

**Examining Students' and Educators' Attitudes Towards the
Use of Code-Switching within Higher Educational
Environments in Oman**

دراسة حول تفحص آراء الطلبة وأعضاء هيئة التدريس نحو استخدام التناوب
اللغوي ضمن بيئات التعليم العالي في سلطنة عمان

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Abstract

Multilanguage speakers have observed a widespread trend of utilizing different utterances. This phenomenon is entitled code-switching or (CS). Switching between two languages in foreign language settings is considered a beneficial communicative strategy for bilingual students and supports the educators in transferring and clarifying the meanings to their students. This study addresses the latest studies regarding the students and educators' attitudes towards the adoption of CS in the context of higher education. It has been noticed that CS has not yet been explored intensively in the higher educational institutions of the Arab Gulf region; the reason that attracted us to conduct this study and concentrate on Oman (one of the Arab Gulf region countries). Students and educators' attitudes are the main constructive issues in adopting and implementing CS. The aim of this study is to explore the educators and students/learners' attitudes towards the adoption of CS in the context of higher education in Oman. Two questionnaire surveys were conducted (one for students and the other for educators). Two interviews were administrated (one for students and the other for educators). Data was collected from Al Buraimi University College (one of the leading Colleges in Oman). 338 students and 21 educators participated within the study. Results ensure that CS can be one of the encouraging and effective educational approaches as to be deployed in the context of higher education at the Gulf region (specifically Oman).

ملخص

لقد شهد المتحدثين بلغتين و اكثر في المجتمعات اتجاه واسع النطاق لاستخدام لغتين أو أكثر في الكلام. وهذا ما يسمى بالتناوب اللغوي. التبادل اللغوي بين لغتين في إعدادات اللغات الأجنبية تعتبر استراتيجية تواصلية مفيدة للطلاب الذين يتكلمون بلغتين وتدعم الهيئة الأكاديمية في نقل وتوضيح المعاني لطلابهم. وقد تناولت هذه الدراسة أحدث الدراسات المتعلقة بالطلاب والاساتذة من ناحية ارائهم حول استخدام التناوب اللغوي في مؤسسات التعليم العالي. وقد لوحظ أن التناوب اللغوي لم يتم استكشافها بشكل مكثف في مؤسسات التعليم العالي في منطقة الخليج العربي، السبب الذي دفعنا لإجراء هذه الدراسة والتركيز على سلطنة عمان (إحدى دول منطقة الخليج العربي). آراء الطلاب والهيئة الاكاديمية تعتبر أحد القضايا الرئيسية البناءة في اعتماد وتطبيق التناوب اللغوي. ان الهدف من هذه الدراسة هو دراسة آراء الطلاب والهيئة الاكاديمية حول استخدام التناوب اللغوي في مؤسسات التعليم العالي في سلطنة عمان. لقد تم اجراء مسحين من الاستبيانات (واحدة للطلاب وأخرى للهيئة الاكاديمية). بالإضافة الى ذلك، لقد تم اجراء مقابلتين (احدهما للطلاب والأخرى لاعضاء الهيئة الاكاديمية). وقد تم جمع البيانات من كلية البريمي الجامعية (إحدى الكليات الرائدة في سلطنة عمان). وقد شارك 338 طالبا و 21 عضو من هيئة التدريس في هذه الدراسة. وقد بينت النتائج مؤشرا قويا على أن التناوب اللغوي يمكن ان يكون واحد من الوسائل التعليمية الواعدة التي يتم تطبيقها في بيئات التعليم العالي في دول منطقة الخليج (وتحديدا سلطنة عمان).

Dedication

Guidance of elders and personal efforts are highly required to accomplish any challenging task in our lives.

I dedicate this dissertation for my beloved family due to their endless love, encouragement and prayers through the progress of my dissertation.

The present study is also dedicated for my husband who has offered great support and confidence in my ability to achieve this work.

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First and above all, I praise Allah for permitting me the ability to progress positively. This dissertation is not possible without the support and assistance of others. I wish to acknowledge my appreciation to certain people.

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Keywords

Code-switching, bilingualism, higher education, attitudes, Oman.

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Chapter One

Introduction

1.1 Overview

Multilanguage speakers have observed a widespread trend of utilizing different utterances. This is called Code-Switching (CS). CS refers to the notion that a speaker shifts from one language or a variety into another in the course of a text or a conversation. CS plays a vital role in the higher educational context. Students and educators are the main characters who are involved in such phenomena. In order to identify the strength, weakness and building the required strategy for CS implementation, students and educators' attitudes towards CS need to be carefully investigated. In the present study, our target is to investigate the educators and students' attitudes towards CS at Al Buraimi University College (BUC); which is considered as one of the leading higher educational intuitions in Oman.

1.2 Problem Definition

An increasing number of research papers address the role of CS in education with more constraint on the higher educational sector globally. One of the main factors that need to be fully considered before using CS as an educational method is students and educators' attitudes towards CS. The aforementioned attitudes are not sufficiently explored in the existing literature. Moreover, CS has not been studied enough in the Gulf region countries.

1.3 Motivation

It is observed in the literature that code-switching has not been intensively examined within GCC countries. The study that has been conducted in Kuwait University (Alenezi, 2010) is considered to be the only exception. This study is incomplete due to the fact that it focused only on the students' attitudes towards the deployment of CS without considering the educators' attitudes. Furthermore, the sample of the study (N = 17) was relatively small and cannot be generalized upon. . Additionally, only one major, which is Human Resources Development, was considered while surveying the students without taking the other majors into account. This is evidence that

these attitudes were not sufficiently covered within the Arab Gulf Region and the reason that attracted us to highlight this particular region and try to determine the gaps that have not been examined in the existing literature. Likewise, understanding the students' and educators' attitudes towards the utilization of CS in the context of higher education within the Arab Gulf Region will help the decision makers in these countries to build their own strategy in using CS.

1.4 Research Questions

We intend to answer the following research questions in order to fulfill the aim of this study:

- What are the students' attitudes towards the use of code-switching?
- What are the students' attitudes towards the use of code-switching in relation to their *gender, age, major and degree*?
- To what extent is code-switching used by students in social networking websites?
- What are the educators' attitudes towards the use of code-switching?
- What are the educators' attitudes towards the use of code-switching in relation to their *gender, age, academic rank and academic experience*?
- To what extent is code-switching used in social networking websites by educators?

1.5 Methodology

The scope of this study is to delve into the students' and educators' attitudes towards CS within the higher educational institutions in Oman which will be represented by Al Buraimi University College (BUC). A quantitative method will be used in the form of two questionnaires: one for the students and the other for educators. A qualitative method will be used in the form of two interviews: one for students and the other for educators. Questionnaires surveys will be analyzed through the use of SPSS software. Results will draw a complete picture on how CS is getting adopted in the higher educational institutions in Oman, and how these results will determine the strengths and weaknesses of existing CS adoption which in turn will help in building the required CS policy.

1.6 Dissertation Structure

The structure of the present dissertation is categorized into five main chapters as per the following:

Chapter 1: presents the study overview. Problem definition, motivations and research questions are addressed. The utilized methodology is clearly illustrated.

Chapter 2: the most recent and common publications on CS regarding the students and educators' attitudes towards CS adoption were critically analyzed and described. An overview of CS is given and the reasons behind using CS are discussed. CS functions and the factors affecting CS were addressed. Types of code switching are demonstrated. Attitudes towards CS were critically analyzed and addressed. A comprehensive conclusion summarized the students' and educators' attitudes which in turn will facilitate the work in the upcoming chapters.

Chapter 3: addresses the methodology of this study. Research questions are described in details. The data collection process has been demonstrated. The study participants are mentioned. The structure of both surveys (students and educators) is demonstrated. The relationship between the participants and research questions were described in detail for both surveys.

Chapter 4: introduces the study findings. The analysis of both student and educator surveys is described.

Chapter 5: finalizes the study with a comprehensive conclusion along with providing suggestions for future perspectives.

Chapter Two

Literature Review

2.1 Introduction

Multilanguage speakers have observed a widespread trend of utilizing different utterances. This is called Code-Switching (CS). CS refers to the notion that a speaker shifts from one language or a variety into another in the course of a text or a conversation. CS functions as a significant medium of societal interactivity that links the linguistic incompetence gaps that occur between the mother tongue and the target language for clarification and communication purposes. Switching between two languages in foreign language settings is considered a beneficial communicative strategy for bilingual students (Pollard, 2002). Educators conceive CS as a supporting communication tool for transferring and clarifying meanings to students during classroom instruction in order to avoid their misunderstanding of issues.

Generally, before implementing any educational strategy, it is highly recommended to investigate the institutional parties' attitudes towards such strategy. Attitudes toward the use of CS facilitate identifying the weaknesses and strengths and assist the evolution of the requested strategy. Educators and students form the higher education institutional parties. The present study has reviewed the top code-switching publications and investigated the attitudes of both learners and academics in the higher educational institutions that have adopted CS and determined several opportunities and challenges to CS.

The literature review chapter is categorized as the following: the second section illustrates the phenomenon of Code-switching. Section 3 demonstrates the reasons for CS. Section 4 shows the functions of CS. Section 5 provides the factors of CS. Section 6 introduces the types of CS. Section 7 points out the bilingualism trend. Attitudes towards CS have been demonstrated extensively in section 8. Section 9 summarizes the literature review chapter.

2.2 Code-switching

Jingxia (2010) pointed out in his study that the term “*code*” denotes any system of signals including numbers and words with real meanings. Wardhaugh and Fuller (2014) defined code as a strategy that more than one bilingual speaker uses for communication purposes. An increasing number of research papers have defined code-switching in different contexts where each of which attempts to clarify this concept from a variety of views in the area of socio-linguistics. (Jdetawy, 2011; Taweel and Btoosh 2012) referred to CS as the occurrence of switches between two bilingual utterances which takes place as a word, phrase or sentence along with (Momenian and Samar 2011) the occurrence of switches both between and within utterances. Jingxia (2010) introduced code-switching as the notion of moving from one language to another in the middle of a conversation when both speakers speak the same two languages. Then and Ting (2010) described CS as the concurrence in a similar conversation substitution of passages of utterance that is related to a couple of syntactic systems. Similarly, Greggio and Gil (2007) indicated that CS is a linguistically-viewed perception in evolving bilinguals among speakers with different utterances. Leyew (1998) refers to code-switching as the diglossic circumstances in which bilinguals utilize various dialects in various circumstances. Contrarily, (Gingràs, 1974; Lee, 2010; Bilgin and Rahimi 2013) suggested that code-switching can occur within two different languages at sentence boundaries instead of two different varieties in the same discourse. In other words, Nunan and Carter (2001) argued that code-switching alternates between the speakers’ native language and the second language which they aim to acquire.

