

Code-Switching in an English Language Classroom in Saudi Arabia

Saad Alqarni

Faculty of Arts and Humanities, Al-Baha University, Al-Baha, Saudi Arabia

s.alqarni@bu.edu.sa ORCID 0000-0002-6793-1171

Abstract: This study examines code-switching (CS) in Saudi Arabian ESL classrooms, focusing on its educational, communicative, and social implications. Code-switching, the alternation between languages in discourse, is analyzed through sociolinguistic and interactional lenses to explore its motivations, functions, and student attitudes. It reveals that CS serves as a cognitive and social tool, aiding comprehension, engagement, and cultural identity expression. Thematic analysis shows that CS bridges linguistic gaps, fosters peer interaction, and creates a supportive learning environment, particularly for students with differing English proficiency. It facilitates vocabulary, grammar, and communicative skills development while reducing anxiety and boosting confidence. Key functions include translation, seeking assistance, and strengthening social bonds. The paper concludes that CS supports, rather than hinders, L2 acquisition, promoting dynamic and inclusive classrooms. Incorporating sociolinguistic theories, the research highlights CS's role in linking language, culture, and identity and offers practical insights for ESL teaching in Arabic-speaking contexts.

Keywords: Code-switching, English as a Second Language, Classroom communication, Language proficiency, Interactional discourse analysis

INTRODUCTION

Your goal is to simulate the usual appearance of papers in a journal of the Academy Publication. We are requesting that you follow these guidelines as closely as possible. Codeswitching, as one of the most disputable aspects under the umbrella of bilingualism, has received a lot of interest. The variation of this phenomenon is based on diverse cultures, languages, societies and behaviours. As a result, people see the concept as positive, negative or neutral. It seems that a great number of speakers might not be fully aware of the influence of code-switching on their communicative interactions. Code switching (CS) is common amongst communities comprised of individuals capable of speaking two or more languages (Larbah & Oliver 2015). It is both a “social and a cognitive behaviour” (Larbah & Oliver 2015 3). Research has often focused on CS as it occurs with students learning within a second language (L2) environment and whether it is beneficial for student learning. It has produced two strands of thought. One is that CS should be only used minimally as it acts as a distractor from learning L2 (Larbah & Oliver 2015). Others consider that the use of CS makes a significant contribution to the effective language functioning of the individual operating in a L2 environment. Within the Arabic-English cohort, CS is a strong characteristic of interactions (Abdul-Zahra 2010; Abu Mathkour 2004; Alrowais 2012; Jdetawy 2011). Hence CS is an option that is available to bilinguals (Romaine 1994). In its simplest form, CS is how multilinguals use two or more languages to make sense of their situation (Alhourani 2018). For Richards et al. 1993) it “is the change by one speaker (or writer) from one language or language variety to another” (p. 58). There are two definitional strands to CS: the structuralist and the sociolinguistic (Boztepe 2002). The structuralist considers CS from the grammatical position while the sociolinguist is concerned with how CS is used to construct meaning. These positions are complimentary (Boztepe 2002). Cook (2001 p. 83) defines CS as “a process of

changing language codes in mid-speech where both speakers know the language”. CS has been categorized into tag switching, intra-sentential switching and inter-sentential switching (Poplack 1980). Tag switching involves using a phrase from one language in the other language. In tag switching the syntactic rules are observed. Inter-sentential switching occurs at the end of a sentence to assist with fluency while intra-sentential switching occurs within a sentence this is a very complex form of code switching (Zirker 2007). CS is language shifting and differs from borrowing where a person takes a single lexeme from one language and integrates into the other language morphologically and phonologically (Alluhaybi 2020).

Arabic transfer to English language is an issue for Saudi learners (Alahmadi & Kesseiri 2013; Alsamadani 2010; Khan 2011). Implementation of CLT was a reaction to the levels of low performance by the Saudi learners after several years of education. Turjoman (2016) found out that female Saudi Arabians were “attaching English bound affixes to free Arabic morphemes, as well as, attaching Arabic bound morphemes to English free morphemes” (p. 95). Code switching is highly prevalent among Arabic speakers of English (Alhazmi 2016).

