The Impact of Code-switching Used in Teaching English as a Foreign Language in non-English Departments at Mahrah University

تأثير التناوب اللغوي المستخدم في تدريس اللغة الإنجليزية كلغة أجنبية في الأقسام غير الإنجليزية بجامعة المهرة

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ABSTRACT:

The current study aimed to investigate the impact of code-switching used in teaching English as a foreign language in non-English departments at Mahrah university. The study took place at Almahra province, in Mahrah University, where four faculties were involved in the research. The convenient samples consisted of 228 students. The researchers employed a quantitative approach to collect the data; a close- ended questionnaire was used to gather the data. The data were analyzed by using the SPSS program. The findings revealed that code-switching has a positive impact on English language learning, students' cognitive image of the teacher, students' exam performance and class/lecture interaction.

Keywords:

- **Impact**
- **Code-switching**
- **Non-English departments**

الملخص:

استهدفت الدراسة الحالية استقصاء تأثير التناوب اللغوي المستخدم في تدريس اللغة الإنجليزية كلغة أجنبية في الأقسام غير الإنجليزية بجامعة المهرة. أُجريت الدراسة في محافظة المهرة، بجامعة المهرة، حيث شاركت أربع كليات في البحث. تألفت عينات الدراسة من 228 طالبًا. استخدم الباحثان المنهج الكمي لجمع البيانات، حيث تم استخدام الاستبيان لجمع البيانات. تم تحليل البيانات باستخدام برنامج **SPSS**. وكشفت النتائج أن هناك تأثير إيجابي للتناوب اللغوي على تعلم اللغة الإنجليزية، الصورة الذهنية للمعلم، أداء الطلبة في الامتحان و التفاعل أثناء المحاضرة.

الكلمات المفتاحية:

- أقسام غير اللغة الإنجليزية
- التأثير
- التناوب اللغوي

INTRODUCTION

The present section generally establishes the essential point of the study and the background in which the study is situated. It starts by presenting an overview of the background of the research, in which a general review of the topic is provided. The problem statement is a precise description of the research challenge or issue that the researchers tried to find out. It identifies what the researchers want to investigate and why the study is necessary. This section also contains the research objectives and questions. Then it presents the significance of the study to clarify why the study is important and who will benefit from the findings. The scope of the study is included in this section. It introduces the scope of the study such as the geographical area, period and the subjects.

Background of the Study

Code-switching (CS henceforth) is a phenomenon in which a bilingual speaker switches between two languages for a specific purpose. CS is a common linguistic practice among multilingual speakers and occurs when a speaker alternates between two or more language varieties in a single conversation (Shartiely, 2016). CS is defined as the phenomenon of shifting between two or more languages simultaneously or interchangeably within one conversation (Grosjean, 1998 as cited in Adder & Bagui, 2020), i.e. the exchange of language occuring at the time of utterance without affecting the grammar structure. It can be applied in different spheres, in media, medical science, courtrooms, social events, and education. Each of these spheres requires rules and conditions to apply CS in the context. According to Mukti and Ena (2018), the phenomenon is still useful for teachers and students both in terms of pedagogical and personal contexts. Therefore, CS in the present study is a situation when a lecturer switches between the target language (the English language) and the mother tongue (the Arabic Language / Mehri Language) for a specific purpose the lecturer wants to achieve.

Students of non-English departments regard English language as a burden and consider the subject as a very difficult task to pass. Most lecturers, who teach English use the English language as much as they can, by eliciting the lesson and providing tasks and materials. However, most of the non-English departments' students do not fully understand the explanation in English due to their low level of English. As a result, all the activities provided by the lecturers would be difficult to accomplished for the students, as they do not understand the instructions provided by the lecturers. However, teachers can shift to students' mother tongue to explain the activities and tasks. Also, they can translate the difficult terms and explain grammar rules by using CS.

This study investigated the common CS methods used by EFL lecturers of non-English departments at the Faculty of Education, Faculty of Arts, Faculty of Health and Applied Sciences and Faculty of Administrative Sciences at Mahrah university.

Problem Statement

Students of non-English departments at Mahrah University need to understand the basic elements of the English language in order to pass the English course which is

a requirement to obtain their bachelor's degree. However, many of them face difficulties while studying English language subject as a result of their low level of competence.

Many studies provided contrasting perspectives on using CS in the classroom. Some lecturers accredit that CS will have a negative influence on both lecturers and students, they prefer not to use CS in EFL classrooms, because it will damage the students' progress, and the students will not be able to communicate using the language. Also, if the lecturer uses the phenomenon extensively, it may affect the lecturer's fluency in English language with time. In addition, they consider using CS as a sign of lack of proficiency in the English language as Pollard (2002) explained that CS occurs because the speaker is not fluent in both languages. In contrast, some other lecturers believe that CS can be beneficial for students if the teachers use it to achieve a specific purpose such as helping students to understand a grammar rule, defining some terms, or explaining the activities by using the mother tongue.

A huge number of studies focus on the factors of CS, as well as the reasons for such a phenomenon carried out by bilingual speakers However, there is a scarcity of studies that explore the students' attitudes towards using CS in the classroom. Moreover, there is limited research addressing the students' attitudes of non-English departments where English is taught as EFL.

Research Objectives

The research aims mainly to investigate the impact of CS on the following:

1. English language learning.
2. students' cognitive image of the teacher.
3. students' exam performance.
4. class/lecture interaction.

Research Questions

The present study tries to answer the following questions:

What is the the impact of CS on:

1. English language learning?
2. students' cognitive image of the teacher?
3. students' exam performance?
4. class/lecture interaction?

Significance of the Study

This study is considered to be the first one to be conducted at Mahrah University. It sheds light on the importance of using CS in the classroom and the effect of such phenomenon on teaching EFL in non-English departments.

Scope of the Study

The current study was conducted at Mahrah University within four faculties, namely, Faculty of Education (kindergarten program and class teacher program), Faculty of Arts (Media program and Shari'a & Law program), Faculty of Health and Applied Sciences (Dentistry program, computer science program and information technology program) and Faculty of Administrative Sciences (Marketing program, Business Management program and Accounting program). All the students were first level students. The researcher conducted the study during the second semester of the academic year 2023/2024.

LITERATURE REVIEW

Introduction

This section introduces the theoretical background of the phenomenon of CS. It presents definitions of some concepts such as CS, language attitude, and bilingualism. In addition, the chapter discusses different types of CS as well as the functions of CS. Moreover, the current section sheds light on some previous works related to the phenomenon of CS.

Bilingual and Bilingualism

Crystal (2008) defined a bilingual as the person who has the ability to speak two languages. Bloomfield (1973) defined bilingualism as "the native-like control of two languages" (p. 56). According to Bloomfield, one can be characterized as a bilingual if he masters perfection in the two languages. In contrast، Macnamara (1967) stated that if somebody has minimal competence in one of the four language skills in a language besides the mother tongue, then that person is a bilingual speaker (as cited in Alkhawaldeh, 2019). The above definitions diverged since the former requires perfection in two languages in addition to the ability to exchange between the languages according to the situation while the latter requires minimal competence and knowledge of any skills in the target language.

