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Code Switching in Teaching English as a Foreign Language

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Abstract. This study addresses the issue of English-Arabic-switching in the university classroom and how the use of alternative codes might serve the learning and teaching processes. The first part of this research talks about the definition of code switching which depends on different types of systematic methods, and about code switching and code mixing and how to mix between English and Arabic inside the classroom. The second part of the research talks about what are the disadvantages and benefits of using Arabic in the classroom and how to deal with it.

Keywords: Teaching English, Code.

1. INTRODUCTION

Using two or more languages within an utterance or what linguists call code switching, is fairly common especially between two of the most used languages in the country which is the national language (Arabic) and the international language (English). Code switching is common in multilingual Asian countries such as Indonesian, where English as well as other foreign languages (EPL) are mixed in an utterance. In English Foreign Language (EFL) instruction, code switching comes into use either in the teachers' or the students' discourse. Although it is not favorite by many teachers, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use classroom discourse and will obviously lead to better of instruction by neither eliminating it or dominating its use during the foreign language instruction. So, code switching is used by the teacher in order to build radiations with the students. Skiba, (1997) underscores that code- switching can be practiced by teachers by integrating it into the activities used to teach a second language. By having students get in pairs and switch languages at pre-determined points in conversation, it helps them to learn each other's language. Teachers can also begin a lesson in one language, then switch to another language' forcing the children to listen carefully and comprehend both languages. With regard to the previous statements, Sert,(2004) explains that the functions of teacher code switching are known as topic switch, affective functions, and repetitive functions. Topic switching means that the teacher alters his or her language according to the topic being taught. This is mainly seen in grammar instruction, and the student's attention is directed towards the new knowledge . in affective functions, code switching which is practiced by the teacher to express emotions, and build a relationship between the teacher and the student in dealing with repetitive functions.

The teacher uses code switching to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension.) Code switching is practiced by the students in EFL classroom also

has many functions Sert (2004) has investigated that the functions of code switching for students are known as equivalence, floor-holding, reiteration, and conflict control. Equivalence gives the student the opportunity to communicate without gaps because of incompetence. Floor-holding is used when a student cannot remember a word and uses their native language ato void a break in communication. Reiteration helps the student to become more competent in the language they are trying to learn. Conflict control may be used to avoid misunderstanding when a child does not use a correct meaning communication. Based on the above statements, it can be explained that switching from one language to another language is effective in continuously establishing EFL classroom communication. The use of code switching is to serve better in English immersion setting where they provide clarification when a word or phrase is not known. The code exchange occurrences are welcomed in the class and may increase English competency if the frequency is not excessive [3]. In addition, code switching can be useful strategy in classroom interaction if the aim is to make meaning clear and to transfer the knowledge to students in a efficient international journal of Linguistics.

1.1 The early attempts

At first as we know, there are several names have experience in attempts to explain the idea of the code switching. Such as, [10], he describe the various consequences of language contact in bilingual communities. The concept of code switching returns to Hans Vogt's "Language contact"(1954).And others tried to explain the process of code switching were that of Gumperz [6] and Tim (1975), Mattson & Burenhult (1999), Redouane(2005) among many others.

1.2 selected definitions

There are many definitions of code switching depending on different types of systematic methods .One of these definitions is that of Vaies- Fallis,(1978) who studied code switching in its naturally occurring like the communities of Spanish and Engiish he said that : When there are two speaker of Engiish and Spanish are speaking and say a word, phrase, clause, or any sentence that is recognizably as an English word or phrase, they should have using code switching into English, and the same if they say Spanish words, clauses ,etc. They should have using code switching into Spanish. The other definition is by Lyons (1981- 2006-283)) he supposes that code switching occurs as a result of "a situational change in the value of one of the variables that define a domain". He means "a fairly clear functional differentiation of the two languages"

1.3 the diversity of analysis

There are four methods of analysis mentioned by Ziran and Vu Guodong(2001) [6] , they are found in literature : sociolinguistic, grammatical psychological, and conversational analyses. These are not enough since they emphasize the aspect of the CS data, So they make another method called "pragmatic approach"{ibid:44).

This sociolinguistic study examines the functions and motivations of code-switching, which is used here to mean the use of more than one language in the same conversation. The conversations studied here take place in a very particular context: one-to-one speaking sessions in a study abroad program in Marocco where English is the LI and Arabic the L2 of the students, and the opposite applies to their speaking partners. The conversations in this study are conducted in Arabic, and the study focuses on code-switching from Arabic to English in spite of whether the LI of the speaker is Arabic or English. The functions of code-switching in this study are examined from the perspective of two well-known competing sociolinguistic approaches to code-switching: (1) the markedness model (Myers-Scotton, 1993 [7], 1998; Mvers-Scotton and Bolonyai, 2001), based on micro and macro-ievels of analysis, and (2) the conversational code switching approach (Auer, 1984, 1995, 1998; Li Wei 2002), based on micro-levels of analysis. Application of the markedness model showed that marked instances of code-switching were used for a variety of functions.