Block quotations (*BlockQuote) should be indented by 0.5 inches, should not include quotation marks, and should end with a parenthetical citation after the period. Block quotes should be used when quoting fifty words or more. (Author Surname year published, page number)

Objectives of the Study

The primary objectives of this study on code switching in an English-language classroom in Saudi Arabia are several. The first is to explore the nature of code switching. Investigate the types of code switching utilized by students in a secondary school ESL classroom and their motivations for employing these strategies in their language interactions. The second is to assess the impact of proficiency levels. The study examines the relationship between students' proficiency in English and Arabic and their frequency and patterns of codeswitching during classroom interactions. The next objective is to understand attitudes towards code switching. Analyze students' perceptions of code switching, including whether they view it as a beneficial or detrimental aspect of their learning experience in the context of an ESL environment. The fourth is to identify the functional roles of code switching. The task determines the various educational, communicative, and social functions that code-switching serves within the classroom setting, thereby highlighting its significance in facilitating comprehension and engagement among bilingual learners.

METHODS OF THE STUDY

This study employs a qualitative research design to gain in-depth insights into the phenomenon of code switching among Saudi students in an ESL classroom. The study applies some methodological components, such as participants, data collection instruments, classroom observations, and data analysis. Participants are a total of twelve Grade 12 students enrolled in an ESL program at a secondary school in Riyadh who were purposefully selected using convenience sampling. Face-to-Face Interviews: Structured interviews were conducted to gather students' perspectives on code-switching, using four tailored questions designed to elicit detailed responses regarding their code-switching practices and attitudes.

Observations of ESL classroom interactions were conducted to supplement interview data, allowing for a contextual examination of code-switching occurrences during lessons. Before conducting the research, informed consent was obtained from the school principal, the classroom teacher, and all taking-part students, along with parental consent for minor

participants. Anonymity and confidentiality of students' identities were strictly maintained throughout the study. The collected data from interviews were transcribed and analysed thematically, identifying key patterns and insights related to code-switching behaviours, attitudes, and the perceived functions of code switching among the student participants. By utilizing this method, the study aims to provide a comprehensive understanding of the dynamics of code switching in the context of English language learning in the Kingdom of Saudi Arabia.

LITERATURE REVIEW

Code-switching, defined as the practice of alternating between two or more languages or dialects within a conversation or discourse, has become a focal point of study in bilingual and multilingual contexts. In the realm of language, education, particularly within the context of English language classrooms in Saudi Arabia, code switching serves as a significant educational tool that reflects the complexities of language acquisition, cultural identity, and communicative effectiveness. This literature review explores the existing research on code-switching in Saudi Arabian English language classrooms, highlighting its implications, functions, and the factors influencing its occurrence.

The study of code-switching is grounded in several theoretical frameworks, including sociolinguistics, pragmatics, and applied linguistics. According to Myers-Scotton's Markedness Model, code-switching is a strategic choice made by speakers to convey specific meanings or to align themselves with particular social groups. This framework is particularly relevant in the Saudi context, where English is often viewed as a foreign language and is intertwined with cultural and social identities (Myers-Scotton 1993). Research indicates that code-switching in English language classrooms serves multiple functions. Narayan, (2019) identifies several educational functions of code-switching, including facilitation of comprehension, clarification of complex concepts, and enhancement of learner engagement. In Saudi classrooms, where students often possess varying degrees of proficiency in English, teachers may switch to Arabic to ensure that all learners understand the material. Furthermore, code-switching can foster a more comfortable learning environment, enabling students to express themselves more freely (Jogulu 2024).

Moreover, code-switching has been shown to serve as a means of identity construction among learners. As noted by Kipchoge (2024) and Blomquist (2009), students often switch languages to assert their cultural identity or to signal group membership, which can enhance classroom dynamics and promote a sense of belonging. This aspect of code-switching underscores its importance not only as a linguistic phenomenon but also as a social tool within the educational context.

Several factors influence the occurrence and nature of code-switching in Saudi English language classrooms. One significant factor is the level of English proficiency among students. Research by Schächinger Tenés, (2023) and Kaushanskaya, et al, (2019) suggests that students with lower proficiency levels are more likely to rely on their native language when communicating, which leads to increased instances of code-switching. Conversely, more proficient students tend to use English predominantly, illustrating a correlation between language skills and code-switching behaviour.