In addition, Jdetawy (2011) described bilinguals as speakers who are able to satisfy the communicative needs of themselves and their community while switching to another language during routine conversations. According to Haugen (1953), bilinguals are speakers who can produce complete and meaningful utterances in other languages (as cited in Cook, 2002). To sum up, bilingualism is the ability to speak two languages with different levels of proficiency.

Code-switching (CS)

CS is not a new phenomenon in the field of linguistics, as it has been discussed and explored widely by different scholars. CS is defined as "the juxtaposition within the same speech exchange of passage belonging to two different grammatical systems or subsystems" (Gumperz, 1982: 59). According to Gumperz's definition, the phenomenon occurs when a speaker uses two different languages or two different dialects within the

same conversation. Similarly, Holmes (2013) explained that CS can occur when speakers shift their code from one language to another (as cited in Alkhawaldeh, 2019). She noted that CS takes place within the same varieties of the same language. CS can occur at the level of words, phrases, clauses, or sentences. Myers-scotton (2006) defined CS as "the use of two languages varieties in the same language (p. 239). Poplack (1980) referred to CS as the bilingual or multilingual mixing of two or more languages in a single discourse. Malik (2014) described the phenomenon as combining two languages in interaction. In a CS practice, the speaker moves between two languages or varieties of the same language which is a normal practice among multilingual speakers (Shartiely, 2016). Gradner-Chloros (2009) stated that CS is "the use of two languages or dialects in the same conversation or sentence by bilingual people (p. 4). Similarly, El-qassaby (2012) defined CS as the process of using different interactions, conversations or contexts.

Additionally, Wardhaugh (2006) explained CS as selecting a code when people want to speak. It is also defined as "the movement by a speaker to and forth from one linguistic code to another" (Emeka & Nwobia, 2014: 2). Furthermore, Boztepe (2003) stated that a multilingual speaker makes alternate use of two or more languages by using CS as a device in the context. Grosjean (1982) defined CS as the shifting that occurs between two or more languages at or interchangeably within one conversation, i.e. the exchange of language occurs at the time of utterance without affecting the grammar structure (as cited in Azlan & Narasuman, 2013). It is the unsystematic fusion of two languages during a discourse (Cantone, 2007).

In the education setting, CS is the students' and teachers' performance of the first language while speaking in the target language (Al-Adnani & Elyas, 2016). According to Azland and Narasuman (2013), CS is a bridge between the languages that students learn. Teachers utilize the phenomenon in their EFL classrooms as a tool in different language learning activities (Mangila, 2018). Afifah et al (2020) stated that CS in school classrooms typically refers to bilingual or multilingual environments.

In general, CS is shifting between languages with two different grammatical systems, or within variations of the same language in a single conversation to fulfill a particular purpose. It is the shifting of languages during a lesson in an EFL classroom. In the present study, CS is used by the EFL teachers, as they alternate to Arabic language or Merhi while teaching the English language for non-English departments.

Types of Code-Switching (CS)

Poplack and Gumperz, the two pioneers of CS introduced different types of CS. Gumperz identified two kinds of CS; situational CS and metaphorical CS (Shartiely, 2016; Malik, 2014). While Poplack (1980) categorized three types of CS: tag switching, inter-sentential switching, and intra-sentential switching (Leoanak & Amalo, 2018; Aljasir,2020; Mukti & Ena, 2018).

Tag Switching

In tag switching, the speaker inserts tags such as *mean*, *you know*, *okay* in complete sentences. Romanie (1995) referred to tags as "subject to minimal syntactic restrictions" hence, the insertion into an entrance without any syntactical rule violation (as cited in Abeid Allah, 2020). In the current case, the teacher may use tag switching after uttering a complete sentence in Arabic and then inserting a tag in English or vice versa, for example.

- *ạảnā saẘfa ạuk̊tub̊ ạl̊kalimaẗa fī ạlsãbũwraẗi*, ok?
- I will write the word on the board, ok?

In the above example, the teacher inserted the word (*ok*) after he completed the first sentence. On the other hand, the teacher may speak in English language then inserts the tag in the Arabic language like the word (*fahemtu*) which means (*Do you understand?*)

- **I am going to send the activity through whatsapp, *fahemtu*?**

In both examples, the teacher did not violate the grammar rules of both languages.

Inter-sentential Switching

According to Poplack (1980), this type of switching occurs in complete sentences. CS involves switching utterances or languages in a conversation. Similarly, Romanie (1995) stated that inter-sentential switching involves the shifting at clause or sentence boundary (as cited in Abeid Allah, 2020). According to these two scholars, the switch takes place within the sentence limitation. The speaker switches the language after the sentence is completed which means one complete sentence from one language and then another complete sentence in another language. For instance,

***ạḥrza hadafaⁿạ*, can you believe it?**

(He score – past tense a goal)

He scored a goal. Can you believe it!

In the example above, the first sentence is uttered in Arabic language, while the second one is spoken in English language.

The man killed the dog with a knife *tẖumã dafanahu taḥ̊ta ạlsẖãjaraẗi*

(Then he bury – Past – it under the tree)

The man killed the dog, and then buried it under the tree.

The second example started clause in English language and then additional information was presented by the second clause which is written in Arabic language.

Intra-sentential Switching

Intra-sentential switching involves two languages within the same sentence or utterance. Yletyinen (2004) identified intra-sentential switching as the occurrence of phrases or words from one language into a sentence of the first language (p. 15). In addition, intra-sentential switching is found when the insertion of a foreign language

occurs within the sentence of the first language (Afifah et al., 2020). Furthermore, Mukti and Ena (2018) asserted that this type of switching occurs within the sentence. This switch bounds the two languages. However, this type of switching is considered the most difficult one to use among speakers as it requires a deep knowledge of the syntactical systems of both languages. For example,

***Aiftḥ* your book, *alṣãfḥaïa raqmu* sixty.**

<u>open</u> your book, <u>page number</u> sixty.

In this example, the teacher spoke the initial word in the first clause in Arabic and he completed the rest of the sentence in English. Similarly, the teacher two Arabic words followed by an English utterance in the second clause.

Functions of Code-Switching (CS)

Scholars discussed widely the functions of CS. This phenomenon is used to serve different aspects. In this section, the function of CS will be categorized into functions of CS for teachers and functions of CS for students.

Some scholars state three functions of CS, topic switch, repetitive function, and affective function (Sert, 2005; Sasongko,2023; Multi & Ena, 2018; Afifa, et al., 2020). While other identified different functions of CS that are used for clarification, repetition, summarizing, socialization, finding equivalence, floor holding, reiteration and conflict control.