2.3 Reasons for Code-Switching

(Jdetawy, 2011 and Alkhresheh, 2015) have attempted to highlight several reasons as regards the phenomenon of CS including interpreting the interlocutors’ intentions and characterizing the morpho-syntactical constrains by focusing on the location of the switches in the sentence. Other social motivations of code-switching are psycholinguistic and social characteristics of different community groups as well as the interactions among bilinguals’ attitudes and proficiency. Hussein (1999) studied the psychological and social reasons that lead bilinguals to switch codes, including the occurrence of English terms that lack the Arabic equivalents, the flexibility of scientific terms expression and awareness of fixed English expressions like apologies, greetings and compliments. As indicated by (Eldin, 2014), speakers may switch codes for different reasons

including showing unity with a community, distinguishing oneself, participating in public meetings, discussing a specific topic, expressing emotions and affections, and persuading interlocutors as per the following:

1. Showing Solidarity

Switching to another language is used among people from various or similar ethnic individuals in order to signal shared ethnicity as well as group membership among addressees.

2. Reflecting Social Status

Bilingual speakers tend to switch between languages to distinguish themselves from other social classes, reflect prestige and power as well as signal competence and education in more than one code.

3. Topic

Topic is another important reason leading a bilingual speaker to switch from one language to another. According to a study revealed by (Alenezi, 2010), several motives of code-switching differ due to the conversation's topic, speakers and context. In terms of topic, Baker (2011) has investigated twelve purposes of code-switching from sociolinguistic functions; these functions encompass emphasizing a particular point, expressing a concept that lacks an equivalence in the target language culture, substituting a word with an unknown one in the target language, reinforcing a request, expressing identities, clarifying a point, easing tension and injecting humor into conversations of the target language. Abalhassan and Alshalawi (2000) claimed that there are seven functions that could be used within the conversation's context. These functions are conversation tags, contextualization cues and emphasis, quotation switch, politeness and averting of taboo terms, technical expressions, emphasizing concurrent constriction and linguistic repertoire. Accordingly, (Leung, 2006) asserted that bilingual speakers usually switch to another language while discussing sexual or emotional issues which have always been labeled as 'taboo' to avoid these taboo words and topics and to be expressed in the speaker's mother tongue.

4. Affection

Bilinguals code-switch to express their attitudes and emotions; they switch between languages to express feelings of cheerfulness, eagerness, anger, grief, anger, dissatisfaction and affection.

5. Audience Persuasion

Holmes (2000) and Nerghes (2011) stated that code-switching is often used in speech and rhetoric in order to persuade an audience or to attract their attention, resulting in enhancing their motivation to carefully scrutinize the message presented. It also reflects a certain socioeconomic identity which can give the speaker more reliability and credibility. Nerghes (2011) stated that CS works as one of the influential methods, which in turn leads to an organized informational manipulation while strong arguments.

2.4 Code-Switching Functions

2.4.1 Code-Switching Functions in Classrooms

Momenian and Samar (2011) revealed that utilizing native language in learning and teaching settings serves three functions including the construction of scaffolding and engaging learners in interactions, establishment of inter-subjectivity and maintenance of privacy. Lee (2010) investigated the functions of code switching in EFL classrooms; it has been concluded that using native language makes an opportunity for knowledge improvement, confidence promotion as well as cultural and social identity. Additionally, (Badrul and Kamaruzaman 2009) concluded that educators' CS is relatively related to students' affective support along with their educational success. Similarly, Tien and Liu (2006) claimed that code-switching facilitated EFL teaching and learning process by finding out the hidden messages behind code switching. Equivalent comprehension, Instructional procedures, cognition assurance and socializing effects are the main functions for code switching.

2.4.2 Code-Switching Functions for Teachers

Bilgin and Rahimi (2013) and Sert (2005) revealed that code-switching is unconsciously applied in most of the language learning environments by teachers to serve some basic functions which may be beneficial. These functions are listed as topic switching, affective, and repetitive functions.

In topic switch cases, teachers switch between languages based on the discussion topic. This can be mostly observed in grammar instruction since bilingual teachers use the native language while providing syntactic rules of the target language in dealing with particular grammatical points;

consequently, the students' attention will be directed to the new knowledge by making use of code-switching and in order to facilitate the students' comprehension, build solidarity and ensure a relaxing learning environment.

Another explanation for the functionality of code switching in ELT settings is its affective function that serves for expression of emotions. In this respect, bilingual teachers use code-switching in order to build intimate relations with students and to create a supportive language environment.

In addition to the topic switching and affective functions, the phenomenon also carries a repetitive function. In this sense, code-switching is utilized by educators to convey the necessary knowledge to the students for clarity purposes. Following the instruction in target language, teachers switch codes to clarify meaning, and ensure efficient comprehension. This comes in conformity with [Rahimi and Jafari's \(2011\)](#) who indicated that code-switching has been intensively applied while conducting vocabulary and grammar activities that encompass using equivalent words or expressions as well as replying in the native language in order to solve misunderstanding issues and to ensure complete and correct comprehension of the grammatical rules. Moreover, [Lee \(2010\)](#) indicated that language instructors most often code-switched for accuracy purposes and for facility of expression. [Badrul and Kamaruzaman \(2009\)](#) revealed that teachers code switch to explain the meaning of new words, check understanding, make students feel comfortable and to explain the grammatical differences between languages.

2.4.3 Code-Switching Functions for Learners

Comparable to the case for educators' code-switching, students may unconsciously resort to code-switching to serve particular functions. [Sert \(2005\)](#); [Bilgin and Rahimi \(2013\)](#) listed four functions of code-switching comprising conflict control, floor holding, reiteration and equivalence. First, conflict control is utilized by bilinguals to minimize misunderstandings that occur when the precise meaning of the lexis is unknown in the communication. The underlying motives behind using this strategy vary in accordance with students' intentions, purposes or needs. The second function to be introduced is floor-holding; bilingual students use the floor holding technique to avoid any stopgap with the appropriate target language structure or lexicon and to maintain fluency while communicating in the foreign language. The third consideration in

students' code-switching is reiteration strategy, which is commonly used for emphasizing, reinforcing and clarifying messages systematically as native language speakers make use of a repetition technique in native tongue due to their inability to transfer the exact meaning in the target language. Equivalence is the last function of code-switching in which bilingual speakers utilize second language lexical terms in the target language and code-switching to the native tongue to overcome target language deficiency problems. Equivalence technique functions as a defensive mechanism for bilinguals students; it allows them to communicate continuously by bridging the gaps that result from foreign language incompetence.

2.5 Factors Affecting Code-switching

Bista (2010) and Leyew (1998) stated that there are many factors that could impact the behavior of code-switching. Such social and linguistic factors include: lack of equivalent words in English, unfamiliarity with the used English words, bridging gaps in conversations, facilitating the first language speech, misunderstanding avoidance, intimacy delivery, privacy maintenance, adding emphasis and English language proficiency. Jingxia (2010) mentioned that other factors may include the language type (the distance between the first and second languages systems), objectives of the lesson and its content, formal training and educational materials.

2.6 Types of Code-switching

Code-switching is conventionally assumed to be a sign of language deficiency in bilinguals. Nonetheless, various studies have anticipated that code-switching is also frequently used by bilingual speakers to attain certain interactional outcomes in a conversation with other speakers (Shin, 2010). Eldin, (2014) proposed three different forms of switching between languages that are apparent in switchers' daily conversations to communicate with others within the same utterance in an unchanged situation (Toribio and Bullock 2012). Additionally, code-switching seems to be a safe choice when it is more or less expected in an interaction that is determined by unpredictable social and situational settings as well as the participants' relationships (Myers-Scotton, 1993).

Bloom and Gumperz (2000) defined two categories of CS: situational and metaphorical. On the one hand, situational switching is affected by situation change, which occurs in an utterance such as the change in setting, participant or topic. Metaphorical or conversational CS, on the other

hand, is an effective conversational method, which involves only a change in topical emphasis in order to support acts in a conversation, including complaint, request, apology or refusal. Accordingly, (Auer, 2002) identified two forms of CS, which are alter-national (it belongs to intra-clausal switching), and insertional switching (it is considered inter-clausal).

From another perspective, Lee (2010); Abeer and Mousa (2012) have categorized code-switching as intra-sentential and inter-sentential. Intra-sentential switching is language switches which happen in the middle of a sentence between words or phrases; it may also take place within the same word). This kind of switching is also known as “code-mixing”. Inter-sentential means the alternate use of more than one code where the switch occurs between sentence boundaries. Similarly, (Jdetawy, 2011; Jingxia, 2010; Poplack, 1980) divided CS into three categories: inter-sentential, intra-sentential and tag-switching.

2.6.1 Tag-Switching

Tag switching means inserting a single word or phrasal tag from one variety into an utterance that is entirely in a different code. Tags are effortlessly introduced at different points in a monolingual statement without violating grammatical rules, since they contain marginal grammatical limitations. The most common English tags such as: “I mean”, “you know” and “I wish” are some of the examples that fit into this category.

2.6.2 Inter-Sentential Switching

Inter-sentential switching involves the switches that occur at clausal or sentential level where each clause or sentence is in one or another language. Speakers refer to inter-sentential switch in order to emphasize a certain point uttered in another language; it requires the speakers to have great fluency in both languages as a larger part of the utterance is supposed to follow the linguistics rules of both languages as compared to the minimal adjustment needed in tag-switching.

2.6.3 Intra-Sentential Switching

Intra-sentential switching occurs within a single sentence at clausal, sentential or even word level without any hesitations, interruptions or pauses that can indicate an alliteration unless morpho-phonological adaptation occur. Intra-sentential switching is considered the most complex type because it involves the greatest grammatical risk; consequently, it appears to be avoided by the majority of bilingual speakers except the most fluent ones. There are two subdivisions of intra-sentential switching as indicated by [Othman, 2006](#). The first type involves inserting Arabic lexical items or constituents into an English discourse by proficient Arabic speakers to maintain their language. However, the second subdivision denotes the insertion of English lexical items or constituents into Arabic utterances by less proficient English speakers which makes it so popular in communities. Since it does not require speakers to have good proficiency in English, it is considered the most frequent type.

In addition, [Poplack \(1980\)](#) introduced extra-sentential switches, including fillers and tags. It also contains exclamations, parenthetical statements and particles from another language. [Wee \(2003\)](#) clarifies that it is naturally found in clause-final position. It is monosyllabic and utilized for several conversational pragmatic purposes.

2.7 Bilingualism

[Hamers and Blanc \(2000\)](#) identified the term bilingualism as a linguistic community state in which two codes are employed in the same interaction by a number of bilingual individuals. According to a study revealed by [Jdetawy \(2011\)](#), bilingualism is explained by defining the bilingual speakers who are able to meet the communicative demands of themselves as well as their society by switching to another language while communicating in normal circumstances.