Sociolinguistic Approaches to Code-switching

The approach that is used in this study is the sociolinguistic approach. This approach seeks to identify the reasons that influence code-switching, and to determine the function of code-switching. The sociolinguistic approach can be further subdivided into the sociolinguistic and

interactional approaches (Auer 1984). Each approach has a different perspective on the source of meaning. The sociolinguist adopts a macro perspective that seeks commonalities amongst populations in how CS is used and why. Social norms are considered to play an important part in CS. The interactional perspective adopts a reverse perspective looking at the conversations, rather than the norms. The focus shifts from the community to the individual. Initial theorists on CS were concerned with the sociolinguistic approach (Blom & Gumperz 1972). The collaboration between the two models led to the early suggested theorists' sociolinguistic approach that took into consideration CS as a result of the internal motivation and intention of the individual and the context that they were in. The study from Gumperz (1982) labelled the "conversational code-switching" to the switch between both languages in a conversation.

The study from Gumperz (1982) has identified that there were many different ways of recognising CS. It included an inclusion of a statement in the other language as a quote or a referred speech; an emotional interjection; an emphasis of a certain point; an interjection; an explanation of something; a differentiation between the general and the individual and a personal opinion expression. The accommodation theory was introduced by Giles et al. (1987) and suggests that CS is used in the process of gaining approval from others. Giles et al. (1987) supported the research of Gumperz (1982) in the aspect that CS is an effective way of the identification of a person. The absence of CS can reflect a sense of social distance and disapproval (Giles et al. 1987). The functional theorists suggested that CS was to be used to fulfil a communication gap; to include others in communication; bilingual identity expression of an individual; to shift the direction of the conversation; to express a personal attitude and to show a change of direction for the communication (Appel & Muysken 1987). The typology that was introduced by Appel & Muysken (1987) was in a manner a similar typology of Gumperz (1982).

The Markedness Model

The Markedness Model of Myers-Scotton (1998) Markedness Model is an effort to create a theory that integrated the micro and macro theories that existed. The model was based on Fishman's (1972) normative framework. The normative framework proposes that the use of CS arises from a clear set of rules and norms that exist in a bilingual community. The use, or non-use, of CS reflects identification with, or separation from, the bilingual community. CS becomes a means through which the person can indicate their identity. Speakers, therefore, make a conscious choice on how they will use CS to indicate their level of social acceptance of the norms of the bilingual community. CS is a means through which a person negotiates their identity. There are five maxims that underpin the Markedness Model. The first is the Unmarked Choice Maxim. Under this maxim, a person makes a predicted language choice that conforms to a norm of the group in order to establish membership or association with the group. The second is the Marked Choice Maxim. Here the person selects a CS that deviates from the group norms so that they can establish a new identity. The third is the Exploratory Choice Maxim. This occurs when the appropriateness of CS usage is not clear, so CS is used to identify acceptability. The fourth is the Deference Maxim. Here the person uses CS to indicate special respect towards the other person. Finally, there is the Virtuosity Maxim. Here the person uses CS simply to seek inclusion of others (Myers-Scotton 1998, 26). One of the advantages of this model is its capability to be updated as a consequence of new knowledge.

Conversational Code-switching Approach

This approach is based on the research of Gumperz (1982). Unlike the Markedness Model, the conversational code switching approach does not accept any preconceived norms that are followed in the use of CS. Here CS needs to be investigated according to the situation and the interaction of the people involved. The focus is on the sequencing of CS within an interaction (Auer 1995). This is a different approach from the Markedness Model.

Sequencing displaces norms as the system for analyzing CS. Rather than imposing the norms and values in the conversation, the conversation and the use of CS is used to derive the social norms and relationship constructs. The use of CS is viewed as a conscious choice made by the speaker to serve some purpose. The understanding of CS is derived from discourse analysis whereas in the Markedness Model, it is the understanding of the social context that enables meaning to be attributed to the use of CS.

Positive value of CS

Research has identified that CS provides tangible benefits to learners. The use of CS can assist the comprehension of the student, enable the development of more complex communication skills and assist in the learning of L2 (Cook 2001; Tang 2002). CS can assist the student with their understanding of vocabulary and self-expression (Larbah & Oliver 2015). CS can also signal friendship, interaction and collaborative relationships (Larbah & Oliver 2015). In an EFL setting, the effectiveness of CS in assisting a student to learn L2 has been contested (Alshugithri 2019). Researchers such as Ellis (1984), Wong-Fillmore (1985), Chaudron (1988) and Lightbown (2001) have argued that the L2 learning environment should be pure and CS should not be permitted. In contrast, researchers such as Stern (1992), Cook (2001) and Levine (2011) consider that the use of CS enhances the student's learning of L2.