CS Functions for the Teacher

A. Topics switch

In topics switch, the teachers shift or switch between the languages (the mother tongue is the target language) according to the topic that is discussed (Mukti & Ena, 2018). The teachers use CS if the topic is unfamiliar to the students, therefore the lecturers have to switch to the student's mother tongue to engage them in the discussion (Sasongko, 2023). In the case of grammar, they shift their language to the student's first language or mother tongue to clarify the syntactic rules of the target language.

B. Affective function

The teachers utilize CS to create a sense of unity and supportive language atmosphere (Afifah et al., 2020). According to Sert (2005) the phenomenon is used by the teacher to build solidarity and intimate relations with the students. CS is employed as a channel to express the teachers' emotions in the class to create a good learning environment in the classroom. The teacher can show his anger or happiness by switching to the mother tongue or shifting the language to praise students. The phenomenon can assist teachers in building relationships with their students.

C. Repetitive function

In addition to the topic switch and affective function, the teachers used a third function called the repetitive function. In the repetitive function, the teachers utilize CS to deliver the necessary knowledge to students for clarification (Mukti & Ena, 2018). The teachers shift their languages in the classroom to ensure meaning clarity and maximize students' comprehension (Sert, 2005; Afifah et al., 2020). They elucidate grammar in new terms and examine comprehension. Furthermore, this phenomenon is employed to achieve deeper understanding by making a comparison between the first language and the target language. In repetitive function, the target language comes before the first language, the teacher repeats the sentence/s in the first language partially or completely (Flyman-Mattsson & Burenhult, 1999).

CS Functions for the Students

Students use CS to serve specific purposes. Sert (2005) pointed out four functions of CS; equivalence, floor holding, reiteration, and conflict control (Alenezi, 2010; Tabassum et al., 2020; Azlan & Narasuman, 2013; Sasongko, 2023).

A. Equivalence

Students resort to CS when they fail to find the suitable equivalent of the target language, thus they switch the language to fill that gap. According to Sert (2005) students use CS as "a defensive mechanism" which helps the students to proceed with the communication by covering the missing gap in the target language.

B. Reiteration

CS is performed by the students when they are incapable of transferring the meaning or reproducing the words in the target language (Sasongko, 2023). Sert (2005), stated that "the message in the target language is repeated by the student in native tongue through which the learner tries to give the meaning by making use of a repetition technique" (p. 4). They repeat the message by using their first language or mother tongue to show understanding of that message.

C. Conflict Control

The conflict control function is used to get rid of confusion when the exact meaning of the lexical term is unknown in the conversation. The students try to avoid misunderstanding by transferring the intend meaning. Sert (2005) suggested that this function may have a negative influence on students' performance if it is extensively used.

D. Floor Holding

Floor holding is a device used by students in the second language when they are unable to recall the words that they want to speak. Students utilize CS to fill the stopgap during a conversation. This may occur as a result of a lack of fluency in the target

language. They know the words and the meaning but they have difficulties remembering them (Sasongko, 2023; Sert, 2005; Alenezi, 2010).

Previous Studies

Many studies have been conducted on CS between the first and second languages, with most studies focusing on how bilingual speakers switch between two languages in their daily conversation. Many researchers study CS as a phenomenon among students whose language of study is English, some of the population in the studies have been learning English since they were children, but there are few studies that address CS on those who study English for a short period to achieve a specific goal.

Zaghlool and Altamimi (2023) investigated EFL (English as a foreign language) teachers' and students' perceptions towards using CS in teaching and learning English at Saudi secondary schools. They also attempted to identify EFL teachers' and students' reasons for using CS in teaching and learning English in Saudi high schools. The sample of the study consisted of 100 teachers and 122 students who were randomly selected from secondary schools in the city of Riyadh. The data of the study were collected via a five-point Likert scale questionnaire. The study's findings revealed that teachers and students believed that CS was an effective strategy in helping students understand unfamiliar topics, facilitating students' learning of new grammatical structures, increasing student-teacher interaction, and enlivening the atmosphere of the class. In addition, teachers and students agreed that the most important reasons behind using CS were increasing comprehension, avoiding misunderstanding, eliciting better responses from students, and filling gaps in a classroom conversation. A similar study was conducted by Patmasarı et al. (2022) who investigated the teachers' and students' attitudes and perceptions toward the use of CS in EFL classrooms in Indonesia. In this study, a mixed research method was employed (explanatory and sequential design). Data collection tools were a semi-structured interview and a questionnaire. The participants were only 40 students and two teachers. The findings almost like the findings of the previous one which revealed that the teachers emphasized on using English more in EFL classroom, although, they were using CS for specific reasons and certain situations. However, the findings showed a positive attitude towards using CS by the students.

Furthermore, Nazeri et al. (2021) pointed out the effectiveness of CS in EFL classes from both teachers' and learners' attitudes with a focus on the differential effects of a set of individual difference factors. The data were collected in this study from 400 subjects, including 374 students and 26 teachers by means of questionnaires and an observation checklist. The results of this study agreed with the previous ones in one part; that students had dominantly positive attitudes about different aspects of CS. Meanwhile, learners' age, gender, and social class were significant sources of differentiation in this regard. However, more than half of teachers thought that students did not become fully dependent on CS for better understanding and assumed that CS strengthened learners'

English. The teachers' attitudes about CS did not differ due to the level of the class they were teaching.

On the contrary, Abeid Allah (2020) emphasized the negative impact on students' oral communication. The researcher explored students' attitudes toward utilizing CS in bilingual classrooms. The researcher adopted the descriptive analytical method. Two instruments were used as primary tools for collecting data relevant to the study, namely a questionnaire to students at Omdurman Islamic University, Faculty of Pharmacy, and a written interview with experts in the field of linguistics. The study sample questionnaire comprised (50) students and a written interview for (15) teachers. The results showed that students heavily use CS to translate and clarify new words. Moreover, students also use CS to even joke with each other. On the other hand, a teacher who used to code-switch negatively affects students' oral English communication. Using a mixture of both English and Arabic languages leads to weakness of students in the English language.

Regarding the impact of CS in General English classes, Mukti and Ena (2018) investigated the use of CS in non-English Department of Sanata Dharma University. Employing a quantitative approach, specifically observation method by recording the class activity, the research tried to find out the types and analyze CS used by lecturers in the classes. The data analyses revealed that lecturers employ tag switching, intra-sentential and inter-sentential switching, and the CS as the topic switch, repetitive and affective function. The inter-sentential CS was mostly used by the lecturer, and it mostly served as a repetitive function to give more explanation and show affection. This study is similar to the current study in terms of its objective where the impact of CS in General English classes is investigated, yet they are different in the tools used to collect the data and the samples.

