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Libyan EFL University Teachers' Beliefs and Practices of Code Switching

A thesis submitted in partial fulfilment of the requirements for the degree of Master of Arts in Applied Linguistics

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Abstract

The study aimed at exploring the Libyan EFL university teachers' beliefs and practices of code switching. It also aimed at identifying the functions of code switching applied by teachers in their EFL classes. A mixed method approach was applied. To obtain the required data 50 Libyan university EFL teachers were asked to respond to a 20-items 5-points Likert scale questionnaire and semi-structured interviews were conducted with six English teachers. The analysis of data was through using thematic analysis of qualitative data of the interview and SPSS for the quantitative data of the questionnaire. The findings revealed that more than half of the participant teachers hold a positive belief towards applying code switching in their classes. In addition, the findings highlighted a number of functions beyond the practices of this phenomenon labelled under three categories: classroom instructions, classroom management and interpersonal relation. To conclude, the practice of code switching in EFL classes is very beneficial in the learning process, especially when the teachers' beliefs are in accordance with their practices.

Declaration

I hereby declare that this study entitled 'Libyan EFL University Teachers' Beliefs and Practices of Code Switching' has been written by myself. In addition, I confirm that all the work submitted is my own, no part has been plagiarized, and all the sources used, whether directly or indirectly are acknowledged with proper citation and referencing.

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Signature:

Date: 2 / 2 / 2022

Dedication

This journey would not have been possible without the support of my family. Thus, I dedicate this work to the soul of my beloved brother Mohammed and my parents who have been my source of motivation and strength. I also dedicate this work to my faithful husband who has encouraged, supported and inspired me to follow my dream. Finally, this thesis is dedicated to my endless happiness in life, my three children Jana, Janna, and Jad.

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Acronyms and Abbreviations

EFL	English as a Foreign Language
CS	Code Switching
L1	First Language
L2	Second Language
FL	Foreign Language

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Over 43% of the world's population is bilingual and multilingual (Gaia, 2016 & Jaw, 2019) that is they are able to use two language codes or more. Nowadays, English is a lingua franca. Therefore, being a speaker of this language is becoming a necessity. There are 1.2 billion English language learners worldwide (John Knagg, British Council member) and this number is increasing daily. English is officially taught as a second language in many countries and taught as a foreign language in other countries, as in the Libyan case where English is taught as a subject in primary and secondary schools as well as in universities. Hence, it is important to find out what facilitates teaching this language in our context and what hinders this process.

Despite the fact that using L1 in EFL classrooms has been a controversial issue (Hall & Cook, 2012), it is considered as one of the factors which may help in teaching a second or a foreign language, specifically, the code switching phenomenon. This phenomenon has been the interest of many researches over the past two decades around the world: Samar and Moradkhani (2014) in the Persian context, Atar & Akkaya (2015) in the Turkish context, Grant & Nguyen (2017) in the Vietnamese context, Ma (2016) in the Australian context, Al-Nofaie (2010) and Alshugithri (2015) in the Saudi context, Al-Farra (2019) in the Palestinian context and Leoanak & Amalo (2018) in the Malaysian context. These studies considered this phenomenon, not only as something that bilinguals use, but also as a thing that frequently occurs in EFL classrooms of which the teacher is a non-native speaker. Teachers face this phenomenon during their teaching in every class. Therefore, it is important to study the code switching phenomenon and its

functions that may facilitate teaching the English language. Moreover, this phenomenon has many significant implications in language teaching. Thus, it will be the topic of this research. This study will investigate the Libyan EFL university teachers' beliefs and practices of code switching in their classes.

1.2 Statement of the Problem

According to the researcher's experience as an assistant teacher at Azawia University, it is believed that Libyan EFL university teachers practice code switching in their classes for various functions as this practice facilitates their teaching of L2. However, this implementation of L1 should not be overused. This has been confirmed by a study that was carried out at Sebha University by Alsied (2018). The findings of Alseid's study revealed that the teachers stressed on the limited use of L1 to accomplish some purposes, as the overuse of first language in EFL classes will make students rely more on their mother tongue and this consequently will affect the teaching and learning process. Therefore, this study aimed at investigating Libyan EFL university teachers' beliefs and practices of code switching in Sabratha, zawia and Tripoli Universities.

1.3. Research Aims

This research aims to:

- Identify the Libyan EFL university teachers' beliefs about code switching in the EFL classroom.
- Explore the functions of teachers' code switching in the EFL classroom.
- Explain how the teachers' beliefs are realized in their practices of code switching.

1.4. Research Questions

- What are the Libyan university teachers' beliefs about using code switching in the EFL classroom?
- Why do the teachers tend to code switch?
- Are the teachers' beliefs about code switching aligned with their practices?

1.5. Limitations of the Study

As no work is perfect, this research study had some limitations, which need to be declared. First, the incapacity of generalization due to the use of the qualitative method on a small sample was one of the obvious limitations of the study as it was carried out in the western part of the country (Sabratha, Zawia and Tripoli Universities). That is to say, due to the small size of the sample, it was unrepresentative. Another limitation of this study was a classroom observation method was not implemented due to many reasons such as the interruption of the study during the pandemic (COVID19) and the teachers' unwillingness to be observed during their classes. The use of this type of method could provide better results and a better understanding of the code switching phenomenon and its practice in the EFL classes.

1.6. Significance of the Study

No one denies that code switching is a phenomenon that every EFL teacher will come across in every class and cannot be ignored. Some researchers consider code switching as a feature of low language competence that makes some teachers avoid using it in the class (Palmer, 2009 & Brown, 2006). Other teachers may avoid switching codes in the EFL classroom due to

the lack of their language skills or experience in dealing with such issues, according to the researcher's experience as in the Libyan context where the Libyan EFL university teachers do not pay attention to code switching. This lack of attention in return will affect the teaching process and may hinder it. Hence, this study provides knowledge and insight into the implications of code switching in EFL classes, as the better understanding of this phenomenon, the more qualified and experienced teachers who will be capable of dealing with such an issue in the classroom, which will have a positive impact on the teaching process. Moreover, the information about this phenomenon provided in this study may help in changing teachers' negative beliefs into positive ones and enable the teachers to exploit it as an advantage in their classrooms. Furthermore, the findings of this research will give directions for future research into code switching in EFL classes.

1.7. Organization of the Thesis

The study consists of five chapters organized as follows:

- Chapter one includes the background of the study, statement of the problem, research aims, research questions and significance of the study. In addition, it includes the limitations of the study and the organization of the study.
- Chapter two contains the literature review that introduces the code switching definitions, types and functions. Teachers' and students' beliefs about using code switching in EFL classes, advantages and disadvantages, and challenges of CS use in EFL classes are also included in this chapter.
- Chapter three includes the research methods applied in the study. Both the qualitative and quantitative approaches are discussed in addition to the validity and reliability of the

research instrument, followed by ethical considerations. Research design, sampling, participants of the study, research instruments used in the study (questionnaire & semi-structured interview) and pilot study are presented in this chapter.

- Chapter four presents the results of both the qualitative and quantitative data and the procedure for analyzing those data.
- Chapter five provides a discussion of the results and a summary of the findings. Implications, recommendations and suggestions for future research are included in this chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Code switching is one of the features of Bi/multilingual societies and the most prevalent linguistic phenomenon found in bilingual speakers' interaction. Speakers shift from one language to another in the same discourse for various reasons, either to express solidarity with a social group, topic, affection, persuade the audience (Holmes, 2000) or to reflect social status (Auer, 2002). This switching occurs by replacing a word, phrase or a whole sentence to keep the conversation flowing. For the last decades, code switching phenomenon has been a trend among scholars who studied this phenomenon from different perspectives: sociolinguistic, psycholinguistic and pedagogical perspectives (Grant & Nguyen, 2017; Kootstra, 2015; Almelhi, 2020 & Ma, 2016).

In this study, the focus will be on the pedagogical perspective of using code switching in EFL classrooms. This phenomenon is a debated issue. Thus, different studies were carried out in different contexts regarding the use of L1 in teaching a foreign language and the views were contrastive as well as the findings. On one hand, the advocates of using code switching in EFL classrooms such as Levine (2011) consider using L1 as an important strategy for teaching a foreign language and cannot be ignored since it promotes its learning. In addition, they believe that its use provides a relaxed atmosphere that enables the students to participate more effectively and this will facilitate their learning of a foreign language. Code switching helps the senders transfer the information to the receivers effectively (Skiba, 1997). On the other hand, the

supporters of the monolingual approach of teaching FL consider the use of L1 in teaching a foreign language may impede this process. The learners have to be exposed to the target language for an effective teaching process. In other words, using only the target language will be more authentic (Ellis, 1984).

According to Ariffin and Husin (2011), code switching in EFL classroom is inevitable when both the teachers and the students share the same native language, especially with students with low linguistic competence. Despite the drawbacks of its use in EFL classrooms, it can be exploited as an advantage. In other words, teachers can use it as a helpful resource that facilitates teaching a foreign language. This tool can be used whenever necessary in order to avoid its negative impact. Thus, this requires well-qualified teachers who will be capable of dealing with such issues.

2. 2. Definition of Code Switching

The origins of the term code switching date back to the 1950s when Einar Haugen first introduced it in his book Bilingualism in the Americas (Haugen, 1956). Scholars considered it a substandard use of language. However, in the 1980s, most scholars regarded it as a normal and natural product of bilingual and multilingual speakers. Code switching is a linguistic phenomenon that has been widely researched by different scholars with a different points of views. Consequently, it is defined in several ways. Haugen (1956) stated that code switching occurs when a bilingual person introduces a completely unassimilated word from another language into his/her speech. In the same vein, Poplack (1980: 583) defined code switching as "the alternation of two languages within a single discourse, sentence, or constituent". In the same regard, other linguists define code switching as the ability to use two or more linguistic codes in

a single conversation for various reasons and take a number of different forms; alteration of sentences or phrases from both languages (Crystal, 1987; Milroy & Muysken, 1995).

Cook (2000: 83) stated, "Code switching is the process of going from one language to the other in mid-speech when both speakers know the same languages". Baker (2006) added that one of these languages would often be the dominant one (the native language). Whereas Lin (2013) defines code switching in the classroom as the use of two language codes by either teachers or students in a classroom setting.

To sum up, code switching is the shifting between two linguistic codes in which both speakers know about various functions and this is a natural product of every bilingual speaker. In the EFL classroom, both the teachers and the students who share the same native language cannot ignore the code switching phenomenon. CS is commonly found in the teaching and learning process (Lin, 2013).

2. 3. Types of Code Switching

Different linguists and researchers, each with different perspectives, provided different frameworks for the types of code switching and one of these well-known frameworks is by Poplack (1980), who identified three different categories: the inter-sentential code switching, the intra-sentential code switching and tag switching.

2. 3. 1. Inter-Sentential Code Switching

The shifting occurs in the sentence boundaries either at the beginning of a sentence or at the end of the sentence, that is one sentence or clause in one language and the next clause or a sentence in the other. Moreover, this type of switching takes place among fluent speakers in both

languages. Poplack (1980) provides an example of this type in the title of her paper, "sometimes I will start a sentence in Spanish y terminó en Espanol".

2.3.2 Intra-Sentential Code Switching

It takes place in the middle of the sentence without any interruptions, hesitations or pauses that indicate a shifting. This type is associated with the most fluent bilinguals (Poplack, 1980). It occurs either at the word level or clause level or even both, in which the speaker has to mix both languages within one sentence and this requires a knowledge of the grammar of both languages in order to produce a correct utterance. Poplack (1980) stated that this is the most complex type of the three.

2.3.3 Extra-Sentential or Tag Switching

In this type, the switching of languages will be either a single word or a tag phrase (or both) from one language to another. It involves inserting a tag word or a phrase from one language within the utterance of another language and it can be almost anywhere in the utterance, as these tags do not contain any syntactic restrictions. In other words, it can be moved freely as they do not break the grammar rules (Poplack, 1980). Tags include interjections, idiomatic expressions and fillers such as, you know, I mean, right, etc.

