

Evaluating the Efficacy of Code-Switching as a Strategy for Enhancing ESL Instruction

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Abstract

In this study I aim to evaluate the effectiveness of code-switching (CS) as a strategy to enhance teaching English as a second language and the usefulness of CS in enhancing students' language acquisition, comprehension, and communication skills. The study sample included 52 English language teachers at Technical and Vocational Training Corporation in different colleges. I use a mixed-methods approach, which is a content analysis method of collecting data on the use of CS, as well as a questionnaire to collect information from English teachers about their experiences with CS in enhancing language acquisition, comprehension, and communication skills. The results showed that teachers believe that CS is a useful strategy in the ESL classroom. Moreover, there was a difference in the levels of CS in the classroom, which could be attributed to differences in teachers' educational experiences, the level of the students' language acquisition they were teaching, and their teaching styles. The percentage of CS ranged from 13.5% to 25.7%, which indicates different degrees of reliance on CS as a communication tool.

Keywords: code-switching, English as a second language, first language, second language, English language teaching, Technical and Vocational Training Corporation

1. Introduction

1.1 Introduce the Problem

Code-switching (CS), the practice of alternating between two or more languages or language varieties within a single conversation or discourse, has been a topic of interest in the field of linguistics for decades. According to (Waris, 2012) In linguistics, the word *code-switching* refers to the use of more than one language or dialect in a discussion. Sometimes bilingual speakers encounter difficulties when speaking with another bilingual person, so they switch from one language to another when constructing sentences to help the other person understand. Sometimes they do this with the same language background, and it may happen repeatedly.

CS, also known as language alternation or code-mixing, is a natural, dynamic phenomenon observed when bilingual or multilingual individuals alternate between two or more languages within a single conversation or text (Auer, 1998). It occurs across diverse communities and languages worldwide, transcending geographical and cultural boundaries (Li, 2011).

In recent years, there has been increased attention on CS in the context of English as a second language (ESL) instruction. Many ESL teachers use CS as a strategy for facilitating communication and comprehension among their students (C. Baker, 2011).

Despite its widespread use, there is limited empirical research on the benefits and drawbacks of CS in the ESL classroom using lesson recordings and Technical and Vocational Training Corporation (TVTC) teachers' points of view. With this study I aim to fill that gap by exploring the effectiveness of CS as a strategy for enhancing ESL instruction. Specifically, I investigate teachers' practices and the usefulness of CS in promoting students' language acquisition.

1.1.1 Research Questions

- (1) How does code-switching affect students' language acquisition, comprehension, and communication skills in the ESL classroom?
- (2) What are the potential drawbacks of code-switching as a strategy in the ESL classroom?
- (3) What are the best practices for using code-switching as a strategy in the ESL classroom?

1.2 About Technical and Vocational Training Corporation

The TVTC is a Saudi Arabian government agency that is responsible for providing technical and vocational training programs to the country's citizens. The TVTC was established 23 March 1980, by a Royal Decree, with the aim of developing a skilled local workforce that can contribute to the country's economic development and diversification.

The TVTC has invested in new technologies and equipment to provide students with hands-on experience and practical skills that are relevant to the job market. One of the key objectives of the TVTC is to promote the employment of Saudi nationals in the private sector. It has 260 branches in different cities, 196 technical colleges for boys, 29 technical colleges for girls, and 24 partnership institutions ("the Public Association for Technical and Vocational Training," 2024).

1.3 Previous Research on the Effectiveness of Code-Switching in ESL Classrooms

The effectiveness of CS as a teaching strategy has been a subject of ongoing debate among educators and researchers. Zaini and Arsyad (2021) studied instructors' perceptions and ideas regarding effective language teaching and learning strategies in English as a foreign language (EFL) classrooms. Five teachers and their corresponding classes participated in this study of four junior high schools in Padang, Indonesia. Researchers analyzed the data from a video recording of classroom observations and an audio recording of the stimulated recall interviews with instructors using conversation analysis and stimulated recall interviews. The findings demonstrated the educational and affective purposes of the teacher's CS.

Hu et al. (2022) examined the opinions of elementary and intermediate students toward English as a CS medium in Chinese as a foreign language classes. The team used a questionnaire survey with a 5-point Likert scale and 18 closed questions and one open-ended question to collect the data. The results imply that CS is a useful teaching technique in CFL classrooms, albeit instructors should control its application when working with students of various skill levels.

The findings of a descriptive study by Shafi et al. (2020) demonstrated that the instructor's favorable opinions of CS have been continuously validated by all the information. Most of the teachers believed that knowing L1 makes learning L2 easier. If CS is employed in the classroom, complex language concepts can be reinforced.

The purpose of Nawaz and Naseem's (2023) study was to determine how CS affects learners' affective responses and ability to succeed in ESL classes. The researchers used purposive sampling to gather data for this mixed-methods study among English majors at a private institution in Pakistan using questionnaires, interviews, and field notes. According to the research, switching to L1 improves students' performance because it increases happiness, attention span, enjoyment, and confidence.

