

School of Education

**Code Switching in ESL Classrooms: A Study of Adult Arabic
Learners**

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Declaration

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Abstract

Code switching (CS) between the first language (L1) and the target language (TL) in the second language classroom has been the focus of recent second language acquisition research.

This small scale study investigated adult Arabic students' use of CS in four university second language classrooms in Western Australia with an aim of providing a detailed picture of the purpose of this. Arabic students' attitudes towards CS were also explored using interviews and questionnaires. It is envisioned to be the first step in a line of research to investigate this cohort of learners.

Thus, this study combined both qualitative and quantitative research approaches in an effort to obtain trustworthy and authentic data. The qualitative aspect is reflected in the recording of CS data within the classroom and also the interviews with participants. The quantitative component of the study involved the use and analysis of a questionnaire.

Based on data analysis, it has been found that the use of CS is indeed present in the second language classroom and that; adult Arabic learners in both beginner and intermediate classrooms used CS during lessons. The results suggest that regardless of Arabic students' proficiency level, CS fulfils three important functions: pedagogical, communicative and social purposes in the ESL classroom. Overall, access to the L1 by CS assists learners to develop linguistic competence in the second language and it benefits their language learning.

Despite the differing attitudes, in general, most Arabic students showed strong support for CS. They recognize its benefits for their English education due to the positive impact they believe it has on their language learning. In addition, most learners agree that CS is a useful strategy that can promote better understanding and lead to achievement.

Even so, further analysis does suggest that the use of CS and learners' attitudes towards it is related to the students' own linguistic competence. It does seem that students' use of CS and the positive attitudes that many of the students held about

CS was strongly influenced by their level of English language competence. Specifically, they resorted to CS to reach certain language competence and proficiency in the English language.

The findings of this study have implications for pedagogy and future research. In terms of pedagogy, this study provides greater insight into the important role of switching to L1 in the second language classroom. This is crucial for the development of language policies: There is a need to consider and to develop a policy based on the usefulness of CS. It is also important for instructors of ESL to realize that switching between codes can lead to the acquisition of the TL. Teachers need to be aware of the features of CS, the potential contribution it makes to language learning and to respond flexibly to students' attitudes about its use in ESL classrooms.

Based on the findings of this small scale study, it does appear that there is a need for further investigation, particularly of Arabic learners CS in the ESL classroom. This study only investigated the purposes for Arabic learners CS in the ESL classroom and their attitudes towards it. The effect that CS has on Arabic students and the factors that impact on this is an area requiring further research. Such studies may contribute to facilitating the advancement of ESL classroom learning. Given the influence of age on language learning and as this study only focused on adult Arabic students, an investigation of younger children and adolescents would be an area worthy of further investigation. Finally, this study explored CS by Arabic learners in the ESL classroom; further research should be undertaken with learners from identifiable linguistic and cultural backgrounds.

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List of Abbreviations

CS	Code Switching
ESL	English as a Second Language
EFL	English as a Foreign Language
L1	First Language
L2	Second Language
TL	Target Language
ELICOS	English Language Intensive Course for Overseas Students

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Chapter 1

Introduction

1.1 Overview

This study is an investigation of code switching (CS) in the ESL classroom by Arabic speaking students. It also explores their attitudes towards it. The study was undertaken in English language classrooms, part of an ELICOS program at Curtin University, one of Western Australia's five universities. The aim of the study is to explore whether CS can make a positive contribution to L2 learning for these learners within this context. It is envisioned to be the first step in a line of research to investigate this cohort of learners.

This introductory chapter includes a description of the background to the study, the significance of the study, and the purpose of the study. It concludes with an outline of the general organization of the dissertation.

1.2 Background to the Study

In this background section, the research context and learner context of the current study are described:

1.2.1 Research Context

In the field of education, CS is a widely observed phenomenon, especially in communities which have two or more distinct languages. In fact, it is one of the unavoidable consequences of communication for bilingual speakers. Further, such movement between languages (i.e., CS) is both a social and a cognitive behaviour and it is frequently found in the mental activities of bilingual speakers (Auer, 2002, p.158; Nation, 2003; Myers-Scotton, 1989). Jacobson (1990, p.242) describes this use of languages as being far from a random behaviour, and instead describes it as a strategy used by bilinguals under certain circumstances. He suggests that CS among bilingual individuals follows common patterns and performs communicative functions.

Over the last few decades there has been increasing interest in this issue, particularly as it pertains to language students and their use of CS to their first language (L1). In fact, this interest has triggered much pedagogical and theoretical debate. This debate focuses on whether or not CS is beneficial for second language learning (Wardhaugh, 2011, p.90-92; Auer, 2002). On the one hand, there is the position based on Krashen's hypothesis – (based on the Natural Approach to language acquisition) that students learn their second language (L2) in much the same way that they learn their first, and that L2 is best learned through exposure to the target language (TL) (Al-Nofaie, 2010). In support of this position, Tang (2002) proposes that limited time should be spent on CS. In fact, pedagogically there has been a long held belief in the 'pure language norm', that is, that only the TL should be used for learning and that students should not CS to their L1.

However, there also exists an alternative position in which an underlying value of CS is supported. Canagarajah (2005), for example, maintains that many scholars are now moving to the position that CS may constitute a valid medium of communication in its own right and that it deserves attention in pedagogy research. As such in more recent years, there has been a shift towards the inclusion of L1 and the specific use of CS in the language classroom. This approach acknowledges that classrooms are usually compound bilingual spaces in which CS is inevitable (Cook, 2001; Nation, 2003). As Jorgensen (2005) argues, as long as students have access to different languages, they are likely to employ them in a particular situation. Further, research has shown that within the classroom setting students switching to their L1 for particular tasks increases both comprehension and learning of L2 (Cook, 2001; Tang, 2002; Wells, 1998). If CS is viewed from this functional perspective, it is not an indication of a lack of competence, but actually represents complex bilingual skills (Nation, 2003; Myers-Scotton, 1989) that can be utilised for pedagogical purposes. However, the benefit of using CS in second language classrooms will be determined to a large extent by the nature of the teaching approaches and by the learners themselves. One particular group of learners, namely Arabic speakers, is the focus of the current study.

1.2.2 Learner Context

In most Arab countries, English is taught in schools as a foreign language (EFL). It is only one school subject among others which means that students only receive a limited amount of teaching in English (Chaudron, 1988, p. 5). Further, as Arabic is the L1 of both the teacher and the students, it is very likely that there will be situations during the lessons where Arabic rather than English is used. In addition, in such classrooms (i.e., Arabic EFL classrooms), the learner learns the language in an environment where there may be little natural use of the TL.

In contrast, when Arabic students study abroad they will learn English as a second language (L2) and consequently, English will serve as both the medium of instruction and the content of instruction. Generally, the teachers will be native speakers of English and the students will be residing in a context where English is readily accessible both in and outside the classroom. This does not necessarily mean that the L1, Arabic, will not be used: In fact, CS may be just as prevalent in an EFL as an ESL context. It is the aim of this current research to explore whether or not CS is used by Arabic speaking students in the ESL context, and if so, what their attitude to it might be.

The ESL classrooms that served as the site of the current study are called ELICOS (English Language Intensive Course for Overseas Students) classrooms at Curtin University of Technology in Western Australia. One of the reasons for the choice of this study site was the availability of an Arabic student population. Secondly, it also has a well-developed ESL area specializing in the teaching of English as a second language at varying levels ranging from beginners to intermediate in the context of adult education. Therefore, it seemed reasonable and logical to focus the study on this site.

In these ELICOS classrooms, the learners speak a variety of first languages, whereas in their own countries all the learners usually speak the same L1. ELICOS courses are delivered for 20 hours duration each week in modules that consist of five weeks. Students complete a minimum of 10 weeks at each level (i.e., beginners, upper beginners and intermediate). The aim of the course is as follows:

- to encourage active learning;

- to raise the participants English proficiency levels in reading, writing, speaking and listening, together with their vocabulary, grammar and pronunciation; and,
- to use the TL only in the classroom .

In this ELICOS program the students' use of their L1s is actively discouraged by staff; students are advised not to use their L1 at any point of the lesson. In fact, in many of the ELICOS classrooms a small poster was displayed on the walls stating: "Speak English only."

1.3 Purpose of the Study

This study was motivated by three key interests. In the first instance, the researcher found CS as an interesting linguistic activity which is worth looking at from a pedagogical point of view. Additionally, as the researcher is an Arabic student, a personal interest arose in investigating adult Arabic learners CS in the ESL classroom. An explicit attempt was made to understand their purpose of CS and to document their attitudes towards this phenomenon. Further, since the Arab students who participated in this study have learned English both in their home country and in Australia, it will be interesting to know their opinions and views towards this phenomenon in order to reveal their language attitudes and the effect CS had on their learning process.

The second motivation for this study was a professional interest due to the researcher's future profession as an English teacher and the fact that no CS research about Arabic students' CS in the ESL classroom appears to exist in the current literature. The final interest was stimulated by a research assignment which examined the attitudes of Libyan students towards CS in the classroom. This small research project highlighted many potential aspects worthy of further and more in depth investigation.

However, the main purpose of this research is to contribute to the body of research explaining how CS contributes to second language learning, and in this specific situation, how CS operates among Arabic students reflecting the impact this has on

their learning in the ESL classroom. Thus, it sets out to describe and document the purpose for Arabic learners CS in the ESL classroom and their attitudes towards it.

1.4 Significance of the Study

Although there exists a significant body of research on students CS in the classroom, few studies have looked on students CS on the ESL classroom. To date, few if any studies have investigated adult Arabic learners' use of CS in the ESL classroom. This research therefore, aims to contribute to our understanding of this issue for this specific cohort.

As far as the attitudes towards CS in the ESL language classroom is concerned, most existing research has been conducted with teachers and researchers have not focused on students' attitudes towards CS (Reyes, 2004). This is particularly the case for adult Arabic students; therefore, this study will fill in this gap in the research. By exploring Arabic students' attitudes towards CS, it is expected insights will help to better understand Arabic learners' views, especially, and the ways in which CS may enhance their L2 learning.

Finally, this study is significant for its contribution to the field of teaching ESL learners. The results of this study may provide guidance to language teachers and can be used to inform language policies more broadly in relation to the role of CS in the ESL classroom. It may also add essential information and understanding of students' attitudes and motivation. Arabic learners' perspectives on CS may also serve as a basis to ensure that classroom language plans are relevant and sensitive to learner needs. It is hoped that the study will be acknowledged as a worthwhile contribution to the effective delivery to education approaches and instructors of ESL classrooms.

1.5 Organisation of the Thesis

This thesis is structured in the following way. Chapter Two reviews the literature on CS in general, CS in the ESL classroom, students attitudes towards it and presents the research questions for this study. The methodology used in this research is explained in Chapter Three. This Chapter provides information about the site of the research, the participants and data collection process and explains the research

design and data analysis. It also considers the ethical issues and the quality of the research. Chapters Four and Five present and discuss the findings of this study. Chapter Four describes, in detail, the context of CS of the four classrooms investigated. It identifies the functions of CS for Arabic learners in the ESL classroom. Students' attitudes towards CS are described in Chapter Five. Chapter Six concludes the study by reviewing the main findings, identifying possible pedagogical implications and areas for future research and outlining the limitations of the study.

Chapter 2

Literature Review

This chapter summarises the research literature in three main areas. Firstly, a general overview of CS is provided. Secondly, the CS that occurs in the second language classroom is discussed. Finally, students' attitudes towards this phenomenon and the studies related to it are outlined.

2.1 Overview of Code Switching

CS is one consequence of communication between different language varieties and has long existed because of language contact in multilingual and multicultural communities. CS is an alternation of words and phrases between two languages or dialects. This phenomenon occurs between people who share those particular languages (Myers-Scotton, 1990, p.3; Gumperz 1982, p. 59; Wardhaugh, 2011, p.98).

2.1.1 Definitions of Code Switching

Over a period of 30 years, CS has been defined in a number of ways by different researchers. Sometimes the terminology used by various authors overlaps and sometimes the terminology is used differently by different researchers. Even the term 'code switching' itself is presented differently by different researchers: code switching, code-switching and codeswitching (Milroy & Muysken 1995, pp. 12-13). In this study 'code switching', represented as CS, will be used.

CS was initially defined in cognitive terms and described as the result of availability of two languages in the brain of certain individuals (Myers-Scotton, 1990, p.3). The usual structural definition of CS is that it is the alternative use of at least two languages, or varieties of the same language, one of which is an 'on-stage' or 'matrix' language, which is the TL and the other is a 'back-stage' or an 'embedded' language which is the home language of the learners (Myers-Scotton, 1989). In a similar vein, Eldridge (1996) defines CS as a natural phenomenon of switching from

one language to another in the same discourse which facilitates both communication and learning.

More recently it has been described in sociolinguistic ways. Wardhaugh (2011, p.98), for instance, defines the term as a phenomenon of switching from one language to another in the same discourse. In fact, CS can be defined as the passage from one linguistic code to another one within the same discourse or, to be more precise “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (Gumperz 1982, p. 59). In this thesis, the term CS is used to describe any kind of language alternation between the two languages that are the focus of the study, namely English and Arabic.

As can be seen from the above characterization of CS, structural approaches tend to focus on the surface aspects, the ‘what’ of a language alternation and the regularities of the switches. Yet when CS is viewed from a sociolinguistic standpoint, the focus shifts to the ‘why’ and ‘how’, that is, the functional aspect which tries to identify the reasons for and effects of CS. In this regard, sociolinguistic research plays a crucial role in helping understand the functional element of CS. According to this paradigm, Adendorff (1996) defines CS as a “communicative resource which enables teachers and students to accomplish a considerable range of social and educational objectives” (p. 389).

2.1.2 Types of Code Switching

CS can take a variety of forms such as word substitutions, chunks or whole sentences in order to keep the conversation alive. It can occur within or at the end or the beginning of a sentence (Poplack, 2000). An example of how CS may appear is demonstrated by Heredia and Brown (2006, p. 56) with the following sentence from a Spanish-English speaker: “*I want a bicycle verde.*” In this case, the speaker has replaced Green with the Spanish equivalent Verde. The purpose for placing the adjective last may be explained through the influence of Spanish and its rule that the noun must precede the adjective.

There have been many attempts to provide a classification framework for the phenomenon of CS. One of the earlier and frequently discussed frameworks is that provided by Poplack (2000). She identified three different types of switching that occurred in her data namely, tag, inter-sentential and intra-sentential switching. Tag-switching is the insertion of a tag phrase from one language into an utterance of another language without violating syntactic rules, like fixed phrases of greeting or parting (e.g. *you know, I mean, right*, etc.) This type of CS is common among bilinguals as it does not involve a great command of both languages (Poplack, 2000). For example, from a Portuguese-English bilingual:

“I look like Lilica, you know, nunca paro!” [I look like Lilica, you know, I never stop!]. (Jalil, 2009, p.4)

In inter-sentential CS, the language switch is done at sentence boundaries. This mostly occurs between fluent bilingual speakers since the utterance must conform to the rules of both languages. In intra-sentential CS, the shift is made in the middle of a sentence with no interruptions or hesitations (Romaine, 1989, p. 50). For instance, the title of Shana Poplack’s paper (2000, p.221) is a perfect example of inter-sentential switching:

“Sometimes I’ll start a sentence in Spanish y termino en español” [Sometimes I’ll start a sentence in Spanish and finish in Spanish]

Finally, intra-sentential language switching, which is known as mechanical switching, occurs unconsciously and fills in unavailable or unknown terms in one language. This type of CS is the most complex type of CS as it requires great knowledge of both grammars (Romaine, 1989, p.51). For example, from a Portuguese-English bilingual:

“Yeah, I don’t know o meu lugar nesse mundo...so, something that is weird, like a, like a, I guess it’s...” [... I don’t know my place in this world....] (Jalil, 2009, p.4).