2.4. Functions of Code Switching

According to Holmes (2000), bilinguals switch codes for different purposes and one of these is to show solidarity with a particular group. She stated that bilinguals tend to shift from one language to another as a signal of membership in specific social or ethnic groups. Another important reason for switching codes is the topic of the conversation. In some certain topics, bilinguals prefer to use one language rather than the other. She also added that bilinguals

sometimes switch codes to distinguish themselves from a particular social class and to show that they belong to one social class, such as those who can speak two languages or even more, their switching of codes reflects their belonging to the educated people's class. Code switching carries a hidden prestige that is made explicit by attitudes (Auer, 2002).

A study conducted by Al-Khatib (2003) found that speakers shift between languages to show power over the less powerful. Other reasons for switching codes are to express sudden and surprising emotions and feelings, such as happiness, anger, sadness and other feelings. In addition, persuading the audience and attracting their attention is one of the significant purposes of shifting between languages by bilinguals who tend to use it as a strategy to achieve their goals. This is noticeable in classrooms where teachers use this strategy to attract the students' attention.

Different researchers argued for the appropriate use of the code switching phenomenon in EFL classrooms to perform various functions such as clarifications, introducing grammatical points, giving instructions, classroom management and checking comprehension (Cook, 2013; Alshugithri, 2015; Leoanak &Amalo, 2018 & Al-Farra, 2019).

Cook (2013) identified several functions using L1 in EFL classes, such as conveying and checking the meanings of words and sentences, explaining grammar, organizing the class and tasks, maintaining discipline, contact with individual students, and testing.

In EFL classrooms, using the native language cannot be avoided, especially in the case of students with low linguistic competence (Alshugithri, 2015). Alshugithri found that the shifting between languages occurs because of the students' needs either to express their misunderstanding or to ask for clarifications. Leoanak and Amalo (2018) added that teachers applied code switching to provide feedback, strengthen the interpersonal relationships and increase students' motivation.

In the same vein, a study conducted by Al-Farra (2019) investigating the functions of code switching in the EFL classroom revealed that the switching mostly occurred in classroom management, presenting new words, presenting new grammatical points, explaining errors and checking comprehension. In addition, it was used as filler to fill pauses or moments of hesitation. Al-Farra (2019) argued that switching of the codes decreases when the students are more capable of using the English language and differ from one teacher to another. In other words, teachers' language proficiency plays a significant role as well as the students' linguistic competence. Hence, the practice of code switching varies from one level to the other depending on the students' linguistic knowledge (Alshugithri, 2015 & Al-Farra, 2019).

2.5 Teachers' Beliefs about Code Switching

Belief is something that is accepted and considered to be true and held as an opinion. Different researchers attempted to provide a definition of the term belief. Raymond (1997) defined this term as a personal judgment formed from experiences. Belief is a kind of knowledge that is subjective and experience-based (Pehkonen & Pietilä, 2003). According to Khader (2012), beliefs are judgments and evaluations that we make about ourselves, others and the world around us. Moreover, Khader (2012) added that teachers' beliefs are their arguments and views about teaching and learning. Teachers' beliefs play a significant role in the teaching process in the sense that their practices in the classroom reflect their beliefs. In other words, what teachers do is identified by their beliefs (Amiryousefi, 2015).

The practice of code switching in EFL classrooms is a debated issue. Code switching is inevitable for teachers, especially when teaching students who have limited proficiency in

English (Ariffin & Husin, 2011). Butzkamm (2003) indicated that teachers often feel guilty when they use L1 in their teaching of L2.

Different studies from different contexts were carried out to investigate the teachers' beliefs about practicing code switching in their EFL classes (Al-Nofaie, 2010; Alshugithri, 2015; Suteja & Purwanti, 2017; Leoanak & Amalo, 2018; Al-Farra, 2019 & Ja'afar & Maarof, 2016). Most of the findings of these studies showed teachers' positive beliefs towards practicing L1 in teaching L2 as they consider this practice as an important strategy that facilitates teaching the foreign language and can be used for various functions (Alshugithri, 2015; Ja'afar & Maarof, 2016; Leoanak & Amalo, 2018 & Al-Farra, 2019). A study carried out in the Malaysian context found that teachers have a highly positive opinion about using code switching in EFL classrooms and consider it an advantage in EFL classrooms (Ja'afar & Maarof, 2016). Similarly, in the Palestinian context, Al-Farra (2019) found that Palestinian teachers have a positive belief towards code switching use in EFL classes and it was mainly used for clarifications, giving instructions and transferring knowledge to the students in an efficient way.

On the other hand, other studies showed contrasting results. Cheng (2013) suggested that teachers' code switching is commonplace in class, although teachers showed a negative tendency about its usage. In the same vein, the findings of a study conducted by Alrabah et al. (2016) revealed that teachers use code switching as a teaching tool and for classroom management, yet they hold a negative belief towards using it.

To sum up, teachers' beliefs play a significant role and have a huge impact on the teaching process of a foreign language. That is to say, it will affect the teachers' achievements in classrooms, their selection of teaching strategies and their students' beliefs and attitudes. If teachers and learners' beliefs match with each other, learning will be increased (Riley, 2009). In

other words, it will have a positive effect on students' learning and the outcome. (Ulug et al., 2011). Hence, a successful teaching process needs qualified teachers with a positive belief toward using code switching in EFL classes.

2.6. Students' Beliefs about Using Code Switching in EFL Classrooms

Every student has his/her own opinions and thoughts about the learning process generally and learning a second language and applying his/her first language as a strategy in their learning specifically. As the teachers' beliefs play a significant role in the teaching process, also the students' beliefs play another important role in the teaching and learning process. These beliefs have an impact (positive or negative) on the students' motivation towards learning and their behavior in applying their learning strategies based on their previous experiences (Kamiya, 2018). In learning a second language, students have different preferences and apply various strategies to deal with the problems they face in learning the second language and one of these strategies they tend to use is code switching, which is also used by the teachers to facilitate the teaching and learning process. Razak and Shah (2020) said that some students consider using the first language in teaching the second language as a way of making the lesson more gratifying. Different studies were conducted in different contexts about the students' beliefs and practices of code switching (Adibah, 2016; Nurhamidah et al., 2018; Kamiya, 2018 & Razak & Shah, 2020). The findings of these studies revealed that code switching is beneficial to students in EFL learning and most of them showed a positive tendency towards using code switching in EFL classes. It was used for various functions. For example, helping students stay focused on the lesson, enhancing their comprehension during the EFL classrooms, increasing the students' engagement, expressing themselves, and explaining difficult words to their peers. In addition,

Razak and Shahb (2020) suggested that using code switching in EFL classes would create a comfortable environment with less anxiety that enhances the students' motivation and builds up their confidence, as this consequently will have a positive impact on the learning process.

Kamiye (2018) stated that beliefs strongly influence behavior that will have an impact on students' acquiring and learning of the second language. Hence, it is essential to consider the students' beliefs as an important part of the teaching and learning process and teachers should pay more attention and know their students' beliefs about learning the second language and the strategies they prefer to use, as this will facilitate their teaching. Kamiye (2018) provided an example; when teachers' beliefs are concerned with not correcting oral errors in the classroom for not humiliating students in front of their peers, some students' beliefs are not congruent with them, as they regard that corrective feedback as very significant in improving their accuracy of utterances. These incongruent beliefs, the teachers' beliefs and the students' beliefs should be paid further attention by the teachers. Moreover, teachers have to discern how to solve their disagreements. In other words, knowing about the students' beliefs is important for the teachers. It helps them to be aware of the students' perspectives on language learning, which will enhance their teaching and overcome any problems that may hinder the teaching and learning process.

2.7 Advantages and Disadvantages of Code Switching

The practice of code switching in EFL classrooms is a debated issue. Researchers have contrastive views regarding its use. Some researchers have some negative views regarding the use of the native language in teaching a foreign language. First, they considered its use to interfere with teaching and learning L2 as it hinders the development of second language skills. Moreover, using only the target language will be more authentic (Ellis, 1984 & Lightbown,

2001). Therefore, they called for the sole use of L2. L1 has to be eliminated from the class since the aim of teaching the target language is to maximize the teachers' input and students' output (Macaro, 2005). Other researchers consider code switching in the EFL classroom as a sign of laziness and lack of teachers' proficiency. Palmer (2009: 42) stated, "Many multilingual speakers believe that code switching is a sign of linguistic weakness or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms". In 2009, Metila conducted a study that revealed that the practice of code switching in classrooms has negatively affected teaching the L2. Students were confused by the disruption through switching the codes and this influenced their comprehension. Code switching could be a hindrance for students with advanced proficiency, as it does not help in developing their linguistic competence (Ariffin & Husin, 2011).

On the other hand, the advocates of code switching practice in the EFL classroom believe that this switching has many benefits that facilitate the teaching process for both the teachers and students. The use of L1 in teaching, the L2 helps in providing a relaxed atmosphere in which students, especially those with low linguistic competence, can participate and comprehend their lessons and this is through switching codes to explain grammatical points, new vocabulary and ask questions in their native language. Code switching is considered a significant strategy in teaching the target language and cannot be avoided (Levine, 2011).

Code switching helps the senders transfer the information to the receivers effectively (Skiba, 1997). In addition, the use of the mother tongue helps the teachers in classroom management and enables the teachers to build a rapport with students (Hall & Cook, 2013). In a global study carried out by Hall and Cook (2013) that included 111 countries and more than two thousand teachers, the findings revealed that the use of native language in the EFL classes has a positive

impact on the teaching process. Students found L1 use beneficial in clarifying the meaning of ambiguous vocabulary and grammatical points. Moreover, this switching resulted in a positive classroom atmosphere, which enhanced the teaching and learning process. In Different studies conducted in different contexts (Alshugithri, 2015; Ja'afar & Maarof, 2016; Leoanak & Amalo, 2018 & Al-Farra, 2019) findings all agreed that code switching is a useful tool in teaching the target language and used for various functions that improve the teaching process. Overall, everything has it is own pros and cons. Despite the disadvantages of code switching, teachers can practice it in their teaching in order to facilitate it and benefit from this linguistic resource, but only if it is used appropriately and whenever necessary.

2.8. Challenges of Using Code Switching in EFL Classrooms

Nowadays, code switching is a phenomenon found in every second language classroom. As discussed in 2.5, code switching is inevitable, both teachers and students who share the same mother tongue cannot ignore it. The use of L1 in teaching L2 is considered one of the strategies used by both teachers and students to facilitate the teaching and learning process (Levine, 2011). Hence, it is very important to know how to apply this strategy. In other words, the main concern is not whether to allow code switching in EFL classroom or not, but it is about how and when to use it most effectively.

Teachers face several challenges and difficulties in teaching the target language using the first language as a teaching tool. The first and foremost challenge for teachers is concerned with the negative beliefs and perceptions towards teaching the target language and using code switching as a strategy in their classes. Students' poor and negative beliefs about learning a second language disrupt their ability to learn it successfully (Lennartsson, 2008). Moreover, sometimes

the teachers' beliefs do not accord with their behavior for various reasons such as social expectations, the school curriculum, or psychological barriers (Kamiya, 2018). Therefore, teachers should try to change the beliefs that consider CS as a barrier to teaching and learning the target language and a sign of linguistic deficiency for their peers, their students and their beliefs too, since beliefs are changeable (Kamiya, 2018).

Kamiya (2018: 2) stated "belief that is likely to disturb wholesome teaching and learning behavior can be altered to cultivate better academic and professional development". Another challenge is related to the teachers' reliance on the use of the first language in the EFL classroom, which is regarded as a hindrance to teaching the target language. In other words, the extensive use of code switching will have harmful consequences on the learners' production of the target language (Al-Farra, 2019). Thus, many research findings confirmed the limited and appropriate use of code switching in the EFL classroom (Razak & Shah, 2020; Al-Farra, 2019 & Alrabah et al., 2015). Teachers must be able to comprehend the diversity of their students in the classroom (Ganaprakasam & Karunaharan, 2020). It is quite challenging for teachers to make balance of their use of the first language in their EFL classes, considering both the students with low linguistic competence who prefer using it (Nurhamidah et al., 2018) and the others with advanced proficiency. To sum up, it is very essential to have well-qualified and trained teachers who are capable of applying this strategy in their EFL classes only when it is necessary.

