

Sudanese Students' Perceptions of Code Switching in English Language Classes

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Abstract—This study aims to learn how Sudanese students perceive their teachers' use of their mother tongues in English language classes and whether this usage aids or hinders student comprehension. The researchers used a descriptive and analytical approach. Sixty students completed one questionnaire, the primary tool for gathering pertinent data from the study. The researcher used the SPSS program to analyze and validate the assumptions. The findings of this research are as follows. First, the students had favorable opinions regarding the use of code-switching. Second, many instructors incorporated Arabic into their English classes. Considering these findings, the researcher suggests that code-switching is used more frequently to help students become fluent in bilingual and multilingual settings. Teachers can benefit from using code-switching to teach English because students have favorable attitudes toward its use in English language classes. Finally, the study offers several suggestions and ideas for additional research.

Index Terms—code-switching, mother tongue, multilingualism, students' perceptions, Sudanese

I. INTRODUCTION

Code-switching helps multilingual students improve their language skills in various contexts. However, challenges exist, including communication barriers, class division, and varying working speeds. Teachers must consider these issues to effectively use code-switching to improve language skills. The following parts discuss the issue of using code-switching in Sudanese multilingual classes from the student's perspective.

A. Problem Statement

Code-switching is the best strategy for helping students improve their communication and comprehension abilities, which helps them use language correctly and appropriately. Sadly, English teachers often fail to use this powerful strategy. Multilingual students speak various languages. Similar learning environments can be found in Sudanese schools, where students from various linguistic backgrounds attend classes to learn English. Dealing with multilingualism necessitates consideration of several vital factors. There may not be a common language among students who attend multilingual classes because they come from different cultures and speak different languages. Both benefits and drawbacks exist; the benefit of multilingual instruction is that it forces students to communicate in English with each other and the teacher. However, drawbacks include the possibility of division in the class and varying working speeds among students who speak different languages. Also, English can present difficulties for students from various backgrounds, including pronunciation, spelling, and grammar. Teachers must consider these issues. On this foundation, the current study aims to clarify this significant procedure and its function in inspiring students to improve their understanding of language usage in various multilingual contexts according to their needs, which contributes to resolving students' linguistic problems. Code-switching can offer students various opportunities to learn and improve

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their language when learning English. This study analyzed how teachers' use of code-switching improves students' language skills from their perspective.

B. Aims of the Study

The main goal of this paper is to outline the whole situation of English language instruction in a learning environment with multiple languages from the student's viewpoint. The specific goals of this study were as follows:

1. To demonstrate the advantages of code-switching in bilingual English classrooms.
2. To explore the motivations behind EFL instructors' and students' utilization of the Arabic language in English classes.
3. To determine how frequently students in English language classrooms with multiple languages use their mother tongues.

C. The Study's Questions

The objective of this study is to provide detailed answers to the following questions:

1. How linguistically do English teachers behave in a classroom using code-switching?
2. What purposes does code-switching serve in English-speaking multilingual classrooms?
3. What factors encourage EFL instructors and students to utilize Arabic in English classrooms?
4. In an English-speaking, multilingual classroom, how frequently do students speak in their native tongue?

D. Study Hypotheses

The following assumptions were made.

1. By using code-switching in the classroom while teaching, EFL teachers engage in linguistic behavior.
2. Code-switching enhances students' linguistic abilities in multilingual English-speaking classrooms. It also gives students various opportunities to learn and improve their language and inspires them to grow in their language comprehension.
3. EFL instructors and learners use the Arabic language in Classes of the English language for various purposes, including effectiveness, clarification, socialization, translation, ease of use, emphasis, and understanding.
4. In a multilingual English classroom, students occasionally speak their native language.

