions (Kim and Elder, 2005; Al-Naimat, 2009; Nakatsukasa and Loewen, 2015; Samar and Moradkhani, 2014).

4.2 Qualitative analysis regarding causes/functions of code switching

This section provides a qualitative analysis of the teachers' responses to the questionnaire item regarding EFL teachers' reasons for code switching, along with examples taken from the data. The underlined words or phrases are the switched portions.

1- For metaphorical reasons to build solidarity and intimate relations with students

Gumperz (1992) states that metaphorical code switching involves shifts in the status of speakers or the aspects of identity emphasis, but is not associated with changes in topic or other linguistic situations in order to evoke a certain mood with respect to the other speakers. According to the Accommodation Theory, which was demonstrated by Giles, Coupland, and Coupland (1991), speakers use different language varieties to express solidarity with or social distance from their interlocutors. Sert (2005) emphasized that code switching to one's first language, when the listeners share this code, is also used

to establish a sort of intimacy among members of a bilingual community. In this respect, code switching is a tool for creating linguistic solidarity especially between individuals who share the same cultural identity. Mattson & Burenhult (1999) called this 'affective functions'. EFL teachers use code switching in their classes in order to build solidarity and intimate relations with the students. In this sense, code switching contributes to creating a supportive language environment in the classroom, which is not always a conscious process on the part of the teacher. The observation of the Jordanian EFL teachers shows that the teachers did not switch from English to Arabic because they lacked the replaced linguistic item, but they did so for affective reasons, and to express closeness and intimacy as they all, i.e., teacher and students, belong to the same ethnic group and language. The scripts below taken from the classroom observation show how the native language, Arabic, was used in the teachers' speech to express such functions.

Script 1 (Group 1 - 6th grade)

M-T1: It's delicious to have toast and butter and jelly...Peanut butter! زككي

Script 1 shows that the teacher resorted to intrasentential code switching and it shows that the teacher already knew the word "delicious", but she switched to Arabic when she said "زككي" for affective reasons, namely, to express intimacy and solidarity. Students would love to hear Arabic and using Arabic will make them relieved.

Script 2 (Group 1 - 6th grade)

O-T1: (Talking about the word hollowed) What does it mean? Away وَلَا the time of being a mother وَلَا nothing inside?

Script 2 is also an example of intrasentential code switching, and it shows that the teacher switched the conjunction "or" with "وَلَا" although she already knew the conjunction "or", which as the researchers noticed, she used several times in other utterances in the lesson.

Script 3 (Group 2 – 9th and 10th grade)

M-T2: (asking the students a question) now, صبايا, how many jobs does her husband have now?

Script 3 shows that intersentential code switching was used, and that the teacher addressed her students by “صبايا” which means “young ladies”. This Arabic word was repeatedly used by this teacher through her class. This word might have been used to express solidarity and closeness.

Script 4 (Group 2 – 9th and 10th grade)

O-T2: Sometimes you ask your child in front of the guests, for example, “Tell auntie about something”. He refuses, صح?

Script 4 also shows that intersentential code switching was used as a tag. Although the teacher used “right?” in her class several times, but she used such an Arabic expression to express closeness to the students when this word is accompanied with a smile and getting closer to the students.

2- Gap fillers

Dornyei (1995) considered the use of fillers as a communication strategy, in which L2 learner uses filling words to fill pause and to gain time to think. This gives the teacher time to think of the possible structure or language item needed. In this study, it is noticed that teachers use words or phrases in Arabic which are from outside the semantic field of English, such as “.. اللهم صل ” (Tr. Peace Be Upon Him, Prophet Mohammed), and “شوه بدي أ أوول” (What should I say?). The following are excerpts taken from the classroom observation.

Script 5 (Group 1- 6th grade)

M-T1: (attempting to remember what she wanted to say) the...eh ...eh... اللهم صل على النبي...the subject that does the action.

Excerpt 5 is sentential code switching, and it shows that the teacher used a gap filler from Arabic “ اللهم صل

”على النبي” (Tr. Peace Be Upon Him, Prophet Mohammed), which is used when someone forgets something, and tries to remember it. Using such a word and the like, teachers think that this will help them remember a language item, which they have forgotten. It is worth mentioning that this gap filler “ اللهم صل على ”, which is not used in English, has a translation in all English/Arabic dictionaries as “Peace be upon him”.