Similarly, Aldalbahy (2023) attempted to explain how Saudi female bilingual students think about CS in terms of language strength and weakness. Aldalbahy gathered data using a questionnaire and an elicited production task. Twenty-four Saudi female students from King Saud University's English department made up the survey's sample size. The participants had favorable sentiments toward the use of CS.

The comprehensive volume of Macswan J (2019) delved into the multifaceted phenomenon of CS, exploring its role in teaching and learning in bilingual classrooms. This volume serves as a valuable contribution to CS for scholars, researchers, and teacher educators in the fields of language education, multilingualism, and applied linguistics.

In a childhood context and teaching English language in math lessons, Ka and Ambarini (2022) investigated teaching math in English in Semarang's PAUD or early childhood education programs. The study demonstrated that CS is a useful tactic to enhance student interactions in classroom activities and is a successful way to impart knowledge to students in multilingual mathematics classes.

1.4 The Drawbacks of Code-Switching

CS has potential drawbacks. Although code-switching can be a valuable communication strategy, it is important to consider the potential drawbacks and strive for inclusive, balanced multilingual practices.

Fareed et al. (2016) explored how Pakistani students perceived their lecturers' CS during university English courses. The findings showed that although most students had a positive attitude toward teachers who switched codes, others felt CS limited their exposure to the language.

Wang and Mansouri (2017) examined the critical and sociopolitical nature of CS in teaching English to speakers of other languages (TESOL) by drawing from the constructs of identity, capital, and critical pedagogy. They proposed that language teachers should be aware of the sociopolitical aspects of CS and pay more attention to the multiple, fluid, and contradictory identities that students construct in classrooms.

1.5 Functions of Code-Switching in the Classroom

CS serves various functions in the ESL classroom, and its use can be influenced by a range of linguistic, social, and cultural factors. The purpose of Sampurna's (2023) study was to identify forms of CS by teachers during English class teaching and learning processes. Sampurna gathered data by observation and interview. Findings showed that the teacher employs CS to lessen either students' misinterpretations of the lesson or their inability to comprehend the English lesson being taught by the English teachers in the classroom.

Khairunnisa and Izzah (2002) discovered three uses for the CS technique: topic switch, emotive function, and repetitious function. To avoid misunderstandings, the teacher usually employed CS to help him communicate content with repeating functions.

Sadiq (2022) looked at how CS affects EFL students. Sadiq gathered data on three groups of 25 students through observation and interviews. For better analysis, Sadiq compared the observational result to the interview outcome. The result showed how lectures switch between a variety of functions, including topic explanation, question posing, comprehension assessment, and classroom management.

1.6 Classroom Audio Recordings

The utilization of classroom audio recordings as a method for analyzing instructional content has emerged as a valuable approach in educational research, offering unique insights into teaching practices and student learning experiences. For example, Bergman (2017) examined the impact of audio and video self-recording on preservice teachers' written reflections. Two hundred one participants came from the school-based (clinical) fieldwork of a secondary teaching techniques course. Both the audio group with 106 participants and the video group with 95 participants employed audio recorders to keep track of their classroom instruction throughout fieldwork placements.

2. Method

I used a mixed-methods approach in this research, combining quantitative analysis and content analysis methods. Content analysis is a research tool used to determine the presence of certain words, themes, or concepts within given qualitative data (i.e., text or video). Using content analysis, researchers can quantify and analyze the presence, meanings, and relationships of specific words, themes, or concepts (Klenke, 2016). Thus, to explore the subject from various angles and verify the validity of the study, I used both methods in this research. Consequently, I used the content analysis method to collect data on the use of CS in practice and to identify its types and functions by analyzing three ESL lessons recorded. Moreover, I used a questionnaire with TVTC English teachers in different colleges to gather information on their experiences with CS and to obtain feedback on the usefulness of CS in promoting language acquisition, comprehension, and communication skills.

2.1 Participant (Subject) Characteristics

For the questionnaire, the study sample consisted of around 52 TVTC English teachers in different colleges to gather information on their experiences with CS. Use of a questionnaire as a research tool to gather teachers' opinions has been widely employed in educational research because of its effectiveness in collecting valuable data in a systematic, efficient manner. The demographic characteristics of the teachers participating in the study were as follows:

Table 1. Demographic characteristics of teacher participants (n = 52)

	items	N	%
Gender	Female	24	46.2%
	Male	28	53.8%
Age	20–29	13	25.0%
	30–39	27	51.9%
	Above 40	12	23.1%
Experience	1–5 years	15	28.8%
	10–20 years	17	32.7%
	5–10 years	15	28.8%
	Above 20 years	5	9.6%
Level of students taught	Advanced	6	11.5%
	Beginner	30	57.7%
	Intermediate	16	30.8%

Table 1 presents the characteristics of the study's participants, consisting of 52 English language teachers from different colleges at the TVTC. The data show a slightly higher representation of male English language teachers (53.80%) compared to female teachers (46.20%). Moreover, the results indicate a relatively even distribution of English language teachers across different experience levels. The largest percentage of teachers (32.70%) have 10 to 20 years of experience, followed by teachers with 1 to 5 years (28.80%) and 5 to 10 years (28.80%) of experience. A smaller percentage of teachers (9.60%) have more than 20 years of experience.