2.9. Summary

Code switching is a phenomenon found in every second language class where teachers and students share the same first language. This chapter discussed the various definitions of this phenomenon and the contrastive views regarding its use in EFL classes. Moreover, the types and functions of code switching were also discussed. As beliefs play a significant role in the teaching and learning process, the teachers and students' beliefs are considered as well. In addition, this chapter dealt with the pros and cons of using the first language in teaching the target language and the challenges that may face the teachers in their teaching.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The research methodology is the systematic and theoretical analysis of the procedures applied to a field of study (Kothari, 2004). That is to say, it is the procedure that a researcher gives as an outline that includes identifying, collecting and analyzing sets of information about a particular topic. The methodology of the research answers two questions about how the data is collected and analyzed. In this study, a mixed-method approach was adopted in order to answer the research questions that were formulated in (1.4). This use of mixed approaches was to gain much deeper insight and to ensure that the limitations of one type of data are balanced by the strengths of another. In other words, this combination of methods will provide a better understanding of the research problems rather than either method alone (Creswell, 2009). The qualitative method will provide an important source of information about this phenomenon through interviewing the participant teachers and understanding in-depth their beliefs and practices of L1 in their EFL classes, whereas the quantitative approach will provide numerical data. As this study applied the mixed-method approach, both the qualitative and quantitative methods will be discussed. Moreover, this chapter includes the validity, reliability of the research instruments and ethical issues. In addition, it includes the research design, samples, instruments of the research and the pilot study that was conducted.

3.2 Qualitative Approach

This type of research is concerned with the understanding of human behavior through gathering non-numerical data that is analyzed by themes from descriptions by informants. According to Creswell (1994: 1-2), "a qualitative study is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture formed with words reporting detailed views of informants and conducted in a natural setting". This research aims at collecting and analyzing non-numerical data in the form of texts, photos, videos and audio recordings in order to explore and reveal concepts, attitudes, behaviors, views and experiences (Zoltan, 2007). The qualitative method provides a deep understanding rather than a surface description, as the data collection occurs in a naturalistic way by employing one of the strategies of inquiry such as ethnography, grounded theory, case studies, phenomenological research and narrative research (Cresswell, 2009) that provide a detailed description of the concepts and experiences.

Flexibility is one of the qualitative research features, which allows researchers to accommodate any changes that may occur during the research and enables them to capitalize on these changes (Zoltan, 2007). In other words, the researcher may reword questions or add new ones depending on the responses of the participants (Patten & Newhart, 2018). Qualitative research mainly deals with the quality or the types of the parameters (Bairagi & Munot, 2019). Hence, small, purposeful samples are often selected to gather detailed data using one of the data collection methods: observation, in-depth interviews or focus groups and more time is spent with participants.

Moreover, the researcher has to sift through the responses of each participant in order to obtain a full understanding of the phenomenon that is being studied. Thus, time consumption

is one of the drawbacks of this type of research. Moreover, generalization is not possible with this approach, since differences in the parameters can occur with time. Conclusions are only limited to the individuals who were directly studied (Patten & Newhart, 2018; Bairagi & Munot, 2019).

The main objective of the qualitative study is to provide a detailed description and in-depth understanding of the studied phenomena. As this study aimed at exploring the teachers' beliefs and practices of code switching in EFL classrooms, the qualitative approach was the most suitable approach to be adopted in this study, since it is used in such situations to gather information about the teachers' beliefs towards using their first language in teaching the English language. The interview instrument is discussed in detail (3.8.1.2).

3.3 Quantitative Approach

The quantitative study is concerned with collecting and analyzing numerical data, usually using statistical analysis. Creswell (2003: 153) stated, "Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute alternate knowledge claims". Quantitative research embodies a view of social reality as an external, objective reality (Bryman, 2012). Unlike qualitative research where the emphasis is on the words and descriptions, the quantitative study emphasizes the quantifications in collecting and analyzing the data using structured research instruments such as questionnaires. As this type of research is based on using numbers in gathering the data (numbers, percentages, and measurable figures), the analysis of data could be done using statistical computer software as this will save time and effort for the researcher in the description and analysis of the results (Zoltan, 2007 & Connolly, 2007). In the quantitative

study, a large sample is often selected randomly to use as a population of the study. Therefore, it could be generalized to relevant populations as it is the main aim of this type of research (Bryman, 2012).

Replicability is one of the pros of the quantitative approach, as the quantitative study is a highly structured approach with predetermined variables, hypotheses and design (Creswell, 2009; Bryman, 2012 & Lichtman, 2013). The researcher will follow clear guidelines and objectives that the study can be repeated to obtain consistent results. The questions are typically structured and close-ended in format. Thus, one of the drawbacks of the quantitative study is that the responses of individual participants in the study are not reported in the findings as they are all summarized in the form of numbers and statistics (Patten & Newhart, 2018). In other words, the findings must be numerical.

As one of the objectives of this research is to reveal the teachers' beliefs about using L1 in EFL classes, the questionnaire instrument is a prominent method used to find about the beliefs, opinions and attitudes (Bryman, 2012). Moreover, using the quantitative approach allows the researcher to administer the questionnaire to a large sample as this study is concerned with different Libyan universities. Hence, this will save effort and time and make generalization possible for the whole population of the study.

3.4 Validity

Validity is one of the concepts that is used to evaluate the quality of the research (Zoltan, 2007; Mohajan, 2017 & Mukherjee, 2020). It is concerned with how accurately the methods measure what they are intended to measure. In other words, validity is concerned with the integrity of the conclusions that are generated from a piece of research (Bryman, 2012).

Validity was originally introduced in quantitative research (Zoltan, 2007), that is a test is valid if it measured what it is supposed to measure, whereas in qualitative research it means that the researcher checks for the accuracy of the findings by employing certain procedures (Creswell, 2009). According to Bryman (2012), a validity tests can be established in several ways: face validity, concurrent validity, predictive validity, construct validity, and convergent validity. The validity of this exploratory research is assessed through the face validity type.

Face validity is the simplest type of validity in which the assessment is subjective and based on professional knowledge. Face validity judges whether a measure appears to be valid on the face of it (Patten & Newhart, 2018). In other words, this type of validity is established by asking other experts in the field of the study on determining whether the measure measures what it intends to measure or not. Thus, face validity is considered an intuitive process (Bryman, 2012).

To verify the validity of the instruments used in this research, a questionnaire was piloted before conducting the main study. Five experienced teachers in teaching the English language were asked to check the items in the questionnaire for ambiguity as well as for the structure.

3.5 Reliability

Reliability is another concept that is considered a significant and fundamental feature in the assessment of the measurements of both qualitative and quantitative research (Zoltan, 2007; Mohajan, 2017 & Mukherjee, 2020). It refers to the consistency of a measure (Bryman, 2012; Mackey & Gass, 2016). It is very important to consider reliability throughout the various phases of the research (in creating the research design, planning the methods and collecting the data) as it is regarded as one of the essential components of good research. In

other words, research will not be valuable if it is unreliable. Reliability in research is central (Mackey & Gass, 2016). Moreover, reliability enhances the validity of the research and reduces the bias of the researcher, especially in qualitative research, which refers to reliability, as when a researcher's approach is consistent across different researchers and different projects (Twycross & Shields, 2004). In quantitative research, if a study was repeated under the same conditions applying the same data collection and analysis process with the same participants and the same results are obtained, then it is reliable. That is to say, it is the exact replicability of the processes and the results (Leung, 2015).

According to Bryman (2012), stability is one of the important factors that are involved in the consideration of a measure if it is reliable or not. That is if the measure is stable over time, then the findings related to this measure in the study, if it is repeated, will be the same. In other words, the results do not fluctuate (Bryman, 2012).

To maintain and ensure the reliability of the research instrument, five experienced instructors were asked to check the questionnaire items as well as the interview questions. They provided comments, suggestions and corrections for some items and questions structure to reveal the ambiguity.

3.6 Ethical Considerations

Ethics are moral principles that govern the way we think or act in a particular situation. Research ethics are the ethics of how researchers carry out their studies (Maylor & Blackmon, 2005). Ethical issues are one of the most important parts of the research. If this part was missing, then the study will be bound to fail. That is to say, the consequences of being unethical in research would entail negative points for the research (Maylor & Blackmon,

2005). Therefore, the researcher requested permission from the Master of Arts program coordinator to conduct this study in different Libyan universities (see appendix I).

As the research design requires participants, ethics can become guidelines for the researchers to conduct their study without causing any harm to those participants (Anwar, 2015). Avoiding harm to participants is one of the ethical principles stated by Bryman and Bell (2007). Researchers have to be careful and pay more attention to their actions in order not to cause harm to their participants. Hence, a consent letter form was prepared by the researcher that provided the participants with the needed information about the study (see appendix II). In addition, it contained the purpose of the study and explained to the participants that their identity and data will be kept anonymous and their participation in the research is voluntary. They are free to withdraw at any time. The participants were asked to sign the consent form if they agreed to take part in the research. Another ethical issue that was taken into consideration by the researcher is the participants' privacy. Their names, both in the questionnaire and the interview, were kept anonymous (Bryman, 2012; Mukherjee, 2020). In addition, all the audio recordings and transcripts of the participants' interviews were securely saved on the researcher's computer with a password and only the researcher can access these files.

3.7 Research Design

Research design is the framework of the research methods and instruments selected by the researcher. In other words, it is the overall plan that deals with the aspects of the complete design of the study type, data collection approaches, experimental designs, and statistical approaches for data samples (Bairagi & Munot, 2019). Research design guides the researcher

to select the type of data to be gathered, the methods and instruments used to collect the data, the participants of the study and the process of analyzing the data. Thus, a research design is an important step as it provides justification for the procedures and logistical arrangements required to conduct the study. Moreover, it emphasizes the significance of the quality of these procedures to verify their validity, objectivity and accuracy (Kumar, 2019).

According to Bairagi and Munot (2019), there are different types of research design as each type serves a different purpose based on the area of the study. These types are explanatory, descriptive, exploratory, experimental, diagnostic and hypothesis testing research design.

The present study is an exploratory study that aims to investigate the Libyan EFL university teachers' beliefs about using code switching in EFL classes and explore the functions of this switching. A mixed-method approach was adopted in this research in order to answer the research questions. The combination of both approaches, the qualitative approach and the quantitative approach, provides a deeper understanding of the phenomenon than either method alone (Creswell, 2009 & Kumar, 2019). As the limitations of one type of data are balanced by the strengths of another. According to Kumar (2019), the combined strength of both approaches would result in improving the depth and accuracy of the findings. The qualitative approach provided in-depth information about the phenomenon by applying the semi-structured interview tool to explore the functions of code switching in EFL classes. Whereas, the quantitative inquiry provided numerical data through closed-ended questionnaires administered by the university teachers to determine their beliefs on using the first language in the EFL classes. These instruments will be discussed in detail in (3.9.1 & 3.9.2).

3.8 Sampling

In order to answer the research questions, data has to be gathered by the researcher from the population of the study. It is usually impractical to study the entire population, thus, researchers tend to draw a sample, study it and deduce that what is true of the sample is also true for the entire population (Patten & Newhart, 2018). Despite that a sample may compromise the level of accuracy of the findings, it is very beneficial in saving time and resources as well (Kumar, 2019).

According to Kumar (2019: 232), "sampling is a subgroup of the population, which is the focus of your research inquiry and is selected in such a way that it presents the study population". In other words, it is the process of selecting a smaller, manageable subgroup from the larger population by employing one of the selection methods in order to make inferences and generalize it if possible to the whole population of the study.

As this study adopted the mixed-method approach, two data collection instruments (questionnaires and semi-structured interviews) were applied. Based on that, the two types of sampling: probability sampling and purposive sampling were employed to meet the research aims. For the qualitative instrument, purposeful sampling was used. In this type of sampling, the researcher seeks to sample participants strategically, not randomly, so these samples are relevant to the research questions being formulated (Bryman, 2012). Purposive sampling or judgmental sampling is frequently used in qualitative research (Patten & Newhart, 2018 & Kumar, 2019) in which generalization is not the aim. Thus, these samples are not selected to be representative of the whole population. The researchers depend on their knowledge of the study population in selecting individuals who believe will provide the needed information. This type of sampling is useful in describing a phenomenon or developing something, of which only a little is known (Kumar, 2019).