RESEARCH METHODOLOGY

Introduction

This section describes the methodology adopted in conducting the study, shedding light on the methods and techniques used. The current section contains the research design, data collection tools, participants, pilot study, validity and reliability.

Research Design

Research design constitutes the outline of the research (Kothari, 2004). It is the blueprint of the research methods and techniques the researcher uses to conduct the research. The research design contains the data collection, measurement of data, and data analysis. Kothari (2004) categorized three different research designs namely exploratory research design, descriptive research design, and hypothesis-testing research design. The descriptive design was applied in the current research. According to Kothari, descriptive research aims to obtain complete and accurate information. In addition, the researchers adopted a quantitative approach to answer the research questions. The study was applied using a close ended questionnaire.

Sample of the Study

The current study was conducted at Mahrah University, in Almahrah Province. The targeted departments were non-English departments, where the Arabic language is the medium of instruction and English is only taught at the first level. The population of this study included 340 students of the first level, from the four faculties in Mahrah University, namely, Faculty of Education, Faculty of Arts, Faculty of Health and Applied Sciences, and Faculty of Administrative Sciences during the academic year 2023/2024. The participants of the study were selected through convenience sampling. Creswell (2012) stated that "the researcher selects participants because they are willing and available to be studied" (p. 145). 228 students participated in the questionnaires representing 79% of the population of the study and 20 students were selected as a sample for the pilot study.

Data Collection Tools

To have valid and accurate information, a close ended questionnaire tool was utilized to collect the data.

Questionnaire

According to Kothari (2004), a questionnaire consists of several questions printed or typed in definite order on a set of forms. The questionnaire can be handed to participants by hand or sent through email who are expected to read and understand the questions and write down the reply in the space meant for the purpose of the questionnaire itself. The participants have to answer the questions in their own words. In the present study, the researchers used (Likert Scale) questionnaire.

The questionnaire's items were designed and prepared by the researchers based on the study's research questions. Some items were selected from similar research studies like (Freed et al., (2016), Al-Qaysi (2018), and Zaghlool & Altamimi 2023).

The questionnaire is categorized into two main sections that contain 21 items. The first part of the questionnaire consists of three items representing the student's demographic data such as gender, college, and major of study.

The second part of the questionnaire includes 21 items. These items are distributed into four domains representing the possible effects of CS:

- CS's effect on English language learning
- CS's effects on students' cognitive image of the teacher
- CS's effect on students' exam performance
- CS's effect on the class/lecture interaction

A five-point Likert Scale (strongly agree, agree, neutral, disagree, and strongly disagree) has been used to measure the 21 items.

Questionnaire Procedures

The following are the processes that the researchers used to prepare the questionnaire:

- Preparing the questionnaire's statements.
- Sending the questionnaire to a panel of experts in linguistics for reviewing.
- Revising the statements according to their suggestions.
- Translating the students' questionnaire by a specialized translator.
- Printing the questionnaire.
- Distributing the questionnaire to a sample for the pilot study.
- Distributing the questionnaire to the sample of the study.
- Collecting the questionnaire from the participants.
- Coding and entering the data into the SPSS program.

Validity and Reliability of the Research Tools

Content validity is a process to measure an instrument that provides adequate coverage of the topic under study. If the instrument consists of a representative sample of the population, the content validity is good. It can also be achieved by exposing the instruments to experts who shall judge how well the measuring instrument meets the standards (Kothari, 2004). Therefore, to achieve validity, both instruments were reviewed by four experts in the field of linguistics.

Tool Stability (Pilot Study)

Before applying the research tools, a pilot study was conducted. According to Baker (1994), a pilot study is a pre-test of a research tool (as cited in van Teijlingen & Hundley, 2002), which involves testing the ambiguities of the questions, the words suitableness, testing the data collection techniques, and measuring the effectiveness of standard investigation to respondents. To achieve these purposes, the researcher conducted a pilot study to test the reliability of the questionnaire. 20 participants were chosen randomly. The students were selected from 2 majors: class teacher and kindergarten.

Table (1) The Correlation with the Overall Score of the Students' Questionnaire

Correlation with the overall score		
Domains	**Questionnaire**	**Significance**
CS and its effect on English language learning	.943**	0.000
CS and its effects on students' cognitive image of the teacher	.895**	0.000
CS and its effect on students' exam performance	.809**	0.000
CS and its effect on lecture interaction	.943**	0.000

According to table (1), there is an internal consistency between each domain score and the overall score of the students' questionnaire. It is noted that the degree of correlation is high at a lower significance value (0.1) which indicates that the domains have a high degree of internal consistency that makes them applicable for the current study.

Internal Consistency of the Questionnaire

The research calculated the internal consistency of the questionnaire domains and compared them to the overall score of the questionnaire, as shown in the following table. Furthermore, internal consistency was calculated using the correlation coefficient (Pearson) between each statement and the domain to which it belongs, along with the correlation coefficient of the domains with the overall correlation of the questionnaire. The results are shown in the following table:

Table (2) The Internal Consistency

Statements	Degree of statements correlation with the overall score				Statements	Degree of statements correlation with the overall score			
	Domain	Significance	Questionnaire	Significance		Domain	Significance	Questionnaire	Significance
A1	.756**	0.000	.653**	0.002	B12	.666**	0.001	0.393	0.087
A2	.875**	0.000	.858**	0.000	B13	.710**	0.000	.785**	0.000
A3	.796**	0.000	.776**	0.000	C14	.689**	0.001	.810**	0.000
A4	.816**	0.000	.700**	0.001	C15	.723**	0.000	0.260	0.268
A5	.857**	0.000	.826**	0.000	C16	.746**	0.000	.883**	0.000
A6	.895**	0.000	.917**	0.000	D17	.898**	0.000	.885**	0.000
A7	.826**	0.000	.817**	0.000	D18	.955**	0.000	.917**	0.000
A8	.804**	0.000	.806**	0.000	D19	.605**	0.005	.573**	0.008
A9	.607**	0.005	.477*	0.034	D20	.864**	0.000	.779**	0.000
B10	.792**	0.000	.773**	0.000	D21	.951**	0.000	.886**	0.000
B11	.890**	0.000	.793**	0.000					

Table (2) shows that there is an internal consistency between each statement's degree and the domains' overall score. It is noted that the degree of correlation is high at a significance value (0.05) which indicates that the students' questionnaire statements have a high degree of internal consistency showing their suitability for the current study.

Reliability of Students' Questionnaire

The research used Cronbach Alpha to calculate the stability of the students' questionnaire as it is shown in the table below:

Table (3) The Cronbach's Alpha Test Result of Students' Questionnaire

N	Domain	No. of items	Cronbach's Alpha
1	CS and its effect on the English language learning	9	0.925
2	CS and its effects on students' cognitive image of the teacher	4	0.765
3	CS and its effect on students' Exam performance	3	0.741
	CS and its effect on the lecture interaction	5	0.909
Total		21	0.953

The above table reveals that the reliability coefficients of the students' questionnaire reached more than (0.95), reflecting high reliability. In addition, it showed a high-reliability coefficient for all dimensions. It confirms that the questionnaire in its final form has a (high) degree of reliability that makes it applicable to the field.