2.2 A Questionnaire

I designed the questionnaire to consist of two parts: Part one is the Demographic Data section, and part two is about the study questions, which consists of three sections according to the questions, with a total of 37. The questionnaire included closed-ended questions on a 5-point Likert scale to facilitate data collection. I created a questionnaire that was distributed online via Google Forms.

2.3 Questionnaire Validity and Reliability

2.3.1 External Validity

I distributed the questionnaire to 52 English language teaching experts for evaluation. These experts generously shared their thoughts on the questionnaire's content, clarity of item meaning, and suitability. They also proposed changes to the item formulation that they felt were necessary to avoid misunderstandings.

2.3.2 Internal Validity

By figuring out the correlation coefficients between each item and the total number of points in each section, I used the Pearson correlation coefficient to judge the validity of the questionnaire.

2.3.3 Internal Consistency

Table 2. Results of the Pearson correlation coefficient between each item and the total score in the first section

Items	R
1. Teachers code-switch between languages in the classroom.	0.619**
2. Teachers perceive the impact of code-switching on students' language acquisition in the ESL classroom	0.522**
3. Does code-switching in the ESL classroom affect students' comprehension of English positively?	0.543**
4. Code-switching in the ESL classroom affects students' ability to communicate in English.	0.536**
5. Teachers find it easier for students to understand complex concepts when the teacher code-switches in the ESL classroom.	0.566**
6. Code-switching helps students acquire new vocabulary in English.	0.594**
7. Code-switching supports students' comprehension of complex grammar rules in English.	0.608**
8. Code-switching promotes students' confidence in using English language skills.	0.584**
9. Code-switching should be used strategically to help students overcome language barriers.	0.752**
10. Code-switching can be a valuable tool for scaffolding learning and supporting students' language development.	0.732**
11. Do teachers believe that code-switching, when used effectively, positively affects students' language acquisition, comprehension, and communication skills in the ESL classroom?	0.563**

** ($\alpha = 0.01$)

Table 3. Results of the Pearson correlation coefficient between each item and the total score in the second section

Items	R
1. Code-switching in the ESL classroom can prevent English language immersion.	0.500**
2. Code-switching can create dependency on students' native language and discourage English language use.	0.608**
3. Code-switching may lead to a lack of confidence in speaking and using English.	0.782**
4. Code-switching might limit exposure to and practice of English language skills.	0.823**
5. Code-switching can reinforce students' reliance on translation.	0.524**
6. Code-switching may cause confusion and prevent comprehension of English language structures and vocabulary.	0.755**
7. Code-switching might create a division among students based on their native languages.	0.749**
8. Code-switching can impede students' development of English language fluency.	0.836**
9. Code-switching might hinder the development of students' English language production skills.	0.841**
10. Code-switching may limit students' exposure to authentic English language use and cultural contexts.	0.794**
11. Code-switching can create a reliance on the teacher rather than encouraging independent language learning.	0.750**
12. Code-switching might disrupt the flow and rhythm of English language communication in the classroom.	0.801**
13. Code-switching can be confusing for students when transitioning between languages.	0.731**
14. Do teachers believe that code-switching in the ESL classroom has more drawbacks than benefits?	0.649**

** ($\alpha = 0.01$)

Table 4. Results of the Pearson correlation coefficient between each item and the total score in the third section

Items	R
1. Code-switching supports students' comprehension of new and difficult English vocabulary.	0.604**
2. Code-switching promotes cultural inclusivity and understanding in the ESL classroom.	0.654**
3. Code-switching encourages active participation and engagement among students.	0.759**
4. Code-switching should be used intentionally to maintain a focus on English language immersion.	0.559**
5. Code-switching should be used to encourage students to actively practice and use English in the classroom.	0.767**
6. Code-switching should be used to facilitate meaningful communication and interaction among students.	0.562**
7. Code-switching should be used to scaffold learning and gradually reduce reliance on students' native languages.	0.782**
8. Code-switching should be used to provide clear instructions and explanations in English.	0.663**
9. Code-switching should involve using students' native languages as a bridge to help them understand new English concepts.	0.738**
10. Code-switching should be used purposefully to support students' language development.	0.691**
11. Code-switching should be gradually reduced as students' English proficiency improves.	0.596**
12. Do teachers believe that code-switching, when used effectively, can be beneficial in the ESL classroom?	0.716**

** ($\alpha = 0.01$)

As Tables 2–4 show, all Pearson correlation coefficients are positive and strong, greater than 0.5, and statistically significant at a level of significance greater than 0.01, which confirms that the questionnaire statements are consistent and valid to measure what they were developed for.

2.4 Questionnaire Reliability

I calculated reliability in a manner that calculated internal consistency reliability using Cronbach's alpha.