3- To give students the meaning of a new word

Brown (2006) seems to be in favor of the idea of using the native language in order to facilitate the process of learning in the classroom and harmonize different capacities regarding language competency. According to Sert (2005), code switching is a strategy to render the intended meaning. In this case, code switching is used to avoid misunderstanding. One of the uses of code switching is to help EFL learners and to make learning easier and simpler, by providing them with a meaning of a word in their native language. This saves a lot of time and effort on the part of the teacher, and it achieves the goal. When a new term is introduced to students by teachers, the potentiality of not understanding it in English might be high. Consequently, the teacher should switch to Arabic to translate the term by giving its Arabic equivalent to the students. The scripts below show how the teachers had to switch to Arabic to make sure that their students understood the new term.

Script 6 (Group 1 - 6th grade)

M-T1: (asking the student to substitute the noun with a proper pronoun). What’s the answer?

STUDENT: their house?

M-T1: We’re not talking about possessive nouns, الملكية (Tr. possessive), we’re talking about object pronouns.

Script 6 is intersentential code switching in which the teacher reminds the student that the lesson is about object pronouns, not possessive pronouns, which is a new term they have not studied yet as she mentions that later in the

lesson. This justifies why the teacher said “الملكية”, which means “possessive”, because it is a new term for the students, and they are 6th grade students so she immediately switched to Arabic to facilitate students' learning.

Script 7 (Group 2 – 9th and 10th grade)

O-T2: when you inquire about something, you ask about something. You ask to get information. Ok, what does it mean in Arabic?

STUDENT: يستفسر (Tr. Inquire)

O-T2: yes, yes, يستفسر (Tr. Inquire), yes.

Script 7 again is an intersentential code switching, which is used to facilitate learning. However, this teacher did not want, as noticed, to switch to Arabic to give the 10th grade students the meaning of the new term. Instead, she asked the students first about its meaning in Arabic, then she had to confirm the answer in Arabic.

4- To make sure that students understand.

Then and Ting (2009) found that teachers used code switching by posing a question or a comment to ensure the students' comprehension of the teacher's input, and students respond. Sometimes, teachers have to make sure that their students understand a particular linguistic item or structure. To do so, EFL teachers tend to switch to Arabic to make sure their students got the point. Scripts 8 and 9 show how EFL teachers switched to Arabic to make sure their students understood.

Script 8 (Group 1 - 6th grade)

M-T1: so, spaghetti and rice “them”. فهمتي يا نور.

STUDENT: اه يعني ما بتعتبر subject؟

M-T1: No، هون، هلا، (Tr. Now, here...) it's an object.

The script above has more than one type of code switching. The first utterance “فهمتي يا نور” (Did you get it, Noor?) is sentential code switching. The second utterance “هلا” is intersentential, and the third utterance “هون” (Tr. Here) is intrasentential. The 6th grade teacher

had to use the three types of code switching to make sure that the student understood what she was explaining.

Script 9 (Group 2 – 9th and 10th grade)

O-T2: The child is going to repeat every word he heard from your conversation with other people... and sometimes he repeats those inappropriate things in front of people and...

STUDENT: in the wrong time?

O-T2: in the wrong time! مرات الوقت يكون كثير محرج (Tr. Sometimes time is very embarrassing)...to talk about something which is not Ok.

Script 9 is a sentential code switching. Although the student was following, the 10th grade teacher also had to make sure that the rest of the students understood her point.

5- To make students more interactive in class.

De la Campa and Nassaji (2009: 755) suggest that the experienced teacher believed that “this method encouraged the students to participate more effectively in the learning process”. In the present study, it was found that Jordanian female EFL teachers switch to Arabic in order to motivate students to interact and participate more in their language class. The function of such switching was found only in Group 1 (6th grade) as illustrated below:

Script 10 (Group 1 - 6th grade)

M-T1: يلا (Tr. Come on!)

STUDENT: انا ، انا (Tr. Me, Me)

M-T1: Who's going to start? انتي جاوبتي (Tr. No. You answered!)

Script 10 shows that both utterances made are sentential code switching.