For the quantitative instrument, a probability sampling type was adopted. Unlike the purposeful sampling type, participants obtain equal chances to be selected randomly, hence, it is beneficial in reducing bias (Patten & Newhart, 2018). That is the choice of each element in the population is not influenced by other considerations such as personal preference. Therefore, it is a representative sample and generalization is possible for the whole population of the study (Kumar, 2019). In probability sampling or random sampling, statistical inferences about a large population are provided. Moreover, this method of sampling supplies quantitative ideas about the reliability of these inferences (Mukherjee, 2020).

3.8.1 Participants of the Study

As discussed in (3.8) for the qualitative method (semi-structured interviews), the selection of the participants was carried out through the purposeful sampling method. Six Libyan EFL university teachers were selected by who were MA holders, specialized in linguistics, and taught different English subjects to undergraduate students in various Libyan universities (Al Azawia University, Sabratha University and Tripoli University). Those teachers were interviewed on different days.

For the quantitative method (questionnaires) in which the probability sample was applied, fifty English teachers were asked to respond to selected statements of a close-ended questionnaire (see appendix III). The participants were Libyan EFL university teachers from different universities (Sabratha University, Alzawia University and Tripoli University) with an MA degrees and good experience in teaching various English subjects to undergraduate students.

3.9 Research Instruments

In conducting social research, the mixed-method approach has been an increasingly used and accepted (Bryman, 2012 & Kumar, 2019). To provide answers to the research questions and explore the phenomenon from different perspectives (qualitative and quantitative) both, the qualitative and quantitative approaches have to be combined (Kumar, 2019). This combination of approaches achieves more complete answers to the research questions as the gaps left by one method are filled by the other (Bryman, 2012). In other words, the qualitative approach provides in-depth understanding of the phenomenon through gathering data from few individuals thus; it is limited in making generalizations. Whereas, the quantitative approach collects information from many individuals and provides statistical conclusions that can be generalized to the whole population of the study, but it is limited in-depth analysis. Hence, to overcome the weaknesses of the approach and exploit the strengths of the other, both approaches need to be combined. Applying a mixed method approach enhances the quality of the research (Kumar, 2019). That is, through triangulation of the research findings as they may be mutually corroborated. Thus, it enhances the credibility and validity of these results (Bryman, 2012 & Kumar, 2019).

According to Patten & Newhart (2018:177), studies that are best suited to mixed methods are those that need the results to be explained or exploratory studies that need to be generalized. As this research aimed at exploring the Libyan EFL university teachers' beliefs and practices of code switching in EFL classes, therefore, this study adopted the mixed-method approach with two instruments of data collection applied. The qualitative tool is a semi-structured interview and the quantitative one is a close-ended questionnaires.

3.9.1 Questionnaires

Questionnaires are the most common instruments used in gathering a large amounts of data from large samples saving time and effort. Young (2016: 165) stated, "Survey methodologies, usually using questionnaires, are among the most popular in the social science". Young added, "Their popularity is associated with perceived ease of use, and the access they can give to large amounts of data". Questionnaires are a list of questions given out in the desired sequence as the answers to these questions are recorded by the respondents (Kumar, 2019 & Mukherjee, 2020). This type of data collection method is mostly used to find out about the participants' beliefs, attitudes, opinions and values (Zoltan, 2007; Mackey & Gass, 2016). Hence, this research used the questionnaires to find out the teachers' beliefs about using L1 in EFL classes.

Two different types of questions are identified: closed and open questions. This study applied the closed item questions in which the researcher determines the possible answers. The close-ended questions involve a greater uniformity of measurements and therefore greater reliability (Mackey & Gass, 2016). Moreover, the answers are easier to code and analyze. As the Likert scale is the most used technique to measure abstract concepts such as beliefs and attitudes (Bryman, 2012; Rasinger, 2013 & Mukherjee, 2020), therefore, it was conducted in this study. Bryman (2012: 166) stated, "The Likert scale is essentially a multiple-indicator or multiple-item measure of a set of attitudes relating to a particular area". The Likert scale is mainly used to measure the intensity of participants' feelings and perceptions towards items that focus on a particular issue. The participants will be asked to indicate their level of agreement or disagreement by selecting among usually a five-point scale (sometimes a seven-point scale) varying from strongly agree to strongly disagree with a middle position of neither agree nor

disagree to indicate neutrality. Rasinger (2013) added that the odd number allows respondents to indicate a 'neutral' or 'balanced' opinion if they perceive it this way.

The questionnaire (see Appendix III) started with a short introduction that contained a brief explanation of the questionnaire's purpose and the topic of the research. Furthermore, participants were assured that their responses would be kept confidential and clear instructions were given to administer the questionnaire. There were 20 items in the questionnaire in statement form as it all referred to the teachers' beliefs about applying code switching in their EFL classes. The items with the odd numbers (1,3,5,7,9,11,13,15,17,19) presented positive beliefs about the practice of code switching, whereas the statements with the even numbers (2,4,6,8,10,12,14,16,18,20) refer to negative beliefs about CS. It was taken into consideration the way of phrasing these statements as it contained one idea using simple words avoiding technical words. In addition, these items were laid out clearly to avoid any difficulties that may hinder the participants from recognizing the answer option that belongs to each statement (Rasinger, 2013).

The items of the questionnaire (2, 3, 4, 5, 8, 9, 10) were adopted from Leoanak & Amalo (2018). Using an existing question is very common among researchers. It is very beneficial as it has been piloted by the researchers and allows them to make comparisons between previous studies and their study on whether the findings will apply to their samples. Moreover, it may provide the researchers with ideas on approaching their questions (Bryman, 2012). The rest of the items were developed by the researcher and five English instructors with great experience were asked to check these items for structure and clarity of meaning.

After taking permission from the MA program coordinator in July 2021 and after piloting the questionnaire, the researcher visited three different Libyan universities and met the heads of departments. The researcher introduced herself to them and explained the purpose of the

questionnaire as they showed their cooperation and promoted their teachers to help in filling out the questionnaire. The researcher had a small talk with each of those teachers and explained to them the topic and the purpose of the research. Fifty questionnaires were handed to different teachers at various colleges in three Libyan universities (Sabratha University, Azawia University and Tripoli University). The teachers were very cooperative in administering the questionnaire and all of the questionnaires were handed back.

3.9.2 Semi-structured Interview

The most used research method for collecting data in the qualitative approach is the interview (Patten & Newhart, 2018 & Kumar, 2019). An interview can be defined as the interaction between two or more individuals either face-to-face or using other ways for specific purposes, that is to ask questions about a certain topic and obtain answers from the interviewees to find out about their opinions, beliefs and perceptions towards the topic on which the research is concerned about. Burns (1997: 329) defined an interview as "verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs or opinions from another person". There are many types of interviews. The most common types are structured interviews, semi-structured interviews and unstructured interviews (Zoltan, 2007; Bryman, 2012 & Kumar, 2019). The semi-structured interview is the most common method conducted in applied linguistic research (Zoltan, 2007). Hence, it was the most suitable instrument for the current study. Despite that, interviews provide indirect data filtered by the researcher and considered one of the time-consuming methods (Creswell, 2009 & Kumar, 2019), participants can express their points of view freely as this, consequently, will provide rich data and detailed answers which the researcher is seeking to obtain. In addition, in the semi-structured interview, the researcher has more flexibility in forming the questions and in deciding the

content of these questions. Also, the researcher is free in the ordering of these questions (Bryman, 2012; Zoltan, 2007 & Kumar, 2019).

Moreover, the researcher is capable of asking other questions that are not in the interview guide which is formulated in advance and obtaining additional information if new issues have emerged depending on the participants' replies or if their answers were vague, incomplete, off-topic, or not specific enough (Mackey & Gass, 2016). Bryman (2012: 470) stated, "Interviewers can depart significantly from any schedule or guide that is being used".

In a semi-structured interview, an interview guide has to be prepared in advance (Patten & Newhart 2018), which is a list of questions the researcher will ask in the interview. This will help and guide the researcher through the interview process and ensure that all domains are covered in the interview. In other words, this formulation of the interview questions will help to answer the research questions of the study. Therefore, the researcher prepared a schedule for the interview (See Appendix V).

A great wariness was taken into consideration in the wording and the structuring of the questions. As this type of interview is conducted using open-ended questions, which are few, and intend to obtain opinions and views from the participants (Cresswell, 2009). The interview schedule consisted of a set of open-ended questions. These questions facilitated the interview process as they enhanced the researcher's concentration on the participants' responses not what to ask next or how to shift to the other question. In other words, the schedule made the interview smooth and flow like a natural speech. Moreover, these questions were formulated using simple words, avoiding jargon and ambiguous questions, double paralleled questions and leading questions (Bryman, 2012 & Kumar, 2019). That is to say, the questions were short, relatively simple and straight.

There were two sets of questions in the interview guide. The first set was concerned about the teachers' beliefs and their perceptions towards using code switching in their classes, such as: What do you think about applying code switching in teaching English? The second set of questions was about the functions and purposes that teachers apply code switching for in their classes: when do you apply code switching in your classes? And what do you think about the benefits of switching to Arabic while teaching English? Five English instructors with great experience in teaching the English language in universities were asked to check these questions to ensure clarity and structuring of the questions.

Recording and transcription of interviews are common and important in interviews (Bryman, 2012; Patten & Newhart, 2018). Recording allows the interviewer to concentrate on the interviewee's replies rather than taking notes. Moreover, Heritage (1984: 238) added, that it helps to correct the natural limitations of our memories. In other words, recording the interview and transcribing it enables the researcher to remember the small details in the interview. Therefore, the interview was recorded using an audio recorder after obtaining permission from the participants. In addition, the interview was transcribed by the researcher as these transcripts are treated as data (Patten & Newhart, 2018).

To obtain a successful implementation of the interview, the researcher followed some criteria for a good interview as advised by Bryman (2012), Zoltan (2007), Mackey & Gass (2016), Kumar (2018) and Patten & Newhart (2018). First, the interview was piloted on a sample similar to the actual participants of the study in order to ensure that the questions are clear and straight. In addition, this pilot study was very significant for the researcher to obtain more experience and prepare for probe questions that may emerge during the interview. Bryman (2012: 474) stated,

"Conducting some pilot interviews, not just to test how well the interview flows but in order to gain some experience".

Another important aspect of the success of the interview is establishing rapport with the participants and that is what the researcher sought to obtain through having small talk before the interview to reduce the participants' stress and tension. The first two minutes of the interview are very significant, in which the researcher can set the tone of the interview (Zoltan, 2007). Creating a comfortable and relaxed atmosphere was through explaining the research topic and the purpose of the interview. In addition, a consent form was given to the participant to sign (see Appendix II). It contained a brief explanation of the research topic and aims, assured the participants that their recorded responses would be analyzed and kept confidential, their identity will be anonymous in the research report, their participation is voluntary and they are free to withdraw at any time. This is essential in the interview as it enables the interviewees to participate comfortably, which consequently will influence their responses which is the required data for the research (Bairagi & Munot, 2019). Moreover, the participants' responses were repeated by the researcher to provide a chance for reflection or to add further information and to enhance the interviewer – participants' rapport (Mackey & Gass, 2016).

The interview was conducted in September 2021. It took place in three different Libyan universities (Sabratha, Zawia and Tripoli University). Six voluntary university English teachers agreed to take part in the research. After their English classes, they were interviewed on different days where an audio recorder was used and placed on the desk after permission was confirmed. The interview guide was given to those English teachers in advance to provide them with enough time to think about the questions and arrange their ideas. The questions were asked in the same order to all the participants, additional questions have emerged by some participants depending

on their responses. The time for the interview was approximately twenty minutes for each participant. The interview was transcribed by the researcher (see Appendix VI).

3.10 Pilot Study

The pilot study is a small-scale research project conducted before the final full-scale study (Ismail et al., 2018). Similarly, Macky and Gass (2016: 108) defined a pilot study as "A small-scale trial of the proposed procedures, materials, and methods of a study used to uncover any problems and to address them before the main study is carried out". In other words, this small study provides feedback to the researchers that enables them to make any adjustments or refine the research methodology before conducting the final study. Hence, it is very significant to identify any potential problems and deficiencies in the research instruments. Moreover, piloting has a role in ensuring that research instrument functions as a whole (Bryman, 2012). Therefore, the pre-test research instruments are an integral part of its construction (Kumar, 2019).