Table 5. The results of Cronbach's alpha coefficient for the questionnaire

Item	No. of Items	Alpha Value
First section	11	0.778
Second section	14	0.932
Third section	12	0.878
Total	27	0.850

Table 5 shows that Cronbach's alpha for the entire questionnaire is 0.850, and the Cronbach's alpha coefficient for each section of the questionnaire was 0.778, 0.932, and 0.878, respectively, which are high values that indicate that the entire questionnaire is highly reliable. Thus, the researcher made sure of the credibility and validity of the questionnaire in the answers, analysis, and assumptions.

2.5 Classroom Audio Recording

I used a content analysis tool to analyze the audio recordings of three lectures delivered by three English language trainers at the TVTC. The purpose of this analysis was to identify the Arabic language words that the trainers used and the language switching between Arabic and English, according to the following pattern:

- (1) Trainer's name
- (2) Number of Arabic language words or percentage of Arabic language in the lecture

(3) Purpose of the language switching

2.6 Statistical Treatment

The researcher used a 5-point Likert scale to evaluate questionnaire responses. The results range from strongly disagree (1 point) to strongly agree (5 points). The scale is based on the level of agreement or disagreement expressed in the responses.

Table 6. Scale Correction

Relative weight	Degree of attitude	Mean
1	Strongly disagree	1.00–1.8
2	Disagree	1.81–2.6
3	Neutral	2.61–3.4
4	Agree	3.41–4.2
5	Strongly agree	4.2–5.00

3. Results*3.1 Results of the Questionnaire Analysis*

Q1. How does code-switching affect students' language acquisition, comprehension, and communication skills in the ESL classroom?

To answer this question, I surveyed teachers' opinions about a set of statements that express this question, and I calculated the frequency and percentage of their responses. I calculated the mean, standard deviation (SD), degree of agreement, and rank of those statements as follows:

Table 7. The mean, SD, and rank for the items addressing the impact of CS on students' language acquisition, comprehension, and communication skills in the ESL classroom

Items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	SD	Degree	Rank
1. Teachers code-switch between languages in the classroom.	N	8	28	12	2	1	3.77	0.82	agree	7
	%	15.4	53.8	23.1	3.8	1.9				
2. Teachers perceive the impact of code-switching on students' language acquisition in ESL classrooms.	N	7	26	13	4	0	3.69	0.82	agree	9
	%	13.5	50.0	25.0	7.7	0.0				
3. Code-switching in the ESL classroom affects students' comprehension of English positively.	N	7	32	6	5	0	3.81	0.79	agree	6
	%	13.5	61.5	11.5	9.6	0.0				
4. Code-switching in the ESL classroom affects students' ability to communicate in English.	N	10	24	7	8	2	3.62	1.08	agree	10
	%	19.2	46.2	13.5	15.4	3.8				
5. Teachers find it easier for students to understand complex concepts when they code-switch in the ESL classroom.	N	18	30	0	2	0	4.23	0.72	strongly agree	2
	%	34.6	57.7	0.0	3.8	0.0				
6. Code-switching helps students acquire new vocabulary in English.	N	11	26	6	7	0	3.75	1.00	agree	8
	%	21.2	50.0	11.5	13.5	0.0				
7. Code-switching supports students' comprehension of complex grammar rules in English.	N	23	19	7	1	1	4.25	0.78	strongly agree	1
	%	44.2	36.5	13.5	1.9	1.9				

Items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	SD	Degree	Rank
8. Code-switching promotes students' confidence in using English language skills.	N	10	22	11	4	3	3.58	1.12	agree	11
	%	19.2	42.3	21.2	7.7	5.8				
9. Code-switching should be used strategically to help students overcome language barriers.	N	21	21	5	2	1	4.12	0.95	agree	3
	%	40.4	40.4	9.6	3.8	1.9				
10. Code-switching can be a valuable tool for scaffolding learning and supporting students' language development.	N	14	27	8	1	1	4.06	0.72	agree	5
	%	26.9	51.9	15.4	1.9	1.9				
11. Teachers believe that code-switching, when used effectively and positively, affects students' language acquisition, comprehension, and communication skills in the ESL classroom.	N	13	29	8	0	0	4.08	0.65	agree	4
	%	25.0	55.8	15.4	0.0	0.0				
Mean							3.90	0.49	agree	

Table 7 shows that there is agreement among teachers regarding the impact of CS on students' language acquisition, comprehension, and communication skills in the ESL classroom. The mean score is 3.9 ± 0.49 , indicating a consensus toward agreement. This impact was expressed through 11 different items, all of which had an "agree" mean, except for two items that scored a "strong agree." The range of mean scores for these items was from 3.58 to 4.25 out of 5.

Table 7 shows that teachers' opinions indicate a positive stance on the use of CS in the ESL classroom. Teachers believe that CS can support students' comprehension, language acquisition, communication skills, vocabulary acquisition, and confidence in using English. Teachers also emphasized the importance of using CS strategically and effectively to help students overcome language barriers and scaffold their learning.

Q2. What are the potential drawbacks of code-switching as a strategy in the ESL classroom?