1.4 Code switching and code mixing

Several scholars have attempted to define code-switching and code- mixing. Among them are Amuda (1989) [1], Atoye (1994) and Belly (1976). For instance, Hymes defines only code-switching as "a common term for alternative use two or more language, varieties of a language or even Speech styles, "while Bokamba (1989) [5] defines both concepts thus: "Code- switching is the mixing 6f words, phrases and sentences from two distinct grammatical (sub)systems across sentence boundaries within the same speech event... code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases

and clauses from a cooperative activity where the participants, in order to in infer what is intended, must reconcile what they hear with what they understand."

1.5 manifestation of language contact

The most important distinction between code-switching and digiossia by Nilep (2006) [8]'s that whereas ail codes used in code-switching are verbally communicable varieties, at least one highly codified variety in digiossia is used only for writing. However, even this defined distinction has recently been disputed by many linguists. A newly evolved variety of spoken Arabic called Formal Spoken Arabic (FSA), also referred to as Educated Spoken Arabic (ESA), is not the vernacular of a circumscribed geographical region' but nonetheless represents a real segment of the continuum of spoken Arabic variants -a supra-regional, prestige form of spoken Arabic practical as a means of communication throughout the Arabic-speaking world (Ryding, 1991). This variety also defies Ferguson's definition of digiossia for it (a) can only be learned through formal education, (b) is highly codified and grammatically complex, (b) is not represented in any formal written literature, and, yet, (c) is increasingly used by a growing sector of the community for ordinary conversation

2. THE USE OF L1 IN CLASSROOM

There are many reasons for a voiding the L1 in clasproom, the majority of English Language teaching takes place in classroom where both the students and the teacher share the same LI: The first language us often prevent from the classroom and for many good reasons, many teachers and head of department prevented the use of LI because all English speakers environment is prized since ' it actively encourages. Communication in English another reason is that the Li can easily take over if not limited whiie there are many reasons for banishing the LI from the classroom* there are also good reasons for using it what j believe is needed are clear guidelines for effective use of the LI. This is not to say that teachers do not actually use the L? every day. The 11 creeps back in, how over Lucas and Xatz {1994} report that even in English only us classrooms '"the use of the native language is so forced that it appears even when policies and assumptions reduction against it. After that while teacher organizes the class also involves a choice of language, some of the possibilities include teacher using the LI for organizing tasks. To carry out a task, the students have to understand what they have to do. A beginning English course starts with '1 look at the picture and practice the conversation, 2 learn key classroom terms, label the picture with these words, unless translated in to the LI,these instructions are unlikely to be more than words on the page.

Using the LI in the classroom depending on various types of experimental studies. One former assumption is that language teaching has many goals. A broad distinction can be mode between external goals that relate to actual. Second language (L2) use outside the classroom and internal goals that relate to the educational aims of the classroom itself (cook, 1983). The UK national curriculum for modern languages for ability to use the language effectively for purposes of practical over the past several decades considerable interest has been directed toward factors affecting the « schooling of at risk children.

Risk is a construct used to designate a high probability of poor developmental or school outcomes (Werner,1986).much re-research has explored factors that influence the tasks of teaching and learning in schobls with students' academic achievement the primary outcome of interest (e.g. Stock and May Berry 1992). During the 1950s and SOsJt was assumed that the LI influenced the obtaining of the 12, whether positively. If the 11 and L2 were similar or negatively, if they were not. This phenomenon which was called "transfer" or "Interference" if the transfer was negative has become a controversial belonged to behaviorism, as we can see in the foreword to iados' work (Lado, 1957).

Learning a second language there for constitutes a very different task from learning the first language. The basic problems arise not out of any essentia! difficulty in the features of the new language, themselves but primarily out of the new language themselves but primarily out of the special "set" created bv the first language habits. The view that transfer actually existed was challenged in the eariy 1970s Research was carried out to show that on the one hand, not all instances of transfer as predicted by contrastive analysis took place (Ravem,1978) and on the other that the process of the acquisition of the L2 was very similar to that of the Li (Dulay and burt, 1973,1974) and(Krashen,1981,1982), very little chance was left for the influence of the Li upon the L2 , Nowadays, however a renewed interest is placed on the phenomenon of the language transfer as one of the strategies in the acquisition of a second language. Since Michigan conference on language transfer, which was held in 1981, several new theories have emerged and new terms have been put to substitute the word "transfer" Kellerman and sharwood smith (1986) for instance use the term "cross linguistic influence". This article is concerned with the use of English and indigenous language in creating contexts for understanding primary level. Science Kenya. Through an ethnographic study of instruction in three rural school, it was found that important

ideas were more easily conveyed where teacher did not adhere strictly to the English only language of instruction policy.