CS is a widely observed approach which is especially seen in bilingual or multilingual communities and frequently used in language teaching classes, either in the teachers’ language or in the students’ discourse. CS appears to be a real and specific discourse strategy for bilinguals as they communicate, to various degrees

and for different purposes, in both (or more) languages. The various functions of CS are described in subsequent sections.

2.1.3 Functions of Code Switching

There are various categories of functions for CS in natural conversations. By background information, the work of Gumperz (1982, p.59) will be discussed first. Next, Auer's (1984, p.13) functions of discourse-related and participant-related code switching will be outlined.

Gumperz (1982, p.75) talks about conversational CS and suggests a number of conversational functions of CS. They are as follows: quotations, addressee specification, interjections, reiteration and message qualification. Firstly, CS serves a strategy to report speech and results in direct quotations. Often the speech of another person, which is being quoted in a conversation, will be in a different language. Quotation is used, for example, when person A wants to report something person B has said; person A is talking in English but inserts the reported words of person B in Arabic. However, Gumperz (1982, p. 76) also notes that when a person is being quoted the quotation may not necessarily be in the language the person normally uses.

Secondly, CS can be used in addressee specification which means by employing CS a person can direct his/her message to one of possible addressees (Gumperz 1982, p. 77). Addressee specification can be used with bilinguals where the addressee is invited to participate in the conversation (Romaine 1989. p. 163). In the current data the follow addressee specification occurred:

الطالب 1 : لاحظت أنا ذكي ، لقد أجبت عن السؤال ، ليس مثلك.

Std 1: You see I am clever, I answered the question, not like you.

الطالب 2 : لا، أنا أيضا أعرفه، ولكن المدرسة أختارتك أنت للإجابة عنه.

Std 2: No, I also know it, but the teacher chose you to answer it.

الطالب 1 : أنا ذكي جداً ، لا أعرف لماذا أنا أتعلم الإنكليزية .

Std 1: I am so clever, I do not know why I am learning English.

الطالب 2 : أنت جيداً حقاً في مدح نفسك ، أنت تجعلني أضحك .

Std 2: You are really good in only praising yourself, you made me laugh.

الطالب 1: آه ، أعتقد أنك حاسد لي .

Std 1: Oh, I think you are jealous.

الطالب 2 : دعنا ننهي عملنا قبل أن تلاحظ المدرسة أننا نتحدث بالعربي.

Std 2: Let's get on with our work before the teacher comes and catches us talking in Arabic.

Thirdly, Gumperz describes the function of interjection which occurs when CS is used to mark an interjection or serve as sentence fillers (1982, pp. 77-78). This function is similar to tag switching (Romaine 1989, p. 162). Next, reiteration occurs when a message is repeated in another language. This repetition may serve as a clarification of what has just been said; however, it also carries additional meanings that emphasize the message. For instance, student A asks student B in English: what did the teacher say? Then he repeats it in Arabic: *mada kala almoalm?*

Finally, message qualification expresses the function of clarifying or confirming what has been previously said. Gumperz (1982, p. 79) gives an example of this which involves Spanish and English CS. "The speaker says: *We've got all...all these kids here right now. Los que estan ya criados aquí, no los que estan recién venidos de México* [those that have been born here, not the ones that have just arrived from Mexico]. *They all understood English.*" In this example, the children are first introduced in English and then clarified in Spanish before being further elaborated in English. In the current data the following message qualification occurred:

الطالب 1 : اعتقد انني أعرف معنى معظم الكلمات في هذه الجملة.

Std 1: I think I know the meaning of most of the words of this sentence.

الطالب 2 : نعم، معنى كل الكلمات في بداية الجملة واضحة، ألا كلمة (contented).

Std 2: Yes, the meaning of all of the words in the beginning of the sentence are clear, except for the word contented.

الطالب 1 : معنى 'a contented man' رجل مقتنع و راضي بنصيبه.

Std 1: A contented man means a man who is satisfied with his possessions.

الطالب 2 : لكن ليس متأكد من 'made the most of' .

Std 2: However, I am not sure about 'made the most of'

الطالب 1 : من خلال المعنى ككل يبدو أن معني 'make the use of' 'يستفيد من'!

Std 1: From the following word, it seems to mean 'make the use of'

As for Auer's (1984, p.14) analysis of the functions of CS, he was one of the first to pioneer CS as part of an interactional phenomenon. A strong argument in Auer's research is the fact that the meaning of CS has to be interpreted in relation to the preceding and following utterances. In fact, Auer (1984, pp.120-121) rejects the types of conversational functions of CS suggested by Gumperz, as such categories do not bring researchers any closer to a theory of CS . Instead, Auer proposes two functions of CS: discourse-related CS and participant-related CS. Discourse-related CS is "the use of code switching to organise the conversation by contributing to the interactional meaning of a particular utterance" (Auer, 1984, p.32). For example, speaker A asks about the time in French; however, when an answer is not received, just silence, he switches to English by asking the same question which results in speaker B responding in English. In discourse-related CS, the new language usually evokes a new 'frame' for the interaction, which means the new language is accepted and shared by all speakers (Auer, 1984, p.36).

On the other hand, participant-related CS takes into account the hearer's linguistic preferences or competences (Martin-Jones 1995, p.99). Auer (1984, p.46) explains that participant-related CS results in "more or less persistent phases of divergent language choices". In fact, there is negotiation on which language to select as the language of communication. Consequently, discourse-oriented CS is speaker-oriented whereas participant-related CS is hearer-oriented (Martin-Jones, 1995, p.

99). In this research, only participant-related CS occurred; an example of this is when students feel their comments are better understood by switching to L1:

الطالب 1 : أنا أعرف مثال جيد جداً لهذا (إذا الشرطية).

Std 1: I know a really good example for this if clause.

الطالب 2 : عرفتتها بسرعة ؟ ما هي ؟

Std 2: You figured it out very quickly, What is it?

الطالب 1 : لو كنت مكانك، سوف لن آتي إلى الفصل فقط سوف أنام.

Std 1: "If I were you, I would not come to class and just sleep."

الطالب 2 : أنت تجيد فعل الأمثلة ، أنت تجعلني أضحك .

Std 2: You are really good in doing examples, you made me laugh.

الطالب 1: أجل ، أنا ذكي .

Std 1: I know, I am really excellent.

الطالب 2 : سأعمل مثال آخر جيد لو أحببت .

Std 2: I will make another good example if you want

الطالب 1 : شكراً جزيلاً ، ولكن لا أريد أن أضحك أكثر .

Std 1: Thanks a lot, but I do not want to laugh any more.

Thus, these are some of the functions that appear in natural conversations, the functions of CS that occur in the classroom context have also been studied. The following sections will discuss this in detail.

2.2 Code Switching in Language Classrooms

CS in the classroom differs from that which occurs in natural conversations. In the language classroom, the choice of CS is closely related to the type of task or activity

being performed. As the school is an institutional setting and the teacher's aim is to teach the students and the students' aim is to learn a second/foreign language, for example English, this has an influence on the type of communication that occurs, and whether or not the L1 is employed (Simon, 2001, p. 316). However, it does appear that CS is a feature of many language classrooms and serves several purposes, as described below.

2.2.1 Functions of CS in the Classroom

CS in the classroom is essentially perceived as a natural and expected practice of students who share a common first language. It provides a familiar and an effective way of quickly understanding the meaning and content of the L2 usage (Nation, 2003). The fact that many students belong to multilingual societies is a contributing factor to this. The context is another significant factor that influences the combination and manner of CS usage. Context may also demand the use of CS because it is considered the most appropriate and most acceptable to be employed in a particular situation. In other words, the learner's choice of code is closely related to the type of task where learners need to communicate their understanding of the information presented by the teacher in the TL (Romaine, 1989, 60-64).

Generally, within the classroom context, CS fulfils different functions: pedagogical, communicative and social. These are explained in the following sections.

2.2.1.1 Pedagogical functions

CS is deemed as performing a pedagogical function when it increases students' language and content acquisition and contributes to cognitive development. For example, CS may be used within classrooms when a challenging subject matter arises and it is used to make this comprehensible to students. In these situations, CS is more lesson-driven than language-motivated (Metila, 2011).

Pedagogically, in ESL classrooms CS can be used for a variety of reasons (Antón & Di Camilla, 1998; Reyes, 2004; Storch and Wigglesworth, 2003), including those that can be described as social as well as cognitive. On a social level, learners may try to accomplish the task collaboratively. Using the L1 as a mediating tool enables

learners to collaboratively gain access to L2 forms and find meanings that would be unavailable through the exclusive and individual use of the L2 (de la Colina & Mayo, 2009).

On a cognitive level, learners try to supply each other with strategies in order to complete all their learning activities; they may employ their L1 for enhanced understanding or expediency. These include, maintaining each other's interest in the task, developing strategies to complete the task and discussing methods of solving problems (Antón & Di Camilla, 1998). In other words, CS has some advantages for second language learners; it provides them the opportunity to fully understand the content of the task through the medium of their L1, before they performed the task in English. For instance, for meaning focused tasks such as understanding vocabulary and grammar, not only do learners have to focus on what to say or what is being said, they also have to focus on how to say it or how it is being said. These kinds of pedagogical functions are described by Eldridge (1996) as equivalence and conflict control. Equivalence is a technique that students use to find the equivalent of the unknown lexicon of the TL in the speakers' L1 to overcome the deficiency in language competence in the L2. For example, in the current data the observed students used CS in order to find meanings of unknown words.

الطالب 1 : هل تعرف معنى كلمة (suitcase)؟

Std 1: Do you know the meaning of the word suitcase?

الطالب 2 : إنها كلمة سهلة، معناها شنطة سفر

Std 2: It is easy, it is a bag you take with you when you travel.

الطالب 1 : ومعنى كلمة (platform)؟

Std 1: What about platform?

الطالب 2 : انتظر قليلاً، سوف أبحث عنها في القاموس. معناها المكان الذي تنتظر فيه القطار.

Std 2: Wait a minute, I will look it up in my dictionary. It means the place where you wait for a train.

With conflict control, students use CS to avoid any misunderstanding when the accurate meaning of a word is not known. In the current data, an example of this is an instance where, although a student perceived the concept under discussion, he was unfamiliar with the actual English term. The student switched to L1 to ask another student about the unfamiliar item.

الطالب 1 : أسمع، الكلمتين 'underground' و 'train station' لهم نفس المعنى، مو؟

Std 1: Listen, underground is like train stain, isn't it?

الطالب 2 : نعم، لهم نفس المعنى.

Std 2: Yes, they have the same meaning.

الطالب 1 : و 'lorry' و 'van' هل لهم نفس المعنى؟

Std 1: And lorry and van, do they have the same meaning?

الطالب 2 : نعم، لهم نفس المعنى. أخي باهي طلعلنا نعرفوا شوية الحمد لله.

Std 2: Yes, they also have the same meaning. It is great that we know all of these words.

2.2.1.2 Communicative Functions

Another function of CS is the discourse mode or communicative function. This function allows speakers to express themselves and present pragmatic meaning (Romaine, 1989). Amongst the various proponents of CS in the classroom, Valdés-Fallis (1978) claims that bilingual students' CS should not be automatically considered as a manifestation of a lack of language proficiency, rather it may be that the students are operating within the complex systems of the two languages in order to fulfil a certain communicative end.

For instance, CS for communicative functions such as topic/question alteration, emphasis, and clarification may be an approach that reflects learners' communicative competence in the classroom. "Code switching should be understood as a tool for cognitive development and as a skill used to achieve communicative goals" (Reyes,

2004, p. 94). These kinds of communicative functions are described by Eldridge (1996) as reiteration and floor holding. Reiteration which Eldridge (1996) suggests is where “messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood” (p.305). This means students try to emphasize a message that has been transmitted in the TL by repeating the message in their L1 to ensure that it is understood. For example, in the current data the observed students used CS in order to do this.

الطالب 1 : أنا أعتقد أنك تفعل في الشيء الخاطيء، هل فهمت ما هي البادئ واللاحق في اللغة ؟

Std 1: I think you are doing the wrong thing, did you understand what is a prefix and what is a suffix?

الطالب 2 : نعم ، كنت أعتقد أنني أفعل في الصواب.

Std 2: Yes, I thought I was doing the right thing.

الطالب 1 : البادئ في اللغة تستخدم في بداية الكلمة واللاحقة وتستخدم في نهاية الكلمة، ولكن انت تعمل الشيء المعاكس.

Std 1: A prefix is used in the beginning of the word and a suffix is used at the end of the word, however, you are doing the opposite.

الطالب 2 : هل تعني أن الكلمة الأولى كان علي أن أضع البادئة ، لقد أضفت اللاحقة .

Std 2: You mean the first word where I should put a prefix, I added a suffix.

الطالب 1:نعم ، هذه الكلمة يجب أن تكون " لم يتم كشفها"

Std 1: Yes, so this word should be 'undetected'.

الطالب 2 : شكراً جزيلاً.

Std 2: Thanks a lot.

Another strategy is floor holding. This is utilised by students during conversations in the TL whereby words from their L1 are used in order to maintain fluency in a conversation. In the current data an example of this is:

الطالب 1 : لقد وجدت هذه الكلمات صعبة جداً ، هل يمكنك أن تنطقها لي .

Std 1: I find these words hard to say, can you pronounce the for me

الطالب 2 : حسناً، سوف أقولهم وأنت حاول أن تكرر من بعدي " إشارة مرور " ، "منطقة للمشاة"، " وقت الذروة"، هل عرف النطق لهذه الكلمات.

Std 2: Ok, I will say them and you try to repeat after me. "Ticket office", "pedestrian area", rush hour", did you understand the pronunciation of these words?

الطالب 1 : هل يمكنك أن تعيد الثانية ، إنها صعبة كي أنطقها.

Std 1: Can you repeat the second one, it is difficult to pronounce.

الطالب 2 : إنها " منطقة مشاه" والأتني الأخيرين " إشارة المرور " كمررة السرعة " .

Std 2: It is "pedestrian area". The other two are "traffic jam" and "speed camera."

الطالب 1: هل بإمكانني أن أقولهم لك وأنت تصح لي إذا أخطأت.

Std 1: Can I pronounce them and please correct me if I have any mistakes.

الطالب 2 : أجل لا مشكلة ، سوف أستمع لك.

Std 2: Yes no problem, I will listen to you?

In addition, the communication functions of CS in the classroom also facilitate the comprehension of difficult topics and ensure classroom interaction between the students. Labelled as "CS for curriculum access" (Ferguson, 2003, p. 39) or "CS for equivalence" (Kiranmayi & Phil, 2010, p. 162), this strategy facilitates comprehension of the lesson mainly when the L2 is the medium of instruction of certain subjects. L1 is a prerequisite to ensure students' comprehension of the lessons and to enhance participation in the classroom especially if the students' proficiencies in L2 are low (Atkinson, 1987; Martin, 2003).