To answer this question, I surveyed teachers' opinions regarding a set of statements that express this question, and I calculated the frequency and percentage of their responses. I calculated the mean, SD, degree of agreement, and rank of those statements as follows:

Table 8. The mean, SD, and rank for the items addressing the potential drawbacks of code-switching as a strategy in the ESL classroom

Items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	SD	Degree	Rank
1. Code-switching in the ESL classroom can prevent English language immersion.	N	2	17	18	13	1				
	%	3.8	32.7	34.6	25.0	1.9	3.12	0.89	neutral	12
2. Code-switching can create dependency on students' native languages and discourage English language use.	N	4	18	17	11	1				
	%	7.7	34.6	32.7	21.2	1.9	3.21	0.95	neutral	10
3. Code-switching may lead to a lack of confidence in speaking and using English.	N	11	12	13	14	1				
	%	21.2	23.1	25.0	26.9	1.9	3.33	1.16	neutral	8
4. Code-switching might limit exposure to and practice of English language skills.	N	10	18	12	9	2				
	%	19.2	34.6	23.1	17.3	3.8	3.48	1.10	agree	4
5. Code-switching can reinforce students' reliance on translation.	N	13	22	11	5	0				
	%	25.0	42.3	21.2	9.6	0.0	3.85	0.91	agree	1
6. Code-switching may cause confusion and prevent comprehension of English language structures and vocabulary.	N	2	20	12	15	3				
	%	3.8	38.5	23.1	28.8	5.8	3.08	1.02	neutral	13
7. Code-switching might create a division among students based on their native languages.	N	5	18	21	5	2				
	%	9.6	34.6	40.4	9.6	3.8	3.37	0.92	neutral	6
8. Code-switching can impede students' development of English language fluency.	N	7	19	12	11	2				
	%	13.5	36.5	23.1	21.2	3.8	3.35	1.07	neutral	7
9. Code-switching might hinder the development of students' English language production skills.	N	3	22	13	14	0				
	%	5.8	42.3	25.0	26.9	0.0	3.27	0.92	neutral	9
10. Code-switching may limit students' exposure to authentic English language use and cultural contexts.	N	10	15	14	12	0				
	%	19.2	28.8	26.9	23.1	0.0	3.44	1.05	agree	5
11. Code-switching can create a reliance on the teacher rather than encouraging independent language learning.	N	9	20	12	10	0				
	%	17.3	38.5	23.1	19.2	0.0	3.54	0.99	agree	2
12. Code-switching might disrupt the flow and rhythm of English language communication in the classroom.	N	10	19	11	10	1				
	%	19.2	36.5	21.2	19.2	1.9	3.15	1.07	neutral	11
13. Code-switching can be confusing for students when transitioning between languages.	N	5	15	12	18	0				
	%	9.6	28.8	23.1	34.6	0.0	3.15	1.01	neutral	11
14. Teachers believe that code-switching in the ESL classroom has more drawbacks than benefits.	N	4	15	11	19	2				
	%	7.7	28.8	21.2	36.5	3.8	2.96	1.06	neutral	14
Mean							3.33	0.74	neutral	

Table 8 shows that there is neutral degree among teachers regarding the potential drawbacks of CS as a strategy in the ESL classroom. The mean score is 3.33 ± 0.74 , indicating a neutral degree. These potential drawbacks were expressed through 14 items, all of which had a neutral mean, except for four items that scored an "agree." The range of mean scores for these items was from 2.96 to 3.85 out of 5.

As shown in Table 8, the results of teachers' opinions on the potential drawbacks of CS in the ESL classroom reflect a mixed view. Although some concerns are expressed regarding the reinforcement of reliance on

translation, limited exposure to English language skills, and a potential reliance on the teacher rather than independent learning, there is no strong consensus among teachers on other potential drawbacks. This indicates that there are differing perspectives among teachers regarding the potential drawbacks of CS as a strategy in the ESL classroom.

Q3. What are the best practices for using code-switching as a strategy in the ESL classroom?

To answer this question, I surveyed teachers' opinions about a set of statements that express this question, and I calculated the frequency and percentage of their responses. I calculated the mean, SD, degree of agreement, and rank of those statements as follows:

Table 9. The mean, SD, and rank for the items addressing best practices for using code-switching as a strategy in the ESL classroom