Explanations of culturally foreign concept were given a Jong with concrete' familiar examples through a complex pattern of code switching, including the near exclusive use of the local language. The paper underlines the importance of sociolinguistic study of the instructional process itself for educational planning, teacher training, and others reforms that are meant to increase the educational foundation of national development.

The most highlighting one is what other scholars call lopic transformation, e.g Mattson & Burenhult: 1999; Niiep; 2000 and sert :2005} . "Mattson& Burenhult: 1999 stat that, some aspect of teaching foreign language as the language learning the rules of preferred expression in the words of the mother tongue students

It seems that the teacher has a tendency possible switch to Arabic when he likes to Audio compares the English and Arabic.

Other important elements involved in the teacher's CS of subjects in any account, including the L2 exposure reduction.

In many cases, the teacher turns to the Arabic language be Caused he believed that the topic under discussion, would not be understood clearly by his students. The other serious factor is the nature and the target of the different kinds of classroom activities. Different classroom activities on the basis of the nature and the subject of the course. For example (practical) vs theoretical path based on certain types of activity, including how to listen to the pronunciation when students.

Watch some of the video from recorded lectures, listen to many audio Recordings.

3. THE REASONS OF USING ARABIC LANGUAGE

1. To explain particular difficult terms.
2. To make students keep their attention in the classroom.
3. Creating a friendly atmosphere. ,
4. Maintain the students-teacher solidarity.
5. To show discipline.
6. To make the students understand him.
7. To make the students share their activities.
8. To scolding the irregular students in the classroom.
9. To make the idea clear to the students in the right way.

4. CONCLUSION

One of the aims of the present study was to investigate when and why teachers code-switch. The teachers tended to code-switch in those situations that are most represented in earlier research such as grammar instructions and in one-to-one situations. It is not very likely that their code- switching pattern is due to them having read this research but it does show that the teachers' experiences conform to what researchers have found in other teachers' teaching. Two of the teachers generally code-switched in order to clarify their teaching, whilst one of the teachers mainly switched for social reasons or due to his shortcomings in 12 proficiency. When it came to the students, they preferred a combination of Arabic and English in situations such as grammar explanations and test instructions. In one-to-one situations and grade discussions they preferred Arabic. Moreover, they tended to want their teacher to make them speak more English. There was a consensus between the teachers' and the students' views when it came to in what areas the teachers code-switched. A remarkable fact though, is that none of the teachers claimed to ask the students about what language they prefer in different situations. Although experience is an important asset when being a teacher, much can be learnt by asking the students what they prefer and taking their opinions into account when planning to use code-switching in one's teaching.

The area of code-switching in upper secondary school can indeed be researched further, It would be interesting to investigate the amount of unintentional code-switching among English teachers in upper secondary school and to see the extent to which their code-switching activities are planned ahead. It would also be interesting to study the teachers who are native speakers of English and see if and how they code-switch. This could be done by a combination of classroom observations and interviews.

Notes

- Skiba,(1997). Underscores that code-switching can be practiced by teachers by integrating it into the activities used to teach a second language.

- Sert,(2004). Explains that the function of teacher code switching are known as topic switch.
- Sert,(2004). Has investigated that the functions of code switching for students are known as equivalence, rioor-hoiding, reiteration, and conflict control.
- Bista,(2010). "The code exchange occurrences are welcomed in the class and may increase English competency -f the frequency is not excessive.".
- Uriel Weinreich,(1953). He describe the various consequences of language contact in bilingual communities.
- Hans vot,(1954). "Language contact"
- Gumperz (1964J/1972/1979) and Tim (1975), Mattson & Burenhult (1999), Redouane(2005). Those tried to explaining the process of code switching.
- Vales-Fall is, (1967) " When there are two speakers of English and Spanish are speaking and say a word, phrase, clause, or any sentence that is Recognizably as an English word or phrase, they should have using code Switching into English, and the same if they say Spanish words, clause, etc. They should have using code switching into Spanish"
- Lyons (1981-2006-283) "A situational change in the value of one of the variables that define a domain".
- Ziran and Yu Guodong (2001) "pragmatic approach" (ibid:44).
- (Myers-scotton, 1993, 1998; iVlyers-Scotton and Bolonyai,2001), based on micro-levels of analysis.
- Amuda (1989), Atoye (1994) and Belly (1976), have attempted to define code-switching and code-mixing.
- Bokamba (1989), "Code-switching is the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event".
- Nilep (2006). The most important distinction between code-switching and diglossia by him.
- Lucas and Katz (1994), "The use of the native language is so forced that it appears even when policies and assumptions reduction against it".
- Smith (1986) "Cross linguistic influence".
- fMattson & Burenhult (1999) "some aspect of teaching foreign language as the language learning the rules of preferred expression in the words of the mother tongue students"
- Werner,(1936). Risk is a construct used to designate a high probability of poor development or school outcomes.

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