2.2.1.3 Social Functions

Other functions of CS performed by learners in the classroom are social functions. For example, CS may facilitate relationships between members of different language communities. This is due to learners' respective cultures; the words may not carry the same value, status and functions (Skiba, 1997). Moreover, the use of more than one language, L1 and L2, in the classroom allows learners to re-define the learning context and the language learners' identity (Moore, 2002). In other words, the classroom becomes an environment where the students' identities can emerge and be accepted, and this can make a positive contribution to the learning context.

Once participants view the classroom as a community of practice in which CS is considered a legitimate practice, it becomes one of the activities shared by the members of that community (Baker, 2011, pp. 15-16; Skiba, 1997). In other words, it involves practice; ways of doing and approaching things that are shared to some significant extent among members (Lave & Wenger, 1991). In turn, this can enhance the social element of the classroom. As such, CS functions to communicate friendship, to ease tension and inject humour into a conversation (Baker, 2011, p. 15). In this regard, Flyman-Mattson and Burenhult (2009) indicate that learners can signal friendship and solidarity by using the addressee's first language. CS, therefore, can be used by students as a way to be friendly with each other. For example, in this current data, students established relationships by the use of CS:

الطالب 1 : لأننا ندرس معا في الألكوس ونعمل معظم الواجبات معاً، هل تريد أن نلعب كرة قدم بعد الظهر؟

Std 1: As we are studying together in the ELICOS classroom and doing most of the activities together, do you want to play football with us this afternoon?

الطالب 2 : لا عليا أن أعد كتابة واجب العرض.

Std 2: I can't I have to write the presentation assignment.

الطالب 1 : تعال والعب معنا ، سوف أساعدك في إكمالهم.

Std 1: Just come and play with us, I will help you in completing them.

الطالب 2 : عليا أن تعملها بنفسي ، لا أريد أن أزعجك بواجبي .

Std 2: I have to do it by myself, I do not want to bother you with my assignments.

الطالب 1: آه، أعتقد أنك حاسد لي .

Std 1: Oh, I finished mine, come and play with us and do not worry. I will introduce to other Arabic people, you will like them.

الطالب 2 : دعنا ننهي عملنا قبل أن تلاحظ المدرسة أننا نتحدث بالعربي.

Std 2: Ok, thanks a lot, lets' play football.

Thus, CS serves pedagogical, communicative and social functions in the classroom. The current research was informed by this premise.

Despite the accounts outlined above, some scholars do not even consider CS in the second and foreign language classroom as proper CS, and instead dismiss it as “incompetence CS” and that students use it due to their low achievement in the language (Nussbaum, 1990; Winford 2003, p.108). Others (e.g., Lin, 1997; Cheng & Butler, 1989) contend that CS is a natural consequence of language contact and students employ it for many reasons to assist their learning. Yet, others (Atkinson, 1987; Storch & Wigglesworth, 2003) argue that students use CS for translation purposes. In fact, some suggest that CS for translation is a preferred strategy for the majority of learners (Cook, 2007; Metila, 2011). Whether or not this is the case for Arabic speaking students, especially those of university level, is to be determined. It is one aim of the current research to investigate if this is the case.

2.2.2 Students' Use of the Language in the ESL Classroom

The learning strategies and teaching methods practised differ from one L2 classroom to another; therefore, depending on the individual preferences of teachers and students, language instruction and learning may take many forms. Further, whilst some teachers apply a set of principles based on the curriculum or other approved documents, others like to use pedagogic strategies more in keeping with personal belief systems. For these reasons, the amount of L1 and L2 used, that is the extent of CS in a language class will also vary (Nation, 2003; Cheng & Butler, 1989).

2.2.2.1 Student Use of the L1

All language learners are likely to communicate through the L1 at some point during the language learning process. However, the degree to which the L1 is used by language learners fluctuates. For example, in one study it was found that student L1 use during class activities can average anywhere from 0-100% (Swain & Lapkin, 2000). Levine (2003) reveals that in his study 60% of the students change to L1 communication, only after the completion of assigned group activities, while 60-100% switch to L1 most of the time. Naturally, a large proportion of students like to communicate through the L1 with their peers (Levine, 2003), though according to Scott (2008), even while language learners appear to be using the L2 in class activities, they are most likely lapsing into the L1.

The specific demands brought about by the proficiency levels of learners, task types and class activities all contribute to the amount of L1 communication used by language learners, as well as the contexts in which the L1 is used (Swain & Lapkin, 2000). Studies have documented that student's CS to their L1 more when working in peer groups (Lucas & Katz, 1994) and throughout longer periods of instruction (Montes-Alcala, 2000). In addition, students appear to use higher levels of the L1 for task management (e.g., refocusing attention, guiding, planning, developing strategies) (Storch & Wigglesworth, 2003; Swain & Lapkin, 2000; Thoms, Liao, & Szustak, 2005); negotiating meaning (de la Colina & Mayo, 2009; Anton & DiCamilla, 1998; Storch & Wigglesworth, 2003); intrapersonal speech, or private speech (e.g., off-task behaviour, expressing frustration, disagreement or praise) (Scott, 2008); interpersonal interaction; and, focusing attention (e.g., searching for vocabulary, retrieving grammar) (Swain & Lapkin, 2000; Thoms et al., 2005). Whether or not Arabic speaking students CS to their L1, especially those of university level, is to be determined and this is one of the aims of the current study.

2.2.2.2 Student Use of the L2

Perhaps the lowest proportion of L2 communication in the language classroom is that used by students with their peers. Levine (2003) reported that the ESL classroom a mere 17% of L2 use between students in their conversations with their friends. However, the rate of student L2 use is documented to be higher amongst

more proficient L2 groups who are classified as high achievers (Levine, 2003), although other studies have shown greater L2 use in lower grades (Lucas & Katz, 1994). Anton and Di Camilla (1998) acknowledge the difficulty level of some of assigned classroom activities with determining whether students use the L2, as tasks requiring lower-level cognitive processes are typically performed directly in the L2. On the other hand; however, there appear to be learners who prefer L2 communication. Such students consistently employ the L2 as a means of conserving time and taking full advantage of their L2 learning opportunity (Storch & Wigglesworth, 2003).

2.2.3 Empirical Studies of CS in the Classroom

There have been a number of studies (Kavaliauskiene, 2009; Mustafa & Al-Khatib, 1994; Metila, 2011; Ariffin & Husin, 2011; Tognini & Oliver, 2012; Al Nofaie, 2010; Swain & Lapkin, 2000) on CS in the classroom carried out in various languages, including English, French, Swedish, Canadian, Spanish, Sri Lankan, Malaysian, Finish and Arabic. Previous research on classroom CS has been conducted in both in ESL and EFL classrooms. Despite the increasing number of students arriving in Australia and other English speaking countries, there are few if any studies on CS in Australian ESL classrooms, especially with regard to Arabic speakers.

As indicated above, one apparent reason for second language students switching to the native language is the fact that they generally have a relatively unequal mastery of their L2. If students know one language better than the other, it is natural and likely that they will switch to the language that they know and feel secure in using (Simon, 2001, p. 316). Swain and Lapkin (2000) studied French language learners' use of CS while doing two tasks in the classroom. According to their study, learners' use of CS seemed to be intentional, and that lower achieving learners tended to use their L1 more than high achieving learners. This is line with Unamuno's (2008) study which investigated the reasons for 10-12 year old Spanish learners' CS in the ESL classroom. His results show that incompetent and deficient students intentionally switch from one language to another to address practical issues related to the completion of the assigned class activities.

However, findings from other studies (Metila, 2011; Ariffin & Husin, 2011; Tognini & Oliver, 2012; Tarone & Swain, 1995; Al Nofaie, 2010) indicate that when students CS, it does not mean that they are deficient, there are actually a multitude of reasons why students CS in the ESL classroom. Metila (2011) observed 34 female adolescents in a second language classroom in the Philippines and found that the use of the L2 varied from 92% to 100%. He categorized cases of CS into functions such as clarifying language items such as vocabulary instruction and classroom interaction claiming that all these reasons had a strong effect on students' performance. Another interesting purpose of classroom CS was identified by Tognini and Oliver's (2012) study. They observed ten French and Italian classes in Australian schools and found that in peer interaction, the use of L1 helps learners support each other in the L2 and develop their understanding of L2 grammar. For this reason, Cook (2007) argues that CS can be an effective learning strategy and an important pedagogical tool for students.

Other reasons for students to CS in the ESL classroom emerged from a study carried out by Ariffin and Husin (2011). In their investigation of the CS phenomenon in the second language classroom in Malaysia, it was found that CS performed some functions such as language simplifications, clarifying explanations and establishing social relationships. A further function of CS use is suggested by Tarone and Swain's (1995) study of older secondary learners CS in language classrooms. They stated that CS was used for personal and social interactions which enable the signalling of group identity and communicating friendship. This finding is in line with Moores' (2002) statement that CS allows language learners to express their identity. Another study, by Al Nofaie (2010), undertaken in a Saudi Arabian EFL classroom, found that the students' main use of CS occurred in the context of examinations: They showed a preference for Arabic as a kind of relaxation to ease exam tension. Further, Al Nofaie (2010) concluded that the use of Arabic actually fulfilled an important role in their success.

Other studies suggest that students mainly use CS for translation purposes. Merritt, Cleghom, Abagi and Bunyi (1992) observed two primary schools in Kenya and their aim was to explore the reasons for students' CS during their second language classroom lessons. They found that these students CS mostly for translation reasons. A similar finding was reported by the study undertaken by Man and Lu (as cited in

Baker, 2011, p.102). They found that in Hong Kong schools, students only CS when no direct translation of words between English and Cantonese existed. This finding is consistent with Kavaliauskiene's (2009) research which found that the amount and purpose of CS by Canadian students was for the purpose of translation. It also corroborates with Mustafa and Al-Khatib (1994) who concluded that in EFL classrooms Iranian students always CS for translation purposes.

In summary, students' use of CS in the classroom appears to occur to assist their learning; it may also occur to fulfil social purposes, including issues surrounding identity. However, some studies report that at times learners may be unaware of the fact that they are CS, yet others suggest it appeared to be deliberate and carefully planned. Other research suggests CS occurs in the classroom because of learners' deficiency in the TL and that students CS mainly for translation purposes. Together, CS appears to have a significant role in L2 learning and, as such it is important to know the learners' reasons for using it and their attitudes towards it.

2.3 Attitudes towards CS in the Classroom

With respect to CS, the attitudes that students bring to the learning situation have been recognized as a significant contributing factor in the learning process (Luna & Peracchio, 2005). In fact, Luna and Peracchio (2005) argue that success depends more on what goes on inside the learner than on the materials and teaching techniques in the classroom. Attitudes towards this are described in relation to whether or not individuals perceive CS to be a desirable practice. Therefore, students' language attitudes may perform a significant role in our understanding of how this phenomenon is utilized in the classroom; Supportive attitudes help to overcome problems and thus sustain motivation, while negative attitudes lead to frustration, anxiety and decreased motivation (Zentella, 1999).

2.3.1 Views on CS in Language Classrooms

Of the studies that have been undertaken in this area, some have shown that there are varying attitudes towards this communicative behaviour (Grosjean 1982, p.117; Gibbons, 1983). Positive views towards CS reflect it being deemed as a useful communicative strategy; provides social group reinforcement and social prestige

(Grosjean, 1982, p.117). Cook (2001) and Cameron (2001) consider CS a useful tool for learning and that this aligns closely to the views of learners who deem the ability to switch from one language as being highly desirable. Cameron (2001) argues that students' ability to use both the mother tongue and the TL creates an authentic learning environment. Furthermore, Cook (2001) states that CS is a natural phenomenon in a setting where the speakers share two languages, so the teachers should not discourage it in the classroom. "Using code switching in the classroom as a legitimate strategy and no matter how it might be disruptive during a conversation to the listener, it still provides an opportunity for language development." (Cook, 2001, p.5)

In contrast, negative attitudes towards CS are associated with low status and linguistic incompetence (Grosjean, 1982, p.119). For instance, Nussbaum (1990) believes that CS is a negative behaviour which reflects a lack of proficiency in language. In addition, Sanchez (in Cheng & Butler, 1989) argued that CS is something problematic in classrooms; she claims that it had a negative effect on the motivation and confidence of the learners and that "CS could take away the purity of the language" (p.298).

According to Simon (2001, p. 312), CS has been thought of as a forbidden practice, or to be avoided at all costs. This author continues to state that teachers who have allowed CS have felt guilty for doing so, as it is not considered "good practice". For instance, she suggests that if the students are allowed to speak in their own language without teacher permission, it is generally meant that something is wrong with the lesson. Cummins and Swain (1986, p. 105) similarly declare that progress in the second language is facilitated if only one code is used in the classroom. They emphasize that "the students' use of the target code will counteract the 'pull' towards the native code."

However, what is less clear are students' attitudes to CS (those studies that have been undertaken are outlined below). Yet, understanding these may be a powerful tool to assist in making pedagogical decisions.

2.3.2 Students' Attitudes towards CS in the Classroom

Of those studies that have investigated student attitudes towards CS, it appears that students favour it in the classroom because they feel it strongly affects their learning abilities in a positive way. For example, Zentella, (1999) undertook research on second language learners' reactions towards CS in Italy. By using interviews and questionnaires he found that students seem to be favourably disposed to the use of their L1 because it supports their learning in terms of explanation of grammar, vocabulary items, understanding difficult concepts and for general comprehension. Similarly, Montes-Alcala (2000) who explored Spanish learners' views towards CS in the EFL classroom, in California, with focus group interviews, claimed that most students regarded CS as an acceptable language practice. Montes-Alcala's study also revealed and that students preferred their teachers to sometimes CS in the classroom because failure to understand their teachers would result in failure in learning. Students' positive attitudes towards CS were also noticeable in Rollnick and Rutherford's (1996) study of university students in ESL classrooms in South Africa. They found that the use of learners' first language is a powerful means for learners to explore their ideas which they found more difficult to do without the use of CS.

On the other hand, other studies concluded that there are negative outcomes from using CS in the classroom. For example, a study by Reyes (2004) suggests that students' practice of CS negatively affects their learning. Her analysis shows that CS confused students and consequently affected their lesson comprehension. However, another study by Gibbons (1983), which mainly used a questionnaire, reveals that students tend to have neutral attitudes towards CS. Students indicated that their use of CS could help them to improve, while it might have a negative effect on their speaking performance.

As for the Arabic language, there is a dearth of studies that have investigated students' attitudes towards CS in the classroom. To date, most have focused on EFL classrooms. Alenezis' (2010) study which investigated university level Kuwaiti students' reactions towards CS highlighted that students have positive attitudes towards CS and perceive the use of Arabic to be beneficial to them. Alenzi's (2010) findings also indicate that students' positive language attitude towards CS has a great impact on their academic performance. It is an influential teaching tool which

facilitates students' learning, helps increase their interaction, and increases their chances of passing the course exams. These findings are also consistent with Kharma and Hajjaj's (1989) study, which found that 81% of university Omani students were in favour of using the Arabic language, especially when they could not express their ideas in the TL. Moreover, they thought that their students felt happy about using their L1. Even so, another study carried out by Al Abdan (2008) showed different results. This study, which was conducted in an EFL classroom in an Iranian secondary school, found that students' attitudes reflected their proficiency level of English: the weaker the students are in English, the more positive attitudes they have towards using Arabic in the EFL classroom.