Items		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	SD	Degree	Rank
1. Code-switching supports students' comprehension of new and difficult vocabulary in English.	N	10	33	8	0	0	4.04	0.59	agree	5
	%	19.2	63.5	15.4	0.0	0.0				
2. Code-switching promotes cultural inclusivity and understanding in the ESL classroom.	N	7	28	13	1	2	3.75	0.81	agree	12
	%	13.5	53.8	25.0	1.9	3.8				
3. Code-switching encourages active participation and engagement among students.	N	8	34	7	1	1	3.96	0.62	agree	8
	%	15.4	65.4	13.5	1.9	1.9				
4. Code-switching should be used intentionally to maintain a focus on English language immersion.	N	12	21	14	3	1	3.79	0.93	agree	11
	%	23.1	40.4	26.9	5.8	1.9				
5. Code-switching should be used in a way that encourages students to actively practice and use English in the classroom.	N	12	25	12	1	1	3.92	0.78	agree	9
	%	23.1	48.1	23.1	1.9	1.9				
6. Code-switching should be used to facilitate meaningful communication and interaction among students.	N	10	27	10	3	0	3.83	0.87	agree	10
	%	19.2	51.9	19.2	5.8	0.0				
7. Code-switching should be used to scaffold learning and gradually reduce reliance on students' native languages.	N	15	23	12	0	0	4.02	0.77	agree	6
	%	28.8	44.2	23.1	0.0	0.0				
8. Code-switching should be used to provide clear instructions and explanations in English.	N	18	23	9	1	1	4.13	0.76	agree	3
	%	34.6	44.2	17.3	1.9	1.9				
9. Code-switching should involve using students' native languages as a bridge to help them understand new English concepts.	N	15	27	7	1	1	4.08	0.76	agree	4
	%	28.8	51.9	13.5	1.9	1.9				
10. Code-switching should be used purposefully to support students' language development.	N	16	23	9	2	0	4.00	0.90	agree	7
	%	30.8	44.2	17.3	3.8	0.0				
11. Code-switching should be gradually reduced as students' English proficiency improves.	N	24	15	10	2	0	4.17	0.89	agree	1
	%	46.2	28.8	19.2	3.8	0.0				
12. Do teachers believe that code-switching, when used effectively, can be beneficial in the ESL classroom?	N	22	18	11	1	1	4.17	0.83	agree	1
	%	42.3	34.6	21.2	1.9	1.9				
Mean							3.99	0.52	agree	

Table 9 shows that there is agreement among teachers regarding best practices for using CS as a strategy in the ESL classroom. The mean score is 3.99±0.52, indicating a consensus toward agreement. This impact was expressed through 12 items, all of which had an agree mean. The range of mean scores for these items ranged from 3.75 to 4.17 out of 5.

Table 9 shows the teachers’ opinions on best practices for using CS as a strategy in the ESL classroom reflect a consensus among the teachers. This indicates that the teachers perceive CS as a valuable tool for enhancing language learning and creating an inclusive, supportive classroom environment.

3.2 Content Analysis Results of Classroom Audio Recording Analysis

Table 10. Results of transcribing the classroom audio content analysis according to the model used in the study for content analysis

No.	Experiences	Times	Student’s level	Number of words in Arabic or percentage of Arabic in the lecture	Purpose of the switch
No. 1	4 years	65:11	Level 2	13.5 %	<ul style="list-style-type: none"> - Give instruction - Explain meaning of new and difficult vocabulary - Teach grammar - Provide additional information - Have conversation between the teachers and people from outside the classroom - Engage in tag switching - Make sure students understand - Encourage students
No. 2	10 years	60:53	Level 3	25,7%	<ul style="list-style-type: none"> - Remind of previous information - Give instruction - Explain meaning of new and difficult vocabulary - Teach grammar - Provide additional information - Encourage students - Engage in tag switching
No. 3	2 years	49:26	Level 2	18.1%	<ul style="list-style-type: none"> - Remind of previous information. - Give instruction - Explain meaning of new and difficult vocabulary - Teach grammar - Engage in tag switching - Provide additional information - Encourage students - Give examples - Explain common mistakes in English - Allow students to participate - Have conversation between the teachers and people from outside the classroom

Table 10 shows that:

In the classrooms taught by teachers 1, 2, and 3 with 4, 10, and 3 years of experience, the percentages of CS between English and Arabic were recorded at 13.5%, 25.7%, and 18.1%, respectively. The teachers employed CS for various reasons. This suggests that the teachers relied on CS as a tool to facilitate communication, clarify concepts, and create a supportive learning environment for the undergraduate students in Level 2. Moreover, the second teacher utilized CS for various purposes. The higher percentage of CS observed could be attributed to the teacher's familiarity with effective CS techniques and their ability to adapt to the needs of Level 3 undergraduate students. In the third classroom, despite their relatively limited teaching experience, the teacher's use of CS suggests an awareness of its benefits in promoting student comprehension and active learning and in creating a supportive classroom environment. The teacher's willingness to allow student participation and address potential language difficulties through CS likely contributed to the observed percentage.

Overall, the percentage of CS ranged from 13.5% to 25.7%, indicating differing degrees of reliance on CS as a communication tool. These findings highlight the many ways in which teachers utilize CS to support student learning and create an inclusive educational environment.

4. Discussion

Through the analysis of data collected from the questionnaire, I found that teachers regard CS as a beneficial approach. These findings highlight the perceived value of CS as an instructional strategy among educators.

The study's findings are in line with previous research by Zaini and Arsyad (2021), Hu et al. (2022), Nawaz and Naseem (2023), and Zaini and Arsyad (2021). These researchers explored the pedagogical effects and effective function of CS on students' understanding. Similarly, Hu et al. (2022) investigated the role of CS in language learning classrooms and observed its effectiveness as a useful teaching technique in CFL classrooms, albeit instructors should control its application when working with students of various skill levels. Furthermore Nawaz and Naseem (2023) examined that CS is a useful teaching technique in ESL classrooms for managing vocabulary development, understanding abstract concepts, performing a challenging task, being involved in class discussions, and ensuring concept clarity. Additionally, switching to L1 improves students' performance because it increases happiness, attention span, enjoyment, and confidence.