It has been suggested by some studies that defining the concept of bilingualism is interrelated with linguistic competence. [Jonsson \(2005\)](#) describe bilinguals as speakers, having the capability of producing complete and meaningful utterances in both languages. [Hamers and Blanc \(2000\)](#) proposed that a bilingual is an individual who possesses a minimal proficiency in his/her mother tongue and in one of the four language skills: listening, reading, speaking, and writing.

2.7.1 Bilingualism in Arab Countries

Jdetawy (2011) has proposed that the majority of Arabs, who reside outside their native Arab countries, are almost speaking two codes. Accordingly, their linguistic utterance differs from the first generation, who came to those countries at an early age after they assimilated the primary basics of Arabic language, and the second generation, who were born outside their native countries and did not acquire the basics of Arabic. This shows the phenomenon of Arabic maintenance and /or a shift as a minority language in the immigrant Arab situations in those non-native countries (Othman, 2006).

2.7.1.1 Bilingualism in Jordan

Hazaymeh (2004) cast light on bilingualism in Jordan which is demonstrated by hundreds of English loanwords and expressions. Subsequently, many Jordanians who come from different ages and social backgrounds tend to code switch towards English at work and in their educational domains. English words and expressions have been widely utilized in their daily communications as a sign of English knowledge and as a symbol of social prestige. Hazaymeh (2004) added that cultural interactions with English-speaking countries have currently presented several facets of the English loanwords and culture into Arabic among Jordanians; these interactions have been recognized by different means including technology, media, sports, education, trade and communications.

2.7.1.2 Bilingualism in Palestine

Smooha (1989) has shed light on language exchange in the Palestinian communities, who are known as Israeli Palestinian Arabs, and live together with the Jewish in the same society. Smooha (1989) has added that the Palestinians in Israel are experiencing Arabic-Hebrew bilingualism, since Arabic is affected by Hebrew, the dominant language; as a result, Israeli Palestinian Arabs switch to Hebrew in their conversations.

2.7.1.3 Bilingualism in Kuwait

Dashti (2007) contends that the phenomenon of bilingualism is echoed by the fact that English as a foreign language has played a significant role in Kuwait and its use is spreading in various

social settings. Kuwaitis prefer to apply code-switching between English and Kuwaiti while interacting with different interlocutors, for example, Kuwaiti mothers and their children code-switch to English as a strategy of language choice to ensure successful contact between the interlocutors inside and outside home settings. This example clearly signifies that using English is not limited to Kuwaiti classroom settings; code-switching patterns used by Kuwaitis are influenced by the type of interlocutors and the category of communication that happens because code-switching is employed as a language choice strategy.

2.7.1.4 Bilingualism in United Arab of Emirates (UAE)

[Khuwaileh \(2002\)](#) analyzed that English has been the language of communication in both academic and non-academic environments, although Arabic is the official language and mother tongue in the United Arab Emirates. There are four key reasons that have resulted in a strange multilingual code switching; these reasons are the very large number of expats, the combination of ethnicities, the domination of English, and the presence of many other foreign languages such as Pakistani (Urdu), Indian (Hindi), Chinese (Mandarin) and Filipino (Tagalog).

2.7.2 Bilingualism in Non-Arab Countries

[Othman \(2006\)](#) examined that language contact leads to the appearance of bilingualism. According to [Thomason \(2001\)](#), bilingualism is like a step of mono-lingualism towards the majority language; contrastingly, it may be unchanging in which the forms of multilingualism are long standing or transitional. The non-dominant language alliteration and maintenance is determined by aspects including the availability of influential support for the minority language, and the public's attitudes toward their mother tongue; code-switching happens when the younger generation possesses diverse linguistic preference either for the majority or minority language from the older generation.

2.7.2.1 Bilingualism in England

[Othman \(2006\)](#) studied the status of the Arabic language which is represented as the minority language among Arab bilinguals in the city of Manchester, Britain. There should be a categorization in function between Arabic and English in order to maintain the minority language. However, an alternation can be encountered, yet it must be minimized to maintain the

stability among bilinguals. Questionnaires and semi-structured interviews have been conducted for data collection with 16 families originally from different Arab countries including Egypt, Libya, Jordan, and Syria. The results showed signs of Arabic maintenance in the speech of those Arab bilinguals. In addition, Arabic-English switching has been observed in specific situations due to a variety of cultural and administrative pressures, leading them to speak one language rather than the other.

2.7.2.2 Bilingualism in India

Alkhresheh (2015) delved into the phenomenon of Arabic-English code-switching and mixing among 100 Arab students of different nationalities and ages with Bachelors, Masters and PhD degrees at Aligarh Muslim University in their daily conversations as well as the reasons that lead them to switch and mix codes. A questionnaire was utilized for collecting data to show that the majority of these students are switching and mixing codes to English. In addition, the lack of English proficiency was the main reason that evokes Arab students to resort to switching and mixing codes.

2.8 Attitudes towards Code-switching

2.8.1 Attitudes towards English-Arabic Code-Switching

Hussein (1999) investigated code-switching behavior in the discourse of 352 Jordanian students, who are majoring in English, Arabic, Law, Islamic studies and Computer Science, at Yarmouk University by conducting a three-section questionnaire to find out their attitudes towards the phenomenon of Code-switching in relation to English, Arabic and language users. Results showed that there is no significant difference among the students' attitudes towards the use of code-switching since some of them indicated positive attitudes, yet others revealed negative attitudes towards code-switching. As a limitation of this study, it focused only on students' attitudes toward code-switching without any indication about the educators' attitudes.

Alenezi (2010) explored learners' linguistic attitudes towards the language of teaching and their language attitudes' effects on academic performance of these learners during a science class of Human Development in Kuwait University. The researcher combined both qualitative and quantitative research methods in order to gain precise results. The study's questionnaires were

administrated based on the 17 occupational therapy learners' (3 males and 14 females) experiences in the college of Allied Health Science. The collected data were evaluated by means of percentages in order to measure the differences in the participants' attitudes. Findings of this exploratory study reported positive language attitudes towards CS between Arabic and English.

2.8.2 Attitudes towards English-Malay Code-Switching

Due to the declining proficiency levels among 257 low English proficient learners in a public university in Malaysia, [Ahmad and Jusoff \(2009\)](#) administrated a set of questionnaires containing 20 items using 5-points Likert-type scale to examine the attitudes of bilingual students towards their instructors in English language learning settings, the relation between students' emotional support and educators' CS, the connection between students' learning accomplishment and educators' CS along with the future use of CS in education. Results indicated that learners have considered code-switching positively in the English learning environments; there are significant relations between learners' emotional support and teachers' code-switching as well as learners' learning success and educators' code-switching. In addition, learners were in favor of future code-switching in the ELT classrooms. It is strongly supposed that educators' code-switching is a valuable teaching approach when dealing with low English proficient learners.

[Nordin et al. \(2013\)](#) studied the attitudes of forty-five diploma students in their second semester of study towards code-switching by conducting a questionnaire survey in the Faculty of Applied Sciences, University Teknologi MARA Pahang, Malaysia. The collected data were analyzed using both *descriptive statistics* for the scores of (mean, standard deviation, frequency, and percentage) and *inferential statistics* for correlation measures. The results suggest that the majority of bilingual students have positive attitudes towards switching codes in their conversations where it assists them in acquiring the second language. It is advisable to examine the educators' attitudes toward the occurrence of code-switching in classrooms.

2.8.3 Attitudes towards English-Chinese Code-Switching

[Jingxia \(2010\)](#) revealed the attitudes of 259 students and 60 educators towards the types, functions, factors and impacts of switching to Chinese in three universities in China to present a

detailed analysis of the general situation and the positive role of code-switching use to Chinese language in English academic settings. The researcher integrated the quantitative and qualitative research methods through conducting questionnaires with educators and learners as well as classroom recordings. Findings pointed out that 80% of the educators and 66% of the students held positive attitudes towards educators' CS to Chinese. Regarding code-switching types, inter-sentential code-switching has been mostly witnessed inside classrooms. In addition, the research considered students' English proficiency as the most influencing factor impacting the educators' switching to Chinese. In accordance with a previous study by (Levine, 2003), code-switching to Chinese is a beneficial strategy in educational settings as it serves various functions such as translating vocabulary words, clarifying syntax, handling class, and building strong relationships with students.

2.8.4 Attitudes towards Code-Switching to Other Foreign Languages

Bilgin and Rahimi (2013) attempted to examine functions, manner, reasons, and contributions of CS from the point of view of the Twenty EFL teachers (5 males and 15 females) in two Turkish universities, Bahcesehir University and Halic University. The academics were American, Belarus, British, Canadian, Iranian, and Turkish with approximately ten years teaching experiences. Individual semi-structured interviews were utilized and structured around style, reasons, functions and contributions of code-switching that permitted academics to disclose their views of the given code-switching aspects. Findings exhibited that instructors at Haliç University had a strong preference towards code-switching. Besides, the consideration of code-switching as a facilitator as it fosters students comprehension of instructions and meanings of new vocabulary as well as raises involvement of students within a relaxing learning environment offered by the mother tongue.

Cooper (2013) examined the perceptions of ten proficient bilingual English-Spanish speakers, aging between 21 and 39, towards resorting to CS in popular music upon listeners in the Inland Northwest by conducting interviews through snowball sampling method. Results showed an alteration from the outdated attitudes towards a more contemporary understanding of code-switching among Spanish-English bilingual speakers; participants are in favor of Spanish which contradicts any other presumed intrinsic significance of learning English. Furthermore, it has

been noticed that the legitimization procedure, in which code-switching has been used, was experienced in contemporary music.

Johansson (2014) aimed to study when and why teachers switch languages while teaching English in an upper secondary school in Sweden. The study also attempted to find out the preferred language teaching in various classroom settings by both teachers and students. The researcher interviewed five experienced teachers at different upper secondary schools. Questionnaires were also conducted with 96 students (42 males and 54 females). Results indicated that the teachers generally were not in favor of CS. Results also revealed that most of the learners tended to switch between Swedish and English. On the other side, 87% of the learners sought after their teachers to make them speak English more than Swedish.

Naveed (2014) utilized a questionnaire among 200 learners in four Pakistani colleges and universities to investigate students' attitudes towards both educators and students' code-switching, as well as reasons for resorting and not resorting to code-switching in EFL contexts. Results of the collected data indicated positive attitudes of students towards using the target language by themselves and their educators; however, using Urdu was beneficial for expressing ideas, explaining new vocabulary words, and maximizing the learners' opportunities to improve their English proficiency.

