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## Teachers' Perceptions of Code-Switching Functions and Effects in English as a Foreign Language Classroom

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**Abstract:** The purpose of this study was to look into teachers' perceptions of code-switching functions and effects in English as a foreign language classroom. In the study, a descriptive survey design and an interview were used to investigate the functions and effects of code-switching in English as a foreign language (EFL) classroom. 46 people responded to the survey questionnaire about code-switching functions and their impact in the classroom. Seven teachers participated in the group interview. The interview findings revealed six functions and four effects of code-switching. According to the survey findings, the majority of teachers supported the use of code-switching in their classrooms because it served a useful purpose in the process of teaching and learning English. The findings also revealed that teachers believed code-switching provided a clear purpose and had a positive impact on instruction and language development in EFL classrooms by creating a sociable environment. It was also demonstrated that code-switching to teachers was effective in EFL classrooms and played an important role in English learning and teaching. The implications of the findings for EFL teachers and language learning settings were discussed.

**Keywords:** Teachers' perceptions, code-switching, function, effect, EFL classroom.

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### Introduction

Code-switching is a phenomenon that occurs when multiple languages are used in the learning process to serve linguistic functions and ensure that students understand instructions and content (Lee, 2016). The process of switching between two languages interchangeably in a dialogue is called code-switching (Grosjean, 1982; Unamuno, 2008). Code-switching, according to Bashir and Naveed (2015), can be used for a variety of purposes, including content distribution, disciplinary management, sense of humour, and tone switching. It may be used in bilingual communities to improve the effectiveness and meaning of communication, particularly in second or foreign language classes. Linguists have emphasized that switching between languages is an interactional choice offered to bilingual members of a language system to easily communicate thoughts, emotions, and opinions to others (Aranoff & Rees-Miller, 2003). Al-Qaysi and Al-Emran (2017) stated that code-switching can be a motivating and effective educational approach that can be used in the field of education. Ibrahim et al. (2013) stated that a code-switching is a communicative approach that bilinguals may use successfully to reveal socially influenced connotations and grammatical patterns of one or more languages. They went on to say that English as a foreign language (EFL) teachers practice code-switching in the classroom setting for pedagogical purposes. Cook (2001) asserts that when teachers code-switch, they contribute to a better method of teaching a specific topic or are a component of target language learning. Code-switching in English language classrooms may help students acquire and apply knowledge more effectively. Lee (2016), also stated that code-switching is to help learn languages depending on the requirements of the learners. According to Mochacha and Lwangale (2020), it helps learners accomplish a range of purposes, such as improving strategies and techniques to make tasks more understandable. Ataş and Sağın-Şimşek (2021) indicated that code-switching is for improving communication, explaining content, and managing classrooms.

Furthermore, despite the fact that Arabic is the native language of Emirates students; they study English from elementary school to college or university. Willis (2021) believes that using one's mother tongue has a positive and important effect on improving the target language. As a result, code-switching has emerged as a key research subject in the area of EFL classrooms. Therefore, Yao (2011) recommended that code-switching in the EFL classroom be tailored according to

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students' needs. For Rahimi and Jafari (2011) found that code-switching occurred more frequently when students were carrying out the assigned tasks. In addition, Nurhamidah et al. (2018) stated that code-switching in the ELF classroom is beneficial because it allows teachers to easily transfer content to students, allowing them to interact in the classroom.

Furthermore, teaching English in the EFL classroom has encountered several challenges. Jingxia (2010) indicated that including code-switching in the foreign language classroom has been researched to determine its usefulness. As a result, to achieve the true goal of language learning, teachers should create a classroom environment in which students can easily communicate in English (Rahayu, 2016). However, according to some studies, using code-switching in the classroom should be discouraged because it undermines the goal of language teaching, harms students' competency, and indicates laziness during the teaching and learning process (Brown, 2005). In addition, Altun (2019) found that teachers are resistant to using code-switching in their classrooms to keep students from becoming reliant on the first language (L1). Besides, according to Horasan (2014), code-switching was used primarily for meta-language when discussing grammar or language tasks by students and teachers. It was also a tool that promoted learning at the beginner level and could be used to capture students' attention, but it should be discontinued as proficiency levels rise. According to Meutia (2021), code-switching is a "natural phenomenon in (EFL) classrooms" that is employed for a variety of purposes such as explaining grammar, managing the class, facilitating comprehension, translating unknown words, clarifying key teaching points, giving instructions, and displaying effective expressions.