CS serves a number of important functions. One of the functions is the directive function that is used to provide directions to people. In the classroom this might entail providing instructions to students, CS also acts to improve understanding and clarify meaning that might be difficult to explain in L2. CS can be used to request help and to provide help. In the classroom students may use CS to seek assistance for solving problems. CS can be used to save time and effort (Turnbull & Dailey-O'Cain 2009). Teachers can instruct in L1 in order that they may cover the required material in time (Sharifian 2009). Teacher often use CS to correct the student (Miller et al. 2009; Sharifian 2009).

Studies of code-switching in Saudi Arabia

There have been a number of important studies exploring CS with Saudi Arabian students. Larbah & Oliver (2015) explored how Saudi Arabian students use CS in Australian university's ESL classrooms. 10 females and 20 males were observed and recorded in the classroom. The recording was transcribed, and CS examples identified. Larbah & Oliver (2015) identified that CS served three broad categorical functions: pedagogical, communicative and social. The identified pedagogical functions were improving understanding, assisting with vocabulary and developing grammar. The findings in this area were supported by previous research by McLellan and Chua-Wong (2001), Metila (2011), Tognini and Oliver (2012) and Unamuno (2008). The communicative functions identified were enabling self-expression, encouraging group participation and helping students to make a request for assistance (Larbah & Oliver 2015). The social functions involved expressing the identity of the person and to establish friendships (Larbah & Oliver 2015). The research of Alshugithri (2019) investigated the use of CS in L2 English classrooms in Riyadh, Saudi Arabia. Using the research methodology of observation, field notes and audio recording, Alshugithri (2019) researched the use of CS by 10 ESL teachers in a Saudi university and high school. The study identified that CS serves the function of clarification, translation, enabling comprehension and understanding, clarification, the development of linguistic competence, and providing clear instructions. Another important study in the Saudi Arabian context was that conducted by Al Tale and AlQahtani (2022) who investigated attitudes towards CS-instruction and the preferences of the learners. The study used a mixed methods approach with a questionnaire and interviews with 52 female students studying English at a Saudi university.

The results of the research by Al Tale and AlQahtani (2022) indicate that CS is important in assisting them in their learning, to gain an understanding of difficult concepts and to develop their reading skills. The study participants prefer CS in learning English compared to conducting the lesson only in L2. The participants felt that lessons conducted only in L1 were less effective than lessons that used L1 and allowed CS. Being permitted to use CS promoted greater confidence in the Saudi female university student, creating satisfaction and enjoyment in learning English. The use of CS was identified as reducing the level of stress experienced by the student. There was a clear preference to being taught with a mix of L1 and L2. This research confirmed the findings of Al-Shammari (2011). Amongst studies involving Saudi Arabian students, there is a strong body of research that indicates that students learning English perceive the CS is important for developing competence in English. CS was identified as being important when using communicative teaching strategies as indicated in the research of Aoyama (2020) in a different cultural context.

The research by Alenezi and Kebble (2019) of 189 medical students studying at a Saudi Arabian university reflect a common trend in the research that Saudi Arabian students appreciate having the opportunity to use English in the classroom. The students felt that their understanding of the concepts improved when CS was permitted. There was strong agreement that allowing the use of CS did not create confusion. The research of Alenezi and Kebble (2019) was interesting in that the students had greater respect for teachers who permitted the use of both Arabic and English in the classroom. Students felt that their chance of passing exams improved when CS was permitted in the classroom.

Jdetawy (2011) explored the use of CS by Arabic students who were studying in the University of Utara in Malaysia. The study looked at the motivation for CS and how the degree of familiarity between people may affect their use of CS. Tag switching was the most frequent type of CS, and the use of CS did not change due to the level of familiarity between the speakers. CS for Arabic students was driven by a lack of an English equivalent for many Arabic words. This study supported previous research done by Abalhassan & Alshalawi (2000). Expanding on this study, Alluhaybi (2020) looked at the use of CS for six Saudi Arabian students in a Canadian context. The study found that CS occurred nearly 400 times in the span of two hours, with both intrasentential and intersentential forms present. The majority of CS was intrasentential, in the form of single nouns. CS was prompted when the speakers were in the context of group discussions. The Arabic speakers violated the equivalence of structure constraint while using CS. An important study related to this research was that conducted by Elsaadany (2003). Conducted in the United States, Elsaadany (2003) examined the CS behaviour of nine males and eight females who were not aware that their conversations were being recorded. This was a clear breach of ethical considerations when conducting research. The reason that the ethical requirements were breached was that Elsaadany (2003) did not want to have the external influence of the researcher into the interactions. Conversations were recorded in natural social settings.