Dewaele and Wei (2014) recognized and evaluated the independent variables that are linked to the attitudes that people have towards CS among a total of 2070 multilingual students (1535 females and 428 males). These participants are highly educated with a high school diploma, Bachelor, Master and PhD degrees. The researchers collected their data through an open-access survey that was conducted online. Findings revealed that the attitudes towards code-switching are interrelated with language learning history, personality and current phonological practices, as well as some socio-biographical variables. The high levels of cognitive empathy and low levels of neuroticism are strongly interrelated with more positive attitudes towards code-switching phenomenon. Moreover, findings indicated that females with both low and high levels of education were in favor of using code-switching in their utterances. Furthermore, bilingual teens are more positive in their attitudes toward code-switching than older students in their classrooms.

2.9 Conclusion

Code-switching is considered as one of the most commonly repeated concepts among bilingual and multilingual speech communities. CS refers to the insertion of target language words, phrases, clauses or sentences in a speaker's conversations and written texts. The concept of CS is mostly observed in the discourse of bilingual educators and learners in the academic settings at lexical, semantic, and syntactic levels. CS functions as an equivalence tool in language classrooms and advantageous communicative strategy for bilingual students. In addition, educators consider CS as a supportive communication tool for conveying and clarifying meanings to learners during classroom instruction to avoid any possible misunderstanding problems.

We have reviewed the state-of-the-art of research papers in CS regarding the students and educators attitudes towards the use of code-switching in classrooms. Examining the attitudes towards the use of CS helps in determining the strengths and weaknesses and building the required strategy for CS implementation. The phenomenon of switching between languages has been growing in the Arab world, particularly in Gulf Cooperation Council (GCC) countries and that's due to the increasing number of expatriates in these countries. In the literature, it has been observed that the phenomenon of code-switching has not been intensively investigated within GCC countries. The only exception is the study that has been conducted in Kuwait (Alenezi, 2010). This study is considered incomplete due to the reason that it focused only on the students' attitudes towards the use of CS without considering the academics' attitudes. Moreover, the sample of the study (N = 17) was relatively small and cannot be used to judge the study results. In addition, only one major (which is Human Resources Development) was when surveying the students without taking the other majors in consideration.

Understanding the students' and educators' attitudes towards the use of CS in the higher educational institutions within the GCC countries will help the decision makers in these countries to build their own strategy in using CS. We have observed that these attitudes were not sufficiently covered within the Arab Gulf Region; the reason that encouraged us to shed light on this particular region and try to determine the unexamined gaps in the recent available study.

In this study, we recommend conducting a questionnaire survey (as a quantitative method) and interviews (as a qualitative method) at Al Buraimi University College (BUC), Al Buraimi

Governance, Oman; one of the well-known university Colleges in Oman with around 5000 students and 200 educators. This study investigates the learners' and educators' attitudes towards using CS in different departments with different majors and different nationalities. Different factors will be taken into consideration for examining the students' and educators' attitudes in order to get a full picture of the mentioned attitudes; those factors which were not examined in the current available studies.

Chapter Three

Research Methodology

3.7 Research Methodology

The present research study investigates the students' and educators' attitudes towards the use of code-switching in the educational process within the higher educational settings in Oman. Understanding those attitudes will assist the decision makers in the higher educational institutions in Oman to identify the strengths and weaknesses and to build their own strategy in using CS. Attitudes indicate whether or not the students and faculty members are adopting CS and are getting enough benefit from that usage. A questionnaire survey (quantitative approach) and interviews (qualitative approach) with both students and educators were administrated at Al Buraimi University College (BUC) at Al Buraimi governance, Oman for data collection. Two questionnaires are prepared: one for students and one for educators. Moreover, two sets of interview questions are prepared: one for students and another for educators.

3.8 Research Questions

We are seeking to answer the following research questions in order to examine the students' and academic faculty members' attitudes towards the use of code-switching in the higher educational settings in Oman:

RQ1: What are the students' attitudes towards the use of code-switching?

RQ2: What are the students' attitudes towards the use of code-switching in relation to their *gender, age, major* and *degree*?

RQ3: To what extent is code-switching used in social networking websites by students?

RQ4: What are the educators' attitudes towards the use of code-switching?

RQ5: What are the educators' attitudes towards the use of code-switching in relation to their *gender, age, academic rank* and *academic experience*?

RQ6: To what extent is code-switching used in social networking websites by educators?

3.9 Data Collection

Data is collected through two methods: the questionnaire survey (Quantitative method) and interviews (Qualitative method). Surveys and interviews have been administrated at Al Buraimi University College (BUC) at Al Buraimi Governance, Oman. Two kinds of questionnaire surveys are designed and distributed, one for students and the other for educators. The distribution of the surveys has been conducted by the researcher herself and with the assistance of the educators within each department. The interviews were performed by the researcher herself and the students through asking them several questions regarding the use of CS in a face-to-face discussion. In addition, interviews were also performed with the educators in which they were asked several questions regarding the use of CS in a face-to-face discussion. The collection of the data was accomplished during December 2015. Table 1 illustrates the entire details of the collected data.

University Name / Country	No. of students	No. of faculty members
Al Buraimi University College, Oman	338	21

Table 1: Data Collection details.

According to Al-Emran et al. (2016), the study follows the purposive convenience sampling technique in which the participants were easily reachable and willing to take part in the present study. The students took part from different majors, departments and degrees (Diploma, Advanced diploma and Bachelor). The population of the educators was picked from different nationalities with different qualifications, academic rank and teaching experience.

3.10 Questionnaire Survey Structure

The questionnaire surveys are prepared and designed by the researcher herself based on the study's research questions. English language is the language that was used in preparing the surveys as it is the language that is easily communicated by both students and educators. Some items were selected from similar research studies like (Hussein, 1999; Kiranmayi & CELTA 2010; Nordin et al., 2013; Eldin, 2014; Naveed, 2014; Al-Emran et al., 2016). The students' and educators' surveys were checked by the dissertation supervisor (*Dr. John McKenny*) at the British University in Dubai (BUiD), UAE and the head of technical support and electronic services (*Mr. Mostafa Al-Emran*) at Al Buraimi University College (BUC), Oman for the

purpose of verification and clarification of the selected items in relation to content validity. The dissertation supervisor and the head of technical support indicated after a thorough examination that the surveys' items are very clear and answer all the research questions. The structure of both surveys is illustrated in the following two sections.

3.10.1 Students' Survey

The students' questionnaire survey includes 24 items that are categorized into three main sections. Appendix A illustrates students' questionnaire survey sample. The first part of the questionnaire includes 6 items representing the student's demographic data such as: gender, major, age, degree, CGPA and passed credit hours. Table 2 describes the first section items along with the sources that they have been taken from:

#	Items	Sources
1	Gender	-
2	Major	-
3	Age	-
4	Degree	Al-Emran et al. (2016)
5	CGPA	Al-Emran et al. (2016)
6	Passed Credit hours	-

Table 2: Students' demographic data items.

The second part of the questionnaire includes 4 items representing students' usage of code-switching. Table 3 demonstrates the second part items along with the sources that have been taken from:

#	Items	Sources
7	Do you use code-switching in your conversation?	-
8	What are the most frequent English words and expressions that you use in your daily conversations?	-
9	Do you use Code-Switching in your chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)?	Eldin (2014)
10	What is the most frequent social networking App	-

	where you usually use code-switching in your daily chatting?	
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Table 3: Students' usage of Code-switching items.

The third part of the questionnaire includes 14 items investigating the students' attitudes towards the use of code-switching. A five-point *Likert* Scale with strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1) has been utilized to measure the 14 items. Table 4 illustrates the third part of the questionnaire items along with sources that they have been taken from:

#	Items	Sources
11	Code-Switching enhances my communication skills.	Hussein (1999)
12	Code-switching helps me to develop my language skills.	-
13	Using Code-switching shows that I'm well-educated.	Hussein (1999)
14	Using Code-switching shows that I'm prestigious.	Hussein (1999); Kiranmayi & CELTA (2010)
15	I Code-switch due to the lack of Arabic equivalents.	Hussein (1999)
16	Code-switching allows me to understand better.	-
17	Code-switching helps me to convey new words easily.	-
18	Code-switching makes me feel more comfortable and confident in classrooms.	Nordin et al. (2013); Naveed (2014)
19	I Code-switch with my colleagues for discussing lectures and exams.	Nordin et al. (2013)
20	Code-switching helps me to practice the second language that I use.	Kiranmayi & CELTA (2010)
21	Code-switching helps me in learning new words from the educators while they are switching between English and Arabic.	Kiranmayi & CELTA (2010)
22	I Code-switch with my colleagues due to the complexity of some words in my native language.	Kiranmayi & CELTA (2010)
23	Usage of English allows me to express the ideas that I can't	Naveed (2014)

	express in Arabic.	
24	Usage of Code-switching attracts my attention.	Naveed (2014)

Table 4: Students' attitudes towards the use of Code-switching.

3.10.2 Educators' Survey

The educators' questionnaire survey includes 22 items, which like the students' survey, are categorized into three major parts. Appendix B reveals a sample of the educators' survey.

The first section of the questionnaire survey encompasses 6 items representing the educators' personal demographic data, which include gender, qualification, age, experience in teaching, nationality and academic rank. Table 5 contains a summary of the first section items along with the sources which they have been derived from:

#	Items description	Sources
1	Gender	-
2	Qualification	Al-Emran et al. (2016)
3	Age	-
4	Experience in teaching	Al-Emran et al. (2016)
5	Nationality	-
6	Academic rank	Al-Emran et al. (2016)

Table 5: Educators' personal demographic data items.

The second section consists of 4 items that represents the faculty members' data with regard to the usage of Code-switching. Table 6 contains a summary of the second section items along with the sources which have been taken from:

#	Items description	Sources
7	Do you use Code-Switching in your classrooms?	-
8	Do you use Code-Switching when chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)?	Eldin (2014)
9	The most frequent English words and expressions that you use in your classes?	-

10	What is the most frequent social networking App in which you use code-switching in your daily chatting?	-
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Table 6: Educators' data regarding the usage of Code-switching items.