Furthermore, as stated by Hamam (2016), who studied code-switching occurrences in English classrooms in the United Arab Emirates (UAE), switching or mixing codes while studying is a natural phenomenon for Arabic-speaking students and teachers. On the other hand, because code-switching can be both beneficial and problematic in the classroom, it should be closely monitored to avoid negative consequences. Despite several studies on the amount of code-switching by learners and instructors, notably, only a few studies have been supplemented with teachers' opinions on code-switching in the UAE, who may have different perspectives on the function of code-switching from a pedagogical perspective and what it can satisfy in the classroom. Thus, understanding how code-switchers perceive and explain their code-switching is so critical. Therefore, to fill the gap, this study aimed to investigate teachers' perceptions of the functions and effects of code-switching in EFL classrooms by answering the following questions:

1. What are EFL teachers' perceptions of the functions of code-switching in the classroom?
2. What are EFL teachers' perceptions of the effect of code-switching in the classroom?

### **Literature Review**

Several studies on using code-switching in EFL classrooms have been conducted (Adriosh & Razi, 2019; Bhatti et al., 2018; Cook, 2001; Fachriyah, 2017; Ijudin et al., 2021; Lee, 2016; Mochacha & Lwangale, 2020). Adriosh and Razi (2019) looked into how EFL teachers utilize code-switching to aid in classroom instruction. Their study showed that Arabic, the mother tongue, was used for a variety of pedagogical functions such as clarification, repetition, and summarizing. Although both teachers and students are enthusiastic about using code-switching to solve academic problems, the findings indicated that teachers primarily used the second language (L2) in the classroom and frequently switched to L1 as needed. Furthermore, Bhatti et al. (2018) studied EFL teachers' use of code-switching as a language teaching tool and found that teachers used code-switching to follow rules, translate unfamiliar words, and incorporate project delivery among students in the classrooms. The findings also revealed that code-switching from L2 to L1 occurred occasionally in order to improve EFL classroom instruction, but English continues to be the major language of instruction and communication between teachers and students.

Cook (2001) investigated the impact of using the student's mother tongue in the classroom. He stated that using the L1 helps teachers clarify unfamiliar vocabulary, clarify grammatical rules, arrange the class, and improve the students' cooperative learning as well as individual learning. He further said that the first language can play an essential role in the development of authentic L2 users as well as assist students in comprehending and participating meaningfully.

Ijudin et al. (2021), who studied the role of code-switching in EFL classrooms, concluded that code-switching, as a form of multilingualism, is required and unavoidable in language classrooms. Lee (2016) also studied EFL School teachers' attitudes toward code-switching types and functions and revealed that code-switching is preferred by the majority of participants as a method of assisting students in learning English.

Furthermore, Puspawati (2018) investigated teachers' opinions toward code-switching use and function in the EFL classroom. The findings revealed that teachers were aware of the importance of code-switching in assisting students with low L2 proficiency to understand L2 in the classroom. Furthermore, knowledge construction and the transmission, class management, and the development of interpersonal relationships with students were all code-switching functions performed by teachers.

Moreover, Mochacha and Lwangale (2020) investigated the impact of code-switching on secondary school students' mastery of English-speaking skills. They concluded that because students' speaking skills are still developing, code-switching improves communication skills and gives those who are unable to express themselves in a single language a choice to understand.

Fachriyah (2017) investigated code-switching functions in an English language classroom as well. She concluded that code-switching was an effective tool for facilitating interactions between teachers and students while teaching L2. In her study, she specified 14 code-switching functions: “clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing a language element, making inferences, developing vocabulary, class discussions of student tasks, giving feedback, aiding memorization, class management, and entertainment and general communications”.

Furthermore, in their study of teachers' perceptions of code-switching practices in EFL classes, Zainil and Arsyad (2021) stated that teachers recognize the value of code-switching and other pedagogical practices in the EFL classroom. This recognition could be included in qualified professional learning for language teachers.

To summarize, several studies have focused on the occurrence of code-switching in classrooms based on various methodological characteristics. However, this study is significant because it investigates the functions and effects of code-switching in EFL classrooms from the perspective of instructors, with the purpose of contributing to the field with discourse functions, effects, and teacher perspectives.

## Methodology

### Research Design

The study was intended to be descriptive in nature. As a result, a survey questionnaire and an online group interview were used to investigate teachers' perceptions of the functions and effects of code-switching in EFL classrooms.