Proponents of CS have argued that it can provide a number of benefits for ESL learners. For example, CS can help learners clarify concepts, have scaffolding for new vocabulary, and maintain engagement. Additionally, CS can help create a more natural and comfortable learning environment for ESL learners (Wang & Mansouri, 2017).

Research on the effectiveness of CS as a strategy for enhancing ESL instruction has yielded mixed results. Some studies have found that CS can be beneficial for ESL learners, whereas others have found that it can be detrimental. The effectiveness of CS may depend on a number of factors, including the proficiency level of the learners, the context of the instruction, and the skill of the teacher (Zaini & Arsyad, 2021).

To evaluate the effectiveness of CS as a strategy for enhancing ESL instruction, it is important to consider a number of factors that I seek to achieve through this research:

- (1) Proficiency level of the learners: CS may be more beneficial for low-proficiency learners who need more scaffolding and support.
- (2) Context of the instruction: CS may be more appropriate in certain contexts, such as one-on-one instruction or small-group discussions.
- (3) Skill of the teacher: Teachers who are proficient in both the target language and the learners' native language are more likely to be able to use CS effectively.

It is also important to note that CS should not be used as a crutch or a replacement for other effective teaching strategies. Teachers should use CS strategically and intentionally to support the learning of their ESL students (Narasuman et al., 2019).

Analysis of the classroom audio recordings shows that the rate of switching between codes ranged from 13.5% to 25.7%. In addition, the results of Table 7 showed that there is a positive attitude from teachers regarding the use of CS in ESL classrooms. Regardless of their experience or the academic level of their students, the result has repeatedly demonstrated that teachers rely on CS.

4.1 Benefits of Code-Switching for Learners of English as a Second Language Emerge

CS offers a potentially valuable tool for enhancing ESL classroom instruction. However, its effectiveness is contingent on several factors, including teacher expertise, balanced language use, and individual student needs.

By recognizing both the potential benefits and challenges of CS, teachers can utilize it strategically to create a supportive, stimulating learning environment for their ESL students.

Hu et al. (2022), Nawaz and Naseem (2023), and Narasuman et al. (2019) identified many benefits of CS for learners of English as a second language:

- (1) Clarifying concepts: CS can be used to clarify concepts by providing examples or explanations in the learner's native language. This can be particularly helpful for complex concepts or new vocabulary.
- (2) Maintaining student engagement: CS can help maintain student engagement by making the lesson more relatable and interesting. For example, teachers can use CS to connect the lesson to the learner's cultural experiences or interests.
- (3) Creating a natural and comfortable learning environment: CS can help create a natural and comfortable learning environment for ESL learners. This can make learners feel more at ease and less self-conscious about their language abilities.

The benefits of CS for ESL learners in previous studies are consistent with the results of this study because I found that the three teachers used CS in their classrooms to clarify concepts, explain vocabulary and grammar, provide additional information, and encourage student participation. The rate of switching between codes ranged from 13.5% to 25,7%. In addition, the results of Table 7 showed that there is a positive attitude from teachers regarding the use of CS in ESL classrooms because teachers believe that CS can support students' understanding, language acquisition, communication skills, vocabulary acquisition, confidence in using the English language, and ability to overcome problems.

4.2 Drawbacks of Code-Switching

Critics of CS have argued that it can be confusing for ESL learners and may hinder their ability to develop fluency in the target language. They have also argued that CS may perpetuate the use of native language interference and hinder the development of accurate grammar and pronunciation.

Despite the potential benefits of CS, there are some potential drawbacks to consider (Kumar, 2021; MacSwan, 2019; Nawaz & Naseem 2023):

- (1) Confusion for learners: CS can be confusing for learners, especially if it is used too frequently or inconsistently. This can make it difficult for learners to keep track of the target language. CS may also be more beneficial for low-proficiency learners who need more support and reinforcement. As learners become more proficient, they may be able to benefit less from CS and may feel more comfortable learning exclusively in the target language.
- (2) Perpetuation of native language interference: CS may perpetuate the use of native language interference, which can make it difficult for learners to fully acquire the target language. This is because CS can make it easier for learners to revert to their native languages when they encounter difficulty in the target language.
- (3) Unequal power dynamics: CS may reinforce existing power dynamics in the classroom because it can be perceived as a way for teachers to maintain control over the learning process.
- (4) Instructional context: CS may be more appropriate in certain contexts, such as individual instruction or small-group discussions. In larger classes or more formal settings, CS may not be effective and may hinder other students' learning.
- (5) Teacher skill: Teachers who are fluent in the target language and the learners' native language are more likely to be able to use CS effectively. They can also customize their use of CS according to the specific needs of their students and the context of the lesson.

Teachers' responses to the drawbacks of CS were neutral in this study. There is no clear agreement among teachers regarding other potential negatives; however, some concerns have been raised by teachers about the reinforcement of dependency on translation, limited exposure to English language abilities, and a potential reliance on the teacher rather than independent learning. This suggests that different teachers have different opinions on the possible disadvantages of using CS as an instructional approach in ESL classes.