The recordings were transcribed, and instances of CS were identified. The research was conducted under the sociocultural theoretical position. The use of CS into English arises out of a linguistic need to have clear communication between the people. Elsaadany (2003) identified that linguistic constraints did not appear to apply when CS was occurring. Reference will also be made to the work of Al Masaeed (2016). Al Masaeed (2016) applied a sociolinguistic approach in examining CS in spoken interactions in a study abroad program. The markedness model and the conversational CS approach were used as a framework for this study. The study aimed to see what type of CS was occurring (tagswitching, intra-sentential switching and inter-sentential switching) and what the function of CS was according to the markedness model and

conversational code-switching approach. The study was based on two assumptions. The first was that communicative competence was made up of linguistic competence (Hymes 1972), grammatical competence (Chomsky 1965) and contextual competence. CS was a central feature of communicative competence. The second was that variations in linguistic interactions were considered the norm amongst a bilingual community.

Participants

There were twelve students participating in a Grade 12 ESL course. Convenience sampling was used to select the class and students from a secondary school.

Instruments

The researcher gathered data through student face-to-face interviews. These were supported by the observation of classroom lessons, as well as observations. Four questions for the interviews were designed in a structured interview to determine code-switching in the classroom. The level of English proficiency of the students was gathered from the students' records that were held by the school.

Ethical considerations

Signed consent was gained from the school principal, the classroom teacher, each of the students and their parents prior to the commencement of the research. The data collected was coded and the anonymity of the students protected.

Positive value of CS

RESULTS AND DISCUSSION

Ethical considerations

RQ1: Do you think that there is relationship between code-switching a student's level of proficiency in English?

The findings revealed that most respondents had high levels of English proficiency, except for two students. A strong proficiency in both English and Arabic is theoretically expected to increase code-switching frequency, serving as a natural foundation for its development. However, contrary to expectations, the high English and Arabic proficiency levels had minimal impact on the Saudi student's code-switching behavior. Most students reported infrequent code-switching in specified contexts, suggesting that a monolingual setting in Saudi Arabia, coupled with low English proficiency among many Saudis, may hinder codeswitching development. Similarly, the limited English proficiency of the two students had a similar effect, with other members predominantly conversing in Arabic to include them fully. Abalhasan and Alshalawi (2000) found that familiarity among Arabic learners in Malaysia had little influence on their code-switching behavior.

RQ2: What types of code switching do you use and why? Participants were presented with a sheet of paper with three types of code-switching and asked to select the most commonly used when they engage in code-switching. The options, based on our observations, included the "one-word" or "intra-sentential" type, the "sentence" or "inter-sentential" type, and both types.

The commonality of use of the types of code switching was evaluated in two classroom observations that were conducted. The data indicates that the "one-word" option is the most frequently chosen across all situations. It appears that selecting a single word is preferred, especially in discussions involving jargon. However, the choice of "one-word" is not solely based on equivalence concerns; using an English word often facilitates the easy and accurate transfer of ideas, particularly when technical terms such as computer, hard disk, internet, telephone, television, Facebook, and Twitter are involved.

In the Saudi classroom community, the "sentence" type has a lower rate compared to "oneword," but it is consistently present during reported speeches and instructions observed in the classroom. English words were often accompanied by simple Arabic translations to facilitate understanding, with Arabic becoming the predominant language to maintain cohesion and avoid potential embarrassment. In the Saudi Arabia context, only the "oneword" type of code-switching was observed. This may be attributed to the monolingual environment, which typically discourages the use of languages other than Arabic as the medium for instruction. Additionally, there may be a perception among Saudis that using English in monolingual contexts is pretentious and may lead to negative perceptions from others. Despite the prestigious status of English in Saudi Arabia, many individuals are reluctant to engage in code-switching. RQ4: What do you think of code-switching?

The purpose of this question was to obtain a comprehensive understanding of the Saudi student's viewpoint on code-switching and whether they perceive it positively or negatively. While the group's stance may not necessarily reflect the broader sentiment among Saudis, it can offer valuable insights into prevailing trends. Participants were requested to assess each statement using a five-point scale ranging from "strongly agree" to "strongly disagree." Results revealed that, despite occasional instances of code-switching, the majority of participants viewed it favorably, with only one expressing a contrary opinion.