E. The Importance of the Research

The importance of this study comes from its emphasis on the role of code-switching in the instruction of English in multilingual classrooms. To come to any firm conclusions about the significance of code-switching's role in helping students develop their linguistic abilities, there need to be more research efforts being made, particularly in Sudan. As a result, this study applied a code-switching strategy to aid learners in improving their oral communication skills; in addition to that, the study is both practically and theoretically significant and will benefit everyone involved in teaching and learning, including EFL students, EFL teachers, lecturers, syllabus designers, material writers, institutions, and educational authorities. Therefore, this study is essential in the field of education. It also unmistakably advances the objectives of the educational theory. Therefore, the study can extend and revise existing knowledge in the field, making it significant. This can assist in finding solutions to educational issues. Additionally, the outcomes can impact educational policies, procedures, programs, and decision-making.

F. Study Methodology

This study used an analytical descriptive method. A random sample was selected to accurately reflect the study population. A questionnaire was administered to 60 students to collect data, then analyzed quantitatively and qualitatively. The Statistical Package for Social Sciences (SPSS) program was used to conduct statistical analyses. To present the data clearly, tables were utilized and percentages were computed.

G. Limitations of the Study

The study examines students' perspectives on code-switching in multilingual English classrooms, using a questionnaire to explore its functions and justifications. The towns in question are Kassala, Nyala, and Abrie. Sixty male and female students from Sudanese schools were the only ones included in this study. This study was conducted in Sudan. As a result, Darfur, Kassala, and Northern States constitute the study's sole geographical scope.

The following part will cover the pertinent literature review for the study's subject.

II. LITERATURE REVIEW

The title of this study is "Sudanese Students' Perception of Code Switching in English Language Classes". As such, this section will focus solely on the theoretical aspects related to the research topic, which forms the foundation of this paper. This section is essential to the paper as it explains two concepts: code-switching and Communicative Language Teaching.

A. Code Switching

The word code refers to a way of communicating between two or more people. It is a neutral term that does not carry any judgment or bias. The reasons why people choose to use a specific code at a particular time are fascinating. For instance, some individuals prefer utilizing one code over another. Ali (2021) states that “they sometimes create a code by combining two other communication systems, switching between them or blending them. Additionally, the various code options have different social meanings influenced by the factors leading to people's choices”. Bokamba (1989) states, “Code-switching is when a bilingual/multilingual speaker uses language from multiple grammatical systems, resulting in the combination of utterances from two or more languages”. According to Gluth (2008), “codeswitching is governed by grammatical constraints related to the languages used and does not occur randomly within a sentence”. Therefore, a bilingual speaker's ease is primarily assessed by their accurate use of grammar rules in both languages. According to Ali et al. (2023), “code-switching (also known as code-mixing) can take different forms in conversation, including inter-sentential (between sentences) and intra-sentential (within a sentence). Some people may code-switch due to personal preference, while others may use it as a way to express their identity when they need to use multiple languages”. In addition to what is mentioned previously Different scholars have different perspectives on code-switching. Blom and Gumperz's (1972) research delved into the phenomenon of code-switching and its correlation to the social connections among speakers. Rayfield (1970) views it as a personal rhetorical device that adds color to the speech and emphasizes certain statements. According to Fallis (1981), code-switching can serve various purposes, such as indicating a response to changes in the surroundings or marking identity. Bilingual speakers can use language to show solidarity or intimacy and convey social information. Romaine (1995) sees code-switching as a communicative option for bilingual speakers, similar to monolingual speakers switching between styles or dialects. Regarding code-switching as a social interaction activity, Ali et al. (2023) note that teachers believe it to be a simple, beneficial, and crucial tool that enhances learners' motivation and proficiency in bilingual and multilingual environments. Additionally, they believe that their pupils grasp English more effectively when they code-switch to their native language during classroom instruction and that students prefer their instructors to do so in all English classes. Accordingly, they suggest that English language instructors should occasionally utilize their native tongues during instruction. Ali et al. (2023) think that this approach fosters positive relationships with students and is a motivational tool for learners, encouraging greater participation and self-expression in English.