Student attitudes toward learning L2 greatly impacts their learning experience as well as the purpose of their L1 use in the classroom. When students are forced to learn a language they do not identify with or find to be irrelevant, they are more likely to overuse L1 to stay within their area of comfort. As a consequence, many students then find the exclusion of their mother tongue to be degrading. On the other hand, if students feel that their home language is a valuable part of the language learning process, they are less likely to feel resentful about learning a second language (Tang, 2002; Luna & Peracchio, 2005). Whilst EFL classrooms studies show considerable consistency, it is unclear whether the same results will occur in the ESL classroom. Hence, the proposed study seeks to address this.

2.4 Summary

This chapter has outlined the theoretical basis of CS in natural communication and in classroom communication. Generally, CS is known to be a widespread phenomenon among bilinguals where speakers use their native tongue (L1) and their second language (L2) in different domains.

There are different categories of functions for CS in natural communication such as conversational CS (Gumperz, 1982, p.59), discourse-related and participant-related CS (Auer, 1984, p.13). It can also support classroom communication serving pedagogical, communicative and social functions. Further, based on the literature reviewed the functions of CS are similar whether performed inside or outside the classroom.

Relevant classroom-based studies conducted in EFL and ESL classrooms in different countries (Tognini & Oliver, 2012; Mustafa & Al-Khatib, 1994; Metila, 2011; Ariffin & Husin, 2011; Tarone & Swain, 1995; Al Nofaie, 2010; Swain & Lapkin, 2000; Kavaliauskiene, 2009) were examined to identify the nature and purposes of CS in the classroom. The studies reviewed reflect that there are various positive and facilitating functions of CS approved by the learners such as translation, explaining new vocabulary, relaxing the learners, explaining grammar, talking about class tasks and assessments, and, establishing contact with learners. However, there are few if any studies on CS in Australian ESL classrooms, especially with regard to Arabic speakers.

Learners' attitudes towards language switching are useful for understanding ESL learning. The concept of attitudes encompasses a "psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (Eagly & Chaiken, 1993, p.1). Research studies into students' attitudes towards CS in the classroom demonstrated that learners have different views towards CS. Some studies (Al Abdan, 2008; Alenezis, 2010; Montes-Alcala, 2000; Rollnick & Rutherford, 1996) found that students appeared to have positive attitudes towards CS and feel that it strongly affects their learning abilities in a positive way. Other studies (Reyes, 2004; Gibbons, 1983) suggest that students' practice of CS negatively affects their learning. With specific respect to those studies which investigated Arabic students' attitudes towards CS in the EFL classroom, it appears that students have positive attitudes towards CS and perceive that switching Arabic is beneficial to them. However, to date, most Arabic studies have focused on CS in the EFL classroom and few, if any have investigated CS in the ESL classroom. Hence the proposed study seeks to address this.

In summary, this literature review has shown that there has been a significant body of research in the area of CS in the classroom, and students' attitudes towards this approach. However, few studies have investigated students CS in the ESL classroom and almost none have investigated adult Arabic learners' use of CS in the ESL classroom. Furthermore, researchers have not focused on students' attitudes towards CS in the ESL classroom in relation to adult Arabic students. This provides the primary justification for the current study.

Based on this, the current research seeks to answer the following questions:

2.5 Research Questions

1. For what purpose do university level Arabic students' CS in the ESL classroom?
2. What are the attitudes of university level Arabic students' towards CS in the ESL classroom context?

Chapter 3

Methodology

3.1 Introduction

Although a mixed methods approach was used, this study is descriptive and exploratory in nature and qualitative rather than quantitative in orientation. A number of data collection techniques were used in order to gain multiple perspectives on the topic being investigated, namely CS in ESL classrooms: a study of adult Arabic learners. The techniques and the method of analysis employed in this study are outlined in the following sections of this chapter.

3.2 Participants

The participants in this study were 40 Arabic students who are currently studying in the ELICOS language course at Curtin University of Technology in Western Australia. Arab students were drawn from ELICOS classes, including 29 from the four classes in which observations were made and another 11 from classes that were not observed. It should be noted that to protect their identity pseudonyms are used throughout this thesis when referring to individual students.

The ELICOS classrooms from which the participants were drawn include students from a variety of multilingual different speaking backgrounds (e.g., Chinese, Vietnamese, Thai, French, and Arabic) with an overall number of 15 to 18 in each ELICOS class. Because of the nature of the Research Questions (see p.29 previous chapter) the classes that were observed were selected as those with the most Arabic students. Therefore, this represents a sample of convenience.

On the basis of enrolment there were a mix of Arab males (n=20) and females (n=20) of similar age, (i.e., between 22 and 28 years old). Table 3.1 outlines the profile of the Arab participants in each of the four observed classes and non-observed classes. For all Arab student participants in this study, their first language is Arabic and their second or TL is English. The students come from different Arabic speaking countries including Saudi Arabia, Libya, Oman, Kuwait and Iraq.

Table 3.1: Profile of the Arab Student Participants

Classroom	Level	Gender	
		F	M
Observed class			
1	Beginners	4	4
2	Beginners	2	6
3	Intermediate	1	4
4	Intermediate	2	6
Non-observed class			
5	Intermediate	3	0
6	Beginners	2	0
7	more students needed for the questionnaire	6	0

The participants were selected because they have been learning English for:

- Approximately seven years in an EFL classroom, (i.e., three years in secondary school and four years in university);
- Six months in an ESL (in Australia) classroom.

In ELICOS, students can study general English at a number of different levels - from beginner to intermediate level. Further, they are offered broad-based general English courses to develop their speaking, listening, reading and writing skills. Particularly, the courses focus on intensive language practice including vocabulary development and pronunciation, and a variety of course books and authentic materials are used to develop the students overall English competency. Students undertake approximately twenty hours of ESL classroom learning each week.

Beginner students and intermediate students were chosen as the data set for the current study. By focusing on these levels it was possible to compare CS of relatively beginning learners with that of intermediate learners. That is, it enabled a comparison to be made with regard to the amount of CS as it relates to students' English proficiency level.

3.3 Research Design

As indicated, this study used a mixed methods approach combining both qualitative and quantitative methods in an effort to obtain sufficient, authentic, valid and reliable data. The qualitative aspect reflects the observation and recording of CS data within the classroom and also the interviews with participants. The quantitative component of the study involved the use and analysis of a larger scale questionnaire. However, a predominantly qualitative approach was selected because, as Patton (2002, p.25) stated, qualitative research is most appropriate for those projects where the nature of the research is uncommon or broad and where the goal is deep narrative understanding. The quantitative aspect of the data collection was used to assist the interpretation of the qualitative findings. This study was informed by Flowerdew and Millers' (1998) and Alenezis' (2010) research which also followed a combined qualitative and a quantitative approach to investigating CS, specifically using classroom observations, individual interviews and questionnaires. This also allowed for triangulation and a more detailed and in-depth understanding. These measures also increased the validity and trustworthiness of the findings (Creswell, 2005, p.436).

Together, the results emerged from three sources of data. To address the first research question which centred on the purposes for students' CS in the ESL context, classroom observations were made. The second research question, which focussed on the students' attitudes towards CS, was addressed using interviews and questionnaires.

3.4 Procedure

Prior to data collection, several months of planning and negotiation with the staff at the English language center occurred. This was necessary to allow the selection of appropriate participants. For example, the following criteria guided the identification and selection of classrooms for observations:

- The classroom pedagogy was generally consistent with a communicative approach to language teaching; and,
- There were many Arabic speakers in each classroom.

For other student participants the criteria that governed their selection were that:

- They had Arabic as their first language; and,
- For the one-to-one interviews, they were female (see section 3.4.2 for reasons).

The recruiting/ selection process involved a number of steps. An initial approach was made by the researcher to the ELICOS director. The nature of the study was explained briefly and permission was sought. To do this, an information sheet was sent to him and to the teachers outlining the study in more detail. On this basis they could make a considered decision whether or not this research could be done in their ELICOS center/classrooms. The information sheet clearly indicated that the ELICOS director and the teachers could decline without prejudice. It was explained to the ELICOS director that he and the classroom teachers would be sent a form seeking formal permission for the research to be done in their ELICOS classrooms (see Appendices 4 & 6).

Despite these measures being put in place, difficulties were experienced by the researcher in finding a range of four suitable ELICOS classrooms to be observed, and in particular those which had many Arabic speakers. Most of the Arabic students are in the beginner level and there were only a small number of Arabic students in the intermediate level. However, this issue was eventually resolved and a suitable number of Arabic students in the intermediate level were found.

The data collection occurred over a period of one month towards the beginning of the academic year 2013. Firstly, classroom observations were undertaken in four classes over a period of two consecutive weeks. Next interviews were done with volunteer students, most from these observed classes, but also 6 students from other non-observed classes. Lastly, a questionnaire was developed and administered.

3.4.1 Classroom Observations

Once official permission was obtained from the ELICOS director and the classrooms were identified, classroom observation began. Non-participant observation was adopted for this study, mainly for two reasons. Firstly, as the researcher did not

interact with the subjects of the observations, it allowed time to take field notes which were used for reflections on the observations and issues raised. Secondly, the researcher desired to be as unobtrusive as possible, so that the impact on the data collected would be minimal.

As a bilingual Arabic English speaker, the researcher was uniquely placed to make these observations. The data were collected by means of audio recordings supported by checklists and field notes. The audio data were later transcribed for analysis.

The researcher sent each of the classroom teachers a letter seeking formal confirmation that they gave permission for observations to be undertaken in their classroom and they signed a consent form to this effect (see Appendix7). The researcher then visited each of the classrooms that had been selected for the study. The researcher used this visit to explain the nature of the study to the students, her role as a non-participant observer, the purpose of the audio recordings and to provide this information in a written form both in English and Arabic to the students (see Appendix 8). The issue of confidentiality was discussed and the ways in which students' confidentiality would be protected was outlined. It was also explained that students could decline without prejudice. An information sheet for students outlining the study and seeking their consent for their participation in the research project was given to each student (see Appendix 9).

Once this was completed, a schedule of lesson observations was organized for each of the four classes. These classes were observed for two complete lessons (two hours per lesson) with a particular focus on the CS instances. Because of assessments, it was organized to have the observations in two weeks without any space. Table 3.2 outlines the schedules of lesson observations undertaken.

Table 3.2: Schedule of Lesson Observations

Classroom	Lesson 1	Lesson 2
Classroom 1(beginners)	Week 1, Day 1	Week 2, Day 1
Classroom 2(beginners)	Week 1, Day 2	Week 2, Day 2
Classroom 3 (intermediate)	Week 1, Day 3	Week 2, Day 3
Classroom 4 (intermediate)	Week 1, Day 4	Week 2, Day 4

Before the classroom observations, the aim was explained to the teachers, as was the fact that they were not required to prepare special lessons for the observation sessions. In addition, the role of the researcher, as non-participant observer taking field notes was also explained, along with the use of audio recorders for the purposes of transcription and further analysis.

After getting back the consent forms from the students, most of female students did not want the observation to be recorded for cultural and religious reasons. However, all the male students agreed that the observations could be recorded. At the commencement of each observation lesson, the main audio recorder was usually placed on the center of male students desks. Because of the constraints described above, for the females only field notes were used.

About five minutes were needed to set up the audio recorders in the classroom and to get ready for the classroom observation. The researcher attempted to have this completed before each lesson commenced. In order to achieve this, the lessons selected for observation were either the first of the day or after the lunch break.

The researcher expected her presence to affect student and teacher behaviors, particularly in the initial lessons. However, it appeared that the presence of the researcher was accepted as part of class routine as the students did not seem to pay her any attention at all and they seemed to participate fully in the lessons.

3.4.2 Interviews

Interviews were conducted with a small number of volunteer students (n =10). The students were questioned about their attitudes towards CS in the classroom and what they perceived the impact of it may have on their learning. The interview followed a semi-structured format similar to that used in previous studies conducted by Flowerdew and Millers (1998) and Alenezi (2010). A semi-structured interview was used as it allows for the responses to develop in unexpected directions (Heigham & Crocker, 2009, pp. 185-186). To make it easier for the participants, the interview was done in Arabic so that there were no misunderstandings due to a lack of knowledge of English on behalf of some of the Arab students. These interviews took place two weeks of after the lesson observations, and at a time chosen by the students.

Each of the students was interviewed individually to allow them to voice their experiences and to enable them to feel more comfortable to express their own point of view. The interviews were conducted in a quiet area of the university. This was done to help relax the participants and remove any distractions which might limit the depth of the answers. The length of the interview was approximately 20 minutes each. As the researcher is a female Muslim, and based on religious beliefs, only female students were interviewed - that is, the researcher could not interview male students. Initially it was intended that the interviews would be recorded for the purposes of transcription, which nowadays is considered to be the most common way to document an interview (Heigham & Crocker, 2009, p. 160). However, due to cultural and religious reasons, the participants did not want to have their interviews recorded. As it is important to respect such decisions, detailed notes were taken instead of recordings during the interviews. The responses were analysed in terms of themes related to the study objectives.

A total of 10 female Arabic students participated in the interviews, seven from the observed classrooms and three from the non-observed classrooms. The students who participated in the interviews volunteered to do so.

3.4.3 Questionnaire

Based on the qualitative findings that emerged from the analysis of both the classroom observations and the individual interviews, a questionnaire was developed. The use of a questionnaire is considered an effective tool for data collection and analysis (Creswell, 2005, p.210). The main motivation of using a questionnaire in this study was to capture the situation from an alternative group and a larger number of students in order to discover what additional information they give about their attitudes. For this part of the study, Arabic speaking students were invited to respond to the questionnaire. The questionnaire was constructed in such a way that it began by first asking general and then more specific information. As is common in many language attitude surveys (e.g., Oliver & Purdie, 1998; Purdie, Oliver, Collard & Rochecouste, 2002) the questionnaire was comprised of only structured and closed questions to which the participants respond on a four point Likert scale. To assist the participants, the questionnaire was written in Arabic so

that there would be no misunderstandings due to their lack of knowledge of English and to eliminate issues of reliability related to language proficiency.

With permission from the class teachers, a brief introduction and explanation was given to the students and then the researcher handed out the questionnaire during class time to those students who had volunteered (n=20).

3.5 Data Analysis

The analysis of the data collected during the classroom observations (researcher's field notes, checklists and audio recordings of lessons), student interviews and student questionnaires is described below.

3.5.1 Classroom Observations

As a starting point, a detailed summary of each set of lessons was produced from the audio recordings of the lessons observed and the researcher's field notes and checklist. The summary briefly described the CS events that occurred during each lesson, and the nature of this. This summary data were analyzed to identify the most common CS events used in the classes. Next and based on this, eight (8) lessons were fully transcribed and all examples were translated into English. Those lessons that were fully transcribed were those richest in the use of CS.