Statistical Methods

To analyze the data, the researchers used the program (SPSS-22) and the following statistical methods:

1. Frequency and Percentages.
2. Means and Standard Deviations.
3. Pearson correlation coefficient (Pearson Correlation) to ensure the internal consistency of the instrument.
4. Cronbach's alpha coefficient to determine the reliability of the questionnaire domains.
5. (T-test) is used for two independent samples to indicate statistical differences according to the variables (One-way ANOVA) test to indicate the significance of statistical differences according to the variables.
6. Scheffe test.

A. Distribution of the Study Sample According to Gender

Table (4) The Student's Gender Distribution

N	Variable	Variables type	Frequency	Percent
1	**GENDER**	Males	109	47.8
		Females	119	52.2
		Total	228	100%

The table above reveals the total number of students who participated in the current study where the total was 228 students, 119 females and 109 males.

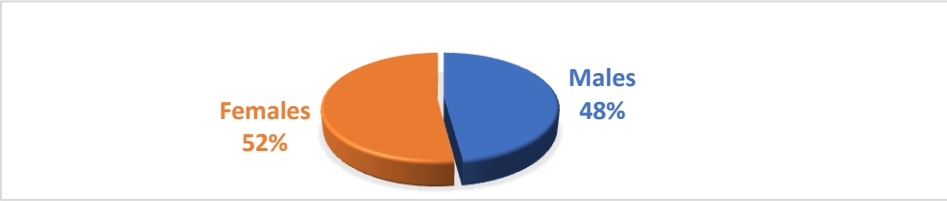

Figure (1) The Student's Gender Distribution

The figure above reveals that the majority of the participants at Mahrah University are females (52.2) while the males are (47.8). This can be interpreted by the fact that the number of females attending colleges are more than that of males.

B. Distribution of the Study Sample According to the Major

Table (5) The Student's Major Distribution

N	Variable	Major variables	Frequency	Percent
1	MAJOR	Information Technology	58	25.4
		Marketing	19	8.3
		Business Management	27	11.8
		Media	7	3.1
		Accounting	19	8.3
		Dentistry	50	21.9
		Computer Science	12	5.3
		Law & Sharia	36	15.8
		Total	228	100%

After analyzing table (5), it was clear that the total number of Information Technology students was 58 which is considered the highest number in comparison to other departments. While the students at the Dentistry department were (50), Law and Sharia (36), Business Management (27). In addition, marketing and accounting share the same number of students (19) and the fewest number of students were at Media with (7) students.

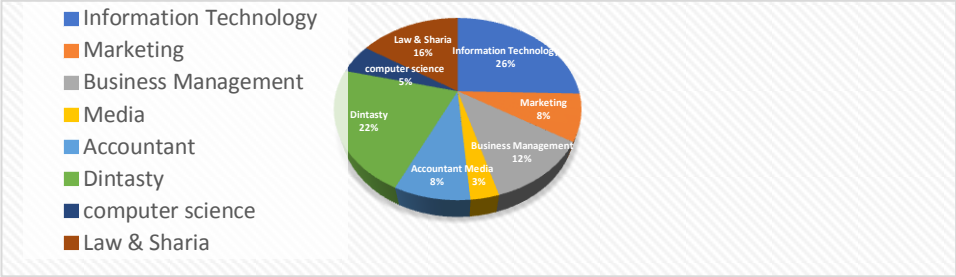

Figure (2) The Student's Major Distribution

According to the figure presentation, the percentage of Information Technology major is (26%) while the Marketing major is (8%). Also, the Business Management major represents (12%) which is bigger than the Media major (3%). We can notice that the Accounting major represents (8%) while Dentistry major represents (22%) which is more than Computer Science (5%) and Law and Sharia (16%).

C. Distribution of the Study Sample according to the College:

Table (6) The Student's College Distribution

N	Variable	Variable types	Frequency	Percent
1	COLLEGE	Faculty of Health and Applied Sciences	120	52.6
		Faculty of Administrative Sciences	65	28.5
		Faculty of Arts and Human Science	43	18.9
		Total	228	100%

From the above table, it is clear that the number of Faculty of Health and Applied Sciences students who participated in the study were (120) participants compared to (65) participants from the Faculty of Administrative Sciences and (43) from the Faculty of Arts and Human Sciences.

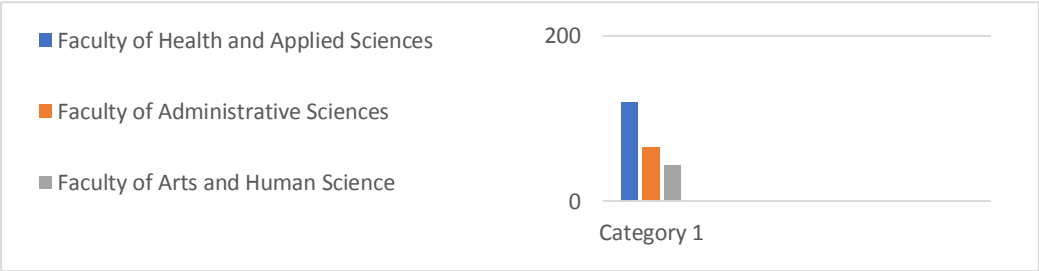

Figure (3) The Student's College Distribution

Figure (3) illustrated that the faculty of Health represents the highest percentage (52.6%) and the results show that the majority of the students at Mahrah University signed in the faculty of Health because it was a new faculty at the university, while the Faculty of

Administrative Sciences represented (28.5%) and the Faculty of Arts and Human Sciences were (18.9%).

DATA ANALYSIS, RESULTS AND DISCUSSION

Introduction

This section is devoted to analyzing, evaluating, and interpreting the data collected through the questionnaire given to (228) participants represented by the students' community.

In section four, the results presented by the research tool were conducted to identify the impact of CS on EFL classes in non-English departments at the Faculty of Education, Faculty of Arts, Faculty of Health and Applied Sciences, and Faculty of Administrative Sciences at Mahrah University. In this study, the samples were (228) participants who represent the students' community. Students' questionnaire was distributed to collect the data to answer the following research questions:

1. What is the the impact of CS on English language learning?
2. What is the the impact of CS on students' cognitive image of the teacher?
3. What is the the impact of CS on students' exam performance?
4. What is the the impact of CS on class/lecture interaction?

After collecting and analyzing the data from the research tool, the answers were provided for each question. In addition, the findings of the students' questionnaire answer the four questions.