B. Communicative Language Teaching

The Communicative Language Teaching, also known as the Communicative Approach, is a method of teaching foreign or second languages that emphasizes learning through communication. Richards and Schmidt (2002, p. 90) state that “the approach to teaching a foreign or second language called C.L.T emphasizes the importance of communicative competence as the goal of language learning. This method aims to make meaningful communication and language use the focus of all classroom activities”. Communicative language teaching differs from other language teaching methods, focusing on memorizing and repeating language structures and forms. Instead, it emphasizes teaching students communicative competence over linguistic competence.

Learning a language involves not just forming grammatically correct sentences but also knowing how to communicate effectively. Therefore, focusing on more than just grammar when learning and using a language is essential. However, while focusing on communicative competence, Communicative Language Teaching still considers grammatical competence as part of it and teaches it implicitly. Al-Humaidi (2013, p. 20) mentioned, “Since C.L.T. focuses on meaning rather than form, the language form is learned through meaning and not vice versa. And this is what makes this approach distinctly different from the other structural methods”.

According to Al-Humaidi (2013), “Richards and Rodgers (1986, p. 16) argue that Communicative Language Teaching should be considered an approach, not a method”. According to Rodgers (2001), there is a distinction between a method and an approach. According to him, the approach refers to broader language teaching philosophies that can be used differently, while the method is a restricted teaching procedure with definite activities and techniques.

(a). Background to Communicative Language Teaching

Traditional approaches like the Audio-lingual Approach and Situational Language Teaching dominated language teaching for years in the US and Great Britain. Richards (2006) states that “traditional language learning methods focused on the belief that mastering grammatical competence was essential for learning a language. This was achieved through direct teaching of language structures and rules, which involved memorization and drilling. The teacher presented the language structure deductively, and the students practiced using those rules”.

Based on the work of Richards and Rodgers (1986),

“Traditional structural theories could not provide an inclusive description of language. Audio-lingual and Situational Language Teaching approaches focused only on the form of language and neglected another broader aspect of language: the functional aspect”. This was argued by the American linguist Noam Chomsky, who declared: that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language creativity and uniqueness of individual sentences”. As a result, they were unsuccessful in assisting language learners to develop proficiency in the target language.

British linguists began to distrust the validity of the Situational Language Teaching method in the mid-1960s after lingual-audio was rejected in the United States. Situational language teaching ceased to be an effective language

teaching method by the end of the 1960s. The chimera of predicting language based on situational events, according to Howatt (1984, p. 19), "had no future" Richards and Rodgers (1986, p. 64).

A focus on communicative and functional aspects of language is necessary for language teaching. According to Richards (2006, p. 9), "Learning a language requires more than knowing how to construct grammatically sound sentences. Language learners must possess communicative competence and appropriate language usage skills for various communicative purposes, such as making requests and giving advice. Consequently, language instruction began emphasizing communicative competence instruction rather than purely grammatical competence, eventually leading to communicative language teaching".

Language Teaching Through Communication (L. L. T) emerged in response to or as a re-evaluation of conventional methods of language instruction. According to "Savignon (2004, p. 4), in this situation, C. L. T is a result of the work of numerous academics across a variety of fields, including John Firth, M. A. K. Halliday's works (functional linguistics), John Searle and John Austin (philosophy), and the American sociolinguists Dell Hymes, John Gumperz, and William Labov in sociology" (Ali, 2021).

The growing interdependence of European nations is another factor in developing the Communicative Approach. According to Richards and Rodgers (1986), "the Council of Europe - a regional organization for cultural and educational cooperation - made the decision to create a curriculum for teaching adults the important languages of the European Common Market, due to the growing number of immigrants and foreign workers". The idea of creating a communicative syllabus for language teaching came about after experts conducted extensive research and consultation".

(b). *The Principles of Communicative Language Teaching*

Communicative Language Teaching has several fundamental principles that can be outlined as follows:

First, the main principle of Communicative Language Teaching is that Communication is the key to learning a language. Richards and Rodgers (1986) stated that "Communicative Language Teaching (C.L.T) is based on a theory of language as communication, in response to what Hymes has pointed out, 'communicative competence' and opposing what Chomsky referred to as 'linguistic competence', which is concerned with the ideal speaker and listener who knows the language perfectly and perform flawlessly in an idealized situation. Hymes' communicative competence theory pertains to one's ability to effectively communicate within a specific speech community". Richards and Schmidt (2002) assert that: "*Teaching language as a means of communication distinguishes the communicative approach from traditional approaches that prioritize form over meaning*".