The third part of the questionnaire involves (12 items) that investigates attitudes towards the use of Code-switching. A five-point *Likert Scale* with strongly agree (5), agree (4), neutral (3), disagree (2) and strongly disagree (1) was utilized to measure the (12 items). Table 7 shows a summary of the third part items along with the sources from which were adopted:

#	Items description	Sources
11	I Code-switch while teaching in order to help my students understand better.	Kiranmayi & CELTA (2010); Naveed (2014)
12	I Code-switch due to lack of equivalents in Arabic language.	Kiranmayi & CELTA (2010)
13	Code-switching helps me to bond strongly with my students.	Kiranmayi & CELTA (2010)
14	Code-switching helps me to convey meaning easily to students.	Kiranmayi & CELTA (2010)
15	Usage of Code-switching helps the students to learn a second language.	Kiranmayi & CELTA (2010)
16	I Code-switch due to the complexity of certain words in my language.	Kiranmayi & CELTA (2010)
17	I Code-switch because I feel that the students are not exposed to English.	Kiranmayi & CELTA (2010)
18	Using Code-switching while illustrating new terms helps the students to learn better.	Naveed (2014)
19	Code-switching makes the discussions more interesting.	Naveed (2014)
20	Code-switching enhances my communication skills with the students.	Hussein (1999)
21	Code-switching enables the students to boost their second language skills.	-

22	Code-switching makes the students feel more comfortable and confident while learning.	Naveed (2014); Nordin et al. (2013)
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Table 7: Educators' attitudes towards the use of Code-switching.

3.11 Interviews Structure

The interviews are designed by the researcher herself in accordance with the research questions of the present study. English has been used in preparing the interviews since it is the language that both students and educators communicate in easily. Some interview questions have been chosen from similar research studies such as (Bilgin and Rahimi 2013; Johansson 2014). The students and educators interview questions were shown to the dissertation supervisor (*Dr. John McKenny*) at the British University in Dubai (BUiD), UAE and the head of technical support and electronic services (*Mr. Mostafa Al-Emran*) at Al Buraimi University College (BUC), Oman for the purpose of verification and clarification of the questions. The structure of both students' and educators' interviews is shown in the following two sections.

3.11.1 Students' Interviews

The students' interview questions involve 6 items. Table 8 describes the students' interview questions along with the sources that they were adopted from. Appendix C indicates a sample student interview sheet.

#	Questions	Sources
1	Do you switch between Arabic and English while speaking? Why or why not?	Bilgin & Rahimi (2013); Johansson (2014)
2	Does switching between Arabic and English help you to understand the lecture better?	-
3	Do you usually insert English words or phrases to show off?	-
4	Do you prefer your lecturer to switch between Arabic and English? Why or why not?	-
5	What are the most common English words that you usually use?	-
6	Do you use Code-switching while chatting on social networks? Why or why not?	-

Table 8: Students' interview questions.

3.11.2 Educators' Interviews

The educators' interview questions include 7 items. Table 9 lists the educators' interview questions along with the sources from which they were selected. Appendix D indicates a sample of educator's interview sheet.

#	Questions	Sources
1	Do you switch codes in your classes? Why or why not?	Bilgin & Rahimi (2013); Johansson (2014)
2	How do you switch between Arabic and English?	Bilgin & Rahimi (2013)
3	Do you code-switch on social networks? Why or why not?	-
4	How does code-switching affect the educational process?	Bilgin & Rahimi (2013); Johansson (2014)
5	What are the advantages and drawbacks of using Code-switching in classrooms?	Johansson (2014)
6	What are the most common English words that you usually use while teaching?	-
7	In which situations do you encourage your students to switch codes?	Johansson (2014)

Table 9: Educators' interview questions.

3.12 Relationship between Research questions and survey items

The present study involves two independent questionnaire surveys (one for students and the other for educators). Tables 10 and 11 are used to demonstrate the relation between the questionnaire items and the research questions. Research questions from (RQ1-RQ3) represent students. Research questions from (RQ4-RQ6) represent the educators.

RQs	Items																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
RQ1											•	•	•	•	•	•	•	•	•	•	•	•	•	•
RQ2	•	•	•	•	X						•	•	•	•	•	•	•	•	•	•	•	•	•	•
RQ3							•	•	•	•														

Table 10: Relation between the students' survey and the research questions.

RQs	Items																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
RQ4											•	•	•	•	•	•	•	•	•	•	•	•
RQ5	•		•	•		•					•	•	•	•	•	•	•	•	•	•	•	•
RQ6							•	•	•	•												

Table 11: Relation between the educators' survey and the research questions.

Chapter Four

Discussion of the Results

4.1 Students' Data Analysis

338 questionnaire surveys were distributed as a hard-copy among the students at Al Buraimi University College (BUC) in Oman. The participating students were approached from different majors, different ages and different degrees of study.

4.1.1 Students' Demographic Data

As Table 12 indicates, 65.7 % of the participated students were females while only 34.3 % were males. 36.7 % of the participants were categorized under the Business Administration department, yet 34.9 % of them were categorized under the IT Department and 28.4 % of them were listed under the English Department. 64 % of the participants were aged between 18 and 22. 74.3 % of the participants are studying at the bachelor degree level. 49.7 % of the participants' CGPAs are ranged between 2.00 and 2.99.

#	Items / Questions	Answers	Frequency	Percentage %
1	Gender	Male	116	34.3%
		Female	222	65.7%
2	Major	English	96	28.4%
		Business Administration	124	36.7%
		IT	118	34.9%
3	Age	18-22	219	64.8%
		23-28	86	25.4%
		29-35	26	7.7%
		Above 35	7	2.1%
4	Degree	Diploma/ Advanced Diploma	87	25.7%
		Bachelor	251	74.3%

5	CGPA	0.0 – 1.99	30	8.9%
		2.0 – 2.99	168	49.7%
		3.0 – 4.0	140	41.4%
6	Passed Credit hours	0 – 30	92	27.2%
		31 - 60	82	24.3%
		61 – 90	94	27.8%
		91 - 126	70	20.7%

Table 12: Students' demographic data.

4.1.2 Students' usage of Code-switching

As illustrated in table 13, 81.1 % of the students code-switch between Arabic and English in their conversations, however 18.9 % of them do not. Around 51 % of the participants indicated that they use almost all of the common expressions like (Ok, Yes/No, Thank You, Sorry, Please, Don't Worry, No Problem, Wait and perfect) in their daily conversations. 86.4 % of the participants code-switch while chatting on social networks. In terms of the most commonly used social networking application, WhatsApp was the most frequent App to be used by the participants with 43.5 %. Moreover, 40.5 % of the participants revealed that they use almost all of the social networking Apps like (WhatsApp, BBM, Facebook, Twitter and Google+) in their daily chatting.

#	Items / Questions	Answers	Frequency	Percentage %
7	Do you use Code-Switching in your conversation?	Yes	274	81.1%
		No	64	18.9%
8	The most frequent English words and expressions that you use in your daily conversations?	Ok.	71	21%
		Yes / No.	29	8.6%
		Thank You.	31	9.2%
		Sorry.	7	2.1%
		Please.	4	1.2%
		Don't Worry.	6	1.8%
		No Problem.	13	3.8%
		Wait.	2	0.6%

		Perfect.	3	0.9%
		Most of the above.	172	50.9%
9	Do you use Code-Switching in your chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)?	Yes	292	86.4%
		No	46	13.6%
10	What is the most frequent social networking App where you usually use code-switching in your daily chatting?	WhatsApp	147	43.5%
		BBM	35	10.4%
		Facebook	8	2.4%
		Twitter	0	0%
		Google+	11	3.3%
		Most of the above	137	40.5%

Table 13: Students' usage of Code-switching.

4.2 Educators' Data Analysis

21 questionnaire surveys were administrated in hard-copy form among the educators at Al Buraimi University College (BUC) while delivering their lectures. The participants vary in terms of their nationality, academic rank and academic experience.

4.2.1 Educators' Demographic Data

The educators' personal / demographic data are represented in table 14. 66.7 % of the participants were males. 66.7% of them were master degree holders, yet 28.6% are PhD and 4.8% are bachelor degree holders. Around 38 % of the participants are aged between 36 and 45 years old. 52.4% of the participants have more than 10 years of experience. 71.4 % of the participants are listed under instructor academic rank.

#	Items / Questions	Answers	Frequency	Percentage %
1	Gender	Male	14	66.7%
		Female	7	33.3%
2	Qualification	Bachelor	1	4.8%
		Master	14	66.7%
		PhD	6	28.6%

3	Age	26 to 35	5	23.8%
		36 to 45	8	38.1%
		46 to 55	4	19%
		Above 55	4	19%
4	Experience in teaching	Less than 5 years	3	14.3%
		Between 5 to 10 years	7	33.3%
		More than 10 years	11	52.4%
5	Nationality	Indian	6	28.6%
		Iraqi	7	33.3%
		Omani	2	9.5%
		Sudanese	2	9.5%
		UK	2	9.5%
		USA	2	9.5%
6	Academic rank	Instructor	15	71.4%
		Assistant Professor	4	19%
		Associate Professor	2	9.5%

Table 14: Educators' demographic data.

4.2.2 Educators' usage of Code-switching

The educators' usage of code-switching is demonstrated in Table 15. 85.7% of the participants indicated that they code-switch in their classrooms while only 14.3 % do not. Regarding social networks' code-switching, 81 % of the participants mentioned that they use it while chatting. About 76 % of the participants are using almost all of the common English words / expressions (Ok, Yes/No, Thank You, Sorry, Please, Don't Worry, No Problem, Wait and perfect) while teaching. WhatsApp is shown to be highly used (71.4 %) as the most frequent social networking App for daily chatting by the faculty members.

#	Items / Questions	Answers	Frequency	Percentage %
7	Do you use Code-Switching in your classrooms?	Yes	18	85.7%
		No	3	14.3%

8	Do you use Code-Switching when chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)?	Yes	17	81%
		No	4	19%
9	The most frequent English words and expressions that you use in your classes?	Ok	3	14.3%
		Yes / No	0	0%
		Thank You	0	0%
		Sorry	0	0%
		Please	2	9.5%
		Don't Worry	0	0%
		No Problem	0	0%
		Wait	0	0%
		Perfect	0	0%
		Most of the above	16	76.2%
10	What is the most frequent social networking App in which you use code-switching in your daily chatting?	WhatsApp	15	71.4%
		BBM	0	0%
		Facebook	0	0%
		Twitter	0	0%
		Google+	0	0%
		Most of the above	6	28.6%

Table 15: Educators' usage of Code-switching.

4.3 Research Questions' Analysis

RQ1: What are the students' attitudes towards the use of Code-Switching?

With regard to [Nordin et al. \(2013\)](#) in analyzing the students' attitudes towards code-switching, results in Table 14 revealed that most of the students agree with the issue that code-switching helps them in learning new words from the educators while they are switching between English and Arabic with a mean score (3.24). Moreover, results presented that the second highest mean score (3.21) of the surveyed items tends to the concern that Code-switching helps students to convey new words easily. It has been observed that the students agree with the matter that they

are code-switching with their colleagues for discussing their lectures and exams, practicing the second language that they use and expressing the ideas that they can't express in Arabic with a reasonable mean score of (3.19). On the contrary, results indicated that the lowest mean score (2.89) of the items was related to the issue that code-switching enhances the students' communication skills.