Data Analysis and Results

To answer the four questions, the responses of students' responses to the questionnaire were interpreted into the following results: -

Table (7) Students' Responses throughout the Questionnaire

N	Domains	No. of items	Means	Deviation	Percentage	Rank	Degree of positive attitude
1	CS and its effect on English language learning	9	4.26	0.59	85.29	2	Very high
2	CS and its effects on students' cognitive image of the teacher	4	4.15	0.62	83.07	3	High
3	CS and its effect on students' exam performance	3	4.11	0.63	82.22	4	High
4	CS and its effect on lecture interaction	5	4.41	0.57	88.14	1	Very high
	Total	21	4.26	0.47	85.11		Very high

It is noticed from table (7) that the impact of CS on teaching EFL in the classrooms are positively very high. The mean of participants' responses overall in the questionnaire scored (4.26) with a deviation of (0.47) and (85.11) percentage. This interprets students' very high positive impact on teaching EFL using CS in the classrooms in regard to the criteria mentioned in the third section.

The means throughout the questionnaire's domains ranged between (4.11-4.41) which means between (high - very high) degrees. The ranks of the questionnaire's domains are as follows:

1. *CS and its effect on the lecture interaction* has got the first rank according to the student's responses with a mean of (4.41) and a deviation of (0.57) and (88.14) percentage, which indicates a very high effect of CS on the lecture interaction.

While the second rank is CS and its effect on English language learning, with (4.26) mean, (0.59) deviation and, (85.29) percentage reflecting a very high degree of positive effect on learning English language.

With a mean reaching (4.15), a deviation of (0.62) and a percentage of (83.07), the domain CS and its effects on students' cognitive image of the teacher ranked third. It shows a positive effect on students' cognitive image of the teacher with a high degree.

The last rank is CS and its effect on students' exam performance, with the lowest mean of (4.11), a deviation of (0.63) and (82.22) indicating the positive effect of CS on students' exam performance with a high degree.

The research conducted two tests according to the variables (gender, major, and college), a (t) test (Independent Sample Test) to compare the average response of the males and females samples, in addition to (one-way ANOVA) test to compare between the average responses of the samples according to the major and college variables, the table below shows the results:

Table (8) The (t) Test and (one way ANOVA) Test's Results

Variable	The effect of CS on		Learning English	Cognitive image	Exam performance	Lecture interaction	Total
Gender	Males	Mean	4.24	4.13	4.09	4.36	4.22
	Females		4.29	4.18	4.13	4.45	4.28
	Value	T	-0.72	-0.58	-0.45	-1.20	-0.97
		P	0.474	0.561	0.657	0.231	0.332
Major	Value	F	3.475	3.343	2.014	2.022	2.983
		P	0.001	0.002	0.055	0.053	0.005
College	Value	F	0.838	7.424	2.901	4.350	1.782
		P	0.434	0.001	0.057	0.014	0.171

The results in table (8) demonstrated that there were no statistically significant differences between the average response of the students' samples and all domains attributable to the gender variable; the significance was greater than the critical value (0.05), while there were statistical differences attributable to the major variable in the first and second domains throughout the questionnaire, and the college variable with the second and third domains. To understand the reasons behind these differences in values, a (Scheffe) test was conducted to find out the source of the differences. The results display the following differences: -

1. In favor of the Dentistry major over the Business Management major CS and its effect on English language learning.
2. In favor of the Accounting major over the Information Technology major in CS and its effects on students' cognitive image of the teacher, while there were no differences due to the variable major in response to the questionnaire as a whole, the apparent differences are less due to coincidence.
3. In favor of the College of Administrative Sciences over the Faculty of Applied and Health Sciences in two domains: CS and its effects on students' cognitive image of the teacher and CS and its effect on the lecture interaction. A detailed discussion about the response of the sample of study on the statements of the students' questionnaire is presented below:

A. CS and its Effect on English Language Learning:

Table (9) Code-Switching and its Effect on the English Language Learning

N	Statements	Mean	Deviation	Percentage	Rank	Degree of positive attitude
1	CS enhances students' communication skills	4.48	0.71	89.65	3	Very high
2	CS strengthens students' competence in English language	4.02	1.13	80.35	8	High
3	CS speeds up the language-learning process	4.07	1.01	81.32	7	High
4	CS helps to develop students' language skills	3.87	1.14	77.46	9	High
5	CS increases students' learning process	4.21	0.84	84.30	6	Very high
6	CS motivates students to do the tasks better	4.25	0.97	84.91	5	Very high
7	CS helps students to understand the meaning of new words	4.61	0.71	92.19	1	Very high
8	CS helps students to understand difficult terms	4.55	0.68	90.96	2	Very high
9	CS helps students understand English grammar	4.32	0.88	86.49	4	Very high
	Total	4.26	0.59	85.29		Very high

The table above illustrates the impact of using CS on the English language learning, presenting different ranks of attitudes towards the phenomenon. Here are how participants ranked the findings:

a. Comprehending the meaning of the new words: CS assists students in understanding the meaning of the new words, with the highest mean score (4.61), a deviation of (0.71), and (92.19%) a very high positive attitude degree.
b. Understanding difficult terms: Students believe that CS helps them understand difficult vocabulary, scoring the second rank with a mean of 4.55 a deviation (0.68) and a very high positive attitude degree (90.96%).
c. Enhancing student's communication skills: with a mean score of (4.48) a deviation of (0.71) and a very high positive attitude degree of (89.65%), the item received the third rank which reflects students' belief on how CS can enhance their communication skills.
d. Understanding English grammar: It also aids students to understand English grammar rules, with a mean score of (4.32), a deviation ((0.88), and a very high positive attitude degree (86.49%).
e. Motivation to complete tasks: CS essentially motivates students to perform tasks better, with the fifth rank, the item scored a mean of (4.25), a deviation (0.97) with (84.91%) degree.
f. Increasing learning process: Students believe that CS plays a role in increasing students' learning process, the rank of the item is sixth with a mean score of (4.21) with a deviation of (0.84) and a very high positive attitude degree (84.30%).
g. Speeding up language learning: This item received the seventh rank indicating that students think CS accelerates the language-learning process, with a mean score of (4.07) and a deviation of (1.01) with a degree of (81.32%).
h. Strengthening competence in English: CS also strengthens students' competence in the English language, scoring (4.02) a deviation of (1.13) degree of (80.35%).
i. Developing of language skills: CS helps students to develop their language's skills. The item achieved the lowest mean score of (3.87) with a deviation of (1.14) and a high degree of positive attitude (77.46%).

It is obvious from the results that students believe CS has a positive effect on English language learning. The overall mean scored (4.26) with a deviation of (0.59) and (85.29) percentage. The data indicates a ranged mean of the current domain (3.78 – 4.61) suggesting a unstationary degree between (high – very high).