According to Finocchiaro and Brumfit (1983), "The most important distinction between communicative language teaching and the audio-lingual method is that the latter sees language learning as nothing more than learning sounds, words, and sentences, whereas language learning in C. L. T is developing his speaking skills" (Richards & Rodgers, 1986, p. 67). Claim in C. L. T. "if the instruction is delivered via communication, students will be communicatively proficient". "According to Patten (2003, p. 10), learners' communicative skills will advance the more communication they engage in" (Ali, 2021).

Second, the central principle of Communicative Language Teaching (C.L.T) is that students need to experience real-life language usage and participate in meaningful conversations. Widdowson (1978) states, "Communicative Language Teaching emphasizes the use of authentic materials and communicative activities in meaningful contexts". "Authenticity means "the quality of being genuine or true" (Bull, 2008). Proponents of C.L.T. emphasize the importance of authenticity in learning situations to enhance learning. Corder (1980), for example, asserts that "using language in real situations and allowing students to perform authentic communicative functions are of great importance". According to Benati (2009), cited in Ali (2021), "It is recommended that teachers utilize authentic materials to prepare their students for real-life language usage beyond the classroom. In addition, meaningful communication is emphasized as a crucial factor for successful language acquisition, which is a focal point of Communicative Language Teaching (C.L.T)". Richards (2006) suggests that "Effective communication occurs when students engage with relevant, purposeful, interesting, and captivating content". Richards and Rodgers (1986, p. 72) suggest that "learners retain language better when it is meaningful, assisting in the process of learning a foreign language".

Third, the goal of Communicative Language Teaching is to enhance the language learner's proficiency in both fluency and accuracy; Richards and Schmidt (2002) stated that "one of the key principles of CLT is to enhance students' fluency and accuracy. Fluency refers to natural speaking with proper stress, rhythm, pausing, intonation, interjections, and interruptions". "On the contrary, accuracy pertains to the capability of generating sentences free from grammatical errors" (Richards & Schmidt, 2002, p. 204). The communicative approach prioritizes fluency while emphasizing the importance of accuracy in language learning, as argued by Finocchiaro and Brumfit (1983).

Fourth, Communicative Language Teaching emphasizes teaching the four language skills. According to Richards (2006), "the emergence of C.L.T resulted in a shift away from grammar-focused language teaching and towards the teaching of knowledge and skills".

(c). *Types of Activities in Communicative Language Teaching*

Various communication activities in C.L.T. aim to develop students' communicative competence. According to Littlewood (1981), "Communicative Language Teaching involves two main types of activities: "functional communication activities" and "social interaction activities".

(i) *Functional Communication Activities*

Functional communication activities involve using language in practical situations, even if it could be more grammatically perfect. These activities include finding similarities and differences in pictures, completing maps, following directions, and solving problems together. The teacher creates an appropriate situation for the learners to overcome an information gap or solve a problem by sharing and processing information to make a decision. The success of functional tasks depends on the classroom situation.

(ii) *Social Interaction Activities*

In addition to effectively conveying meaning, students must consider the social context of their interactions. Littlewood (1981) states that "social interaction activities in the classroom resemble communication situations outside of it. However, due to the classroom's limitations and artificiality, teachers use dialogues, role plays, simulations, and improvisations to create various social situations. Producing socially appropriate utterances through effective language use determines the task's success for students".

III. DISCUSSION

A. *Analysis of the Questionnaire*

The researcher administered a questionnaire to 60 Sudanese students from diverse regions and ethnicities. Please mark (✓) the correct answer for each statement. (Some statements may have multiple correct answers).

TABLE 1
DO ANY OTHER STUDENTS IN YOUR ENGLISH CLASS SHARE YOUR MOTHER TONGUE?