In addition, 81.1% of the students have positive attitudes in using code-switching in their conversation while only 18.9% do not. It is evident that the students are highly motivated with the issue of code-switching and they are using it frequently in their conversations.

During the interviews with the students, the majority of the students agreed that they switch codes between Arabic and English while speaking due to discussing exams and lectures, lack of equivalents in Arabic, lack of vocabs, better understanding and showing off. Moreover, interviews' results indicated that code-switching help students to catch the information easily and rapidly. The most commonly used English words as stated by the students are: worth it, honest, thank you, break, busy, exam, because, please, excuse me, no problem, yes/no, don't worry, clean, open and close.

Items	Answers	Percentage	Mean	Standard Deviation
Code-Switching enhances my communication skills.	Strongly Disagree	16	2.89	1.187
	Disagree	22.5		
	Neutral	24		
	Agree	31.7		
	Strongly Agree	5.9		
Code-switching helps me to develop my language skills.	Strongly Disagree	13.6	3.07	1.215
	Disagree	18		
	Neutral	26.9		
	Agree	30.2		
	Strongly Agree	11.2		
Using Code-switching shows that I'm well-educated.	Strongly Disagree	11.8	2.93	1.098
	Disagree	22.2		

	Neutral	33.4		
	Agree	26.3		
	Strongly Agree	6.2		
Using Code-switching shows that I'm prestigious.	Strongly Disagree	10.4	2.93	1.023
	Disagree	18.6		
	Neutral	44.1		
	Agree	21.0		
	Strongly Agree	5.9		
I Code-switch due to the lack of Arabic equivalents.	Strongly Disagree	10.1	3.03	1.064
	Disagree	18		
	Neutral	37.6		
	Agree	27.5		
	Strongly Agree	6.8		
Code-switching allows me to understand better.	Strongly Disagree	9.2	3.11	1.078
	Disagree	17.8		
	Neutral	33.4		
	Agree	32		
	Strongly Agree	7.7		
Code-switching helps me to convey new words easily.	Strongly Disagree	9.2	3.21	1.145
	Disagree	16.9		
	Neutral	30.5		
	Agree	30.8		
	Strongly Agree	12.7		
Code-switching makes me feel more comfortable and confident in classrooms.	Strongly Disagree	10.1	3.10	1.097
	Disagree	17.5		
	Neutral	32.2		
	Agree	32.5		
	Strongly Agree	7.7		
I Code-switch with my colleagues for discussing lectures and exams.	Strongly Disagree	7.7	3.19	1.072
	Disagree	16.9		

	Neutral	34.3		
	Agree	31.4		
	Strongly Agree	9.8		
Code-switching helps me to practice the second language that I use.	Strongly Disagree	8.6	3.19	1.133
	Disagree	18.9		
	Neutral	28.7		
	Agree	32.2		
	Strongly Agree	11.5		
Code-switching helps me in learning new words from the educators while they are switching between English and Arabic.	Strongly Disagree	8.9	3.24	1.165
	Disagree	18		
	Neutral	27.2		
	Agree	32		
	Strongly Agree	13.9		
I Code-switch with my colleagues due to the complexity of some words in my native language.	Strongly Disagree	6.5	3.18	1.024
	Disagree	16.6		
	Neutral	38.5		
	Agree	29.6		
	Strongly Agree	8.9		
Usage of English allows me to express the ideas that I can't express in Arabic.	Strongly Disagree	7.7	3.19	1.108
	Disagree	19.2		
	Neutral	30.8		
	Agree	31.1		
	Strongly Agree	11.2		
Usage of Code-switching attracts my attention.	Strongly Disagree	9.2	3.16	1.092
	Disagree	15.1		
	Neutral	36.1		
	Agree	29.6		
	Strongly Agree	10.1		

Table 16: Students' attitudes towards Code-switching.

RQ2: What are the students' attitudes towards the use of Code-Switching with regard to their *gender, age, major and degree*?

As presented by (Al-Emran & Shaalan 2015; Al-Emran et al., 2016) in analyzing the students' attitudes with regard to their gender, age, major and degree, an independent samples *t*-test were performed to investigate if there any statistical significant difference among the students' attitudes towards using code-switching with regard to their gender. As presented in Table 17, the mean values for both genders don't reveal any statistical significant difference ($p = 0.143$, $p > 0.05$) among the learners' attitudes.

Gender		N	Mean	Std. Deviation	t	Df	Sig.
Attitudes	Male	116	3.0862	0.88553	-0.267	336	0.143
	Female	222	3.1107	0.74953			

Table 17: Students' attitudes with regard to their gender.

To find out whether there is any statistical significant difference among the students' attitudes towards using code-switching with regard to their age, Table 18 shows the means and standard deviations score values for different students' ages. Moreover, a one way analysis of variance (ANOVA) was performed for determining the significant difference among the mean scores. Table 19 indicated that there was no observed statistical significant difference ($p = 0.890$, $p > 0.05$) among the students' attitudes with regard to their age.

	N	Mean	Std. Deviation
18 to 22	219	3.1187	0.74982
23 to 28	86	3.0482	0.89130
29 to 35	26	3.1126	0.82689
Above 35	7	3.2143	1.06426
Total	338	3.1023	0.79759

Table 18: Mean and Standard Deviation of students' attitudes regarding their age.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.402	3	0.134	0.209	0.890
Within Groups	213.981	334	0.641		
Total	214.382	337			

Table 19: ANOVA results for students' attitudes regarding their age.

To determine whether there is any statistical significant difference among the students' attitudes towards using code-switching with regard to their major, Table 20 shows the means and standard deviations score values for different students' majors. Furthermore, a one way analysis of variance (ANOVA) was conducted for examining the significant difference among the mean scores. Table 21 indicated that there was no statistical significant difference ($p = 0.306, p > 0.05$) among the students' attitudes with regard to their majors.

	N	Mean	Std. Deviation
English Dept.	96	3.1964	0.71014
Business Management Dept.	124	3.0294	0.86202
IT Department	118	3.1023	0.79295
Total	338	3.1023	0.79759

Table 20: Mean and Standard Deviation of students' attitudes regarding their major.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.510	2	0.755	1.188	0.306
Within Groups	212.872	335	0.635		
Total	214.382	337			

Table 21: ANOVA results for students' attitudes regarding their majors.

The researcher performed another independent samples *t*-test for examining if there any statistical significant difference among the students' attitudes towards using code-switching with regard to their academic degree. As presented in Table 22, the mean values for both degrees

don't indicate any statistical significant difference ($p = 0.293$, $p > 0.05$) among the learners' attitudes.

Degree		N	Mean	Std. Deviation	t	Df	Sig.
Attitudes	Diploma / Advanced Diploma	87	3.0920	0.83185	-0.140	336	0.293
	Bachelor	251	3.1059	0.78705			

Table 22: Students' attitudes with regard to their degree.

RQ3: To what extent is Code-Switching used in social networking websites by students?

In order to answer the above the research question, the following two questions were conducted in the distributed survey.

Do you use Code-Switching in your chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)?

As per Fig.1, it is clearly mentioned that 86.40 % of the students code-switch on social networks, yet only 13.60 % do not. The high relative percentage indicates that the students are highly motivated to use code-switching frequently on social networks.

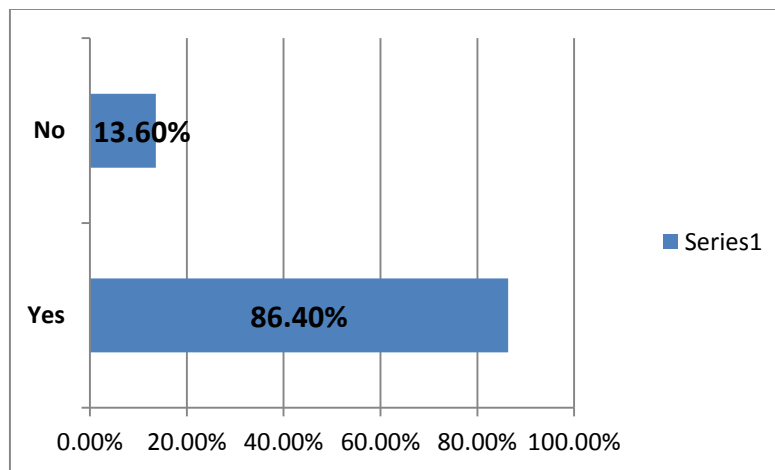


Fig. 1: Students' usage of code-switching on social networks.

As indicated during the interview questions, most students agreed that they tend to switch codes on social networks for showing off and lacking of equivalents.

What is the most frequent social networking App where you usually use code-switching in your daily chatting?

Fig.2 demonstrates the most frequent social networking apps that students use for code-switching. We can observe from the results that 43.5 % of the students are using WhatsApp for chatting. Moreover, most of the social networks Apps such as WhatsApp, BBM, Facebook, Twitter and Google+ make up the second biggest category with 40.5 %. Contrarily, none of the students indicated that they code-switch on Twitter in their daily chatting.

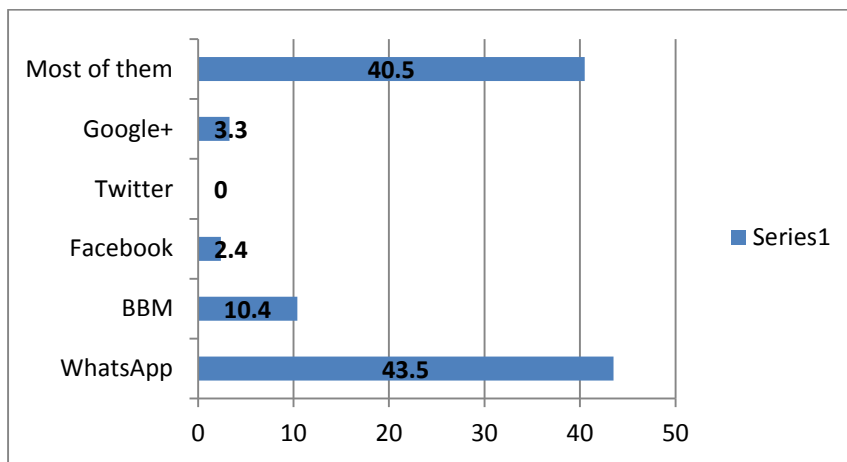


Fig. 2: The most frequent social networking App used by students for code-switching.

RQ4: What are the educators’ attitudes towards the use of Code-Switching?

Table 21 contains the educators’ attitudes towards using code-switching. The majority of the educators with the highest mean score (4.38) have positively agreed with the issue that they code-switch while delivering their lectures to help their students understand better. Furthermore, findings illustrated that the second highest mean score (4.19) of the surveyed items tends to the concern that code-switching helps them to convey meaning easily to their students. It has been witnessed that academics agree with the matter that code-switching helps them in illustrating new terms in which it helps their students to learn better, makes them feeling more comfortable and confident while learning with relative mean score (4). In contrast, results pointed out that the lowest mean score (3.52), which is still relatively high as compared to the entire mean score (5), was related to the issue that code-switching enables the students to boost their second language skills.