Bryman (2012) added that a pilot study is essential in research based on questionnaires as it allows the researcher to define the adequacy of the instructions to the respondents to the questionnaires. In addition, by distributing the pre-test of the questionnaires to a sample similar to the sample of the large study, the researcher can identify any difficult or unclear questions and rephrase them (Kumar, 2019).

In this study, the first tool of data collection, the questionnaire was piloted in order to assert the clarity of the questions and their structure and length. Moreover, piloting the questionnaire was to confirm that the statements are comprehensible for the teachers. The second tool (the semi-structured interviews) was also piloted to investigate if the participants could answer the questions and to add more questions if they were needed.

After obtaining permission from the MA program coordinator for the pilot study, it was conducted on the twentieth of July 2021 to investigate the context and any problems with the questionnaire items and the interview questions and to apply the needed modification. This lasted for a week. For the questionnaire, five English teachers were asked to fill in the questionnaire after explaining the purpose of the research and their responses confirmed the unambiguity of the questions. The time to fill out the questionnaire did not take more than 15 minutes. Piloting the interview was postponed for about two months later due to the interruption of the studies at the Libyan universities that was caused by the pandemic, (Covid 19). On the seventh of September, a university EFL teacher was interviewed after providing an explanation of the study and its purpose, the participant agreed to take part in the study and signed the consent letter. The participant feedback assured the clarity and simplicity of the questions.

3.11 Summary

In this chapter, the methodology of the study was discussed in detail, including both approaches adopted in this study, the qualitative and quantitative approaches. Validity, reliability and ethical considerations were also discussed. Moreover, the research design, samples, participants of the study, research instruments (questionnaire & semi-structured interview), and pilot study were included in this chapter.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.1 Introduction

This chapter includes the data obtained from the two research instruments that were applied in this research (closed-ended questionnaires and semi-structured interviews). The explanation is presented in two sections.

4.2 Quantitative Data Analysis

After the completion of the data collection, this data was analyzed using the Statistical Package for the Social Sciences software (SPSS), which is possibly the widest package of, computer software used in the analysis of quantitative data for social science (Bryman, 2012 & Arkkelin, 2014). Due to its popularity in the academic and business areas, it was used in the analysis of the quantitative data for this study. In addition, the use of SPSS is very effective in the analysis of data as it allows different types of analysis and provides various transformations and forms of output this, consequently, will result in a better understanding of the data. Arkkelin (2014:10) stated, "The capability of SPSS is truly astounding. The package enables you to obtain statistics ranging from simple descriptive numbers to complex analyses of multivariate matrices". Moreover, this software package is very beneficial in saving a great amount of time and avoiding making any errors in the process of data analysis.

The data obtained from the participants' responses to the questionnaire in order to determine the teachers' beliefs towards using code switching in EFL classes, either a positive or a negative belief, was analyzed using frequencies, percentages, arithmetic mean (that is the average of a set

of numbers) and standard deviation (the measure of the distribution of statistical data). For more details (see Appendix IV). In addition, a ranking was included, which is the ordering of data values (statement responses) from the highest to the lowest, as it indicates the level of belief.

As this research aims to answer the three research questions, the data gained through the quantitative instrument (questionnaire) answered the first research question "what are the Libyan university teachers' beliefs about using code switching in the EFL classes?"

A scale value was assigned to each category from one to five. As with the Likert scale, it involves odd numbers. The cut point between agreeing and disagreeing regarding the teachers' beliefs about using code switching in EFL classes is three. Hence, the teachers whose responses were equal to or less than 3 were compared by the researcher to those teachers whose responses were more than 3 to find out if there is any significance. If the teachers' responses of more than three are more than those whose responses are less than or equal to three, it can be stated that teachers' beliefs about code switching in EFL classes are positive but if it is vice versa, then their beliefs are negative. This will be applied to the following statements. In addition, in analyzing the participants' responses to the questionnaire statements, the responses of strongly disagree and disagree will be merged and referred to as 'Disagree' and the responses of strongly agree and agree will be merged and referred to as 'Agree'.

4.2.1 Positive Beliefs

This part includes all the analyzed statements that reflect the teachers' positive beliefs about using code switching in their EFL classes. All of these items are presented with an odd number as discussed in (3.9.1)

Table (1) 1) Using Arabic is Important in Teaching the English Language

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
1	9	18.0	12	24.0	12	24.0	14	28.0	3	6.0

Table (1) shows that 42% of the sample study disagree that using Arabic is important in teaching the English language, 24% of the sample study neither agree nor disagree, while 34% of the sample study agree that using Arabic is important in teaching the English language. It can be noted that less than half of the sample study agree that using Arabic is important in teaching the English language.

Table (2) 3) Code Switching Facilitates Language Learning

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
3	3	6.0	7	14.0	13	26.0	26	52.0	1	2.0

Table (2) shows that 20% of the sample study disagree that it facilitates language learning, 26% of the sample study neither agree nor disagree, while 54% of the sample study agree that it facilitates language learning. It can be noted that more than half of the sample study agree that it facilitates language learning.

Table (3) 5) CS Can be Used as an Integral Part of the EFL Lesson

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
5	3	6.0	10	20.0	14	28.0	23	46.0	-	-

Table (3) shows that 26% of the sample study disagree that it can be used as an integral part of the EFL lesson, 28% of the sample study neither agree nor disagree, while 46% of the sample study agree that it can be used as an integral part of the EFL lesson. It can be noted that less than half of the sample study agree that it can be used as an integral part of the EFL lesson.

Table (4) 7) CS Use Improves the Teacher-Students' Rapport

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
7	3	6.0	9	18.0	10	20.0	25	50.0	3	6.0

Table (4) shows that 24% of the sample study disagree that its use improves the teacher-students' rapport, 20% of the sample study neither agree nor disagree, while 56% of the sample study agree that its use improves the teacher-students' rapport. It can be noted that more than half of the sample study agree that that its use improves the teacher-students' rapport.

Table (5) 9) CS is a Time-Saving Technique

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
9	1	2.0	7	14.0	15	30.0	21	42.0	6	12.0

Table (5) shows that 16% of the sample study disagree that it is a time-saving technique, 30% of the sample study neither agree nor disagree, while 54% of the sample study agree that it is a time-saving technique. It can be noted that more than half of the sample study agree that it is a time-saving technique.

Table (6) 11) CS Encourages Students' Participation in English Classes

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
11	3	6.0	11	22.0	8	16.0	27	54.0	1	2.0

Table (6) shows that 28% of the sample study disagree that it encourages students' participation in English classes, 16% of the sample study neither agree nor disagree, while 56% of the sample study agree that it encourages students' participation in English classes. It can be noted that more than half of the sample study agree that it encourages students' participation in English classes.

Table (7) 13) Arabic Language Use Creates a Supportive Language Environment in the Classroom

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
13	4	8.0	15	30.0	13	26.0	17	34.0	1	2.0

Table (7) shows that 38% of the sample study disagree that Arabic language use creates a supportive language environment in the classroom, 26% of the sample study neither agree nor disagree, while 36% of the sample study agree Arabic language use creates a supportive language environment in the classroom. It can be noted that less than half of the sample study agree that Arabic language use creates a supportive language environment in the classroom.

Table (8) 15) CS is Beneficial for Classroom Management

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
15	3	6.0	15	30.0	17	34.0	15	30.0	-	-

Table (8) shows that 36% of the sample study disagree that it is beneficial for classroom management, 34% of the sample study neither agree nor disagree, while 30% of the sample study agree that it is beneficial for classroom management. It can be noted that less than half of the sample study agree that it is beneficial for classroom management.

Table (9) 17) Using Arabic Provides a Chance for Students with Low Competence to Comprehend the Lesson

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
17	1	2.0	8	16.0	10	20.0	22	44.0	9	18.0

Table (9) shows that 18% of the sample study disagree that using Arabic provides a chance for students with low competence to comprehend the lesson, 20% of the sample study neither agree nor disagree, while 62% of the sample study agree that using Arabic provides a chance for students with low competence to comprehend the lesson. It can be noted that more than half of the sample study agree that using Arabic provides a chance for students with low competence to comprehend the lesson.

Table (10) 19) Using CS Helps Students to Clarify and Convey their Ideas Easily

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
19	3	6.0	10	20.0	12	24.0	23	46.0	2	4.0

Table (10) shows that 26% of the sample study disagree that using it helps students to clarify and convey their ideas easily, 24% of the sample study neither agree nor disagree, while 50% of the sample study agree that using it helps students to clarify and convey their ideas easily. It can be noted that half of the sample study agree that using it helps the students to clarify and convey their ideas easily.

4.2.2 Negative Beliefs

This part presents the analyzed questionnaire statements that reflect the teachers' negative beliefs about applying code switching in their EFL classes that are represented with even numbers.

Table (11) 2) English Language is Best Taught in English Only

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
2	2	4.0	11	22.0	8	16.0	12	24.0	17	34.0

Table (11) shows that 26% of the sample study disagree that the English language is best taught in English only, 16% of the sample study neither agree nor disagree, while 58% of the

sample study agree that the English language is best taught in English only. It can be noted that more than half of the sample study agree that the English language is best taught in English only.

Table (12) 4) CS Use During English Classes Declines the Standards of English

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
4	3	6.0	14	28.0	12	24.0	18	36.0	3	6.0

Table (12) shows that 34% of the sample study disagree that its use during English classes declines the standards of English, 24% of the sample study neither agree nor disagree, while 42% of the sample study agree that its use during English classes declines the standards of English. It can be noted that less than half of the sample study agree that its use during English classes declines the standards of English.

Table (13) 6) CS Should Be Avoided in EFL Classes

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
6	4	8.0	15	30.0	9	18.0	16	32.0	6	12.0

Table (13) shows that 38% of the sample study disagree that it should be avoided in EFL classes, 18% of the sample study neither agree nor disagree, while 44% of the sample study agree that it should be avoided in EFL classes. It can be noted that less than half of the sample study agree that it should be avoided in EFL classes.

Table (14) 8) CS Use Increases Students' Reliance on the Teacher

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
8	1	2.0	10	20.0	13	26.0	21	42.0	5	10.0

Table (14) shows that 22% of the sample study disagree that its use increases students' reliance on the teacher, 26% of the sample study neither agree nor disagree, while 52% of the sample study agree that its use increases students' reliance on the teacher. It can be noted that more than half of the sample study agree that its use increases students' reliance on the teacher.

Table (15) 10) CS Should Be Used as a Last Resort When All other Options have been Exhausted

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
10	-	-	5	10.0	7	14.0	18	36.0	20	40.0

Table (15) shows that 5% of the sample study disagree that it should be used as a last resort when all other options have been exhausted, 14% of the sample study neither agree nor disagree, while 76% of the sample study agree that it should be used as a last resort when all other options have been exhausts. It can be noted that the majority of the sample study agree that it should be used as a last resort when all other options have been exhausted.

Table (16) 12) EFL Teachers Should Aim to Make their Students Speak Like Native Speakers

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
12	6	12.0	9	18.0	3	6.0	16	32.0	16	32.0

Table (16) shows that 30% of the sample study disagree that EFL teachers should aim to make their students speak like native speakers, 6% of the sample study neither agree nor disagree, while 64% of the sample study agree that EFL teachers should aim to make their students speak like native speakers. It can be noted that more than half of the sample study agree that EFL teachers should aim to make their students speak like native speakers.

Table (17) 14) Using CS in EFL Classroom is a Sign of Laziness

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
14	3	6.0	16	32.0	15	30.0	12	24.0	4	8.0

Table (17) shows that 38% of the sample study disagree that using CS in EFL classroom is a sign of laziness, 30% of the sample study neither agree nor disagree, while 32% of the sample study agree that using CS in EFL classroom is a sign of laziness. It can be noted that less than half of the sample study agree that using in an EFL classroom is a sign of laziness.

Table (18) 16) Using More English Leads to Improving Proficiency

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
16	3	6.0	2	4.0	3	6.0	18	36.0	24	48.0

Table (18) shows that 10% of the sample study disagree that using more English leads to improving proficiency, 6% of the sample study neither agree nor disagree, while 84% of the

sample study agree that using more English leads to improving proficiency. It can be noted that the majority of the sample study agree that using more English leads to improving proficiency.