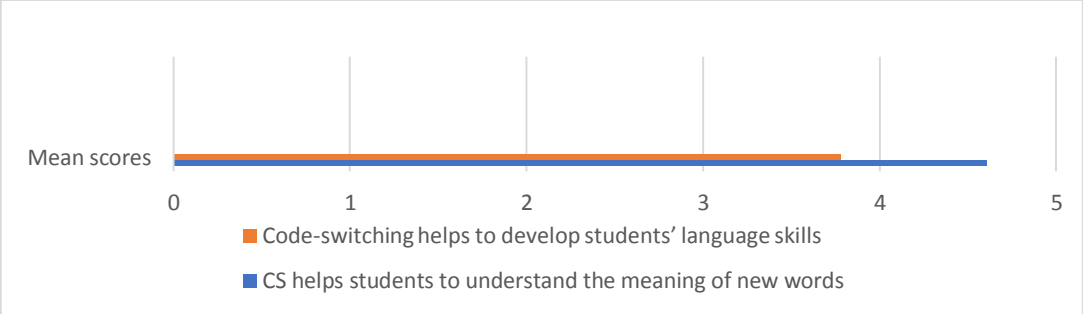

Figure (4) CS and its Effect on the English Language Learning

The figure above presented the highest mean score (4.61) tended to statement (7); *CS helps students to understand the meaning of new words*, while statement (4), *CS helps to develop students' language skills* received the lowest mean score (3.78). Students believe that CS has a favorable influence on their learning of language. They think that CS assists them in understanding the meaning of the new words. The findings align with a study conducted by Zaghlool and Altamimi (2023), Leoanak and Amalo (2018), Fareed et al. (2016) and Al-Qaysi (2018) indicating that CS helps elucidate new terms and acquire the meaning of the words.

B. CS and its Effects on Students' Cognitive Image of the Teacher

Table (10) Code-Switching and its Effects on Students' Cognitive Image of the

N	Statements	R	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Deviation	Rank	Degree of positive attitude
		%									
10	Students prefer the teacher who applies CS	**R**	139	62	20	4	3	4.45	0.83	1	Very high
		%	61	27.2	8.8	1.8	1.3				
11	Students appreciate the teachers more when they teach using both Arabic and English	**R**	135	65	20	5	3	4.42	0.84	2	Very high
		%	59.2	28.5	8.8	2.2	1.3				
12	Students appreciate the teachers more when they teach only in English	**R**	15	33	63	66	51	3.46	1.18	4	High
		%	6.6	14.5	27.6	28.9	22.4				
13	Students enjoy attending the lessons when the teacher applies CS	**R**	103	96	23	3	3	4.29	0.80	3	Very high
		%	45.2	42.1	10.1	1.3	1.3				
	Total							4.15	0.62		High

As illustrated in the table (10), the overall mean score is (4.51) with a deviation (0.62). The table also shows the degrees of positive impact which varied between (very high – high) and ranged means score between (3.46 – 4.45) according to the students' responses.

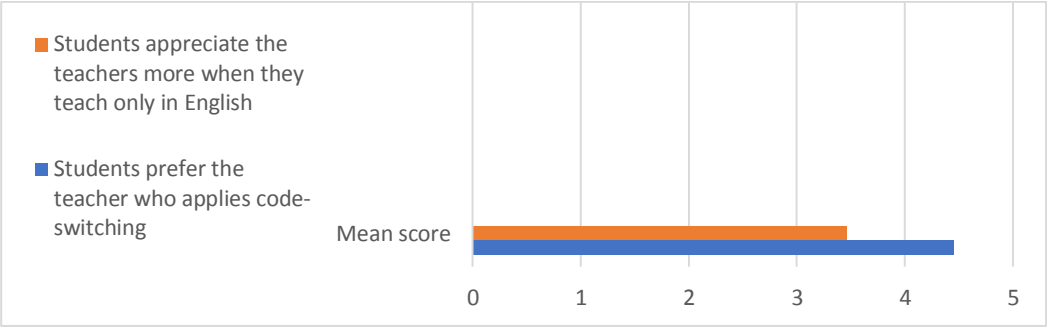

Figure (5) CS and Its Effects on Students' Cognitive Image of the Teacher

The figure above shows that most of the participants chose (strongly agree) for the statement *Students prefer the teacher who applies CS* with a high mean score (4.45) which reflects students' attraction to the lecturer who uses CS during the lecture because students feel that the lecturer knows how they struggle to understand the subject.

While the statement *Students appreciate the teachers more when they teach only in English*, got the lowest rank. It is noted that the majority of the participants chose alternatives to disagree with the content of the statement and thus the key to correcting the statement was reversed; it was a negative statement (i.e. a trend to reverse the attitude of the statement in this domain), whose mean score is (3.46), indicating a high degree of approval by the participants that students were more likely to appreciate those lecturers who use CS in English language teaching. A similar conclusion was stated by Alenezi (2010) who found that 64% of the students prefer and respect the lecturers when they teach in both languages and only 41% respect the lecturers more when they deliver the lecture in English only. Another study by Abeid Allah (2020) emphasized on the finding that CS has the power to generate a positive or negative image about the lecturers which indicates how powerful CS is.

The students of the first level in non-English departments need a lecturer who can facilitate English learning. They believe that the lecturer who code switches is trying to help them by making the learning process easy thus they prefer the teacher who does so.

C. CS and its Effect on Students' Exam Performance

Table (11) Students' Attitudes Toward Code-Switching and its Effect on Students' Exam Performance

N	Statements	R	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Deviation	Rank	Degree of positive attitude
		%									
14	Teaching using both English and Arabic increases students' chances of scoring good marks	R	144	63	13	7	1	4.50	0.78	1	Very high
		%	63.2	27.6	5.7	3.1	0.4				
15	Teaching using English only increases students' chances of passing the exam	R	20	31	61	71	45	3.39	1.20	3	Moderate
		%	8.8	13.6	26.8	31.1	19.7				
16	Teaching using both English and Arabic helps students to revise the subject	R	125	86	10	6	1	4.44	0.74	2	Very high
		%	54.8	37.7	4.4	2.6	0.4				
	Total							4.11	0.63		High

Table (11) reveal that the overall mean score is (4.11) with a deviation (0.36) and ranged mean scores (3.39 – 4.50) and a varied positive degree between (very high – moderate). The table indicates that students think that CS has a positive effect on their exam performance. The majority of participants (144), strongly agree and believe that *teaching by using both languages English and Arabic increases students' chances of scoring good marks* while (63) participants agree on that statement which scored (4.50).

On the other hand, (45) participants chose strongly disagree while (71) selected disagree on the statement *teaching using English only increases students' chances of passing the exam*, which reflects a negative attitude toward that item. For this reason, the key to correct the statement was reversed.