Variables	Freq.	%
Yes	58	96.6%
No	2	3.4%
Total	60	100%

Table 1 presents the percentage and frequency of responses from the sample regarding whether other students in their English class have the same first language. Most of the sample, represented by 96.6%, answered "yes," indicating that most students share the same first language.

TABLE 2
ARE YOU ABLE TO BOTH READ AND WRITE IN THE SPECIFIED LANGUAGE(S) BELOW?

Variables	Freq.	%
Arabic	50	22%
English	45	83%
My first language	13	75%
Other	0	0%

The table above shows the percentage and frequency of students' responses regarding their ability to read and write in the language(s).

TABLE 3
DURING ENGLISH CLASS, THE TEACHER SPEAKS

Variables	Freq.	%
English	50	83%
Arabic	35	58%
My first language	0	0%
A language I do not recognize	0	0%

Table 3 shows the frequency and percentage of responses from the study's participants regarding question 3. Most respondents answered that the teacher speaks in English, reflected in 83% of the answers.

TABLE 4
THE ENGLISH TEACHER SPEAKS LANGUAGES OTHER THAN ENGLISH DURING THEIR LESSONS FOR ...

Variables	Freq.	%
Giving instructions effectively.	20	33%
translation	56	93%
checking to understand	45	75%
To facilitate understanding	52	87%
To increase understanding of information	36	60%
When moving from one point to another	21	35%
Telling jokes	55	92%
Others	2	3%

Table 4 shows the percentage and frequency of responses from the sample to question 4. Most participants (93%) answered that (the teacher uses languages other than English to translate and clarify specific points).

TABLE 5
DURING MY ENGLISH LESSON, I SPEAK ...

Variables	Freq.	%
English Language	25	42%
English and Arabic	4	7%
Arabic and my first language	55	92%
English and my first language	14	23 %
I speak another language	4	7%
I do not speak Arabic, English, and my mother tongue	0	0

Table 5 displays the percentage and frequency of responses from the sample regarding question 5. Most responses (91.6%) were "During my English lesson, I speak English and Arabic".

TABLE 6
DURING THE ENGLISH LESSON, I AM PERMITTED TO SPEAK ...

Variables	Freq.	%
English Language	43	72%
English and Arabic	55	92%
English and my first language	24	40%
Arabic and my first language	22	37%
English, Arabic, my first language	32	53%
I am not allowed to speak	3	1%
Other	0	%0

Table 6 presents the results of question 6 from the sample in a percentage and frequency format. Most participants (91.6%) answered that they were permitted to speak both Arabic and English during English lessons.

TABLE 7
WHEN DO YOU TYPICALLY USE YOUR NATIVE LANGUAGE?

Variables	Freq.	%
If I don't comprehend something the teacher says, I turn to my friend for help.	55	92%
If I don't want the teacher to know what I am talking about	51	85%
When my friend asks me for help.	46	77%
Other	0	0%

Table 7 presents the percentage and frequency distribution of responses provided by the sample group in response to question 7. Data analysis indicates that a significant majority of the sample, 92%, answered affirmatively to the statement "When I do not understand something, I ask my friend after the teacher explains it".

TABLE 8
DO YOU PREFER TO BE IN ENGLISH LANGUAGE CLASSES WITH STUDENTS WHO SHARE THE SAME MOTHER TONGUE AS YOU?
- YES () WHY - NO () WHY

Variables	Freq.	%
Yes	38	63%
No	22	37%
Total	60	100%

Table 8 shows the percentage and frequency of responses to question 8 from the study's participants. Most students (63.4%) answered yes and provided reasons like making it easier to understand, saving time, and clarifying unclear points. However, some students answered no and cited reasons like avoiding an angry teacher or wanting to understand the lesson in English.