What makes this particularly intriguing is the contrast between the participants' overarching perspective gleaned from interviews and their observed behavior in the classroom. Language constraints seemed less applicable during code-switching occurrences. Evidence was cited of using code switching in aiding student learning, comprehension of complex concepts, and improvement in reading abilities. Code switching was seen as reducing students' stress levels and the Saudi EFL students expressed greater respect for teachers who allowed both Arabic and English to be used in class.

Arabic, in addition to being Saudi Arabia's official language, is seen to be a language that reflects its national culture and identity and the Islamic religion, to which all Saudis subscribe. The complex intertwining of language, national and religious identity and the emotions they evoke, leads to a rather indirect evaluation of people. To a certain degree, the more the national and Islamic identities are reinforced, the more Arabic is being used. This tripartite connection is probably one of the main reasons for the negative attitudes toward code-switching. In fact, Saudi code-switchers have often been attacked by Saudis and non-Saudis alike for their inappropriate use of English in situations where Arabic would be considered more suitable, both at home and abroad. This does not necessarily mean that English in and of itself is a foul language. It is just not the preferred language unless the circumstances require it.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This research was conducted in an environment where English were conducted using Arabic and where the students shared common beliefs, language, religion, and culture. This group could be further divided into the level of English proficiency with ten students demonstrating high English language proficiency and two students having a low proficiency in English. These two sub-groups exhibit differences in linguistic production, particularly in terms of code-switching behaviors. Code-switching naturally arises among these bilingual individuals when they communicate using language, which serves as the primary interaction medium. However, conflicts of identity began to surface among those with a low level of English

language proficiency. The moderate rates of code-switching observed in the data, can be attributed to this dynamic. As class, members prioritized solidarity and the preservation of the overarching sense of community, code-switching was gradually phased out to align with the collective agreement.

The study demonstrates that code-switching is an integral aspect of bilingual communication in ESL classrooms in Saudi Arabia, offering a range of cognitive, social, and educational benefits. Through its role in facilitating comprehension, enhancing communication, and fostering cultural identity, CS supports students in navigating the complexities of English language learning. While some researchers argue that CS may distract from L2 acquisition, the findings of this study affirm that CS can be strategically employed to reinforce language skills, build confidence, and encourage classroom participation. By allowing students to draw on their native language, educators can create a supportive learning environment that bridges linguistic gaps and promotes meaningful engagement.

The analysis also reveals that students view CS as a valuable and practical tool for learning, with its use influenced by factors such as proficiency levels, linguistic needs, and social dynamics. The sociolinguistic approaches explored in this study, including the Markedness Model and Conversational Code-Switching Approach, provide valuable frameworks for understanding how and why students code-switch. These theories highlight CS as a conscious, strategic choice that enhances communication and reflects students' cultural and linguistic identities.

In light of these findings, it is recommended that educators adopt a balanced approach to CS in ESL classrooms, recognizing its potential to enhance learning while ensuring that students are consistently exposed to English to build their proficiency. This research contributes to the growing body of knowledge on code-switching in the Saudi Arabian context and underscores the importance of embracing bilingualism as a resource rather than a barrier in language education. By fostering a nuanced understanding of CS, educators can more effectively support their students' academic and linguistic development, ultimately enriching their language learning experience.

Limitations of the Study

One of the key limitations of this study is its reliance on a relatively small sample size, which restricts the generalizability of its findings to the broader population. While the data gathered provides valuable insights into the phenomenon under investigation, the limited number of participants means that the results may not fully capture the diversity of experiences, perspectives, and linguistic behaviors present within the wider community. This constraint is particularly significant in contexts where individual differences, such as cultural background, educational experience, and language proficiency, may significantly influence the variables under study. As a result, caution must be exercised when attempting to apply the conclusions of this research to other populations or settings, as the findings may not represent the full spectrum of dynamics at play. Future studies should aim to address this limitation by incorporating larger and more diverse samples to ensure that the results are more robust and reflective of the broader community. This would enhance the study's external validity and provide a stronger foundation for drawing more comprehensive and applicable conclusions.