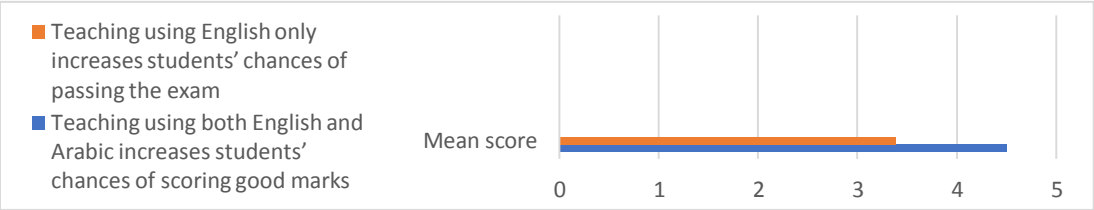

Figure (6) CS and Its Effect on Students' Exam Performance

With a mean score of 3.39, figure (6) shows that the participants prefer CS in learning the English language, which increases their chances of passing the exam because teaching in both languages helps them understand the subject and helps them memorize the lesson. The findings align with Abeid Allah (2020) and Alenezi (2010) conclusions. Despite the variation of opinions about how CS can help students score good marks and increase their chances of passing the subject, the majority of participants agreed that CS raises their opportunities to succeed in the course.

D. CS and its Effect on the Lecture Interaction

Table (12) Students' Attitudes Toward Code-Switching and its Effect on the Lecture Interaction

N	Statements	Mean	Deviation	Percentage	Rank	Degree of positive attitude
19	CS helps students take notes during the lesson	4.45	0.72	88.95	1	High
17	CS attracts students' attention to the lesson	4.43	0.68	88.51	2	Very high
20	CS creates a positive atmosphere between the students and the teacher	4.43	0.77	88.51	3	High
18	CS helps students concentrate more during the lesson	4.37	0.71	87.46	4	High
21	CS makes the lesson more interesting	4.36	0.88	87.28	5	Very high
	Total	4.41	0.57	88.14		Very high

After analyzing the above table, the results regarding CS and its effect on the lecture interaction show students' high positive attitudes. The overall mean of this domain is (4.41) and a deviation of (0.57) with (88.14) percentage. The students' mean responses to the statement ranged between (4.36 – 4.45) reflecting a very high positive attitude towards the domain's statements. The statements were ranked as follows:

Participants believe that CS helps them to take notes during the lesson. This finding is drawn from statement 19 which scored the highest mean score (4.45) and was ranked the first. Moreover, participants think that CS attracts their attention and makes them focus on the lesson. This finding is taken from statement 17 which had a mean of (4.43) and got the second rank. Another essential finding is that CS creates a positive atmosphere between the teachers and the students. This is reflected in statement 20 which was ranked third and also had a mean of (4.43). In addition, according to the participants, CS helps them concentrate more during the lesson and it makes the lesson more interesting. These results were drawn from items 18 and 21 which ranked fourth and fifth with means of (4.37 – 4.63) respectively.

Discussion

The analysis of the data collected through the questionnaire showed that most of the students in the current study held a completely positive impact on using CS in the classroom.

Students demonstrate a degree of enthusiasm towards CS. They see the phenomenon as beneficial across a variety of aspects of their learning experience. Students recognize clear advantages in terms of comprehension, boosting exam performance, and classroom management. They believe that CS helps their learning process.

Furthermore, students at Mahrah University have a positive impression of the lecturers who utilize CS in the classroom. Also, students think that CS plays a great role in creating harmony in the classroom. They believe that by applying CS, the interaction between the students and teachers would be increased positively.

A large portion of the participants in non-English departments agree that CS helps them to take notes. It reflects how CS aids students in writing down the meaning of the new words or the explanation of the grammar rules when the lecturers code-switch. This finding also shows that the students depend on CS as an assistant tool which they use to learn the English language. Their reliance on CS can be seen as a sign of their low level of proficiency in the language. This claim appears to be in complete agreement with Ibrahim et al (2013). The other results match studies conducted by Fareed et al (2016), Leoanak and Amalo (2018), and Zaghlool and Altamimi (2023). According to these studies, students become active and interact more during the lecture if the teachers implement CS in the lesson. This finding may indicate that the majority of the students of non-English departments at Mahrah University feel bored in English classes if the lecturer uses only the English language.

CONCLUSION AND RECOMMENDATIONS

Introduction

This section presents the conclusions and recommendations of the study. It also presents some suggestions for further study.

Conclusion

CS is the practice of alternation of two languages in the context. It is the use of two languages in EFL classes. The current study presents insight into the impact of CS in non-English department classrooms at Mahrah University. It was obvious from the literature that there is a lack of studies regarding the impact of CS in non-English department classrooms in Yemeni universities. This study tried to address the gap that exists in the literature which has not been filled yet. The findings revealed that CS had a

positive impact in teaching EFL in non-English department classrooms. These findings highlight the significance of CS in English language instruction.

Recommendations

Based on the findings, following are some recommendations and suggestions:

a. Encouragement to use CS

Lecturers of EFL should be encouraged to use CS as a supportive tool to facilitate learning. This can be beneficially useful in explaining complex terms and grammar and making the lectures more active.

b. Teacher learning program

Lecturers should be provided with a training course on how to use CS techniques effectively. The training should include knowledge of when and how to switch between languages to maximize comprehension without over-relying on native language, emphasizing that the main goal of learning English is not compromised.

c. Developing guidelines

Establishing explicit guidelines for the usage of the phenomenon in the classroom. These guidelines can help to have fixed rules for the practice and ensure that CS is used to support learning objectives.

d. Focusing on interaction

Since CS enhances lecture interaction, the lecturer should utilize CS to foster a more interactive and inclusive classroom atmosphere. Students should be encouraged to participate, engage, and discuss in both languages to promote comprehension and retention.

e. The use of CS for exam

CS could be strategically used in delivering reversion classes to help students understand the material and prepare them well for the exam.

f. The mechanism of feedback

Implement a regular feedback mechanism to evaluate the impact of CS on students learning and make necessary improvements this can be applied by concluding frequent surveys focus groups and performance evaluations to ensure that CS is helping the learning process.

Suggestions for Further Research:

Understanding the long-term effect of CS on language proficiency is essential. Therefore, longitudinal research should be conducted to refine methods and ensure long-term advantages.

In addition, inspecting how CS influences students at different English proficiency levels should be attempted. This can assist in modifying CS strategies to match the needs of beginners, intermediates, and advanced learners. Furthermore, comparative studies can be conducted to compare the influence of CS across different subjects and faculties to find out best practices and areas where CS is most beneficial.

Finally, studying the attitudes and practices of lecturers with variations of academic degrees regarding CS. This can help to gain a better understanding of their perspective and the issues they confront which can guide targeted support and professional development programs.

By implementing these recommendations and continuing to explore the impacts of CS through further research, Mahrah University can enhance the effectiveness of English language instruction and support student success in non-English departments.

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