TABLE 9
DOES USING YOUR MOTHER TONGUE IN ENGLISH CLASS HELP YOU LEARN BETTER?
- YES () WHY - No () WHY

Variables	Freq.	%
Yes	55	92%
No	5	8%
Total	60	100%

The data in Table 9 displays the frequency and percentage of responses from the study's participants regarding question 9. Most students (91.6%) answered "yes" and provided reasons for their response, such as it is easier to understand their favorite language, and its ability to convey information effectively. Those who answered "no" gave reasons such as some students not understanding the mother tongue and potential complications.

TABLE 10
WOULD YOU BE PLEASED IF YOUR TEACHER EXPLAINED ENGLISH LANGUAGE LESSONS USING YOUR MOTHER TONGUE?
- YES () WHY: - NO () WHY NOT:

Variables	Freq.	%
Yes	57	95%
No	3	5%
Total	60	100%

Table 10 shows that 95% of students answered "yes" to question (10), citing reasons such as "to better understand the language". The remaining students answered "no," citing difficulties in understanding and potential complications in learning English.

TABLE 11
WOULD YOU PREFER A TEACHER WHO SPEAKS YOUR NATIVE LANGUAGE?
- YES () WHY? - NO () WHY?

Variables	Freq.	%
Yes	51	85%
No	9	15%
Total	60	100%

Table 11 displays the frequency and percentage of responses to question 11 from the study's participants. Out of all the students, 85% answered yes and explained why, such as "The teacher does everything possible to help us understand the information," "It is a good way to understand the lesson," and "It helps all the students understand the lesson well." However, those who answered no gave different reasons, such as "It can slow down the learning of the English language" and "This method does not allow us to learn English properly".

TABLE 12
WHAT DO YOU BELIEVE IS THE MOST EFFECTIVE WAY FOR YOU TO LEARN ENGLISH?

Variables	Freq.	%
When I only use English in the classroom.	55	92%
When I watch movies in English.	46	77%
When I travel to countries where English is spoken.	25	42%
When reading books in English	43	72%
When I can use other languages, I know, in the English classroom.	8	13%
Other, specify	2	3%

Table 12 presents the responses to question 12 from the study's participants in frequency and percentage. The data reveals that the students had diverse opinions, with some mentioning that they improved their English skills by listening to English songs or conversing with friends in English. Others indicated that having pictures and translations for different terms and situations helped them learn better.

TABLE 13
WHAT IS YOUR TEACHER'S REACTION WHEN YOU SPEAK LANGUAGES OTHER THAN ENGLISH IN CLASS?
PUT A TICK (√) OPPOSITE TO THE ANSWER THAT SUITS YOU:

	Become angry and punish us	Refuses the answer and asks us to speak in English	Accept and give the correct sentence in English	Accept and continue the lesson	Does not comment
Arabic Language	4	18	28	20	10
Mother Tongue	7	22	31	15	7
Other Language	5	18	01	13	8

Table 13 displays the frequency of teacher reactions to students speaking languages other than English during class.

TABLE 14
DISPLAYS THE PERCENTAGE DISTRIBUTION OF RESPONDENTS' ANSWERS BASED ON QUESTION (14)

	Becomes angry and punishes us	Refuses the answer and asks us to speak in English	Accept and give the correct sentence in English	Accept and continue the lesson	Does not comment
Arabic Language	6.6%	30%	46.6%	3.3%	16.6%
Mother Tongue	11.6%	36.6%	51.6%	25%	11.6%
Other Language	8.3%	30%	6.6%	21.6%	13.3%

Table 14 shows the percentage of study sample answers for question 14. It indicates that the students provided varying answers, reflecting their perspectives and opinions toward (What does your teacher do when you speak languages other than English in class?).

B. Comments on Data Analysis

The researcher believes that implementing code-switching in language activities in primary and secondary schools will help students speak fluently and interact with others. The Ministry of Education may conduct intensive training sessions for teachers at the elementary and secondary school levels in these language activities to improve their pedagogical performance in the future. The Ministry of Education may also conduct intensive training sessions for English language instructors at the elementary and secondary levels to get better feedback on teaching English as a foreign language. Several teachers have indicated that students' English-speaking skills could be better. Many teachers have noted that the code-switching method of teaching English can make the learning process possible in larger classes.