6- To discipline students

Switching to L1 in an EFL classroom is used for

disciplinary purposes. When teachers switch, they shift the frame away from the lesson content (Goffman, 1974) and take the position as a mother or elder sister who speaks to children rather than being a teacher to discipline the students and to gain students' attention. When students make noise in class, teachers have to control their behavior. It was noticed that 6th grade EFL teachers switched to Arabic when they encountered difficulty in disciplining their students, and that it was an effective way to discipline students. No instances were found in Group 2 data collected from 9th and 10th grade teachers.

Script 11 (Group 1 - 6th grade)

M-T1: (The students were talking and they were not paying attention to the teacher. The teacher shouted) “خلص!” (Tr. Enough).

Script 11 is sentential code switching. “خلص” means “enough!”, but the teacher probably thinks that disciplining the students in Arabic might have a stronger effect on students.

Script 12 (Group 1 - 6th grade)

O-T1: لا لا لا (Tr. No, No, No) sit down! 1.....2.....2??! (students still talking and wandering in class)

O-T1: !! أنا حكيت 2 (Tr. I said 2)

Script 12 shows that the teacher used intersentential code switching in “لا لا لا (Tr. No, No, No), sit down!”, then she started to count from 1 to 3 so that the students could go back to their seats, and be quiet, but they did not. Therefore, she had to switch intrasententially to Arabic “أنا حكيت 2” (Tr. I said 2), then the students became quiet.

7- To joke with students.

According to the quantitative results, this is one of the main reasons selected by teachers for code switching. Similarly, different types of code switching (sentential, intersentential and intrasentential) were found in class observation in both class levels/groups.

Script 13 (Group 1 - 6th grade)

M-T1: Italian food is good.

STUDENT: كله معكرونة (Tr. All is pasta.)

M-T1: It's delicious!

STUDENT: بحاول أعمل زي بالافلام بتخبط بوجهي (Tr. I am trying to do as in movies. It hits my face.)

M-T1: (laughs) الله يعينني عليك! (Tr. May God help me!)

Script 13 is an example of sentential code switching. The teacher jokes with her student “الله يعينني عليك!”, which means “May God help me!” The data revealed that this teacher frequently joked with her 6th grade students in Arabic to make students laugh, and it has better effect on students when said in Arabic than in English.

Script 14 (Group 2 – 9th and 10th grade)

M-T2: Let's play the hang man (writes the letter 'n' on the board)

STUDENT: narration?

M-T2: narration! بعينك! (Tr. In your eye)

Script 14 is an example of intrasentential code switching. It literally means “narration in your eye!” The teacher joked with the student because she gave the wrong answer.

Script 15 (Group 2 – 9th and 10th grade)

O-T2: Can you give me an example? (No student raised her hand)

O-T2: ...example? عادي (Tr. Normal! Okay!), example!

(Students laugh)

Script 15 is an example of intersentential code switching. “عادي” in this context means “it's okay”. As if the teacher wants to say “it's okay, it's just an example!”.

8- To relate an idea to an Arabic saying.

An idea in the English class might remind the EFL teacher of an Arabic saying that describes the same situation they are studying. According to class observation, this method was only used by Group 2

teachers (High level classes). The reason could be that older students (9th and 10th grade students) might be more familiar with Arabic sayings than 6th grade students.

Script 16 (Group 2 – 9th and 10th grade)

M-T2: You have to be strong to receive the rock. If you are weak, you will die! They say even in Arabic:

الضربة ال.....الضربة اللي ما بتكسرك تقويك

(Tr. What doesn't kill you makes you stronger.)

(students nod)

Script 16 is an example of sentential code switching since the switched part is a saying. The saying that the teacher used is similar to the English saying "What doesn't kill you makes you stronger".

Script 17 (Group 2 – 9th and 10th grade)

O-T2: Do you know mothers sometimes when they say to their kids 'so you have got a tongue then?'. What does it mean? صار لك لسان والله

Script 17 is another sentential code switching. As noticed the teacher used a complete sentence which is an Arabic popular saying to address someone who starts objecting and arguing while he/she was always silent and did not object.

9- Students' level in English.

Previous research shows that teachers resort to code switching because they want their students to understand and comprehend better (Samar and Moradkhani, 2014; Simasiku et al., 2015). In the quantitative analysis of the present study, 16.84% of the participating teachers answered "students' level in English" as their reason for code switching. This corresponds with the classroom observation where Group 1 (6th grade teachers) code-switched more than Group 2 (9th and 10th grade teachers). In other words, there is an 'inverse correlation' between the use of code switching and class level. When the class level is low (such as Grade 6), code switching is higher, and when the class level is high (Grades 9 & 10), less code switching is used.