### Participants

The participants in this study were 46 EFL teachers who were teaching English in 13 public and private schools in Al-Ain, (UAE). Among the 46 EFL teachers, there were 18 male EFL teachers and 28 female EFL teachers. They were selected through stratified random sampling. Their experience ranges from three to seventeen years of teaching English in EFL classrooms. Moreover, seven English teachers (two males and five females) were chosen purposefully from Al-Ain district to take part in the group interview.

### The Instrument and Procedures

Two instruments of data collection were used: a questionnaire was adopted and adapted from three researchers (Chonge, 2019; Fachriyah, 2017; Lee, 2016) who studied the code-switching functions and effects of EFL classrooms. The questionnaire had 18 items were divided into three sections that collected information on demography, functions (eight items), and effects (10 items) of code-switching in EFL classrooms. In addition, the effects items were divided into two categories: effects on instruction (five items) and effect on language development (five items). Before the study, a panel of experts assessed the questionnaire's content validity. The instrument's dependability was determined by a pilot test. Cronbach's alpha was calculated, and the result was .82, a reasonably high coefficient suitable for the current study. The questionnaire items used a Likert scale, with five options ranging from “strongly disagree (1), disagree (2), not sure (3), agree (4), and strongly agree (5)”. Respondents were asked to indicate how much they agreed or disagreed with the presented opinions. The Google form questionnaire, which was distributed via emails and WhatsApp, took the teachers about five to seven minutes to complete. At the end of the study, the collected data were statistically processed using SPSS software and then interpreted. Table 1 shows the source for each questionnaire item. The resources from the literature review are identified by the author's name and the year of publication. The second instrument is a group interview that was done via the 'Teams' platform. After outlining the goal of the interview, the teachers were invited to share their beliefs on the functions and effects of utilizing code-switching in EFL classrooms. It was conducted and recorded. It lasted between 20 and 30 minutes. The data was analyzed based on the functions and effects of practicing code-switching in their EFL classrooms.

Table 1. The Sources of the Questionnaire Items

Section	Modified Items	Source
Functions of Code-switching	1. Code-switching is for clarification	Lee, 2016
	2. Code-switching is for checking students' understanding	Lee, 2016
	3. Code-switching is for giving instruction	Lee, 2016
	4. Code-switching is for giving feedback	Lee, 2016
	5. Code-switching is for increasing student interaction in the classroom.	Fachriyah, 2017
	6. Code-switching is for helping students feel more confident and comfortable.	Lee, 2016
	7. Code-switching is for developing vocabulary and explaining grammar	Lee, 2016
	8. Code-switching is for class discussions of student tasks, assignments, tests and quizzes	Lee, 2016

Table 1. Continued

Section	Modified Items	Source
Effect of Code-switching on Instruction	1. Code-switching promotes bilingualism amongst students	Lee, 2016
	2. Code-switching facilitates foreign language learning.	Lee, 2016
	3. Code-switching is a method of teaching a learning process.	Lee, 2016
	4. Code-switching helps students relate to their mother tongue language to understand the foreign language	Lee, 2016
	5. Code-switching helps students in removing doubts and uncertainty about the subject matter	Lee, 2016
Effect of Code-switching on Language Development	1. The use of code-switching helps in faster language development and understanding	Chonge, 2019
	2. Code-switching develops conversational fluency	Chonge, 2019
	3. Code-switching creates an inference barrier since learners do not make up their version of words	Chonge, 2019
	4. Code-switching helps students with language deficiency make up in their language development	Chonge, 2019
	5. Code-switching enhances learning/teaching of the English language	Chonge, 2019

## Results

### *EFL Teachers' Perceptions of Code-switching Functions*

The survey results of EFL teachers' perceptions of the function of code-switching are shown in Table 2. The majority of respondents were found to be in favor of using code switching in the English classroom.