Positive responses to the questionnaire questions support the study's hypotheses indicating justification for using code-switching for translation, clarification, socialization, ease, understanding, and emphasis. Besides, positive responses to questions verify the hypotheses suggesting that students utilize their native language during their English class.

C. Major Findings

The study examines the use of code-switches in English as a foreign language classroom in secondary schools in Sudan from the students' perspectives, and it reaches the following results:

1. Most English-language teachers use a mix of English and Arabic in classrooms.
2. According to the study's findings, bilingual conversational patterns are accepted by students in EFL classroom discourse, despite the teacher's subjective norms. CS is a necessary technique. They believe that having bilingual teachers will increase their desire to learn English.
3. Mother tongue proficiency contributes to developing communicative competence in English as a Foreign Language classroom.
4. According to the study, besides translation and the simplicity of expressions, some factors contribute to code-switching in the EFL classroom. These factors include socializing, linguistic competence, emphasis, and repetitive functions.
5. Despite the study being conducted in three regions of Sudan, most of the sample's students speak the same mother tongue. Besides, most of them are Arabic speakers and writers.
6. While most students in English-speaking classes speak English, some teachers also use Arabic to facilitate and check for understanding, translate, and tell jokes.
7. In English language classes, students are allowed to speak both Arabic and English.
8. In English classes, students often speak Arabic for various reasons.
9. A small percentage of students may prefer to sit with peers who speak their mother tongue during English language classes.
10. Despite varying opinions, students learn English best when speaking, reading, and watching in English. They believe using their native tongue in class is beneficial and prefer teachers who speak it.
11. The study shows that while most teachers allow students to speak Arabic or their mother tongue and provide the appropriate English translation, some teachers refuse to accept responses in languages other than English.

D. Summary

The study presents data analysis, findings, and hypotheses testing based on a student questionnaire in the previous parts. The information is presented in a table of frequencies and percentages. The following part will cover the main conclusions, recommendations, and ideas for additional research.

IV. RECOMMENDATIONS

The researcher makes the following suggestions based on the findings and outcomes mentioned above:

1. Code-switching should be increased to prepare students for situations involving bilingualism or multilingualism.
2. The multilingual students' code-switch behaviors should be promoted.
3. Using code-switching as a teaching method for English would benefit students due to the positive attitudes of both teachers and students towards its use.
4. Code-switching can be used to enhance students' verbal communication skills. This is because it has been proven to be successful when used with EFL students.
5. To help students improve their speaking skills, they should frequently be exposed to code-switching.
6. Code switches must be used to allow students to speak without inhibition in the classroom.
7. Teachers should use code-switches to help students speak more fluently and overcome their speaking difficulties.

V. CONCLUSION

The data analysis results support the study's stated hypotheses and answer the questions. Through this investigation, the researcher explores the factors contributing to the study's problem. Based on the data gathered and the findings, the study makes recommendations. This research investigates code-switching's role in multilingual EFL classes. The study's components and their contributions to teaching and learning English as a foreign language are summarised in this conclusion.

Success in teaching English to EFL learners depends on achieving crucial goals. This falls under educational beliefs in general and specifically relates to teachers. In other words, understanding the causes of code-switching in teaching English in a multilingual classroom is a critical component of these goals. The most challenging task to complete and skill to master for most EFL students is speaking in English. They consequently detest and steer clear of any situation where they can speak. This research explores the use of code-switching for English language teachers to improve their students' linguistic skills to assist students in overcoming this issue.

In conclusion, code-switching is an effective teaching strategy that creates classroom diversity. Students can become more engaged in learning through code-switching because it motivates them. Additionally, teachers must remember that not all code-switching activities are appropriate for all learners and that some code-switches cannot be used in the classes. As a result, before choosing a code-switch, teachers must ask themselves, "What are the goals I am trying to achieve by providing this activity?" Additionally, teachers need to choose code switches that are relatively easy and easy.

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