The instances of CS were then coded according to various functions that they served. These categories were compared to those that already exist in the literature and any new and different reasons for CS were identified as required. Thus, this method enabled the analysis to situate the present study in the literature and at the same time highlight the unique nature of CS for this particular group. Once these categories were established, definitions were developed and these were illustrated using examples from the data. To ensure the reliability of the categories a sample set representing 10% of the total number of CS events that occurred was re-coded by two independent, but trained research assistants. Their coding was compared to the researchers and inter-rater reliability (IRR), based on percentage agreement 90% was found to be accurate.

3.5.2 Student Interviews

Analysis of the student interview transcripts sought to identify the student's attitudes about CS in the second language classroom and about specific aspects and purposes of CS. The preliminary analysis of the data was undertaken inductively. Responses were analysed in terms of themes related to the study objectives. "The primary purpose of the inductive approach is to allow research findings to emerge from the frequent, dominant or significant themes inherent in raw data, without the restraints imposed by structured methodologies" (Creswell 2002, p. 266)

Initially, as the interview of students was in Arabic the data gathered from that, was translated from Arabic to English, organised and transferred organized to a codebook. The responses of each participant were then coded as follows: student A - interview1; student B - Interview 2, student C - interview 3, student D – interview 4 and so on.

Secondly, emerging themes were developed by studying the transcripts repeatedly and considering possible meanings and how these fitted with developing themes. From each transcript a series of topics were coded. Much of the handwritten coding on the transcripts was done in colour and with highlighter pen. Some of participants' response was considered to contain two different meaning units and therefore was counted as two units of meaning, and related to two different categories. Then, the data was grouped by reducing the number of categories and combining similar headings into broader categories. Finally, each data set was further analysed to refine the identified themes into broad groups for discussion. These themes include: awareness, usefulness, understanding and achievement.

3.5.3 Student Questionnaire

The data from the questionnaire was analysed by the use of simple descriptive statistical analysis. Specifically, students' responses were displayed in percentages and numbers to illustrate their attitudes towards CS between Arabic and English in the ESL classroom.

This kind of analysis seemed appropriate given the small sample size of Arabic participants used in this study. As the responses of the students' questionnaire correlate with the interview responses, they were analysed under the same themes.

3.6 Ensuring the Quality of the Research

To establish the quality of this research, procedures such as trustworthiness and authenticity have to be taken into consideration. (Bryman, 2012, p. 272):

3.6.1 Trustworthiness

The criteria used for assessing the trustworthiness of this research are triangulation and credibility (Bryman, 2012, p. 272). In turn, triangulation was identified as an approach suitable for improving the validity and reliability of the current research, particularly as it relied on a mixed methods approach. According to Bryman (2012, p. 272) "the validity of any research study depends on the trustworthiness of the representations that depict it. Relying on one method of data collection may bias the research or provide a different picture to the researcher of the phenomenon under investigation." The data in this study was gathered through observations, student interviews and questionnaires. These methods of data gathering were used not only to triangulate the data, but also to ensure that extensive information was gathered. Thus, this method of triangulation was used to assist in checking the consistency of the findings which were generated by different data gathering methods, and also to explore the consistency of the different sources of data collected using the same method. Hence, this triangulated approach allowed the research questions critical to this study to be answered.

Further, to ensure the interview data is credible, in that participants' data is accurately described, two independent assistants were asked to verify the accuracy of the information provided both in the observations and the interview. This was done to prevent misinterpretation (Bryman, 2012).

3.6.2 Authenticity

Authenticity refers to how the research fairly represents the different viewpoints of individuals (Bryman, 2012, pp. 272-274; McMillan, 2004). To ensure the research fairly represents the different viewpoints among the participants, quotes from the

interviews were used to accurately convey their opinions and views and give them voice in the research. The interview process was semi-structured and open ended providing all participants with the opportunity to have their voices heard and, therefore, represented in the text. This information was coded allowing for an audit trail constructed to track all data back to its source.

3.7 Ethical Issues

A number of measures were put in place to ensure this research was undertaken and reported in an ethical manner. Firstly, in this research confidentiality was ensured by the use of pseudonyms for the personal identities of all participants. Next, all data generated was viewed in confidence and not shared with other participants or individuals outside the research project (Creswell, 2005, p.455). Any information provided has been made public only behind a shield of anonymity. This is in line with requirements of Curtin University of Technology's "Human Research Ethics Committee" from which ethics clearance for this project has been obtained. A "Research Involving Humans Ethic Clearance" (Form A) was obtained for this research. This was required according to Curtin University of Technology guidelines and research standards. This clearance was obtained before any research or data was collected.

Finally, consent of all participants involved in this study was obtained. Participants were fully informed about the research and purpose of the study (see Appendix 4, 6, 8). They were able to withdraw from this research at any point. As stated by Chistians (2000, p.144) "participants have the right to be informed about the nature and consequence of experiments in which they are involved."

3.8 Summary

In summary, the study involved a small number of participants and the methodology was largely qualitative in orientation. The research consisted of a mixed methods design and involved the collection of data from ELICOS classrooms. It included data from classroom observations, interview and questionnaire data from students. The use of multiple sources and the triangulation that was incorporated into this research design enabled the data that was collected to be both corroborated and interrogated to developed authentic, reliable and valid findings.

Chapter 4

Findings: Classroom Observations

4.1 Introduction

As indicated in Chapter 3 various methods were used to collect the data for this research, namely observation, interviews and questionnaires, the analysis of which has been used to address the two research questions. To reflect these questions, the findings will be presented in two chapters. The first chapter will present the findings based on the observations and addresses the first question “For what purpose do university level Arabic students’ CS in the ESL classroom?” The second findings chapter will answer the next research question “What are the attitudes of university level Arabic students’ towards CS in the ESL classroom context?” and will be based on the evidence from the interviews and questionnaire. However, the results which emerged from the interviews revealed some information about Arabic students’ purpose of CS in the ESL classroom which is the first research question, and therefore, this information will also be described in the second findings chapter.

This first of the two findings chapters is based on an analysis of four classroom observations, focussing particularly on the purposes for students using CS. Eight lessons were fully transcribed and all examples were translated from Arabic into English. The instances of CS were then coded according to various functions that they served. Then categories were established; definitions were developed and were illustrated using examples from the data.

The analyses of the lessons reveal that although English is emphasized as it the TL of the ELICOS classes, Arabic/English, CS is intensively used by the students. Further, different CS strategies appear to be used by the students during classroom interactions for a range of reasons. These reasons have been categorised according to the situations and purpose for which they were observed being used. Overall, it appears that CS fulfils three main functions: pedagogical, communicative, and social.

4.2 Pedagogical Functions

From the classroom observations it is apparent that CS serves pedagogical functions. Specifically, it appears that CS allows speakers to increase their language acquisition and their content understanding and to develop cognitively. From the data the pedagogical functions of CS were further classified into: translation, assisting with vocabulary, and, understanding grammar.

4.2.1 Translation

It seems that CS from English to Arabic was used by the students to translate meanings at the various levels of language (i.e., for words, sentences or language functions). That is, CS was used for the purpose of translation when the English equivalent was unknown at that time, and particularly for the purpose of completing classroom tasks. However, this occurred mostly in beginner classrooms and less so in intermediate level proficiency classrooms. Examples of this are shown in examples 1 and 2 below:

Example 1

In one of the beginner classes, a task was done where the learners were required to listen to a text containing lots of unfamiliar words. In this example, the students used CS in order to translate whole sentences.

الطالب 1 : هل تعرف معنى هذه الجملة (the car is going on a high speed limit)?

Std 1: Do you know the meaning of this sentence 'the car is going on a high speed limit'?

الطالب 2 : حسناً، أن أعرف فقط معنى الجزء الأولى منها وهي السيارة تمشي.

Std 2: Well, I only know the meaning of the first part of it which is 'the car is going.'

الطالب 1 : وماذا عن باقي الجملة؟

Std 1: What about the rest of the sentence?

الطالب 2 : انتظر قليلاً، سوف أبحث عنها في القاموس. معناها السيارة تتحرك بسرعة مفرطة.

Std 2: Wait a minute, I will look it up in my dictionary. It means the car is moving really fast.

الطالب 1 : هل يمكن ان تبحث عن هذه الجملة ايضاً (it is rush hour)؟

Std 1: Can you also look up, 'it is rush hour'?

الطالب 2 : نعم ، جزء من اليوم حين يبلغ ازدحام السيارات الدروه.

Std 2: Yes, it is a period of the day when traffic is at peak.

الطالب 1 : توا بعد الترجمة، فهمتها .

Std 1: Now, after translating it, I understand it.

الطالب 2 : نعم، إنها سهلة الآن.

Std 1: Yes, it is easy now.

Example 2

In another beginner class, the teacher wrote six sentences on the blackboard and asked the students to read a text of six paragraphs and match each paragraph with the correct sentence. In this example, two students who did not know most of the vocabulary items used CS to ascertain the meaning in Arabic:

الطالب 1 : هل تعرف معنى كلمة (retina) في جملة رقم 2 ؟

Std 1: Do you know the meaning of the word "retina" in sentence 2"

الطالب 2 : نعم أعتقد انني اعرف هذه الكلمة، لها علاقة بالعين. وهذه الجملة تقابل فقرة رقم 3.

Std 2: Yes, I think I know it, it is something to do with the eye. And this sentence matches paragraph 3.

الطالب 1 : ماذا عن جملة رقم 4 ، هل تعرف معنى كلمة (receptors) ؟

Std 1: What about sentence 4, do you know the meaning of "receptors"?

الطالب 2 : لا اعرفها، هيا نبحت على ترجمتها. اه! معناها المستمعون.

Std 2: I do not know it, let's check its translation. Oh! it means receivers.

الطالب 1: هل تماثل فقرة 6 او 4 ؟

Std 1: So does it match paragraph 6 or 4?

الطالب 2 : تماثل فقرة 4 وجملة 1 تماثل فقرة 6 لانها تتحدث عن الضوء

Std 2: It matches paragraph 4 and sentence 1 matches paragraph 6 because it talks about light

الطالب 1 : ما معنى كلمة (light)؟

Std1: What is light?

الطالب 2 : هل أنت تتكلم بجد، لا تعرفها. أنظر فوق، معناها الضوء

Std 2: Are you serious, you do not know it, look above us, this is light.

This finding that CS is used for pedagogical translation is in line with Kavaliauskiene's (2009) and Merritt et al.'s (1992) research. It is also consistent with the findings of Mustafa and Al-Khatib (1994) who investigated CS by Iranian students in ESL classrooms. The study undertaken by Man and Lu (cited in Baker, 2011, p.102) had similar results. In fact, according to some authors (Atkinson, 1987; Storch & Wigglesworth, 2003) CS for translation is a preferred strategy for the majority of learners. From the current observations it does seem that translation provides an efficient way of assisting students' understanding and seems to help them to feel more at ease in the classroom, and in turn, this assists their language learning.

4.2.2 Assisting with Vocabulary

CS also appeared to be used by the students in this study in order to help with their understanding of individual vocabulary items. Again, this occurred more often in the beginner and less so in the intermediate ELICOS classrooms. This purpose of CS, which is used to overcome a lack of understanding or inability to retrieve lexical items, is found to be a common linguistic behaviour among Arabic students. For

example, in one of the beginner classes a task was done where the learners were required to match pictures with words. The students used CS in order to figure out unknown words. Example 3 illustrates this:

Example 3

الطالب 1 : هل تعرف معنى كلمة (suitcase)?

Std 1: Do you know the meaning of the word 'suitcase'?

الطالب 2 : إنها كلمة سهلة، معناها شنطة سفر.

Std 2: It is easy, it is a bag you take with you when you travel.

الطالب 1 : ومعنى كلمة (platform)?

Std 1: What about platform?

الطالب 2 : انتظر قليلاً، سوف أبحث عنها في القاموس. معناها المكان الذي تنتظر فيه القطار.

Std 2: Wait a minute, I will look it up in my dictionary. It means the place where wait you for a train.

CS was also used for the purpose of substitution such as when a student inserted an Arabic word into an otherwise English utterance. This appeared to be triggered by the fact that the English counterpart was unknown at that moment and therefore Arabic elements were “inserted” inside the English utterance because of a lack of technical vocabulary. For instance, in this study, this was observed when a class began a new topic and there were new words and expressions in English that the teacher wanted the pupils to understand. As she checked for the students understanding, CS occurred among the groups of students and they explained new expressions and words to each other in Arabic. In the following example, one student inserted an Arabic word into his utterance and the other student reacted by trying to supply an explanation (see Example 4 below):

Example 4

The teacher asked students to talk in pairs about a particular sentence and try to find out the meaning of new vocabulary items: 'The man who bought his farm was a contented man, who made the most of his surroundings.'

الطالب 1 : اعتقد انني أعرف معنى معظم الكلمات في هذه الجملة.

Std 1: I think I know the meaning of most of the words of this sentence.

الطالب 2 : نعم، معنى كل الكلمات في بداية الجملة واضحة، إلا كلمة 'contented'.

Std 2: Yes, the meaning of all of the words in the beginning of the sentence are clear, except for the word contented.

الطالب 1 : معنى 'a contented man' رجل مقتنع و راضي بنصيبه.

Std 1: A contented man means 'a man who is satisfied with his possessions.'

الطالب 2 : لكن ليس متأكد من 'made the most of' .

Std 2: However, I am not sure about 'made the most of'

الطالب 1 : من خلال المعنى ككل يبدو أن معنى 'make the use of' 'يستفيد من'.

Std 1: From the following word, it seems to mean 'make the use of'

الطالب 2 : هيا نسأل المدرسة عن توقعاتنا.

Std 2: Let's ask the teacher about it.

There were other instances in the lessons when words, unfamiliar to students, were employed in English and CS was used to seek clarification about this vocabulary. The transcript below (Example 5) shows an instance where, although a student had perceived the concept under discussion, he was unfamiliar with the actual English term. The student used CS to ask another student about the unfamiliar item:

Example 5

الطالب 1 : أسمع، الكلمتين 'underground' و 'train station' لهم نفس المعنى، مو؟

Std 1: Listen, underground is like train stain, isn't it?

الطالب 2 : نعم، لهم نفس المعنى.

Std 2: Yes, they have the same meaning.

الطالب 1 : و'lorry' و'van' هل لهم نفس المعنى؟

Std 1: And lorry and van, do they have the same meaning?

الطالب 2 : نعم، لهم نفس المعنى. أخي باهي طلعلنا نعرفوا شوية الحمد لله.

Std 2: Yes, they also have the same meaning. It is great that we know all of these words.

الطالب 1 : على فكرة، طريقة لفظك للكلمتين 'underground' و'lorry' خطأ. مفروض تهجأهم (... ..).

Std 1:By the way, you are pronouncing the words 'underground' and 'lorry' wrong, you should say them like this(.....).

الطالب 2 : شكراً للتهجأ الصحيح، أنت شاطر كثير.

Std 2: Thanks for the great pronunciation, you are so clever.

الطالب 1 : أنا شاطر، عطيتك مرادفات الكلمات و نطقهما. مش حتلقى صديق امثل مثلي أنا.

Std 1: Yes, I am clever, I gave you the synonymous of the words and their pronunciation. You want find a friend like me.

What is interesting about this CS example is that as the student tries to find an English equivalent to the word, he turns the situation into a linguistic joke. The student not only inserts the Arabic word to his utterance, but he also reflects metalinguistically on the English words he has used. Such metalinguistic awareness highlights the way that adult second language learners can reflect on languages and use this skill to enhance their understanding and language acquisition.