Table (19) 18) CS Use Hinders the Development of English Language Skills

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
18	6	12.0	7	14.0	14	28.0	20	40.0	3	6.0

Table (19) shows that 26% of the sample study disagree that CS use hinders the development of English language skills, 28% of the sample study neither agree nor disagree, while 46% of the sample study agree that CS use hinders the development of English language skills. It can be noted that less than half of the sample study agree that its use hinders the development of English language skills.

Table (20) 20) CS Use Indicates a Lack of Teacher's Proficiency

Statement	Strongly Disagree		Disagree		Neither		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
20	8	16.0	17	34.0	8	16.0	13	26.0	4	8.0

Table (20) shows that 50% of the sample study disagree that CS use indicates a lack of teacher's proficiency, 16% of the sample study neither agree nor disagree, while 34% of the sample study agree that CS use indicates a lack of teacher's proficiency. It can be noted that less than half of the sample study agree that CS use indicates a lack of teacher's proficiency.

Table (21) Shows Responses to the Positive Statements about Instructor's Beliefs about Using Code Switching in EFL Classes

No	Statement	Mean	Standard Deviation	Level of belief	Rank
1	Using Arabic is important in teaching the English language	2.80	1.212	Moderate	10
3	CS facilitates language learning	3.30	0.953	Moderate	4
5	CS can be used as an integral part of the EFL lesson	3.14	0.948	Moderate	7
7	CS use improves the teacher-students' rapport	3.32	1.039	Moderate	3
9	CS is a time-saving technique	3.48	0.953	High	2
11	CS encourages students' participation in English classes	3.24	1.021	Moderate	5
13	Arabic language use creates a supportive language environment in classroom	2.92	1.027	Moderate	8
15	CS is beneficial for classroom management	2.88	0.918	Moderate	9
17	Using Arabic provides a chance for students with low competence to comprehend the lesson	3.60	1.030	High	1
19	Using CS helps the students to clarify and convey their ideas easily	3.22	1.016	Moderate	6
	All statements	3.19	0.713	Moderate	

Table (21) shows that all the means that measure the level of the Instructor's Beliefs about using Code Switching in EFL classes for positive statements are ranged from 2.80 to 3.60, which indicates that the level of the Instructor's Beliefs about Using Code Switching is from moderate to high. The statement, which says, "Using Arabic provides a chance for students with low competence to comprehend the lesson" ranked first with a mean of 3.60 and a standard deviation of 1.030, which indicates that the level of the instructor's beliefs towards this statement is high. While the statement says, "Using Arabic is important in teaching the English language", it ranked last with a mean of 2.80 and a standard deviation of 1.212 of which indicates that the level of the instructor's beliefs towards this statement is moderate. In addition, it can be seen that the overall mean is equal to 3.19 with a standard deviation of 0.713, which indicates that the level of the Instructor's Beliefs about Using Code Switching for positive statements, in general, is moderate.

Table (22) Shows Responses of the Negative Statements about Instructor's Beliefs about Using Code Switching in EFL Classes

No	Statement	Mean	Standard Deviation	Level of belief	Rank
2	English language is best taught in English only	3.62	1.276	High	3
4	CS use during English classes declines the standards of English	3.08	1.066	Moderate	8
6	CS use during English classes declines the standards of English	3.10	1.199	Moderate	7
8	CS use increases students' reliance on the teacher	3.38	0.987	Moderate	5
10	CS should be used as a last resort when all other	4.06	0.978	High	2

	options have been exhausts				
12	EFL teachers should aim to make their students speak like native speakers	3.54	1.417	High	4
14	Using CS in EFL classroom is a sign of laziness	2.96	1.068	Moderate	9
16	Using more English leads to improving proficiency	4.16	1.113	High	1
18	Its use hinders the development if the English language skills	3.14	1.125	Moderate	6
20	CS use indicates a lack of teacher's proficiency	2.76	1.238	Moderate	10
	All statements	3.38	0.529	Moderate	

Table (22) shows that all the means that measure the level of the Instructor's Beliefs about Using Code Switching for negative statements are ranged from 2.76 to 4.16, which indicates that the level of the Instructor's Beliefs about Using Code Switching in EFL classes is from moderate to high. The statement, which says, "Using more English leads to improving proficiency" ranked first with a mean of 4.16 and a standard deviation of 1.113, which indicates that the level of the instructor's beliefs towards this statement is high. While the statement "Using more English leads to improving proficiency" ranked last with a mean of 2.76 and a standard deviation of 1.238, which indicates that, the level of the instructor's beliefs towards this statement is moderate. In addition, it can be seen that the overall mean is equal to 3.38 with a standard deviation of 0.529, which indicates that the level of the Instructor's Beliefs about Using Code Switching for negative statements, in general, is moderate.

4.3 Qualitative Data Analysis

In order to answer the research questions, the qualitative data that was obtained through the semi-structured interview instrument was analyzed through employing the thematic analysis method. According to Braun and Clarke (2006: 79), "Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data". In other words, describing the data through organizing it into themes that address the interest of the study. This method of analysis is appropriate to use when the aim is to understand experiences, thoughts, and beliefs across a set of data (Kiger & Varpio, 2020). Therefore, it was used in the analysis of data, as the aim of this study is to find out the teachers' beliefs about applying code switching in their EFL classes. Moreover, thematic analysis is considered a good first analytical method to be used by novice qualitative researchers (Braun & Clarke, 2006). By using this method of analysis, the researcher followed six steps as outlined by Braun & Clarke (2006): familiarizing themselveswith the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This approach is the most widely adopted method of thematic analysis (Kiger & Varpio, 2020).

All the recorded interviews were transcribed and coded by the researcher. Mackey & Gass (2016: 112) defined coding as "making decisions about how to classify or categorize particular pieces or parts of data". In other words, coding is the process of labeling the data in order to identify different themes. The interviewees' respondents were labeled and categorized into themes. The following are the themes that emerged from the participants' replies to the interview questions.

4.3.1 Teachers' Beliefs about Using CS

Five interviewees showed positive beliefs toward the use of code switching in their EFL classes. For example, one teacher said, "*I believe code switching can actually help in teaching a foreign language*". In this respect, another teacher added, "*Switching to L1 works as a helpful environment, decreases at least the anxiety for EFL learners. Therefore I can say that I have a positive belief in switching codes from L2 to L1*". On the other hand, one interviewee's beliefs changed with time from negative to positive ones. This teacher claimed: "*I've never imagined myself talking, advocating, and asking people to accept the L1 and to use it in the classroom. I have never used it and that wasn't a good thing. That was a big mistake because now things have changed and I always blame the way we studied English"*. Whereas few teachers were neutral, they stated, "*I'm neither against nor with using code switching, it depends"*. The use of code switching in EFL classes depends on various aspects, such as the level of students, material, and time constraints.

4.3.2 CS Use in EFL Classes

All the six interviewed teachers agreed on the limited use of code switching in their classes. One teacher stated, "*Applying CS depends on when we really need code switching, do we really have to or we don't really need to code switch*". In the same regard, another interviewee added, "*Code switching has a negative impact if it is used excessively*". A third teacher said, "*You have to be careful in the use of L1, we are not going to overuse it or translate every word. When it is most needed, we have to be wise and economical not to overuse it. So it should be limited"*.

Moreover, some interviewees considered CS as a last resource in their teaching process. In other words, they prefer using other techniques rather than using code switching as they relate this to different aspects such as the subjects and the level of the students. One teacher claimed, "*I do prefer not to use Arabic and I even punish students who use Arabic sometimes. So, I imposed that and this doesn't mean I'm against using Arabic, but the level of students that I'm teaching and the nature of my subjects with no need for the implementation of Arabic. Usually I go for miming, drawing or sometimes I try to simplify my language"*. In the same vein, one of the interviewees added, "*For me, as an English teacher, using code switching is always plan B. I will try to use different techniques, for example, I would try to explain using simple words or I demonstrate using models*". One more teacher assured by saying, "*it should be used when nothing can help"*. That is to use code switching as a last resort or technique.

In contrast, only one interviewee is against the use of code switching in EFL classes, the teacher stated "*as a lecturer, I'm not using code switching at all. I'm trying to deliver the message in English as much as I can*". As in some situations it is not necessity to use L1 in EFL classes for some subjects as in the case of practical subjects (the oral ones) such as presentation skills and speaking, L2 should be used only in the class to achieve the objectives of the lesson.

4.3.3 Functions of CS

The teachers mentioned various functions applied through switching codes in their EFL classes. In the analysis of data, these functions were categorized into curriculum access, classroom management, and interpersonal relations.

Teachers apply code switching for curriculum access purposes, such as giving instructions. One teacher stated, "*I switch to our first language to make sure that students have got the point*

and instructions are clear for certain activities". Whereas, another interviewee insisted on the use of code switching in giving instructions only for the first time. The teacher commented: "I *switched instructions for the first-time. First-class instruction is something you need to mention in Arabic. You say it in English, but you need to enforce what you are saying in Arabic. This is to be known by all at the levels and for the second time, the instructions will be in English".* Another function that was mentioned by the teachers is clarification and checking students' comprehension and understanding, as said by one of the teachers: "*I use CS in my clarification to clarify, for example, linguistic functions, to send a clear message by switching to Arabic* and to *check the students' comprehension".* In the same vein, another teacher added *"using code switching to minimize the students' miscomprehension and understanding the lesson".* One of the teachers went further by saying "*Allowing code switching as a bridge between familiar and unfamiliar vocabulary often helps students get more comfortable conversing spontaneously in the target language".*

Classroom management and arrangement were one of the purposes behind the teachers' practice of code switching in their classes. One of the teachers said, "*I sometimes use Arabic with the whole class to make sure when we have a test or when we want to reschedule a lecture or arrange a certain exam date".* Another interviewee added, *"I think that teachers' code switched to maintain discipline".* While another one mentioned, "*I used CS to get their attention*".

Moreover, teachers use code switching for interpersonal relationship purposes in their classrooms. For example, one teacher stated, "*I switch codes to build solidarity and intimate relationships with the students before and after the lesson*". Interestingly, another teacher went further in clarifying this point by saying "CS *puts our students at ease, even in every different context. If suppose you are traveling abroad and someone just says* السلام عليكم *how do you feel?*

You will smile and you will feel safe. So I would rather use it maybe to establish a good rapport with my students at their first class". Furthermore, some teachers use CS to reduce students' anxiety and establish a good relationship with them. In this respect, one of the interviewees claimed, *"Code switching help to maximize learning, build rapport; in addition, it gives support to students and decreases anxiety".* Similarly, another teacher added, *"students' anxiety could be one of the main problems that may hinder the learning process. Some students feel stressed and even if they know the answer, they cannot shout out because they are scared of making mistakes. Sometimes I switch to Arabic to pop out like making jokes. I encourage students".* Code switching use is a very helpful technique for encouraging students and establishing a rapport with them.

4.3.4 Benefits of Code Switching

Interviewed teachers provided various responses regarding the benefits of using code switching in their EFL classes. One teacher explained its benefits in providing a relaxed atmosphere for the students. The teacher stated, "*Switching language in the learning environment when we teach language could actually help students to provide a safe environment for the learning process; a more relaxed and suitable environment"*. In the same regard, another teacher added, "*It can create a beneficial language learning environment as it motivates the students".*

Another advantage of applying code switching in EFL classes that was highlighted by the interviewees is the positive interference. One teacher commented, "*It encourages positive interference. If I translate from my mother tongue (Arabic) to English, which goes well with my translation, so you are able to compare. By the time I am as a teacher, I have learned some*

English grammar based on Arabic background". The teacher added, "*How to compare well between the two languages enhances the learning".* Another teacher explained further by providing an example, saying, "*I taught students who got 8 on the IELTS, I asked them how student manage it? The Student said, I wrote in Arabic and then translated it. Therefore, I can expand my thoughts in Arabic, but if I just write immediately in English, I will be careful with my language. My own language helps me to expand my thoughts and my writing tasks*". Most of the teachers agreed that code switching is considered as one of the teaching strategies and resources used in their EFL classes, especially in the case of students with low linguistic competence in English. The first teacher said, "*If the students' English proficiency is below the required level for teaching certain subjects then sometimes you have to switch*."