Table 2. Frequency and Percentage of Code-switching Functions

Items	1	2	3	4	5
1. Code-switching is for clarification	(6)13.04%	(5)10.87%	(2)4.35%	(19)41.30%	(14)30.43%
2. Code-switching is for checking students' understanding	(4)9.57%	(3)6.52%	(7)15.22%	(21)44.78%	(11)23.91%
3. Code-switching is for giving instruction	0	(6)13.04%	(5)11.74%	(25)57.83%	(10)17.39%
4. Code-switching is for giving feedback	(6)13.04%	(3)7.39%	(4)8.70%	(22)46.96%	(11)23.91%
5. Code-switching is for increasing students interaction in the classroom	(3)7.39%	(2)6.52%	(5)10.87%	(25)51.30%	(11)23.91%
6. Code-switching is for helping students feel more confident and comfortable	(5)15.22%	(2)4.35%	(3)5.22%	(24)49.13%	(12)26.09%
7. Code-switching is for developing vocabulary and explaining grammar	(6)13.95%	(9)18.60%	(1)3.95%	(23)47.21%	(7)16.28%
8. Code-switching is for class discussions of student tasks, assignments, tests and quizzes	(6)13.04%	(4)8.70%	0	(26)41.30%	(10)26.09%

Regarding EFL teachers' perceptions of code-switching functions, Table 2 shows that the majority of teacher respondents agreed (41.30%) and strongly agreed (30.43%) with the assertion that code-switching is for clarification in EFL classrooms. Furthermore, code-switching was used to explain the structure and use of the two languages, as well as to compare them. However, 13.04% of instructors strongly disagreed and 10.87% disagreed that code-switching should be utilized in EFL classrooms for explanation. Moreover, 4.35% of the respondents were not sure about this statement. This may strengthen the notion that students should only use English in the classroom to master English language skills.

As can be seen in Table 2, the percentages for 'agree' and 'strongly agree' for "the use of code-switching to enhance students' understanding" was 44.78% and 23.91% respectively. Whereas 9.57% strongly disagreed, 6.52% disagreed, and 15.22% were unsure whether code-switching improves student understanding in EFL classrooms. As a result, the majority of respondents rejected the statement "code-switching checking students' understanding."

Teachers were encouraged to use code-switching when giving instruction, with 57.83% agreeing and 17.39% strongly agreeing. Teachers, on the other hand, disagreed with 13.04% that code-switching should be used for instruction. Furthermore, 11.74% of them were unable to make a good decision about whether they could be used for instruction or not. The findings revealed that several teachers felt comfortable using only English as the language of instruction in the classroom.

The fourth function is "code switching for feedback." Nearly half of the respondents (46.96%) agreed with the statement that code-switching allows teachers to provide feedback on lessons in order to assess students' understanding of the topic being studied.

In addition, 23.91% of respondents strongly agreed with the assertion that "code-switching is for increasing students' interaction in the classroom." As a result, 70.87% of the respondents agreed that code-switching was significant for ensuring the lesson parts that needed improvement and improving students' English language learning. Overall, 13.04% strongly disagreed and 7.39% disagreed with the statement. The study also revealed that 8.70% were undecided. This indicated that these teachers preferred to communicate in English rather than Arabic to help students practice the English language in the EFL classroom effectively.

The next function is to increase students' interaction in the classroom. It was noted that a total percentage of 75.21% of respondents agreed and strongly agreed that code-switching increased student interaction in the classroom when there were lessons that required additional explanation. The study also revealed that 10.87% were undecided. Additionally, 7.39% strongly disagreed that code-switching increased students' interaction in the classroom, while 6.52% disagreed, indicating that some teachers prefer to use English as the dominant language spoken by students in EFL classrooms.

In response to the statement "code-switching is for helping students feel more confident and comfortable," the majority of respondents (75.22%) preferred switching between English and Arabic languages in EFL classrooms. However, 19.57% of teachers preferred only speaking in English in EFL classrooms, indicating the significance of exposing students to English in EFL classrooms.

Table 2 also shows the teachers' perspectives on the function of code-switching in clarifying vocabulary and explaining grammar in EFL classrooms. The majority of teacher respondents (63.49%) believed that code-switching was vital in assisting them to explain unfamiliar and abstract vocabulary as well as clarify grammar in EFL classrooms. However, the findings of the current study revealed that a total of 36.5% of respondents indicated "strongly disagree" to "neutral" for this item, indicating that they place a greater emphasis on using English as a medium of instruction in the classroom to assist students in effectively learning the target language.

Finally, the percentages for 'agree' and 'strongly agree' for the statement "Code-switching is used for class discussions of student tasks, assignments, tests, and quizzes" are 52.17% and 26.09%, respectively. On the other hand, 21.74% of respondents were opposed to using code-switching to explain most English instructions because exams are written in English, so it could negatively impact students' academic achievement.

#### *Code-switching Effects on Instructions*

In terms of EFL teachers' perceptions of code-switching effects on instructions, Table 3 shows that the majority of respondents agreed that code-switching has a positive impact on teaching the English language.