The use of CS to assist with vocabulary development has also been found in other studies (e.g., Metila, 2011, 1990; McLellan & Chua-Wong, 2001). In the study conducted by Metila (2011), where he observed 34 female adolescents, found that CS was used to clarify vocabulary items and as a way of explaining unfamiliar words. They claimed that using CS for these purposes had a strong and positive effect on students' performance.

Similarly, in an ESL classroom in Brunei, interviewed teachers revealed that they had no alternative but to allow students to CS in order for them to understand lesson content. They declared that students use CS, in this instance English to Malay, because it is necessary for them, especially in their attempt to understand abstract concepts which have no real object counterpart in their own language (McLellan & Chua-Wong, 2001). For this reason, Cook (2007) argues that CS can be an effective learning strategy and an important pedagogical tool for students. Clearly, it is important for teachers to be aware of this as it is something that they can support in their own classrooms.

CS for the purpose of understanding or clarifying vocabulary was observed to various degrees in all the classrooms studied in the current research and was employed to fill in the gaps in the students' vocabulary. In addition, it does seem that not only does CS assist learners understanding of vocabulary in the classroom, by providing meaningful input and opportunities to focus on the form of the TL (Cook, 2007); but also CS appears to assist Arabic students' language learning. Specifically, when a word is repeated in another language, this repetition may serve as a clarification of what has just been said, but often it also carries additional meanings that can amplify the message. Over time, the cumulative effectiveness of this is a greater understanding of and ability to produce the TL.

4.2.3 Understanding grammar

Another purpose of CS to emerge from the observations was to help understand and develop appropriate English grammar usage. Occasionally, this occurred in the form of translation, such as where a clause is uttered both in Arabic and English, students focus on the form or grammar of the utterance. At other times, CS was used by the

learners in order to perceive a particular grammar rule. The following examples will describe how this occurred in one of the observed classes.

Example 6

In this example the teacher had handed out a grammar exercise where students were required to read each sentence and then put the verbs between brackets either in the present simple active or present simple passive. Students appeared to use CS in this activity in order to try to understand grammar.

الطالب 1 : هل الجملة الاولى مبني للمعلوم 'active' والجملة الثانية مبني للمجهول 'passive'؟

Std 1: Is the first sentence active and the second sentence passive?

الطالب 2 : لا العكس هو الصحيح.

Std 2: No, the opposite.

الطالب 1 : أنا حائر، كان اعتقادي ان الجملة الاولى 'active' والجملة الثانية 'passive'.

Std 1: I am getting confused, I thought the first sentence is active and the second is passive.

الطالب 2 : لماذا عملت هذه الجملة مبني للمعلوم 'active' والجملة الثانية مبني للمجهول 'passive'؟

Std 2: Why did you do this sentence active, and the second passive?

الطالب 1 : اسمع، عندما لا تحتوي الجملة على 'by'، تكون الجملة 'active'. لكن عندما تحتوي الجملة على 'by'، تكون الجملة 'passive'. هل فهمت الآن؟

Std 1: Listen, when there is no 'by' in the sentence, it is active. But when there is 'by' in the sentence, it is passive. Do you understand it now?

الطالب 2 : الله يرحم والديك، فهمتها الآن.

Std2: Oh thanks, I understood it now.

Example 7

In this example, CS appears to be used for the purpose of grammar translation and explanation in an adjective exercise. The teacher had been leading the class so that they could see how adjectives are inflected in comparative and superlative utterances, with a particular focus on the appropriate usage of the words 'more' and 'most'.

الطالب 1 : في الحقيقة، لم أفهم هذه القاعدة، هل تعرف معنى 'comparative' و 'superlative' باللغة العربية.

Std 1: Actually, I did not understand this rule, do you know me the meaning of comparative and superlative in Arabic?

الطالب 2 : باللغة العربية 'comparative' معناها صيغة المقارنة و 'superlative' معناها صيغة التفضيل.

Std 2: Comparative in Arabic is (.....) and superlative is (.....).

الطالب 1 : ماذا عن القاعدة النحوية، هل فهمتها من المدرسة؟

Std 1: What about the grammar rule, did you understand it from the teacher?

الطالب 2 : نعم فهمتها، بالنسبة لصيغة المقارنة المدرسة قالت عندما تقارن شيئين نضيف 'er' للصفة ولكن عندما تكون الصفة طويلة نضيف 'more'. أما بالنسبة لصيغة التفضيل لم أفهمها، هيا بنا نعمل واجب صيغة المقارنة فقط.

Std 2: Yes, as for the comparative, the teacher said when we compare two things we add 'er' to the adjective. However, when the adjective is long we add 'more'. As for the superlative, I did not understand that one. Let's do the comparative exercise only.

الطالب 1 : هذا يعني أن 'small' تصبح 'smaller' و 'expensive' تصبح 'more expensive'.

Std 1: So this means small becomes smaller and expensive becomes more expensive

الطالب 2 : نعم هذا صحيح، اعمل نفس الشيء لباقي الامثلة.

Std 2: Yes that is right, do all the exercise in the same way?

Using CS to understand and develop appropriate use of English grammar is another finding similar to one that emerged from the study by Metila, 2011 (1990) (see p.48 for previous comments about this study). Based on his observations he categorized the grammatical functions of CS to be: clarifying language items; grammar translation; and, grammar explanation. Once again, he claims these aspects of CS have a positive effect on student learning and performance.

The finding is also in line with Tognini and Oliver's (2012) and Unamuno's (2008) results. Tognini and Oliver (2012) who observed ten French and Italian classes in Australian schools document that in peer interaction, the use of L1 helps learners develop their understanding of L2 grammar. While, Unamuno (2008) indicated that Spanish students intentionally switch from one language to another to address practical grammar issues related to the completion of the assigned class activities. Similarly, Swain and Lapkin (2000) argue that students "learn grammar in the L1" for various reasons, such as for time-saving, grammar-oriented exams and concern about their studies. In fact, they suggest students learn grammar in an L2-L1-L2 sequence. This was something that was also reflected in the current study (as shown in Examples 6 & 7).

Thus, it would seem that the use of CS for understanding grammar in the classroom does assist Arabic students' language learning. As ELICOS students, they are not sufficiently familiar with the terms of English grammar, and using grammatical terms in Arabic to explain the complicated sentence structure saves time, assists their understanding and enhances their learning. Interestingly, in the ELICOS classrooms observed in the current study, the pedagogical functions for grammatical CS did not just involve learning, but also helped create a positive classroom ambience. CS induced a sense of comfort between Arabic peers which served to lighten the mood in the class and ease tension.

Therefore, it seems that CS contributes in positive pedagogical ways to students' English language learning. Particularly, the findings of the current study suggest that CS is a practice that helps students understand and learn language and supports a positive classroom environment. As such, teachers should allow the students to use CS for translation as it assists with vocabulary development and with understanding

grammar. In fact, teachers could demonstrate to students how Arabic and English align together in ESL classrooms.

4.3 Communicative Functions

Another function of CS appears to be communicative. In particular, CS allows speakers to express themselves and present pragmatic meaning. Based on the analysis of the observations of this study, communicative functions were classified as follows: enhancing group participation, emphasising a point, and requesting help.

4.3.1 Enhancing Group Participation

The first communicative function of CS for the Arabic students in the current study was for the use of group participation. For example, there were instances when students used CS to help each other when doing an activity either in groups or with the whole class. Usually, this kind of CS occurred when the teacher asked her students to do a task in English. At these times, the learners used CS to help each other maintain interest, to complete the task and to undertake problem solving. Examples of this are shown in examples 8 and 9.

Example 8

In this example, beginner students worked to identify words for some pictures that the teacher had put on the blackboard (there were two columns of pictures and students are required to find the correct word for each picture). They used CS in a collaborative way which enhanced the process of working together as a group:

*الطالب 1 : أحمد هل يمكنك أستخراج الكلمات المناسبة للعمود الأول للصور وأنا سوف اعمل العمود الثاني.
لن أنهي هذا النشاط اذا عملت كل هذا بنفسى .*

Std 1: Ahmad, what about you finding the words for the pictures of the first column and I will try to do the second column. If I am going to do all this activity by myself, I will not finish.

الطالب 2 : إنها فكرة رائعة .

Std 2: Great, what a good idea.

الطالب 1 : لقد أنتهيت ، الصورة الأولى دراجة نارية ، الثانية حافلة ، والثالثة شاحنة وأما الرابعة فلا أعرفها .

Std 1: I have finished, the first picture is scooter, the second one is bus, the third is lorry and the forth, I do not know

الطالب 2 : حسناً بالنسبة لي ، الصورة الأولى محطة وقود ، أما الصورة الثانية فهي مطار ، وأما الثالثة فلا أعرفها ، وبالنسبة للرابعة فأعتقد أنه رصيف .

Std 2: Well for me, the first picture is petrol station, the second one is airport, the third one I do not know and the fourth, I think it I platform.

الطالب 1 : الطالب 2 : هل تعلم الصورة الرابعة في خانتي؟ بالنسبة للصورة التي لم تعرفها ، إنه قطار الأنفاق . أنا متأكد من ذلك .

Std 1: Do you know the fourth picture in my column? For the one you did not know, it is underground. I am sure.

الطالب 2 : لا ، أنا لا أعلم ، اترك الباقي ، سوف نستمع للإجابة .

Std 2: No, I do not know, just leave the rest, we will listen for the answer.

الطالب 1 : حسناً ، ولكن سوف نحاول معرفة ولو كلمة .

Std 1: Ok, but I will try to figure out a word.

Example 9

In the following example, the same beginner students appear to use CS for the purpose of enhancing the group dynamic. This time students had to identify compound words for some pictures that the teacher had once more put on the blackboard. It is clearly noticeable, from their praise of each other offered in their L1, that they liked working as a group.

الطالب 1 : أحمد ، دعنا نفعل نفس الشيء نفس النشاط الأول ، أنت حول معرفة الكلمات المركبة للصور في العمود الأول وأنا سوف أحاول أن أفعل نفس الشيء مع العمود الثاني .

Std 1: Ahmad, let's do the same as the first activity, you find the compound words for the pictures of the first column and I will try to do the second column.

الطالب 2 : أجل ، أنا موافق .

Std 2: Yes, I agree.

الطالب 1 : لقد انتهيت، الصورة لأولى حادث سيارة، الثانية الإزدحام والثالثة أعمال الطريق .

Std 1: I have finished, the first picture is car crash, the second one is rush hour and the third is road works.

الطالب 2 : أنت ذكي، آسف أن فقط عرفت الصورة الأولى غرامة موقف السيارات .

Std 2: You are clever, sorry but I only knew the first picture which is parking fine.

الطالب 1 : لا تقلق، سوف نعملها معاً .

Std 1: Never mind, we will do them together.

الطالب 2 : حسناً، هذا أفضل لو تعلمهم بنفسك وتترك لصاحب الغبي الباقي .

Std 2: Well it is better if you do them yourself and leave your stupid friend do the rest.

الطالب 1 : ههه، لا تضحك علي، سوف نعمل ذلك معاً .

Std 1: Oh, do not laugh at me, we will do them together.

الطالب 2 : نعم ، كنت أمزح فقط .

Std 2: Yes, I was just kidding.

الطالب 1 : بالنسبة للثاني، أنا أعتقد الحد من السرعة، وماذا تعتقد أنت؟

Std 1: For the second one, I think it is speed limit, what do you think?

الطالب 2 : أعتقد أنك على صواب، والثالثة أنا أعرفها بالعربي، ولكن لا أعرف بالإنكليزية .

Std 2: I think you are right, and the third I know it Arabic; however, I do not know it in English.

الطالب 1 : بالإنكليزية ، إنها إشارة المرور .

Std 1: In English, it is traffic light.

الطالب 2: آه، هذا عظيم لقد أنهينا.

Std 2: Oh, great we are finished.

This finding is similar to that of Cook (2001) who describes how CS enables the positive use of the mother tongue in the classroom. For instance, Cook found that learners used CS to explain the teacher's instructions in their L1, and this enabled them to work together, at the same time ensuring that everyone, including the weaker students, knew what was happening. Therefore, CS allowed the students to help each other, creating a more natural communication situation.

Other studies have also documented how students' CS to their L1 more when working in groups (Lucas & Katz, 1994) and throughout longer periods of instruction (Montes-Alcala, 2000). They appear to use higher levels of the L1 for task management (e.g., division of labour, refocusing attention, guiding, planning, and developing strategies) (de la Colina & Mayo, 2009; Storch & Wigglesworth, 2003; Swain & Lapkin, 2000). Likewise, Reyes (2004) affirms that "the student's patterns of using language and CS often mirror the ways in which language is used in their communities" (p. 80). Thus, CS enables clarification, influences peer behaviour and also provides an elaboration of ideas (Moodley, 2007). Martin's (2003) study of Bruneian classrooms parallels these observations. He reports in his study that learners used CS to get on with the discussion and promote a sense of group responsibility and working cooperatively with a group.

Naturally, a large proportion of students like to communicate through the L1 with their peers in the current study. Therefore, this suggests that CS may assist group participation, and provides an efficient way for students to share information and supply each other with strategies that enable completion of all their learning activities, but most importantly it enables this to be achieved in a positive and supportive way.

4.3.2 Emphasising a point

A second communicative function of CS is when it is used as a strategy to emphasise a point or to make a contrasting point. The example below illustrates how students use CS to their L1 to call attention to a required task or to correct their peers and explain the activity. It might also be considered as a strategy that enables them to direct their peers to properly perform an activity.

Example 10

In this example, an intermediate student used CS to emphasize a point to his friend. They were doing an exercise where they had to put a suffix or a prefix to a word and one student saw that his friend was doing the wrong thing and he corrected him by talking in Arabic.

الطالب 1 : أنا أعتقد أنك تفعل في الشيء الخاطيء، هل فهمت ما هي البادئ واللاحق في اللغة؟

Std 1: I think you are doing the wrong thing, did you understand what is a prefix and what is a suffix?

الطالب 2 : نعم ، كنت أعتقد أنني أفعل في الصواب .

Std 2: Yes, I thought I was doing the right thing.

الطالب 1 : البادئ في اللغة تستخدم في بداية الكلمة واللاحقة وتستخدم في نهاية الكلمة، ولكن انت تعمل الشيء المعاكس.

Std 1: A prefix is used in the beginning of the word and a suffix is used at the end of the word, but you are doing the opposite.

الطالب 2 : هل تعني أن الكلمة الأولى كان علي أن أضع البادئة ، لقد أضفت اللاحقة .

Std 2: You mean the first word where I should put a prefix, I added a suffix.

الطالب 1: نعم ، هذه الكلمة يجب أن تكون " لم يتم كشفها"

Std 1: Yes, so this word should be 'undetected'.

Std 2: Thanks a lot.

Std 1: No problem.

Similar to the findings of this study, Levine (2003) reveals that in his study, 30% of the students change to L1 when they want to correct their friends. Reyes (2004) found similar linguistic behaviour in the students' interactions they observed during a science activity. This author confirms that CS is used "to put emphasis on a specific command" (p. 85) and the motivation behind the use of this type of switch is mainly to show, control and help whilst maintaining a display of respect for other students. However, Macaro (2001) does suggest that the different proficiency levels of learners and the type of tasks and class activities used, all contribute to the amount and type of CS that is used by language learners.