Correspondingly, the other teacher stated, "*it is a solution if you have very low or poor students, you have no other way to deliver the message unless you use L1 as the last resource*". Another teacher added, "It *could be employed as an effective teaching strategy, I think when dealing with law language proficient learners*". One of the teachers considered it as one of the teaching tools and assured them to be used with first-level students in order to help them in their learning process by saying, "*when they are first year or second year students, that is when they need it most. We have to help them to use this resource (the use of Arabic). They can stand on their feet, so we should not be that mean if we find it helpful. I mean why we just think it is one of the other tools. Someone will use Arabic to solve problems or explain something and someone will keep acting or drawing. They are all teaching tools".* Code switching is a very beneficial tool if it is used appropriately by teachers, taking into consideration all the aspects of the teaching process.

4.3.5 Teachers' Practice of their Beliefs Regarding the Use of CS

Through the analysis of the teachers' responses to the interview questions, it was clear that most of the teachers practice what they believe in. In other words, their beliefs are in alignment with their current practices in their EFL classes. One of the teachers who believed in the beneficial use of code switching in EFL classes stated, "*the context is what imposes me to use it or not. If the students did not understand, teaching, for example, the old theories and they just got stuck on a word or a phrase, you have to explain it, say it in Arabic and they will say yes, we know it and we studied this for example, in علم النفس. They are happy even with the connection with something they learned in Arabic. We, as teachers have to enhance that connection because it is, they have in Arabic, so why not."*

On the contrary, another teacher who was against the use of code switching in EFL classes said, "*It was a decision actually, I have taken a decision not to use Arabic, because if you are teaching the students for one time and that is it, it will be OK if you apply the strategy that you like and that is it. But actually you'll meet them next semester*". The teacher added, "You *are seeing the growing plant where you put the seeds so you will meet them for several semesters. The way that you dealt with them for the first time will continue. If they get used to hearing English for the first time, they will use English, they will be encouraged to use English, but if you use Arabic directly, they will come to use Arabic*".

Only one teacher's practices were against her beliefs due to the low level of students she taught as a result of the closure of studies during the pandemic (COVID19). However, the teacher tried to use other ways, such as simplifying her language and adjusting the material she was teaching. The teacher claimed, "*I face students with low proficiency. I keep using simple English*." The teacher explained further, by saying, "*I had to teach English to first year students*

for the first semester and I was really surprised most of them were below the required level for English department students. I gave them a writing subject, as it was very challenging for me as a teacher. I used more Arabic than I usually do, the only problem was the limited time because of the pandemic COVID, but I tried my best to use English. First, I had to explain, using more Arabic, then I had to adjust my material" the teacher continued, "*during the first two classes I found myself using more Arabic (as this is against my beliefs). Thus, I had to adjust my material, that is, I had to use simple materials*". Teachers sometimes find themselves practicing what they do not believe in and this contrasts due to some aspects of the teaching process in general, such as the students' proficiency, the material being taught or the duration of their lectures.

4.4 Summary

To conclude, the data that was obtained both quantitatively and qualitatively were analyzed. The results of the analyzed quantitative data revealed that the Libyan EFL university teachers' belief levels at Sabratha University, Zawia University and Tripoli University about using CS in their classrooms were at a moderate level (both positive and negative beliefs). In addition, the qualitative data revealed that most of the teachers' beliefs were positive about using code switching in their classes for various functions categorized into curriculum access, classroom management and interpersonal relations. Moreover, most of the teachers agreed on the limited use of L1 in their EFL classes.

CHAPTER FIVE
DISCUSSTION AND CONCLUSIONS

5.1 Introduction

In this chapter, the findings obtained from the qualitative and quantitative data analysis are discussed in depth with more details and interpretations. The discussion of these findings is concerning to the three research questions of the study: What are the Libyan university teachers' beliefs about using code switching in the EFL classroom? When do the teachers tend to code switch? Are the teachers' beliefs about code switching aligned with their practices? Furthermore, this chapter presents the conclusion of the current study along with the implications and recommendations and suggestions for future research.

5.2 What are the Libyan university teachers' beliefs about Using Code Switching in the EFL Classroom?

The findings of the qualitative and quantitative data analysis revealed that more than half of the participating teachers in the study showed positive beliefs towards using L1 in their EFL classes as this use plays a significant role in the successful learning of L2 (Levine, 2011). They agreed on the benefits of CS as one of the useful techniques used in their classes that may save time. As shown in their responses in the questionnaire item 9, "It *is a time-saving technique*". More than half of the participants, 54.0%, agreed on that. Moreover, the participating teachers agreed on the beneficial use of L1 in providing an opportunity for students with low linguistic competence to understand the lesson, as in their responses to item 17, "*Using Arabic provides a*

chance for students with low competence to comprehend the lesson", as 62.0% of teachers' responses agreed.

According to the participating teachers, the use of CS may vary depending on different aspects, such as the nature of the subject, the level of students, the learning environment, and the time. In other words, some factors (affective, psycholinguistic, and sociolinguistic) may contribute to the use of L1 in their EFL classes (Alrabah et al., 2016). However, most of the teachers agreed on the limited use of CS, using it whenever necessary in order to avoid the drawbacks that may occur due to the use of L1 in their L2 classes. In other words, they prefer not to use it mainly and considered it as a last resort when the other options are exhausted. The analysis of their responses in the questionnaire item 10, "It *should be used as a last resort when all other options have been exhausted*" revealed that 76% of the teachers agreed with this statement. As beliefs are dynamic, not static, which is whenever there is a stimulus, it may change (Kamiya, 2018).

Interestingly, the findings of the data analysis revealed that one of the six teachers at time had changed her negative beliefs regarding the use of code switching in her EFL classes into positive ones. The teacher related her previous negative beliefs to the way she studied English when the first language was banned and students were exposed only to English. The teacher's change of beliefs from negative to positive was due to the students' needs that she is teaching to require the use of their L1.

The findings of the data analysis concerning the teachers' beliefs about using code switching in their EFL classes agree with the results of previous studies in different contexts (Ja'afar & Maarof, 2016; Leoanak & Amalo, 2017 & Alfarra, 2019) that revealed the teachers' positive

beliefs towards it. On the other hand, the results disagree with other studies (Alrabah1, et al., 2016) that showed a negative belief of the teachers toward the use of l1 in their L2 classes.

5.3 When Do the Teachers Tend to Code Switch?

The analysis of the data showed that the participating teachers switched codes in their EFL classes for different functions and this switching varied depending on various factors such as the learning context, the student's level, and the nature of the subjects they are teaching.

The learning context as highlighted by one of the teachers was a very significant factor regarding the use of code switching in their classes. The teacher mentioned that the students' proficiency varies from one university to another due to the amount of exposure they had to English. Those students who were not exposed enough to English required more code switching than those who did in other universities. That is to say, those students with low linguistic competence in L2 required the use of L1 in their learning process rather than those with high linguistic competence. This leads us to the other aspect behind teachers' use of code switching in their classes, which is the level of their students. Interviewed teachers explained their switching of codes was due to their students' levels, as those students in the first level required more usage of L1 rather than those in the third or fourth levels. In this regard, Ja'afar and Maarof (220: 2016) stated, "classroom code switching, whether used by the teacher or students, is often related to limited language competence of students and the nature of learning contexts". Moreover, the analysis of data revealed that the nature of the subject was another aspect that led to the necessity of CS use in order to meet the students' needs. One of the teachers justified this by giving an example of abstract words in a Literature subject that she could not explain through signs or mimes hence, she needed to switch codes in order to ensure her students' comprehension and to accomplish her

aims. In the analysis of the participants' interviews, code switching functions were labeled into three main categories (Ferguson, 2003): curriculum access, classroom management, and interpersonal relations.

The first function that all the six interviewed teachers agreed that was mainly beyond the use of CS in EFL classes was curriculum access. One of the purposes that participant teachers switched codes for was for giving classroom instructions for certain activities. This enabled them to overcome any difficulties that faced the students in understanding any activity. However, one out of six interviewees switched codes for first-time instructions only for the first classes. Checking students' comprehension and understanding were other reason for code switching being labeled under this category. Teachers switched codes to minimize misunderstandings that occurred in their classes. Moreover, participant teachers switched to L1 in their explanations and clarifications. They argued that some subjects as mentioned previously required the use of L1, as in Grammar to explain some complex grammar concepts and sometimes they compared and contrasted grammatical rules in L2 to compare those familiar ones in L1 to reach their target and ensure their students' understanding (Alrabah1, et al., 2016).

Classroom management and arrangement was another function of code switching in EFL classes as teachers switched codes for classroom scheduling, such as arranging for tests or rescheduling a lecture. Other teachers claimed that they switched codes to maintain discipline in their classes and encourage students to participation. In addition, other teachers applied code switching as a strategy to get their students' attention during the class.

As the teacher-student rapport is very significant and plays an important role in the learning and teaching process, the interpersonal relationship function was highlighted by all the six interviewed teachers. They switched codes in order to establish a good rapport and

relationship with their students as this would make their students more relaxed and less stressed, since students' anxiety is considered one of the aspects that hinder their learning. That is to say, according to the teachers, using only English in classes contributed to a stressful atmosphere that exhibited students' fear and frustration as they could not understand what the teacher was explaining using L2. Thus, when the teacher used L1, this put the students at ease and they became more relaxed as this consequently created a comfortable atmosphere that enhanced their learning (Alrabah1, et al., 2016).

The finding of the present study agreed with previous studies in various contexts (Alrabah1, et al., 2016; Ja'afar & Maarof, 2016; Leoanak & Amalo, 2017 & Al-Farra, 2019) as all of these studies' findings revealed that code switching in EFL classes has many functions that vary depending on the context, material and the level of students. These functions are classroom instruction, clarification, checking understanding and comprehension, explaining difficult words, classroom management, maintaining discipline, obtaining students' attention, and building a rapport with students.

5.4 Are the Teachers' Beliefs about Code Switching Align with their Practices?

Throughout the analysis of the participating teachers' interviews, the results revealed that five out of six teachers' practices were aligned with their beliefs, whether it was positive or negative. That is to say, they practiced what they believed in despite the various factors they had in their classes. Participant teachers mentioned that the context, the level of students, and the subjects are the main factors that forced them to apply this phenomenon in their classes. One of those teachers, who holds a positive belief toward the use of code switching in EFL classes, argued for the beneficial use of this phenomenon in her classes and considered it as one of the valuable

resources that can be used to enhance students' learning of L2. Code switching should not be ignored as it can be exploited, to be used as an advantage in the EFL classes (Ja'afar & Maarof, 2016). Moreover, according to the interviewed teachers, its use provided a suitable and relaxed environment that supported and encouraged students to participate, as this consequently enhanced their learning process.

In the same vein, other teachers considered CS as one of the teaching techniques such as miming or modeling, which can be used in order to save time and achieve their lessons' goals efficiently. However, teachers are assured of the limited use of CS to avoid its drawbacks that may influence the teaching and learning process in general. In other words, code switching should be used whenever necessary and teachers should apply it as a last resort when the other options are all exhausted (Ja'afar & Maarof, 2016). Another teacher showed negative beliefs toward this phenomenon, as these beliefs were in accord with the teacher's practices in the classroom. The teacher was against CS use in the EFL classes due to several reasons, such as students relying on teachers, negative interference, reliance on translation and less exposure to the English language, this would result in students with low proficiency in L2. The teacher believed in the sole use of the L2. Hence, a decision was taken by her not to use the L1 in her classes and this was not easy to apply. Despite all the aspects in the EFL classroom (environment, student's level, and subjects), the teacher worked hard to overcome what hindered her teaching by using only the L2. The teacher explained her practices by applying different techniques and strategies for avoiding using the first language in her teaching, such as adjusting the material that she was teaching, using pair or group work, using simple words, and sometimes modeling to achieve her aims.

On the other hand, only one participant teacher found herself applying what she does not believe in. In other words, her practices of code switching in EFL classes were against her negative beliefs about CS use. The teacher argued that several factors such as the time constraints of lectures and because of the repeated delays and stops of study caused by the pandemic (COVID19), it affected the students' linguistic competence and thus their levels were lower than usual and expected. Despite the teacher's belief against the use of the first language in her EFL classes previously mentioned aspects, she found herself forced using the L1, as this was the only way to ensure students' understanding and the most technique saved time.