*Table 3. Frequency and Percentage of Effect of Code-switching on Instruction*

<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Code-switching promotes bilingualism amongst students	(5)10.87%	(6)13.04%	(2)6.52%	(25)50.00%	(8)19.57%
2. Code-switching facilitates foreign language learning.	(4)9.87%	(6)12.22%	(5)10.22%	(23)48.13%	(8)19.57%
3. Code-switching is a method of teaching a learning process.	(3) 8.70%	(5)10.87%	(6)13.91%	(27)54.78%	(5)11.74%
4. Code-switching helps students relate to their mother tongue language to understand the foreign language	(2)5.87%	(3)8.70%	(3)8.57%	(25)50.78%	(13)26.09%
5. Code-switching helps students in removing doubts and uncertainty about the subject matter	(2)5.22%	(3)8.70%	(4)10.87%	(26)53.48%	(11)21.74%

As per the findings of the respondents' opinions on the effect of code-switching on English classroom instruction to promote L2 learning, Table 3 displayed that 69.57% of respondents agreed or strongly agreed that code-switching encourages student bilingualism. According to 67.7% of respondents, code-switching encourages language learning. In addition, 66.52% of the respondents code-switched between English and Arabic when teaching English skills and activities in EFL classrooms. As can be noticed from the findings, 76.87% of respondents "agreed" or "strongly agreed" that code-switching assists students in using L1 to understand English as a foreign language. Furthermore, 75.22% of respondents "agreed" or "strongly agreed" that code-switching aids students in grasping the meaning of ambiguous guidelines in teaching content and dispelling their doubts about the subject.

*Code-switching Effects on Language Development*

Furthermore, Table 4 shows that the majority of participants believed that code-switching assisted in the development of English.

*Table 4. Frequency and Percentage of Effect of Code-switching on Language Development*

Items	1	2	3	4	5
1. The use of code-switching helps in faster language development and understanding	(2)5.22%	(1)3.04%	0	(28)59.13%	(15)32.61%
2. Code-switching develops conversational fluency	(2)5.87%	(3)8.87%	(5)11.74%	(24)49.61%	(12)23.91%
3. Code-switching creates an inference barrier since learners do not make up their version of words	(4)11.04%	(3)7.87%	(1)3.04%	(25)53.48%	(13)25.57%
4. Code-switching helps students with language deficiency make up their language development	(1)3.04%	(2)5.22%	(3)8.70%	(26)54.78%	(14)28.26%
5. Code-switching enhances learning/teaching of the English language	0	(1)3.04%	(4)10.87%	(25)52.17%	(16)33.91%

Furthermore, Table 4 also showed the respondents' perspectives on the effect of code-switching on language development. The percentages of people who "agreed" or "strongly agreed" with the item "the use of code-switching helps in faster language development and understanding" were 59.13% and 32.61%, respectively. According to the findings, 49.61% agreed and 23.91% strongly agreed that using code-switching helps students develop conversational fluency. In addition, 53.48% agreed and 25.57% strongly agreed that code-switching creates an inference barrier because students do not make up their versions of words. Concerning the item "code-switching helps students with language deficiency make up in their language development," 54.78% agreed and 28.26% strongly agreed. Furthermore, 52.17% agreed and 33.91% strongly agreed that code-switching improves students' ability to learn the English language effectively and enhances their communication skills.

Regarding the interview findings, it was found that the majority of the teachers are conscious of the functions and effects of using code-switching in their EFL classrooms. The teachers' perspectives on the functions of code-switching to the L1 in the English classroom varied. Only one teacher disagreed with the belief that there are multiple uses for code-switching. Six of the seven provided at least one function with each. Analysis and interpretation of interview data revealed the following code-switching functions:

The first function displayed that code-switching is used for clarification and giving feedback. According to Teacher 1 and Teacher 7, when the instructor provides feedback, the student should use L1 to check their understanding and ask for clarification as needed:

*"I utilize L1 to provide clarification, feedback, and information on a student's task performance in order to assist them in developing language skills and confirming their comprehension." (T1&7)*

The second function confirmed that code-switching is for helping students feel more confident and comfortable. Similarly, Teacher 2 noted that one function was to make students feel more confident and comfortable when expressing themselves in Arabic. He indicated that if the learner simply missed the English term, he or she might be able to swap into Arabic:

*"I think it is the teacher's role to decide when to use L1 or L2; I mean, I use English when possible and Arabic when necessary. If the teacher spoke more English in the classroom, the students would do the same. Using more English in the classroom would lead to more language practice, particularly if students had the opportunity to listen to authentic English, and they would become more proficient speakers." (T2)*

The third function revealed that code-switching was used to enhance class discussions of student tasks, assignments, tests, and quizzes. According to teachers 3 and 5, switching to L1 allows teachers to communicate more effectively and facilitates class discussions about student tasks, assignments, tests, and quizzes:

*"In my opinion, using L1 in the classroom when students are unable to grasp the teachers' explanation or instruction is a useful instruction approach in teaching L2." (T3)*

*"I feel that switching to L1 saves us time, especially when explaining vague terminologies. It helps students understand instructions and encourages them to contribute properly and improve their learning." (T5)*

The fourth function confirmed that code-switching was used for checking students' understanding. Teacher 4 was the only one who indicated that using the L1 in the classroom was pointless since the students' language abilities would decrease and they would not learn the proper English sentence structure:

*"I only switch to Arabic when there is a gap in English knowledge, which may impact students' overall understanding of the language." Furthermore, if students did not strive to learn the correct words or utterances in English, they would not improve their language proficiency." (T4)*

The fifth function showed that code-switching was used for developing vocabulary and explaining grammar. Teacher 6 believed that another function of code-switching is to enhance vocabulary, clarify grammar, and explain the content well. However, in order to increase students' oral skills, teachers should speak L2 more often:

*"I periodically switch to Arabic; I do this when presenting new, unclear words or explaining vague content." However, I believe that reducing L1 in the classroom will increase students' exposure to the target language." (T6)*

The sixth function was that code-switching is for increasing students' interaction in the classroom. Teacher 7 believed that by using L1, students would be able to communicate with their teachers more effectively and express themselves more clearly during the lesson. She also claimed that using L1 enables students to better grasp the information:

*"From my perspective, switching to Arabic increases students' relationships with their classmates and their teacher; actually, I am with mixing the mother tongue with the target language to facilitate teaching a foreign language." (T7)*

For the effect of codeswitching in the EFL classroom, the interview findings indicated that just two out of the seven teachers were against the use of L1 in the EFL classroom because they did not believe in utilizing L1 while teaching L2 and emphasized the significance of speaking English as much as possible, especially when teaching speaking skill. Four of them preferred to code-switch between L1 and L2 to facilitate the whole teaching process. The following code-switching effects were discovered during the analysis and interpretation of interview data:

The first effect was that code-switching facilitates foreign language learning and promotes bilingualism. According to Teacher 1, code-switching is an excellent method for enhancing foreign language acquisition and promoting bilingualism among students. She remarked that utilizing code-switching relies on the difficulty of the topic, therefore choosing L1 if the topic is challenging is advantageous. She noted that if the students are unfamiliar with the topic, L1 is required to ensure that they fully comprehend it:

*"I feel that switching from one language to another is an effective tool for satisfying students' communication requirements, improving their knowledge, and encouraging bilingualism among students so that they may readily communicate their thoughts. Moreover, it is beneficial to use Arabic to facilitate the difficult topics for the students." (T1)*

The second effect was that code-switching is an effective method of teaching a learning process. Teacher 2 indicated that code-switching is regarded as an effective strategy for improving the English language teaching and learning process as it allows a student to enjoy their studies and feel less stressed when learning English:

*"In my opinion, code-switching is a good way to strengthen English language classroom instruction." It also gives students the opportunity to improve their language skills by allowing them to effortlessly convey their ideas and views, as well as enjoy their learning." (T2)*

The third effect was that the use of code-switching helps in faster language development and understanding. (T3 and T5) stated that code-switching faster language development and understanding. They added that because learners may misunderstand the target language, practicing L1 in the language classroom may be valuable to understand and use the language fluently:

*"When required, switching between L1 and L2 is beneficial to promote students' enthusiasm in learning challenging activities, particularly for low-level students, and subsequently enhance their language competence growth." Teacher 7 stated, "L1 effects in the EFL classroom cannot be rejected as an effective instrument for developing students' language ability." (T3 & T5)*

The fourth result was that the usage of code-switching improves English learning and teaching. According to Teacher 7, switching between the first and target languages, is useful in increasing students' comprehension of the target language, assisting students in reducing uncertainties and ambiguity about the subject matter:

*"Code-switching can be advantageous." It enables students to efficiently follow instructions, remain completely involved in the session, and comprehend the subject matter. It makes teaching easier, especially when all of the students in the classroom speak the same language. Some of my students, for example, begin writing in their first language and then translate to English because they believe they can communicate their ideas and thoughts more simply in their first language." (T7)*

However, (T4 and T6) reported that they liked to utilize English as much as possible in their classrooms and avoided using the L1 even while introducing new words or phrases:

*"I always use English, and if the students are unfamiliar with the phrases and idioms or find them difficult to grasp, I prefer to modify the language I use. In my opinion, L1 should not be permitted, especially during the speaking activities." (T4)*

*"I believe that teaching in L1 limits students' opportunities to improve their English and causes them to lose sight of the cultural meaning of the language." Using English in my classroom is crucial to assisting my students in improving their language skills. "In my perspective, the more English that is spoken, the faster the students learn." (T6)*

As a result, the interview results were also corroborated by survey findings, which demonstrated that teachers clearly code switch to L1 for numerous functions that improve students' learning.

### Discussion

In terms of EFL teachers' perceptions of code-switching functions, the findings revealed that the majority of teacher respondents felt that the eight code-switching functions were employed successfully in EFL classes. The findings for the first function revealed that teachers would need to utilize a code switch to explain and promote English language acquisition, as well as help students join lessons more successfully than if just English was spoken. This is congruent with the findings of Adriosh and Razi (2019), who revealed that the most likely reason why EFL teachers code-switch between L1 and L2 is to help students understand unclear concepts.

Furthermore, respondents strongly agreed with the second function, that code-switching was used to improve students' understanding, emphasizing the importance of code-switching for reviewing and repeating previously taught material, which improves student comprehension of English lessons and aids in the reinforcement of understanding among students. This is similar to the findings of Mochacha and Lwangale (2020) and Puspawati (2018), who found that when lecturers code transition to L1, students comprehend L2, especially students with low L2 ability.

Similarly, the favorable reactions to the third function, in which teachers were encouraged to use code-switching when giving instruction, reinforces the preceding statement that they understand more by using code-switching in their EFL classroom and feel comfortable in learning a language. This is consistent with the findings of Ijudin et al. (2021) and Puspawati (2018), who claimed that when students do not understand how to respond to teacher instruction in the target language, instructors code-switch between L1 and L2 to assist the learning and teaching process efficiently.

Moreover, the findings demonstrated that respondents agreed with the fourth function that code-switching enables teachers to provide feedback on lessons in order to assess students' understanding of the topic being studied. Likewise, Fachriyah (2017) asserted that code-switching enabled both the teacher and the students to fully comprehend the impact of their feedback.

Concerning participants' positive responses to the fifth function, code-switching increased student interaction in the classroom, which meant that teachers explained earlier information in English and that the explanation was accompanied in Arabic to help students understand and speak English fluently. This study revealed that code-switching might help students pay greater attention to the lesson, participate in the teaching process, and easily transmit their messages to their teachers and classmates. This conclusion is consistent with Fachriyah (2017), who indicated that code-switching facilitates interactions between teachers and students in EFL classrooms.

For the sixth function, "code-switching is for helping students feel more confident and comfortable," the majority of respondents preferred switching between English and Arabic languages in EFL classrooms to help students feel more confident and happier; this increases their participation in the classroom. This reveals that code-switching, as one sort of linguistic shift, is required and inescapable in language schools, as stated by Ijudin et al. (2021). Similarly, Semiun et al. (2014) said that students will not be able to learn successfully if the teacher does not utilize the target language in EFL courses.

In terms of the seventh function, the findings revealed that the majority of respondents believed that code-switching is crucial in enabling them to explain new and abstract terminology as well as clarify grammar in EFL classrooms. Because it can assist learners' stress points and draw attention during lessons when they are having problems comprehending the meaning of new concepts or grammatical rules. This revealed that they code-switch to ensure understanding and assist the learners to feel more satisfied with what they have learned. The findings are congruent with those of Bhatti et al. (2018), Horasan (2014), and Lee (2016), who discovered that while addressing grammar, instructors preferred employing code-switching as a suitable instructional strategy for improving students' learning in EFL classrooms.

The results also revealed that for the eighth function, the majority of teachers "strongly agreed" that code-switching allows teachers to effectively explain tasks, assignments, tests, and quizzes, which could improve students' understanding of the target language and enable them to become more proficient in speaking English. According to Levine (2003), when utilized properly, L1 may perform useful tasks in L2 classes, such as vocabulary, grammar, and writing assignments. This conclusion is consistent with the findings of Mochacha and Lwangale (2020), Horasan (2014), and Rahimi and Jafari (2011), who found that code-switching enhances students' English language competency, the language given tasks, as well as their communication abilities.