Therefore, from the findings of both this study and other studies, it does appear that important messages can be reinforced or emphasized when they are transmitted in the L1. Specifically, when the message in the TL is repeated by the student in his or her L1, the learner can make the meaning clearer. Further, the use of Arabic, for example, pupil-to-pupil communication, allows learners to express more intimate thoughts in Arabic and also to interact respectfully with each other.

4.3.3 Requesting help

From an analysis of the observations made during the data collection for this research, one common function of CS appears to be for the purpose of requesting help. In particular, it seems that when students are faced with a problem or a question during the lesson, they usually resort to CS to find an answer to their problems. For example, the students may request help when they do not know where they are supposed to be in the book that is being used; therefore, they ask in L1 about the line numbers in a chapter. Similarly, students may use CS when they do not know how to pronounce a word or when they need a word translated or when they

want to ask each other questions. This 'request for help' function of CS appeared in the data in both beginner and intermediate classrooms.

For example, one case of quite frequent CS occurred when the pupils were underlining phrases and sentences in the chapter to which they had just listened. A number of different students asked each other about the line numbers many times and always in Arabic, which is visible in the following example (See Example 11).

Example 11

الطالب 1 : علي ، لم أتمكن من أن أجد التعبير الذي للتو استمعنا إليه، أين هو ؟

Std 1: Ali, I could not find the phrase we just listened to, where is it?

الطالب 2 : إنه في الصف الثاني . وماذا عن التعبير الثاني ، هل وجدته؟

Std 2: It's in line (2). What about the second phrase, did you find it?

الطالب 3 : لم أعرف هذا أنا أيضاً ، أين هو؟

Std 3: And I did not know this one too, where is it?

الطالب 1 : أنا أعرفه، " أنجبت " إنه فوق هنا في الصف الثالث .

Std 1: I know this one, 'gave birth to' is over here in line (3).

الطالب 3 : وماذا عن " طفلي الصغير "

Std 3: And what about 'my little bubby'?

الطالب 2 : أنه فوق هنا ، في الصف الخامس .

Std 2: it is over there, in line (5)?

Another example of this occurred in a pronunciation activity. The teacher played a tape recorder and asked the students to listen to words and then to practise them in pairs. In example 12, students used CS to request help from each other because they were unable to pronounce some of the vocabulary items.

Example 12

الطالب 1 : لقد وجدت هذه الكلمات صعبة جداً ، هل يمكنك أن تنطقها لي .

Std 1: I find these words hard to say, can you pronounce them for me

الطالب 2 : حسناً، سوف أقولهم وأنت حاول أن تكرر من بعدي " إشارة مرور" ، "منطقة للمشاة"، " وقت الذروة"، هل عرف النطق لهذه الكلمات.

Std 2: Ok, I will say them and you try to repeat after me. "Ticket office", "pedestrian area", "rush hour", did you get the pronunciation of these words?

الطالب 1 : هل يمكنك أن تعيد الثانية ، إنها صعبة كي أنطقها.

Std 1: Can you repeat the second one, it is difficult to pronounce.

الطالب 2 : إنها " منطقة مشاه" والأثني الأخيرين " إشارة المرور" كمرّة السرعة "

Std 2: It is "pedestrian area". The other two are "traffic jam" and "speed camera"

الطالب 1: هل بإمكانني أن أقولهم لك وأنت تصحح لي إذا أخطأت.

Std 1: Can I say them to you and please correct me if I have any mistakes.

الطالب 2 : أجل لا مشكلة ، سوف أستمع لك.

Std 2: Yes no problem, I will listen to you?

الطالب 1 :شكراً جزيلاً.

Std 1: Thanks a lot.

As can be seen in the above examples, CS was employed on these occasions when students required help. They may be due to a need to keep apart the class exercise and their actual request for help. Alternatively, students may feel frustrated that they do not know where they are supposed to be in the chapter and this frustration leads to CS. On the other hand, another explanation for the students' CS is that they treat the language in the learning materials (i.e., the book) differently from language used in

the classroom. The students know that the goal in the activity is to find and underline phrases and sentences in the chapter. However, the process of underlining is different - the pupils may feel that they are not required to use English when asking the line numbers, since that is not the aim of the activity.

Further, they also appear to use Arabic when requesting help more generally. Perhaps they are more comfortable doing this in their mother tongue. Alternatively, although they are aware that they are required to use English for class exercises, they do not deem asking for help as being part of the exercise, thus they can use Arabic.

These examples are similar to those in Unamunos' (2008) study, which was an investigation into the reasons for university Spanish learners' CS in the ESL classroom. His results show that incompetent students intentionally switch from one language to another to request help to address practical issues related to the completion of the assigned class activities. Swain and Lapkin (2000), who studied French language learners' use of CS while doing two tasks in the second language classroom, also noticed that learners' use of CS was intentional. In addition, they found that lower achieving learners tended to use their L1 more than did higher achieving learners.

Consequently, it seems that communicative functions of CS also play an important role in developing students' English learning and rather than being a consequence of deficiency in Standard English. Its use demonstrates that students have a high level of bilingual communicative competence (in that they switch between their languages according to the needs and demands of the situation). It is important that teachers, especially those in bilingual societies, have knowledge of this phenomenon and support its use in their classrooms. Specifically, they need to be aware of this function of CS and recognise the positive contribution it can make to language learning.

4.4 Social Functions

Finally, from the analysis of the classroom observations CS also served social functions. It was apparent that CS is a behaviour practised among in-group members who share the same linguistic and sociocultural background. As a consequence, the

social functions for CS were based on the participants, the setting and the theme of the conversation. From the analysis of the data, the social functions of CS were further classified into: expressing identity and establishing friendship and CS for comments.

4.4.1 Expressing Identity

When CS occurred in the observed classrooms, it appeared to foster a learning environment where the students' identities were easily accepted. In turn, this seemed to contribute in positive ways to the learning context:

Example 13

In this example, the teacher asked a question and as one of the students answered the question, the student answered a word in English and immediately uttered an Arabic word to the teacher seemingly in order to express identity.

Teacher: What is the meaning of the word perceptual?

Std: It means "consciousness and awareness of something"

Std: I am excellent (he said in Arabic)

Teacher: what was that?

Stu: Oh, I forgot, I spoke in Arabic.

Teacher: And what does it mean?

Stu: It means I am an excellent student.

Teacher: So you are praising yourself, yes you are a good student.

Then the conversation continued on between the original student and another, in Arabic.

الطالب 1 : لاحظت أنا ذكي ، لقد أجبت عن السؤال ، ليس مثلك .

Std 1: You see I am clever, I answered the question, not like you.

الطالب 2 : لا، أنا أيضا أعرفه، ولكن هي أختار تك أنت للإجابة عنه.

Std 2: No, I also know it, but she choose you to answer it.

الطالب 1 : أنا ذكي جداً ، لا أعرف لماذا أنا أتعلم الإنكليزية .

Std 1: I am so clever, I do not know why I am learning English.

الطالب 2 : أنت جيد حقاً في مدح نفسك ، أنت تجعلني أضحك .

Std 2: You are really good in only praising yourself, you made me laugh.

الطالب 1: آه، أعتقد أنك حاسد لي .

Std 1: Oh, I think you are jealous.

الطالب 2 : دعنا ننهي عملنا قبل أن تلاحظ المدرسة أننا نتحدث بالعربي.

Std 2: Let's get on with our work before the teacher comes and catches us talking in Arabic.

In this connection, Moore (2002) emphasizes that the use of more than one language in the classroom also allows participants to re-define the learning context and the language learners' identity. Additionally, Kapp and Bangeni (2011, p.200), based on their study of 20 social science learners in a south African classroom, observe that the CS variety used by the students in their study “enabled them to feel comfortable . . . to be fluent in English — which is central to the attainment of academic literacy— and the simultaneous allegiance to their home languages and identities reflects the ambivalent positions students find themselves in as they attempt to shift between discourses”. Thus, it does appear that, once students view their classrooms as communities of practice, in which CS is considered a legitimate practice, it becomes one of the activities shared by the members of that community.

In this situation, as Arabic is the L1 of the students, they can express more personal thoughts in Arabic. It also serves as a way to establish Arabic identity and when

used between groups who share the L1, it may work as a way to develop a community of practice.

4.4.2 Establishing relationships

In the classrooms observed, CS also seemed to be used by Arab students to establish relationships. However, the use of CS did depend on the comfort level between students. Generally, it seemed to occur when there was a high comfort level between the different learners, and less so when there was not. At these times, CS was also used as a side sequence to the normal classroom interactions, that is, students used it to discuss issues that were outside the concerns of normal classroom activity. The following example shows students discussing other things unrelated to the lesson.

Example 14

الطالب 1 : لأننا ندرس معا في الألكوس ونعمل معظم الواجبات معاً، هل تريد أن نلعب كرة قدم بعد الظهر؟

Std 1: As we are studying together in the ELICOS classroom and doing most of the activities together, do you want to play football with us this afternoon?

الطالب 2 : لا عليا أن أعد كتابة واجب العرض.

Std 2: I can't I have to write the presentation assignment.

الطالب 1 : تعال والعب معنا ، سوف أسعدك في إكمالهم.

Std 1: Just come and play with us, I will help in completing them.

الطالب 2 : عليا أن تعملها بنفسك ، لا أريد أن أزعجك بواجبي .

Std 2: I have to do it by myself, I do not want to bother you with my assignments.

الطالب 1: آه، انتهيت ما يخصني، تعال والعب معنا ولا تقلق. سأعرفك على بقية العرب ، سوف تحبهم.

Std 1: Oh, I finished mine, come and play with us and do not worry. I will introduce to other Arabic people, you will like them.

Std 2: Ok, thanks a lot, lets' play football.

In this study, it appeared that because of various levels of English ability of the learners, speaking in Arabic was used to establish a sense of community. This is particularly the case for students who find speaking difficult. Such a finding is similar to Canagarajah (1995) who investigated the reasons for students' CS in an ESL classroom in Sri Lanka. He found that CS was used predominantly for personal interactions. In other words, students appeared to CS to express identity and communicate friendship. Ariffin and Husin (2011), who investigated the CS phenomenon in the second language classroom in Malaysia, also found that one of the main functions of CS was to establish social relationships.

In the same vein, Flyman-Mattson and Burenhult's (1999) results support this, indicating that learners can signal friendship and solidarity by using the addressees L1. CS, therefore, can be used by students as a way to be friendly with each other. Overall, this supports Crystal's (as cited in Skiba, 1997) assertion that "switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch" (p. 14).

4.4.3 CS for Comments

In the present data, it was found that students also use CS for another social function, namely to make comments on the exercises or activities, or events relating to the exercise, but not just from a pedagogical perspective, but rather in a social way. This function is found both in beginner and intermediate ELICOS classrooms. The following example illustrates this:

Example 15

In this example, they were doing an exercise where they had to make two "if" clause sentences by using "if I were you" and students were commenting on this.

الطالب 1 : أنا أعرف مثال جيد جداً لهذا (إذا الشرطية).

Std 1: I know a really good example for this if clause.

الطالب 2 : هل عرفتها بسرعة؟ ما هي؟

Std 2: You figured it out very quickly? What is it?

الطالب 1 : لو كنت مكانك، سوف لن آتي إلى الفصل فقط سوف أنام.

Std 1: If I were you, I would not come to class and just sleep.

الطالب 2 : أنت تجيد فعل الأمثلة ، أنت تجعلني أضحك .

Std 2: You are really good in doing examples, you made me laugh.

الطالب 1: أجل ، أنا ذكي .

Std 1: I know, I am really excellent.

الطالب 2 : سأعمل مثال آخر جيد لو أحببت .

Std 2: I will make another good example if you want

الطالب 1 : شكراً جزيلاً ، ولكن لا أريد أن أضحك أكثر .

Std 1: Thanks a lot, but I do not want to laugh any more.

The previous example shows how CS from English to Arabic can operate as a way of building up a connection between two students when they are commenting on an activity and injecting humour. Sometimes, however, employing CS from English to Arabic, when commenting on an exercise, can be a result of frustration. Example 16 demonstrates this.

Example 16

الطالب 1 : لم أفهم ماذا تريد المدرسة منا أن نفعل ، أن أشعر بأني غبي.

Std 1: I did not understand what the teacher wants us to do, I feel so stupid.

الطالب 2 : لا ، أنت لست غبي، ربما أنت فقط متعب اليوم. هي تريدنا أن نختار موضوع للعرض.

Std 2: No, you are not stupid, maybe you are just tired today. She wants us to choose a topic for the presentation.

الطالب 1 : أي عرض؟

Std 1: What presentation?

الطالب 2 : الآن ، أنا متأكد أنك متعب. عرض للتكلم للتقييم الثاني إنه الأسبوع القادم لاختيار واحد من هذه المواضيع للحديد عنها؟

Std 2: Now, I am sure you are tired. The speaking presentation for the second assessment is next week and we need to choose one of these topics to talk about?

الطالب 1: يا إلهي ، لقد نسيت نهائياً.

Std 1: .Oh my god, I forgot all about it.

الطالب 2 : لا تقلق، سوف نختاره الآن وسوف نسعد بعضنا البعض .

Std 2: Do not worry, we will choose it now and I will help you.

الطالب 1 : شكراً جزيلاً .

Std 1: Thanks a lot.

Again these findings support those of Canagarajah (1995) who found in his data that English is more often used for pedagogical purposes, whereas L1 is reserved for more social aspects, such as making comments. This is understandable particularly in the context of an ESL classroom. Learners are able to express themselves better in Arabic and, therefore, the students may feel their comments are better understood by CS to L1. Therefore, because of the social function CS fulfils, it contributes in important ways to developing students' English learning.

4.5 Summary and Conclusion

In summary, from these findings, it appears that the use of CS is indeed present in the context of ESL classrooms, and, further, adult Arabic learners in both beginner and intermediate classrooms used CS during lessons. The results also suggest that, regardless of Arabic students' English proficiency level, CS fulfilled three important functions: pedagogical, communicative and social purposes. Thus, it does seem that for the learners in this study, CS between English and Arabic is a useful and an enjoyable instructional resource in ESL the classroom which aids Arabic students to develop linguistic competence in the L2.

Pedagogically, teachers should be aware of the benefits of CS and understand that even when students appear able to cope with the English being used in the class, CS still fulfils important pedagogical, communicative and social functions. Specifically, they need to be aware of these functions of CS and recognise the positive contribution it can make to language learning and accept the judicious use of CS into their ESL classrooms.

It is also necessary to know students' opinions and views towards this phenomenon in order to reveal their language attitudes and the effect that CS has on their learning process. This is particularly important for understanding how the use of CS in the classroom may operate as a powerful pedagogical tool. The second finding chapter will analyse and discuss this matter in detail.

Chapter 5

Findings: Student Interviews and Questionnaire

5.1 Introduction

As indicated in Chapter 4, this next findings chapter answers the second research question “What are the attitudes of university level Arabic students’ towards CS in the ESL classroom context?” and will be based on the evidence from the interviews and questionnaire. However, the results which emerged from the interviews revealed some information about Arabic students’ purpose of CS in the ESL classroom which is the first research question; and therefore, this information will also be described. The findings, both quantitative and qualitative will be presented thematically and then discussed in relation to the literature.