5.5 Summary of the Findings

This study was conducted at three Libyan universities: Sabratha University, Alzawia University, and Tripoli University. The purpose of the study was to explore the Libyan EFL university teachers' beliefs about using code switching in their classes. In addition, the study aimed at identifying the functions behind applying code switching in EFL classes and whether these practices are in accordance with the teachers' beliefs or not. A mixed approach was applied in this research, using both qualitative and quantitative methods in order to collect the required data. For the quantitative method, a 20-item 5-point Likert scale questionnaire was used for the teachers to investigate their beliefs about the use of L1 in their classes and for the qualitative method, a semi-structured interview was conducted to obtain the required data regarding code switching functions. In this study, code switching is confirmed as one of the teaching strategies and efficient teaching tools used by EFL teachers with a variation in the amount of usage and for different purposes to reach their aims. Since the L1 cannot be ignored in EFL classes, code switching can be very beneficial in the classroom and can be exploited, to be used as an

advantage to facilitate and improve the learning process. However, this use should be limited as overusing L1 may have drawbacks, hinder L2 learning, and affect the teaching process negatively.

The study revealed that more than half of the participating teachers (approximately % 60) showed positive beliefs toward CS use in their classes and considered it as one of the teaching strategies and tools that can be used to facilitate their teaching and reach their objectives.

Furthermore, the results revealed that even those teachers, whose beliefs are positive about code switching practice in EFL classes, all agreed on the limited use of code switching and insisted on the necessity of its use in order to avoid its drawbacks and negative effects. Moreover, the results of the study showed that code switching was applied by teachers in their classes for various functions, such as explaining difficult words, classroom management, giving instructions, establishing rapport with students, explaining grammatical concepts, maintaining discipline, obtaining students' attention, managing lectures and tests, checking students' comprehension and encouraging students to participation. In addition, the finding revealed that the amount of code switching practice varied depending on different aspects, such as the learning context, level of students, and the subject or the syllabus, as these aspects imposed teachers to apply code switching in their classes including those teachers who hold negative beliefs towards this phenomenon.

In the study, it was found that five participant teachers' beliefs matched their practices as they worked hard to apply what they believed in despite the previously mentioned factors that emerged in their classes.

5.6 Classroom Implications and Recommendations

The findings of this research have beneficial implications for teachers regarding the use of code switching in EFL classes, as there are no studies that shed light on this area in the Libyan context. This study offers an understanding about the teachers' beliefs about code switching and the purposes that can be applied to EFL classes. Moreover, it will enhance the teachers' awareness of this phenomenon and its beneficial use that facilitates the teaching and learning process. Since CS exists in every EFL class, in which the teachers and students share the same first language, L1 cannot be ignored and it can be exploited to be used as an advantage in the teaching and learning process. In other words, this study explained the various functions that code switching could be used for and considered it as one of the efficient teaching tools and strategies that promote teaching and provide an atmosphere that enhances the students' learning of the target language. In addition, according to the findings of the study, teachers should take into consideration the negative aspects of the overuse of the mother tongue in their teaching of the L2, as the drawbacks of CS may hinder this process. That is to apply CS whenever required. Furthermore, this study provided a clear picture of the teachers' beliefs towards code switching practices and may help in changing the negative beliefs (due to lack of knowledge about the beneficial aspect of CS) into a positive ones.

This research provides the following recommendations for both the teachers and the decision-makers:

- Using the L1 should be considered one of the valuable resources that teachers can use in their classes.
- Code switching can be utilized to use as an advantage in the EFL classes.

- Teachers should be qualified and equipped with knowledge about the code switching phenomenon and its functions in EFL classes.
- It should be taken into consideration all the various factors that contribute to the use of the first language in EFL classes.
- The Libyan ministry of education and policymakers should train teachers and prepare them for how to employ code switching in their classes instead of relying on their personal experiences.
- In addition, programs should be made to educate teachers on the appropriate use of CS that is to apply it whenever necessary, in order to avoid the overuse of L1 that consequently, will affect negatively in teaching and learning of L2.

5.7 Suggestions for Future Research

In the light of the findings of this study and taking into consideration the limitations of the study, further studies can be suggested to be carried out in the future for various aspects of code switching. One of these areas is exploring students' beliefs about teachers' code switching in EFL classes as these beliefs play a significant role in their learning process and as well affect the teachers' teaching process. In addition, it might be interesting to find out about the functions of code switching applied by students as it may differ from teachers in their classes. Conducting a study about code switching from a sociolinguistic perspective is another aspect that future studies can be carried out. One of the other suggestions for future studies may be a comparison between Libyan EFL teachers and teachers from other nationalities (who share with students the same L1) concerning the use of CS to find if there is a distinction between them and if there is different functions and purposes they apply code switching for.

5.8 Conclusion

This study has shown that the code switching phenomenon is one of the valuable resources that can be exploited, to be used as an advantage in the teaching process. Some of these advantages are saving time and reducing students' anxiety that may hinder their learning. In addition, positive language interference is another benefit of applying CS in EFL classes as it has facilitated learning the L2 through using the students' previous knowledge of their mother tongue. EFL university teachers consider CS as a useful teaching tool and strategy that can be used to reach their lessons' aims effectively. Due to several factors that were encountered by them in their EFL classes, such as the students' level, time constraints, and the subject they were teaching, they switched codes to fulfill purposes that are labeled in this research under three categories: curriculum access, interpersonal relation and classroom management. These functions are giving instructions, checking students' comprehension, clarification, explaining grammatical concepts, explaining new words, obtaining students' attention, maintaining discipline, building rapport with students, and providing a relaxed atmosphere. Moreover, it has been revealed that more than half of the participants population among three different universities (Sabratha, Alzawia and Tripoli University), about 60%, hold positive beliefs about applying this phenomenon in their classes. However, less than half of the participants population showed negative beliefs about it and this may be related to the insufficient knowledge of this phenomenon. Hence, conducting this study by providing insights into this phenomenon may be helpful to those teachers in changing their negative beliefs into positive ones as this implementation of L1 in EFL classes in turn will facilitate the teaching and learning of a second language.

To conclude, EFL university teachers should be aware of the implications of L1 as the overuse of this tool has its drawbacks that consequently hinder and affect negatively the teaching process. Hence, it is important for the EFL teachers to be able to apply it appropriately only whenever required and necessary to achieve their objectives. Furthermore, L1 should not be neglected in EFL classes, as it is a very valuable and beneficial teaching tool that promotes the teaching of L2. Thus, code switching should be used in EFL classes with limits and this will require qualified teachers equipped with knowledge and experience to handle this issue.

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Appendic

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Appendix I : Approval procedures

Ministry Of Higher Education
And Scientific Research
University Of Zawia
General Administration

وزارة التعليم العالي
والبحث العلمي
جامعـــة الزاويـــة
الإدارة العامة

التاريخ : 4/7/2021م الموافق : / / 14هـ الرقم الإشاري :

السادة / كلية التربية صرمان - جامعة صبراتة

تحية طيبة..

نحييكم ...ويفيدكم قسم اللغة الانجليزية – كلية الآداب بجامعة الزاوية بأن الطالبة "**أريج يوسف زكري**" احدى طالبات الدراسات العليا لنيل درجة الإجازة العالية "الماجستير" بقسم (**اللغة الانجليزية**) وهي بمرحلة إعداد الرسالة.

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والسلام عليكم ورحمة الله وبركاته

د.عبد السلام صالح الطنطاني

منسق قسم اللغة الانجليزية بكلية الآداب الزاوية

..صور الى.
مكتب الدراسات العليا
الصادر + الدوري
zainab 2021-7

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وزارة التعليم العالي
والبحث العلمي
جامعـــة الزاويـــة
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Appendix II: Consent Form

Title of Thesis: Libyan EFL University Teachers' Beliefs and Practices of Code Switching

This study attempts to identify the teachers' beliefs of code switching in the EFL classroom and explore its functions. Moreover, it aims at explaining how the teachers reflect their beliefs in their practices.

I have read the statements above about the research project, and the researcher has explained the research project to me clearly. I have understood that all the data will be kept confidential and my identity will be anonymous in the research report.

I have understood that my participation is voluntary and that I am free to withdraw at any time, without giving reasons.

I agree to take part in the this study.

Name of participant:----------

Signed:----------

Date:----------

Appendix III : Teachers' Questionnaire

Instructors' Beliefs about Using Code Switching in EFL Classes Questionnaire

Dear Instructor,

Thank you for taking part in this research. This questionnaire aims to investigate code switching to Arabic during EFL classes. You are kindly invited to complete this questionnaire. Be sure that your responses will be kept confidential and your data will be used for research purposes only. Your cooperation is highly appreciated. The questionnaire approximately takes five minutes to fill in. There is no right or wrong answer.

CS=Codeswitching refers to the use of L1 (Arabic language) in teaching L2 (English language) for various functions.

Please put a (√) in the box which matches your beliefs

No	Statements	Strongly disagree	Disagree	Neither agree Nor disagree	Agree	Strongly agree
1.	Using Arabic is important in teaching the English language					
2.	English language is best taught in English only.					
3.	It facilitates language learning					
4.	Its use during English classes declines the standards of English					
5.	It can be used as an integral part of the EFL lesson					
6.	It should be avoided in EFL classes					
7.	Its use improves the teacher-students' rapport					
8.	Its use increases students'					

No	Statements	Strongly disagree	Disagree	Neither agree Nor disagree	Agree	Strongly agree
	reliance on the teacher					
9.	It is a time-saving technique					
10.	It should be used as a last resort when all other options have been exhausted					
11.	it encourages students' participation in English classes					
12.	EFL teachers should aim to make their students speak like native speakers					
13.	Arabic language use creates a supportive language environment in classroom					
14.	Using it in EFL classroom is a sign of laziness					
15.	It is beneficial for classroom management					
16.	Using more English leads to improving proficiency					
17.	Using Arabic provides a chance for students with low competence to comprehend the lesson					
18.	Its use hinders the development of the English language skills					
19.	Using it helps the students to clarify and convey their ideas easily					
20.	Its use indicates a lack of teacher's proficiency					

Appendix IV : A measure of the relative importance of the arithmetic mean

مقياس الأهمية النسبية للمتوسط الحسابي

تم وضع مقياس ترتيبي للمتوسط الحسابي وفقا لمستوى أهميته وذلك لاستخدامه في تحليل النتائج وفقا لما يلي:

Scale	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Score	1-1.79	1.8-2.59	2.6-3.39	3.4-4.19	4.2-5

مقياس الأهمية النسبية للمتوسط الحسابي

الأهمية النسبية	المتوسط الحسابي
Very Low	1-1.79
Low	1.8-2.59
Moderate	2.6-3.39
High	3.4-4.19
Very High	4.2-5

Appendix V Interview Schedule

Libyan EFL University Teachers' Beliefs and Practices of Code Switching

UNIVERSITY:----------

DATE:----------

INTERVIWEE:----------

The interview questions:

1. What do you think about applying code switching in teaching English?
2. When do you apply code switching in your classes?
3. What do you think about the benefits of switching to Arabic while teaching English?
4. What are the disadvantages of switching to Arabic while teaching English?

Appendix VI: Sample of Interview Transcript

Interviewer: What do you think about applying code switching in teaching English?

Interviewee: From my point of view, I think that teachers' code switched to maintain discipline, translate new words and build solidarity and intimate relationships with the students before and after the lesson.

Interviewer: When do you apply code switching in your classes?

Interviewee: From my perspective, allow students to code switch when they have difficulty continuing a conversation in the target language. Allowing code switching as a bridge between familiar and unfamiliar vocabulary often helps students get more comfortable conversing spontaneously in the target language.

Interviewer: What do you think about the benefits of switching to Arabic while teaching English?

Interviewee: We, as teachers, code switching in the bilingual classroom can motivate students accurately conveyed meaning and were able to be understood by the listener. Students who were able to code switch freely within the classroom were faced with fewer language barriers when discussing the subject matter.

Interviewer: What are the disadvantages of switching to Arabic while teaching English?

Interviewee: Let us put it differently; is there a negative impact on code switching? The answer is yes if it is used excessively. The disadvantages are all linked to the lack of instructional materials which inhibit the development of the reading, listening, speaking and writing skills of