Recommendations

Further research is needed to investigate code-switching in greater depth, examining how it varies across a range of demographic, educational, and cultural factors. For instance, exploring differences in code-switching practices among students at various educational levels, such as primary, secondary, and tertiary education, could provide valuable insights into how age and academic experience influence language use. Additionally, examining the impact of specific degree programs, particularly those with varying levels of emphasis on English proficiency or

specialized terminology, could shed light on the relationship between academic context and linguistic behavior. Factors such as age and gender may also play a significant role, as they often shape communication styles and social interactions, potentially influencing code-switching patterns. Similarly, the intersection of religion and culture could provide a rich area for exploration, as these elements often underpin identity and language use in multilingual societies.

Moreover, conducting studies with larger and more diverse sample sizes is essential for ensuring the generalizability and robustness of findings. A more comprehensive dataset would allow researchers to identify nuanced trends and variations, offering a clearer understanding of the complex interplay between individual and contextual factors in codeswitching. Such research would not only deepen theoretical knowledge but also inform practical approaches in educational settings, helping to tailor educational strategies to better support diverse learner populations.

REFERENCES

1. Abdul-Zahra, S. (2010). Code-switching in language: An applied study. *Journal of College of Education for Women*, 21(1), 283-296.
2. Abu Mathkour, H. (2004). Arabic with English code-switching in Jordanian Arabic. https://www.academia.edu/Arabic_with_English_Code_switching_in_Jordanian_Arabic
3. Alahmadi, N.S., & Kesseiri, R. (2013). Language transfer and grammatical speaking errors among Saudi students. *Arab World English Journal*, 4(3), 251-265.
4. Alhazmi, A. (2016). Linguistic aspects of Arabic-English code switching on Facebook and radio in Australia. *International Journal of Applied Linguistic & English Literature*, 5(3), 184-199. doi: 10.7575/aiac.ijalel.v.5n.3p.184.
5. Alhourani, A.Q. (2018). Code switching as a communicative strategy for the bilingual Saudi speakers at Jouf University. *International Journal of Linguistics, Literature and Translation*, 1(4), 11-20.
6. Alluhaybi, M. (2020). Arabic to English code switching among Saudi students. King Abdulaziz University.
7. Al Masaeed, K. (2016). Functions of Arabi-English code-switching sociolinguistic insights from a study abroad program. The University of Arizona.
8. Alrowais, H. (2012). Code switching between Arabic and English, social motivations and structural constraints (Unpublished Master Thesis). Ball State University.
9. Alsamadani, H.A. (2010). The relationship between Saudi EFL student's writing competence, L1 writing proficiency, and self-regulation. *European Journal of Social Sciences*, 16(1), 53-63.
10. Al-Shammari, M. M. (2011). The Use of the mother tongue in Saudi EFL classrooms. *Journal of International Education Research*, 7(4), 95–102. <https://doi.org/10.19030/jier.v7i4.6055>
11. Alshugithri, A.M. (2019). The use of code-switching by EFL Saudi university and school teachers. *Arab World English Journal*, 1-69. <https://doi.org/10.24093/awej/th.223>
12. Al Tale, M.A., & AlQahtani, F.A. (2022). Code switching versus target language-only for Saudi EFL students. *Arab World English Journal*, 13(2), 437-450. <https://doi.org/10.24093/awej/vol13no2.30>