Script 18 (Group 1 – 6th grade)

STUDENT: يا مس جيبيلنا بالامتحان أسماء بنعرفها
(Miss. Include in the exams names of people which we know!)

M-T1: أسماء عربية؟ رح أجيبلكم علي، سلمى، سارة (Tr. Arabic names? I will bring you names like Salma and Sara.)

As noticed in script 18, the students' English language proficiency level is very low because they did not use English at all while conversing with the teacher. The teacher also switched and replied in Arabic because they might not understand what she said in English. This kind of code switching is sentential.

5. Conclusion and implications

Code switching is commonplace in Jordanian foreign language teaching context. Among the 4 teachers' class observations (8 lessons), it was found that all teachers switched to Arabic in their EFL classes, and the sample of 106 teachers confirmed that they use L1 in their EFL classes, except for 5 teachers, who said that they would not use it at all.

The results of the study revealed that there is a relationship between students' English proficiency level and the teachers' use of L1 (i.e. Arabic) in their EFL classes. It was found that the 2 teachers in the 4 low level EFL lessons (Group 1) used L1 more than the other 2 teachers 4 high level EFL lessons (Group 2). This indicates that there is an impact of English language proficiency level on code switching. The higher the EFL learners' proficiency level is, the lesser code switching occurs, and vice versa.

The findings showed that teachers were sometimes conscious of their code switching, and they switched purposefully in different patterns to perform some pedagogical functions. One of the most agreed upon reasons for code switching to Arabic is the Jordanian EFL learners' proficiency level. When the students' English level is low, teachers use L1 to make sure that their

students understand what they want, and increase students' comprehension. In general, more than 50% of the participant teachers reported that they switched to Arabic (L1) to give students the meaning of a new word as this method saved time and effort, to joke with students, and to build solidarity and intimate relationships with students.

The findings of the present study provide teachers and teaching practitioners with some insights into the use of L1 in an EFL classroom. English language learners learn best when their needs are met (Ovando & Combs, 2012). Code switching can be considered a useful strategy in classroom interaction. Most importantly, Arabic language

(L1) should be used in Jordanian EFL low level classes, say grades 5-7, in order to provide them with comprehensible input, which will ultimately lead to language acquisition. Teachers should switch to transfer the necessary knowledge to the students for better understanding. Since the use of L1 is to build solidarity and intimate relations with students, and to joke with students, code switching can be viewed as the creation of a supportive language environment in the classroom. However, one should bear in mind that teachers' use of L1 should be minimal to ensure that L2 learning is given due attention and focus.

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التحويل اللغوي عند مدرسات اللغة الإنجليزية كلغة أجنبية

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ملخص

قامت هذه الدراسة بتحليل أداء أربع معلمات أردنيات يدرسن اللغة الانجليزية كلغة أجنبية في مدرستين من المدارس الأردنية وتسجيل تحولهم اللغوي بين اللغة الأم (اللغة العربية) واللغة الأجنبية (اللغة الإنجليزية) في ثماني حصص صفية للغة الإنجليزية. وتم تحليل أنواع التحويل اللغوي كماً ونوعاً وتصنيفها أنواعها الثلاثة إلى: جملة تامة (Sentential)، وفي وسط الجملة (Intrasentential) وفي أطراف الجمل (Intersentential). كما حللت الدراسة استبانة تم إعدادها وتوزيعها على عينة مؤلفة من 106 من مدرسات اللغة الإنجليزية كلغة أجنبية في مدينة عمان لمعرفة أسباب التحويل من اللغة الإنجليزية الى اللغة العربية من وجهة نظرهم. وكشفت نتائج الدراسة عن أن المعلمين يحولون من اللغة الإنجليزية الى اللغة العربية في كثير من الأحيان داخل غرفة الصف، وأن التحولات اللغوية تختلف من حيث النوع وحسب المستوى اللغوي للطلاب. وكشفت الدراسة أيضاً عن أن المعلمات يستخدمن التحويل اللغوي لتحقيق عدد من الأهداف. وتم وضع بعض التطبيقات التربوية بناءً على نتائج الدراسة.

الكلمات الدالة: التحويل اللغوي، الغرفة الصفية، مستوى التحصيل اللغوي، اتجاهات المعلمين.

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