According to Nordin et al. (2013) in analyzing the educators' attitudes towards code-switching, results indicated that 85.7% of the educators are using code-switching in their classrooms while only 14.3% do not. It is evident that the educators are positively motivated and interested with phenomenon of code-switching and they are using it in their classrooms.

The interview results indicated that the majority of the educators agreed that they switch codes between Arabic and English in their classes for better students' understanding, enhance students' language skills, ensure a full attention of the students and facilitate the translation of some terms and concepts. During the interviews, most educators believed that code-switching positively affect the educational process as it is used for understanding purposes, conveying meaning and discussing exams. Moreover, code-switching adds more knowledge during the communication and makes it more attractive. The majority of educators indicated that there are several advantages of code-switching in classrooms including clarifying unfamiliar terms and concepts, building confidence in students to boost their psychological feelings as well as enhancing their motivation and learning process. In contrast, the drawbacks behind the use of code-switching include using it as a method of teaching rather than in a constructive way and less importance will be paid to English by students. Furthermore, it is evident that the educators tend to encourage their students to switch codes in certain situations like using simple words to convey the information better and facilitate their understanding. The most commonly used English words, as stated by the educators while teaching, are: something, well, you know, OK, very good, carry on and fine. One educator said: "there is no certain situation, it is happening non-intentionally."

Items	Answers	Percentage	Mean	Standard Deviation
I Code-switch while teaching in order to help my students understand better.	Strongly Disagree	0	4.38	0.805
	Disagree	4.8		
	Neutral	4.8		
	Agree	38.1		
	Strongly Agree	52.4		
I Code-switch due to lack of equivalents in Arabic language.	Strongly Disagree	9.5	3.62	1.284
	Disagree	4.8		

	Neutral	33.3		
	Agree	19		
	Strongly Agree	33.3		
Code-switching helps me to bond strongly with my students.	Strongly Disagree	4.8	4.10	0.995
	Disagree	0		
	Neutral	14.3		
	Agree	42.9		
	Strongly Agree	38.1		
Code-switching helps me to convey meaning easily to students.	Strongly Disagree	0	4.19	0.928
	Disagree	9.5		
	Neutral	4.8		
	Agree	42.9		
	Strongly Agree	42.9		
Usage of Code-switching helps the students to learn a second language.	Strongly Disagree	0	3.81	1.123
	Disagree	19		
	Neutral	14.3		
	Agree	33.3		
	Strongly Agree	33.3		
I Code-switch due to the complexity of certain words in my language.	Strongly Disagree	0	3.90	0.889
	Disagree	9.5		
	Neutral	14.3		
	Agree	52.4		
	Strongly Agree	23.8		
I Code-switch because I feel that the students are not exposed to English.	Strongly Disagree	0	3.71	0.902
	Disagree	9.5		
	Neutral	28.6		
	Agree	42.9		
	Strongly Agree	19		
Using Code-switching while illustrating new terms helps the students to learn better.	Strongly Disagree	4.8	4	0.837
	Disagree	0		

	Neutral	19		
	Agree	47.6		
	Strongly Agree	28.6		
Code-switching makes the discussions more interesting.	Strongly Disagree	4.8	3.90	0.944
	Disagree	0		
	Neutral	19		
	Agree	52.4		
	Strongly Agree	23.8		
Code-switching enhances my communication skills with the students.	Strongly Disagree	4.8	3.90	0.944
	Disagree	0		
	Neutral	28.6		
	Agree	33.3		
	Strongly Agree	33.3		
Code-switching enables the students to boost their second language skills.	Strongly Disagree	4.8	3.52	1.209
	Disagree	19		
	Neutral	19		
	Agree	33.3		
	Strongly Agree	23.8		
Code-switching makes the students feel more comfortable and confident while learning.	Strongly Disagree	0	4	0.894
	Disagree	4.8		
	Neutral	23.8		
	Agree	38.1		
	Strongly Agree	33.3		

Table 23: Educators' attitudes towards Code-switching.

RQ5: What are the educators' attitudes towards the use of Code-Switching with regard to their *gender, age, academic rank and academic experience?*

As presented by (Al-Emran & Shaalan 2015; Al-Emran et al., 2016) in analyzing the educators' attitudes in relation to their gender, age, academic rank and academic experience, the researcher carried out an independent samples *t*-test to examine whether there is any statistical significant difference among the educators' attitudes towards using code-switching with regard to their

gender. As presented in Table 24, the mean values for both genders do not reveal any statistical significant difference ($p = 0.570$, $p > 0.05$) among the educators' attitudes.

	Gender	N	Mean	Std. Deviation	t	Df	Sig.
Attitudes	Male	14	3.8810	0.78699	-0.342	19	0.570
	Female	7	4.0000	0.66840			

Table 24: Educators' attitudes with regard to their gender.

To find out whether there is any statistical significant difference among the educators' attitudes towards using code-switching in relation to their age, Table 25 demonstrates the means and standard deviations score values for various educators' ages. Moreover, a one way analysis of variance (ANOVA) was conducted for examining the significant difference among the mean scores. Table 26 indicated that there was no statistical significant difference ($p = 0.971$, $p > 0.05$) among the educators' attitudes with regard to their ages.

	N	Mean	Std. Deviation
26 to 35	5	3.8333	0.69472
36 to 45	8	3.9063	0.56771
46 to 55	4	4.0833	0.81366
Above 55	4	3.8958	1.22167
Total	21	3.9206	0.73479

Table 25: Mean and Standard Deviation of educators' attitudes regarding their age.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.148	3	0.049	0.079	0.971
Within Groups	10.650	17	0.626		
Total	10.798	20			

Table 26: ANOVA results for educators' attitudes regarding their age.

To discover whether there is any statistical significant difference among the educators' attitudes towards using code-switching in relation to their academic rank, Table 27 demonstrates the means and standard deviations score values for various educators' academic ranks. Additionally, a one way analysis of variance (ANOVA) was carried out for examining the significant

difference among the mean scores. Table 28 indicated that there was no statistical significant difference ($p = 0.328, p > 0.05$) among the educators' attitudes in relation to their academic rank.

	N	Mean	Std. Deviation
Instructor.	15	3.7667	0.78313
Assistant Professor.	4	4.2708	0.56263
Associate Professor.	2	4.3750	0.05893
Total	21	3.9206	0.73479

Table 27: Mean and Standard Deviation of educators' attitudes regarding their academic rank.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.259	2	0.630	1.188	0.328
Within Groups	9.539	18	0.530		
Total	10.798	20			

Table 28: ANOVA results for educators' attitudes regarding their academic rank.

To determine whether there is any statistical significant difference among the educators' attitudes towards using code-switching in terms of their teaching experience, Table 29 shows the means and standard deviations score values for various educators' teaching experience. In addition, a one way analysis of variance (ANOVA) was performed to investigate the significant difference among the mean scores. Table 30 indicated that there was no statistical significant difference ($p = 0.589, p > 0.05$) among the educators' attitudes in relation to their teaching experience.

	N	Mean	Std. Deviation
Less than 5 years.	3	4.0556	0.29266
Between 5 to 10 years.	7	3.6786	0.73508
More than 10 years.	11	4.0379	0.82274
Total	21	3.9206	0.73479

Table 29: Mean and Standard Deviation of educators' attitudes regarding their teaching experience.

	Sum of Squares	df	Mean Square	F	Sig.

Between Groups	0.616	2	0.308	0.544	0.589
Within Groups	10.182	18	0.566		
Total	10.798	20			

Table 30: ANOVA results for educators' attitudes regarding their teaching experience.

RQ6: To what extent is Code-Switching used in social networking websites by educators?

To answer the above the research question, the researcher conducted the following two questions in the distributed questionnaire survey.

Do you use Code-Switching in your chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)?

Fig.3 shows that 81 % of the educators code-switch on social networks, yet only 19 % do not. It is evident that the educators are commonly interested in code-switching on social networks.

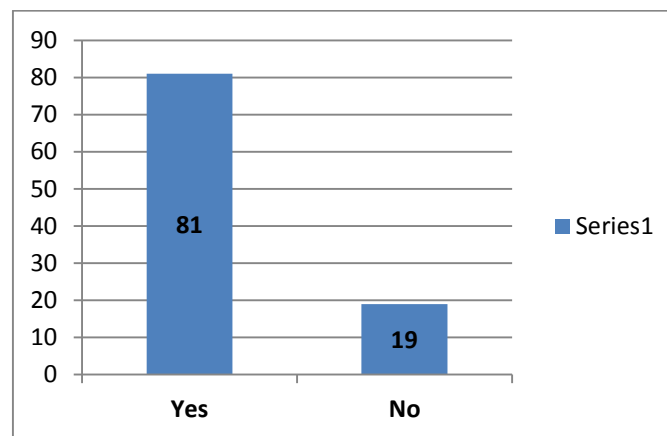


Fig. 3: Educators' usage of code-switching on social networks.

As indicated during the interview questions, the majority of the educators stated that they code-switch on social networks for communicating with friends and recalling memories.

What is the most frequent social networking App that you usually use code-switching in your daily chatting?

As per Fig.4, the most frequent social networking apps used by educators for code-switching. The results revealed that 71.4 % of the educators tend to code-switch on WhatsApp for chatting. Furthermore, most of the social networks Apps such as WhatsApp, BBM, Facebook, Twitter and Google+ make up the second biggest category with 28.6 %. In contrast, none of the faculty

members stated that they code-switch on BBM, Facebook, Twitter and Google+ in their daily chatting.

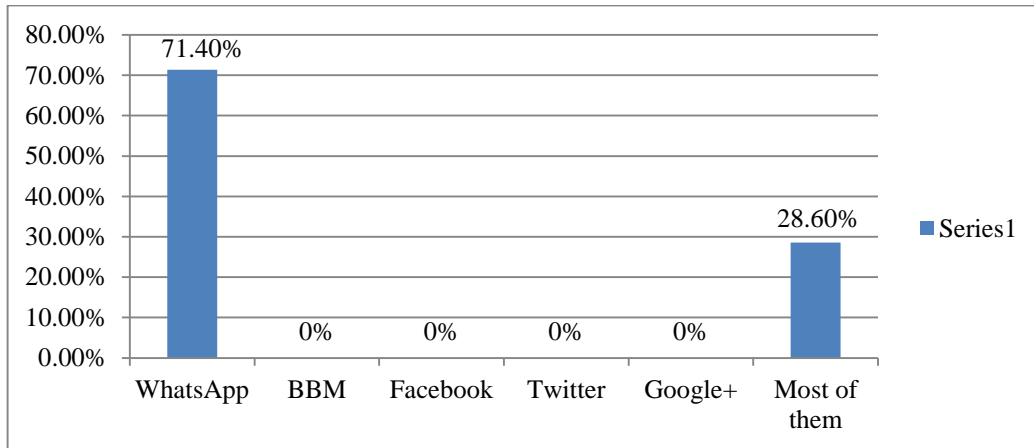


Fig. 4: The most frequent social networking App used by educators for code-switching.