13. Aoyama, R. (2020). Exploring Japanese high school Students' L1 use in translanguaging in the communicative EFL classroom. *The Electronic Journal for English as a Second Language*, 23(4), 1–19.
 14. Auer, P. (1984). *Bilingual conversation*. John Benjamins.
 15. Auer, P. (1995). The pragmatics of code-switching: A sequential approach. In L. Milroy & P. Muysken (Eds.). *One Speaker, Two Languages: Cross-disciplinary perspectives on code-switching* (pp. 115-135). CUP.
 16. Blomquist, L. (2009). *Language and Identity: attitudes towards code-switching in the immigrant language classroom* (dissertation). Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-23411>
 17. Boztepe, E. (2002). *Issues in code-switching: Competing theories and models*. Columbia University.
 18. Chomsky, N. (1965). Persistent topics in Linguistic Theory. *Diogenes*, 13(51). <https://doi.org/10.1177/039219216501305102>
 19. Cook, V. (2001). Using the first language in the classroom. *Canadian Modern Language*, 57(3), 418-447.
 20. Ellis, R. (1984). *Classroom second language development*. Pergamon.
 21. Elsaadany, K.A. (2003). Code alternation among Arab speakers in America. *Umm AlQura University Journal*, 15(2), 67-96.
 22. Fishman, J. A. (1972). Domains and the relationships between micro- and macro sociolinguistics. In J. J. Gumperz & D. Hymes (Eds.), *Directions in sociolinguistics: The ethnography of communication* (pp. 435-453). Holt, Rinehart, and Winston.
 24. Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
 25. Hymes, D.H. (1972). On communicative competence. In J.B. Pride & J. Holmes (Eds.). *Sociolinguistics: Selected Readings* (pp. 269-293). Harmondsworth.
 26. Jdetawy, L. (2011). Arabic-English code switching among Arab students. *Language in India*, 11, 102-127.
 27. Jogulu, L. N. (2024). Code-Switching as a Teaching and Learning Strategy in ESL Classrooms. *International Journal of Humanities, Philosophy and Language*, 7 (26), 01-21.
- DOI: 10.35631/IJHPL.726001
28. Kaushanskaya, M., & Crespo, K. (2019). Does Exposure to Code Switching Influence Language Performance in Bilingual Children? *Child Development*, 90(3), 708–718. <https://doi.org/10.1111/cdev.13235>
 29. Khan, I.A. (2011). Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia. *International Research Journal*, 2(7), 1248-1257.
 30. Kipchoge, R. (2024). Language and Identity: Code-Switching Practices among Multilingual Communities. *European Journal of Linguistics*, 3(3), 40–53. <https://doi.org/10.47941/ejl.2053>
 31. Larbah, M., & Oliver, R. (2015). Code switching in ESL classrooms: A study of adult Arabic learners. *English Australia Journal*, 31(1), 3-18.
 32. Levine, S. (2011). Code choice in the language classroom. *Multilingual Matters*.
 33. Lightbown, M. (2001). L2 Instruction: time to teach. *TESOL*, 35, 598-599.
 34. Myers-Scotton, C. (1993). *Social Motivations for Code-Switching: Evidence from Africa*. Oxford University Press.

35. Myers-Scotton, C. (1998). A theoretical introduction to the markedness model. In C. Myers-Scotton (Ed.). *Codes and consequences: Choosing linguistic varieties* (pp. 18-38). Oxford University Press.
36. Narayan, R. (2019). Code-switching as a Linguistic Resource in the Fijian ESL Classrooms: Bane or Boon? *Journal of Language Teaching and Research*, 10, No. 3, pp. 427-436. DOI: <http://dx.doi.org/10.17507/jltr.1003.04>
37. Poplack, S. (1980). Sometimes I'll start a conversation in Spanish YTERMINO EN 38. *ESPAÑOL: Toward a typology of code switching*. *Linguistics*, 18, 581-616.
39. Richards, J., J. Platt and H. Platt. (1993). *Longman dictionary of language teaching & applied linguistics*. Longman.
40. Romaine, S. (1994). *Language in society*. Oxford University Press.
41. Schächinger Tenés, L. T., Weiner-Bühler, J. C., Volpin, L., Grob, A., Skoruppa, K., & Segerer, R. K. (2023). Language proficiency predictors of code-switching behavior in duallanguage-learning children. *Bilingualism (Cambridge, England)*, 26(5), 942–958. <https://doi.org/10.1017/S1366728923000081>
42. Sharifian, F. (2009). *English as an International Language: Perspectives and Pedagogical Issues*. Multilingual Matters Ltd.
43. Tang, J. (2002). Using L1 in the English classroom. *English Teaching Forum*, 40(1), 36-43.
44. Tognini, R., & Oliver, R. (2012). L1 use in primary and secondary foreign language classrooms and its contribution to learning. *Discourse and Language Learning Across L2 Instructional Settings*, 24(53), 53-77.
45. Turnbull, M., & Dailey-O'Cain, J. (2009). *First Language Use in Second and Foreign Language Learning*. Multilingual Matters.
47. Unamuno, V. (2008). Multilingual switch in peer classroom interaction. *Linguistics and Education*, 19(1), 1-19.
48. Wong-Fillmore L. (1985). When does teacher talk work as input? In S.M. Gass & C.G Madden (Eds.). *Input in second language acquisition*. Newbury.
49. Zirker, K. (2007). *Intrasentential vs. intersentential code switching in early and late bilinguals*. (Unpublished Master's thesis). Brigham Young University.