4.3 Limitations

The following limitations were encountered during the search:

- (1) The research sample is small: The sample amounted to about 52 English teachers at the TVTC, which is a relatively small number. This may result in the results not being representative of the larger community of English teachers. If the sample had been larger, the results would have been more accurate.

(2) Lack of time: I made the audio recording of the classes at the end of the training course because I did not have enough time. Maybe if I had made it from the beginning of the class the results might have been more accurate.

(3) Limited content analyzed: There were not many audio recordings from classrooms used. Expanding the content to accommodate students' classrooms from diverse language acquisition levels, such as level one, facilitated a more thorough examination and improved comprehension of CS.

The study of CS continues to evolve, addressing contemporary issues such as social media and online communication platforms offering new contexts for CS and raising questions about its role in shaping online identities and communication styles. As research continues to explore these complex issues and their implications, understanding CS becomes increasingly crucial for educators, linguists, sociologists, and anyone interested in the multifaceted nature of language and communication.

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Appendix A

Questionnaire

Demographic Data:

- 1- Age
 - a. 20–29
 - b. 30–39
 - c. More than 40 years
- 2- Gender
 - a. Male
 - b. Female
- 3- Experience
 - a. 1–5
 - b. 5–10
 - c. 10–20
 - d. More than 20 years
- 4- Level of Students Taught
 - a. Beginner
 - b. Intermediate
 - c. Advanced

Research Questions:

- (1) How does code-switching affect students' language acquisition, comprehension, and communication skills in the ESL classroom?
- (2) What are the potential drawbacks of code-switching as a strategy in the ESL classroom?
- (3) What are the best practices for using code-switching as a strategy in the ESL classroom?

Q1. How does code-switching affect students' language acquisition, comprehension, and communication skills in the ESL classroom?

Paragraphs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Teachers code-switch between languages in the classroom.					
2. Teachers perceive the impact of code-switching on students' language acquisition in the ESL classroom.					
3. Does code-switching in the ESL classroom affect students' comprehension of English positively.					
4. Code-switching in the ESL classroom affects students' ability to communicate in English.					
5. Teachers find it easier for students to understand complex concepts when the teacher code-switches in the ESL classroom.					
6. Code-switching helps students acquire new vocabulary in English.					
7. Code-switching supports students' comprehension of complex grammar rules in English.					
8. Code-switching promotes students' confidence in using English language skills.					
9. Code-switching should be used strategically to help students overcome language barriers.					
10. Code-switching can be a valuable tool for scaffolding learning and supporting students' language development.					
11. Do teachers believe that code-switching, when used effectively, positively affects students' language acquisition, comprehension, and communication skills in the ESL classroom?					

 Q2. What are the potential drawbacks of code-switching as a strategy in the ESL classroom?

Paragraphs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Code-switching in the ESL classroom can prevent English language immersion.					
2. Code-switching can create dependency on students' native languages and discourage English language use.					
3. Code-switching may lead to a lack of confidence in speaking and using English.					
4. Code-switching might limit exposure to and practice of English language skills.					
5. Code-switching can reinforce students' reliance on translation					
6. Code-switching may cause confusion and prevent comprehension of English language structures and vocabulary.					
7. Code-switching might create a division among students based on their native languages.					
8. Code-switching can impede students' development of English language fluency.					
9. Code-switching might hinder the development of students' English language production skills.					
10. Code-switching may limit students' exposure to authentic English language use and cultural contexts.					
11. Code-switching can create a reliance on the teacher rather than encouraging independent language learning.					
12. Code-switching might disrupt the flow and rhythm of English language communication in the classroom.					
13. Code-switching can be confusing for students when transitioning between languages.					
14. Do teachers believe that code-switching in the ESL classroom has more drawbacks than benefits?					

 Q3. What are the best practices for using code-switching as a strategy in the ESL classroom?

Paragraphs	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Code-switching supports students' comprehension of new and difficult vocabulary in English.					
2. Code-switching promotes cultural inclusivity and understanding in the ESL classroom.					
3. Code-switching encourages active participation and engagement among students.					
4. Code-switching should be used intentionally to maintain a focus on English language immersion.					
5. Code-switching should be used in a way that encourages students to actively practice and use English in the classroom.					
6. Code-switching should be used to facilitate meaningful communication and interaction among students.					
7. Code-switching should be used to scaffold learning and gradually reduce reliance on the students' native languages.					
8. Code-switching should be used to provide clear instructions and explanations in English.					
9. Code-switching should involve using students' native languages as a bridge to help them understand new English concepts.					
10. Code-switching should be used purposefully to support students' language development.					
11. Code-switching should be gradually reduced as students' English proficiency improves.					
12. Do teachers believe that code-switching, when used effectively, can be beneficial in the ESL classroom?					

Appendix B

Content Analysis Results of Classroom Audio Recording

No.	Experiences	Times	Student's level	Number of words in Arabic or percentage of Arabic in the lecture	Purpose of the switch
No. 1					
No. 2					
No. 3					

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