Chapter Five

Conclusion and Future work

5.1 Conclusion

Researchers have demonstrated that switching between two codes is an accepted linguistic action in the context of bilingual educational systems. The present study highlights a review of the attitudes of both students and educators towards code-switching in the higher educational context.

It has been noticed in the literature that code-switching has not yet been studied intensively within the Gulf region universities; consequently, we draw attention to our study on Oman (one of the Gulf region countries) which partly addresses the gaps that have not been covered yet within the existing literature.

The researcher conducted two questionnaire surveys, one for students and the other for educators in order to obtain a full picture of students' and educators' attitudes towards switching between Arabic and English in Oman. Six research questions underpin the present study (see page 15). Al Buraimi University College (BUC) at Al Buraimi Governance, Oman was the site of this study. 338 students took part in the study (N=116) males and (N=222) females. 21 instructors took part in the study (N=14) males and (N=7) females. The collected data was analyzed using the SPSS software.

By analyzing the demographic data, results indicated that 34.3% of the students' participants were males while the female students' participants were 65.7%. Results have also shown that 36.7% of the students' majors were in Business administration as compared to the other majors. 81.1% of the students code-switch while only 18.9% of them do not. 66.7% of the educator participants were males while only 33.3% were females. 66.7% of the educator participants have a master degree while 28.6% has a PhD, and 4.8% has a Bachelor degree. 85.7% of the educators code-switch while teaching, yet 14.3% of them do not.

On the other side, findings did not reveal any statistically significant differences among the students in their attitudes in terms of gender, age, major and degree (**RQ2**). However, the mean score is reasonable which in turn indicates that students in different genders, ages, majors and degrees have positive attitudes towards CS concluding that CS could be utilized and performed by all students regardless of their genders, ages, majors and degrees without any special characteristics. Similarly, results did not reveal any significant difference among the educators in their attitudes with regard to their gender, age, academic rank and teaching experience (**RQ5**). On the other side, the mean score is reasonable which in turn indicates that educators in different genders, ages, academic rank and teaching experiences have positive attitudes towards using CS concluding that CS could be utilized and performed by all educators regardless of their gender, age, academic rank and teaching experience without any special characteristics.

Findings indicated that students agree with the issue that code-switching helps them in learning new words from the educators while they are switching between English and Arabic. Moreover, 81.1% of the students have positive attitudes in using code-switching in their conversation while only 18.9% do not. It is evident that the students are highly motivated with issue of code-switching and they are using it frequently in their conversations. Results revealed that 86.40 % of the students code-switch on social networks, yet only 13.60 % don't. The highly relative percentage indicates that the students are highly motivated to use code-switching frequently on social networks. Findings indicated that the majority of the educators have positively agreed with the issue that they code-switch while delivering their lectures to help their students understand better. Moreover, results show that 85.7% of the educators are using code-switching in their classrooms while only 14.3% do not. It is evident that the educators are positively motivated and interested in the phenomenon of code-switching and they are using it in their classrooms. Furthermore, results revealed that 81 % of the educators code-switch on social networks, yet only 19 % do not. It is evident that the educators are generally interested in code-switching on social networks.

Overall, results give a strong indicator that code-switching can be one of the promising educational methods to be implemented in the higher educational environments within the Gulf region countries (specifically Oman).

5.2 Future Work

In the present study, we have targeted Al Buraimi University College, Oman. Only 21 educators took part within the study. As a future direction, the researcher is interested in examining the students' and educators' attitudes at other universities in Oman by investigating other factors. Samples from other different universities will definitely add more value to the observed results. It is proposed to increase the number of educators in order to add more value to the current results.

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Appendix A: Questionnaires / Surveys

A.1 Students Surveys

Code-Switching in Higher Education – Students’ Survey	
<p>NOTE: The aim of this questionnaire survey is to examine your attitudes and beliefs towards the use of Code-Switching (i.e. the use of English words in the Arabic conversations) in the higher educational settings. Please, be informed that all the collected data are confidential and will only be used for research purposes. So, we will be grateful if you respond to all the following questions honestly as your answers will be helpful to better understand your attitudes.</p>	
Part #1: Personal Information	
1	Gender: <input type="checkbox"/> Male. <input type="checkbox"/> Female.
2	Major:
3	Age: <input type="checkbox"/> 18 to 22. <input type="checkbox"/> 23 to 28. <input type="checkbox"/> 29 to 35. <input type="checkbox"/> Above 35.
4	Degree: <input type="checkbox"/> Diploma / Advanced Diploma. <input type="checkbox"/> Bachelor.
5	CGPA: <input type="checkbox"/> 0.0 to 1.99. <input type="checkbox"/> 2.0 to 2.99. <input type="checkbox"/> 3.0 to 4.0.
6	Passed Credit Hours:

<input type="checkbox"/> 0 – 30.	<input type="checkbox"/> 31 – 60.
<input type="checkbox"/> 61 – 90.	<input type="checkbox"/> 91 – 126.

Part #2: Usage of Code-Switching	
7	<p>Do you use Code-Switching in your conversation?</p> <p><input type="checkbox"/> Yes.</p> <p><input type="checkbox"/> No.</p>
8	<p>The most frequent English words and expressions that you use in your daily conversations?</p> <p><input type="checkbox"/> Ok. <input type="checkbox"/> Yes / No. <input type="checkbox"/> Thank You. <input type="checkbox"/> Sorry.</p> <p><input type="checkbox"/> Please. <input type="checkbox"/> Don't Worry. <input type="checkbox"/> No Problem. <input type="checkbox"/> Wait. <input type="checkbox"/> Perfect. <input type="checkbox"/> Most of the above.</p>
9	<p>Do you use Code-Switching in your chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)?</p> <p><input type="checkbox"/> Yes.</p> <p><input type="checkbox"/> No.</p>
10	<p>What is the most frequent social networking App that you usually use code-switching in your daily chatting?</p> <p><input type="checkbox"/> WhatsApp <input type="checkbox"/> BBM. <input type="checkbox"/> Facebook. <input type="checkbox"/> Twitter.</p> <p><input type="checkbox"/> Google+. <input type="checkbox"/> Most of the above.</p>

Part #3: Attitudes towards the use of Code-Switching

#	Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
11	Code-Switching enhances my communication skills. [4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Code-switching helps me to develop my language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Using Code-switching shows that I'm well-educated. [4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Using Code-switching shows that I'm prestigious. [4, 22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I Code-switch due to the lack of Arabic equivalents. [4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Code-switching allows me to understand better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Code-switching helps me to convey new words easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18	Code-switching makes me feel more comfortable and confident in classrooms. [7, 24]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I Code-switch with my colleagues for discussing lectures and exams. [7]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Code-switching helps me to practice the second language that I use. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Code-switching helps me in learning new words from the educators while they are switching between English and Arabic. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I Code-switch with my colleagues due to the complexity of some words in my native language. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Usage of English allows me to express the ideas that I can't	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	express in Arabic. [24]					
24	Usage of Code-switching attracts my attention. [24]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A.2 Educators Surveys

Code-Switching in Higher Education – Faculty Members’ Survey	
<p>NOTE: The aim of this questionnaire survey is to examine your attitudes and beliefs towards the use of Code-Switching (i.e. the use of English words in the Arabic conversations) in the higher educational settings. Please, be informed that all the collected data are confidential and will only be used for research purposes. So, we will be grateful if you respond to all the following questions honestly as your answers will be helpful to better understand your attitudes.</p>	
Part #1: Personal Information	
1	Gender: <input type="checkbox"/> Male. <input type="checkbox"/> Female.
2	Qualification: <input type="checkbox"/> BSc. <input type="checkbox"/> MSc. <input type="checkbox"/> PhD.
3	Age: <input type="checkbox"/> 26 to 35. <input type="checkbox"/> 36 to 45. <input type="checkbox"/> 46 to 55. <input type="checkbox"/> Above 55.
4	Experience in Teaching:

	<input type="checkbox"/> Less than 5 years. <input type="checkbox"/> Between 5 to 10 years. <input type="checkbox"/> More than 10 years.
5	Nationality:
6	Academic Rank: <input type="checkbox"/> Instructor. <input type="checkbox"/> Assistant Professor. <input type="checkbox"/> Associative Professor. <input type="checkbox"/> Professor.

Part #2: Usage of Code-Switching	
7	Do you use Code-Switching in your classrooms? <input type="checkbox"/> Yes. <input type="checkbox"/> No.
8	Do you use Code-Switching in your chatting on social networks (Facebook, Twitter, Google+, WhatsApp, etc ...)? <input type="checkbox"/> Yes. <input type="checkbox"/> No.
9	The most frequent English words and expressions that you use in your classes? <input type="checkbox"/> Ok. <input type="checkbox"/> Yes / No. <input type="checkbox"/> Thank You. <input type="checkbox"/> Sorry. <input type="checkbox"/> Please. <input type="checkbox"/> Don't Worry. <input type="checkbox"/> No Problem. <input type="checkbox"/> Wait. <input type="checkbox"/> Perfect. <input type="checkbox"/> Most of the above.
10	What is the most frequent social networking App that you usually use code-switching in your daily chatting? <input type="checkbox"/> WhatsApp <input type="checkbox"/> BBM. <input type="checkbox"/> Facebook. <input type="checkbox"/> Twitter.

	<input type="checkbox"/> Google+. <input type="checkbox"/> Most of the above.
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Part #3: Attitudes towards the use of Code-Switching						
#	Items	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly Agree (5)
11	I Code-switch while teaching in order to help my students understand better. [22, 24]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I Code-switch due to lack of equivalents in Arabic language. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Code-switching helps me to bond strongly with my students. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Code-switching helps me to convey meaning easily to students. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Usage of Code-switching helps the students in learning the second language. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16	I Code-switch due to the complexity of certain words in my language. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I Code-switch because I feel that the students are not exposed to English. [22]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Using Code-switching while illustrating new terms helps the students to learn better. [24]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Code-switching makes the discussions more interesting. [24]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	Code-switching enhances my communication skills with the students. [4]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Code-switching enables the students to boost up their second language skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22	Code-switching makes the students feel more comfortable and confident while learning. [7, 24]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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