Concerning the second question of the study, Table 3 & Table 4 displayed the findings of the respondents' opinions on the effect of code-switching on both English classroom instruction and language development. According to the results, the majority of teacher respondents were optimistic about the impact of code-switching on instruction. This is in line



with Lee (2016) and Ijudin et al. (2021), who found code-switching to be beneficial in simplifying and facilitating the process of teaching English in the EFL classroom. The respondents also agreed that code-switching had a positive impact on language development by assisting students in strengthening their English language abilities in the EFL classroom. They were consistent with the findings of Lee (2016) and Yao (2011), who found that EFL teachers prefer to code-switch between L1 and L2 depending on their students' requirements in order to facilitate English teaching in EFL classrooms.

In addition, the review results revealed that EFL teachers switched to L1 because it is useful in teaching English as a foreign language. The interview findings revealed six functions and four effects, confirming the survey results that code-switching is beneficial while teaching English in an EFL classroom. The results of this study were in line with the previous studies (Bhatti et al., 2018; Lee, 2016; Mochacha & Lwangale, 2020; Nurhamidah et al., 2018; Puspawati, 2018; Zainil & Arsyad, 2021) that have shown the majority of teacher respondents had a positive attitude toward using code-switching as a beneficial method and other pedagogical practices in the language classroom. According to EFL teachers, code-switching functions included conceptual comprehension, classroom management, and language development. They also confirmed the effects of code-switching in fostering language development and understanding and improving the English learning and teaching process.

### **Conclusion**

The current study aimed to investigate EFL teachers' opinions regarding the functions and effects of code-switching phenomena in the EFL classroom. The study contains a detailed overview and analysis of their point of view on the functions of code-switching as well as its effect on both instruction and language development in some UAE schools' EFL classrooms through conducting two tools: a survey and an interview. The interview findings revealed six functions and four effects. According to the findings, English teachers benefited from the code-switching phenomenon and code-switched between English and Arabic during the English teaching process when necessary to foster students' comprehension and understanding. The findings also revealed that the majority of them were positive about using code-switching in their classrooms and saw it as a useful tool for easily delivering English language instruction to their students. In addition, the findings revealed that code-switching serves a clear purpose and has a positive impact on instruction and language development as it creates a sociable environment in the EFL classrooms. The findings revealed that code-switching is frequently used in EFL classrooms because it effectively influences the process of teaching English as well as other pedagogical practices. Additionally, teachers who are fully aware of the use of code-switching could be incorporated into language teachers' professional development, effectively manage their classroom, professionally build, transmit knowledge, and foster communication among EFL students (Puspawati, 2018; Zainil & Arsyad, 2021). The study's findings have two implications. First, the English teachers should assess each student's competence to select when to perform code-switching in the EFL classroom to facilitate the teaching process. As a result, code-switching may be employed as a language teaching strategy to assist successful learning, particularly in the early stages. Second, teachers should avoid overusing the first language and may employ code-switching when necessary to achieve good learning results.

### **Recommendations**

The following recommendations are made based on the study's findings. It is recommended that EFL teachers use code-switching in their teaching process because it allows those who cannot express themselves in one language to do so. Thus, by code-switching between their mother tongue and the target language, students can effectively develop their English language skills. Additionally, teachers are encouraged to code-switch, when necessary, in EFL classrooms as it is an unavoidable tool to improve school students' English learning skills. Another study could be conducted to investigate educators' and students' perceptions of code-switching at the school and university levels in the UAE in order to gain a more comprehensive understanding of it. Additional research on code-switching types is required. More research is thus recommended to thoroughly investigate some factors, such as teachers' educational levels, teaching styles, and student levels, which may influence their attitudes toward code-switching, were not considered in this study.

### **Limitations**

This study has certain limitations that may stimulate more research in this area. This study is confined to investigating EFL teachers' perceptions of code-switching functions and effects in an EFL classroom at the school level. Future studies may include more conditions for participants in order to investigate other findings, such as demographic and affective variables. The findings provide a framework for future researchers to investigate effective studies concentrating on students' practices of code-switching in the EFL classroom. Another experimental study on the role of code-switching in facilitating language learning and teaching can also be carried out.

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