The preliminary analysis of the interview data was undertaken inductively. Responses were analysed in terms of themes related to the study objectives. The interview of 10 students were translated from Arabic to English and coded as follows: student A - interview1; student B - Interview 2, student C - interview 3, student D – interview 4 and so on. Then, emerging themes were developed by studying the transcripts repeatedly and further analysed to refine the identified themes into broad groups for discussion. These themes include: awareness, usefulness, understanding and achievement. The data from the questionnaire which was completed by 20 students was analysed by the use of simple descriptive statistical analysis and presented under the same themes as the responses of the students’ questionnaire correlate with the interview data.

The analysis of the data shows that students hold mixed attitudes towards the use of CS in the ESL classroom. Generally, Arabic students’ language attitudes revealed a preference for use of both Arabic and English (i.e., CS between the two) to the sole use of English language, although there were some participants whose attitudes were different. Specifically, two students expressed some concern about the effect that Arabic/English CS may have on their learning.

5.2 Awareness

From the results of the questionnaire, it is apparent that Arabic learners are aware of the fact that they used CS in the ESL classroom and, further, they generally had positive attitudes towards using CS in the ESL classroom. These results are shown in Table 5.1 which displays students' responses in the questionnaire (in percentages and numbers) about their awareness of CS between Arabic and English in the ESL classroom.

Table 5.1: Student's Awareness of CS in the ESL Classroom

No.	Item description	SA	AG	DA	SD
1.	I feel				
	• Aware that I am speaking two languages in class.	55% (11)	35% (7)	10% (2)	0% (0)
	• It is natural to use Arabic while learning English.	90% (18)	0% (0)	10% (2)	0% (0)
	• Relaxed when I and my friends use Arabic while learning English	45% (9)	45% (9)	10% (2)	0% (0)
	• Confused when I my friends use Arabic while learning English.	0% (0)	10% (2)	90% (18)	0% (0)

Note: SA - Strongly Agree; AG - Agree; DA Disagree; SD - strongly disagree

Data presented in Table 5.1 indicates that more than half of the students thought that the use of both Arabic and English for classroom instruction was a natural practice in the ESL context; Arab learners realize and acknowledge that they are speaking two languages at the same time. In this sense, learners are able to differentiate between "knowing" and "knowing about" a language (Odlin, 2003, p.438), which is a further indication of their language development and awareness. This was supported by the responses provided by students in the interviews:

"I know that I use Arabic in English lessons." (Interview A, Student 1)

" أدركت بأنني أستخدم العربية في فصل الإليكوس "

"I realize that I use Arabic. I think it is a natural thing because when there are Arabic students with me, we are unaware of ourselves that we are speaking in Arabic." (Interview B, Student3)

" أدركت بأنني أستخدم العربية. أنه شيء طبيعي لأنه عند وجود طلاب عرب مع، نحن لسنا مدركينا تماما بأننا نتحدث بالعربية".

In fact, about half (55%; n=11) of the students strongly agreed and 35% (n=7) agreed that they have knowledge of their use of Arabic in the ELICOS classroom. Furthermore, most of Arabic the students, about 90% (n=18) strongly agreed that using Arabic while learning English was a natural behaviour. This confirms that they have full awareness of this phenomenon and they have favourable attitudes towards it. Moreover, almost all the participants - 45% (n=9) strongly agreed and 45% (n=9) - agreed that switching to Arabic with their Arabic friends while learning English created a relaxed learning atmosphere. This again emphasizes that students are conscious of CS and that they have positive attitudes towards it in peer and group work. For instance, two participants in the interviews described it thus:

"I prefer using Arabic in the classroom. In fact in my ELICOS classroom and I think in most ELICOS classrooms we use Arabic a lot" (Interview B, Student 2).

" أفضل استخدام اللغة العربية في الفصل. في الحقيقة أفضل استخدامه في فصل الإليكوس حيث نستخدم العربية كثيراً"

"For me, I prefer to use Arabic whenever I am learning English. As I am accustomed to the use Arabic in my daily conversations, I like to use it in the classroom" (Student E, Interview 5).

" بالنسبة لي، أفضل استخدام العربية أثناء تعلم الإنجليزية. حيث أنني متعود على استخدامها في استخدام في المحادثة اليومية، وأيضاً أحب استخدامها في الفصل."

However, responses from the questionnaire also indicate that two students had negative attitudes towards the use of CS in the ESL classroom. These students disagreed with their peers and indicated that they felt confused when fellow students employ Arabic while learning English in the ESL classroom. This was further supported during the interviews when one student stated:

“I do not like students to use Arabic while learning English; we are here to learn English not Arabic; however, students do not understand this, they just keep on using it and this frustrates me” (Interview G, Student 7).

" لا أحب الطلبة الذين يستخدمون العربية أثناء تعلم الانجليزية ، نحن هنا لتعلم الإنجليزية وليست العربية، ولكن معظم الطلبة لا يفهمنا ذلك، هم فقط يستمرون في استخدامها وهذا يغضبني."

Similarly, another student described how she felt it was inappropriate: *“I feel the use of Arabic in the ELICOS classroom is not appropriate, I discourage it and I hope my friends stop using Arabic and use English only mainly because I only want to use English.”* (Interview I, Student 9)

" اعتبر استخدام اللغة العربية في فصول الألكوس ليس مناسباً، أنا لا أشجع ذلك أتمنى أصدقاء أن يتوقفوا استخدام العربية ويستمروا استخدام الانجليزية لأنني أريد استخدام الانجليزية فقط."

Despite these contrary opinions, generally most of the participants (i.e., 90% (n=18) in the questionnaire) disagreed that the use of CS with their friends in the ELICOS classroom made them confused.

These results reinforce the position of Cook (2001, p.105) who suggested that CS is a natural phenomenon in a setting where the speakers share two languages, further indicating that teachers should not discourage it in the classroom. The author also promoted that *“Using CS in the classroom as a legitimate strategy and no matter how it might be disruptive during a conversation to the listener, it still provides an opportunity for language development”* (Cook, 2001, p.105).

The findings of the current study are similar to the results of Montes-Alcala (2000) who explored Spanish learners' views towards CS in the EFL classroom in California, using focus group interviews. He claimed CS was regarded as a natural and an acceptable language practice and as preferred strategy in the classroom by most L2 learners. Rollnick and Rutherford's (1996) results also indicate that the use of learners' main language in the ESL classroom is found to be a powerful means for learners to explore their ideas in groups; without the existence of CS, they will not be able to learn English.

Therefore, generally speaking, the significance of these findings becomes more apparent when regarded in the light of recent discussions that consider CS as a naturally, unavoidable and positive learning strategy in the ESL classroom.

This means awareness may play a critical role pedagogically. Arabic learners, like all students, may require some explicit instruction about the contribution that CS makes to overall language learning and development – highlighting, for example, how it helps them to understand the TL and that language learning is much more than communicating and gaining meaning, it also includes being knowledgeable and aware of the underlying structures that govern the use of Arabic and English. As Adendorff (1996, p. 390) suggests, learners’ awareness about CS can enable them to decide on which language is most beneficial for their language learning. This strongly relates to the second theme that emerged in the analysis of questionnaire and interview data, namely ‘usefulness’.

5.3 Usefulness

One of the key benefits of CS is that it is considered as being a useful strategy in the ESL classroom. Particularly, most participants displayed a preference for using CS and perceive it as a good useful communicative practice in the classroom. These results are shown in Table 5.2 which displays students’ responses (in percentages and numbers) of the usefulness gained by the use of CS between Arabic and English in the ESL classroom.

Table 5.2: Usefulness of CS in the ESL Classroom

No.	Item description	SA	AG	DA	SD
1.	Using Arabic in English lessons:				
	• Helps facilitate communication.	85% (17)	5% (1)	0% (0)	10% (2)
	• Makes learning fast and easy.	25% (5)	65% (13)	10% (2)	0% (0)
	• Support skill learning in the (two) languages.	0% (0)	90% (18)	10% (2)	0% (0)
	• Enables the speakers to express their identity.	35% (7)	65% (13)	0% (0)	0% (0)

No.	Item description	SA	AG	DA	SD
2.	I prefer to use Arabic whenever I am learning English in the ELICOS classroom because:				
	• It helps me enjoy my lesson.	10% (2)	80% (16)	10% (2)	0% (0)
	• It helps me with my learning.	60% (12)	30% (6)	5% (1)	5% (1)
	• It makes me feel comfortable when learning English.	0% (0)	90% (18)	10% (2)	0% (0)
	• I feel less lost during the lesson.	40% (8)	50% (10)	0% (0)	10% (2)

Note: SA - Strongly Agree; AG - Agree; DA Disagree; SD - strongly disagree

From the table above, it appears that Arabic is valued higher than the English language among Arabic students. CS is seen as a useful communicative tool which serves as a valuable and helpful way for learning a second language. In addition, most of the participants thought that CS between Arabic and English during English lessons was a desirable practice, with 85% (n=17) of the students strongly agreeing and 5% (n=1) agreeing that using Arabic helped facilitate communication. Further, 25% (n=5) of the students strongly agreed and 65% (n=13) agreed that CS makes learning fast and easy. These results were also supported by the responses provided by students in the interviews:

"I favour the use of Arabic in English lessons because it has many advantages; it enables me to learn everything in the lesson in a quicker way. It also gives me confidence in speaking in English. When I am allowed to use Arabic, I feel that then I could also communicate in English." (Student D, Interview 4)

"أفضل استخدام العربية عن الانجليزية في الدروس لأنها عندها عدة مزايا، حيث يمكنني أن أتعلم كل شيء في الفصل بسرعة. أيضاً يعطيني ثقة في الكلام بالانجليزي. عندما يسمح لي باستخدام العربية، أشعر بذلك وبالتالي يمكنني التواصل بالانجليزية."

Another student said:

"I like the use of Arabic in the ELICOS classroom. I really think that using Arabic has a good purpose. Using Arabic is adventitious in that it enables me not needing to

use a dictionary, which saves time and makes learning faster.” (Student F, Interview 6)

" أفضل استخدام العربية في فصل الألكوس. لأنني أعتقد استخدام العربي له ميزات جيدة. عندما استخدم العربية لا احتاج لاستخدام القاموس، ولذا يمكن حفظ الوقت ويمكن التعلم بسرعة."

The results also indicated that the CS assisted English learning and created an enjoyable and a comfortable atmosphere in the ELICOS classroom - 60% (n=12) of the students strongly agreed and 30% (n=6) agreed - that CS assists them with their learning and 10% (n=2) of the students strongly agreed and 80% (n=16) agreed that CS helps them enjoy the lesson. In addition, almost all those who completed the questionnaire - 90% (n=18) agreed that CS makes them feel comfortable and more relaxed when learning English. The interviews provided further details about the usefulness of CS for these students:

“In Australia, I was really happy to find Arabic students in the same classroom, we were not allowed to use Arabic all the time; however, we did use it in groups and this helped me a lot in my learning.” (Student H, Interview 8)

" في استراليا، أنا كنت سعيداً حيث وجدت طلبة عرب في نفس الفصل، حيث كنا لا يمكننا استخدام العربية كل الوقت، ولكن نستخدمها في مجموعات وهذا ساعدنا كثيراً في تعلمي"

Other comments were:

“At first, I was really worried to study in a class full of different nationalities where we were required to speak English only. However, as I found that many Arabic students were there, I felt happy. We use Arabic for everything in the ELICOS classroom, for study and humour. This made the lessons very enjoyable.” (Student J, Interview 10)

" في البداية، كنت قلقاً حيث الدراسة مع طلبة من مختلف البلدان والثقافات حيث كان علينا أن نتكلم بالانجليزي فقط. ولكن عندما كشفت أنا هناك طلبة عرب شعرت بفرحاً كبير، نستخدم العربية في كل شي فصل الألكوس، للدراسة وهذا ما جعل الدروس ممتعة"

“Studying English in the ELICOS classroom is so fun. The class has many Libyans as me and we speak English and Arabic. This stimulates and strengthens my

willingness to come to class every day in order to learn English.” (Student C, Interview 3)

"دراسة الانجليزية في فصول الألكوس ممتع جداً. هناك طلبة من ليبيا مثلي نستخدم العربية والانجليزية في نفس الوقت. وهذا يجعلني مستمتعة للقُدوم للفصل في كل يوم"

In addition, almost all the participants agreed (40% (n=8) and 50% (n=10) strongly agreed that CS helps them from getting lost during the lesson. This means when students are allowed to CS, the input is more meaningful and the learning situation less stressful. By feeling they can follow the lesson, they are more comfortable to learn and look forward to learning English. One participant in the interviews described it thus:

“Studying in a different country and learning another language is difficult. In the ELICOS classroom which I studied in, there were no Arabic students, I was the only one. The teacher speaks pure English and it is so hard to catch up on what he is saying. This makes me feel so stressful because I just get lost in the lesson. However, the classroom which I am currently studying in, there are 10 Arabic students and we use Arabic for everything and this made me feel more comfortable and confident in myself.” (Student A, Interview 1)

"الدراسة في بلد أجنبي وتعلم لغة أخرى صعب بعض الشيء. في فصل الإليكوس والذي أنا فيه، لم يتواجد أي طلاب عرب، لقد كنت وحيداً. والمدرس كان يتكلم لغة إنجليزية صافية وذلك كان صعباً لفهمها. وهذا جعلني أشعر بالضغط لأنني لم أتمكن مواكبة الدرس. ولكن الفصل الحالي هناك عشر من الطالبة العرب حيث نستخدم العربية في كل شيء تقريباً وهذا ما جعلني مرتاحة ولدي ثقة في نفسي"

When CS is not supported and allowed in the ESL classroom; however, the consequence can be quite negative. For example:

“When the teacher explains in English especially as she is a fluent speaker, I sometimes feel that I am really stupid, as if I am in another world. I just cannot follow the lesson; I have to ask my friends to repeat what the teacher has said in Arabic. However, as we are not allowed to use Arabic; although, we do use it when the teacher is not looking; this makes me feel that I do not want to learn English anymore.” (Student I, Interview 9)

"عندما تشرح المدرسة بالانجليزية ، حيث أنها تتحدث بطلاقة، أحيانا أشعر بأنني أحمق، كما لو أنني من عالم آخر. لا أستطيع متابعة الدرس، عليا أن أسأل أصدقائي لي يعيدوا ما قالت في الفصل باللغة العربية. بالرغم أننا لا نستطيع استخدام العربية ، ولكننا في الحقيقة نستخدمها عندما تكون المدرسة في غفلة عنا، وهذا يجعلني لا أريد أن أتعلم الانجليزية"

Moreover, as described in Chapter 4, the use of L1 that occurs through CS, allows students to express their cultural identity and to maintain a sense of self as part of that language community. This is also reflected in the questionnaire and interview results with students demonstrating favourable attitudes towards CS for this reason. Specifically 35% (n=7) of the students strongly agreed and 65% (n=13) agreed that CS enables them to express their identity. An interesting comment made by a student is:

"I like to use Arabic. Arabic is my language and even if I am learning English, I require it; I feel if I do not use it as if I am betraying my language. And especially if I want to ask something to friends, I feel uncomfortable if I do not use my mother tongue." (Student B, Interview 2)

"أحب استخدام العربية. اللغة العربية لغة الأم وحتى لو كنت أتعلم اللغة الانجليزية ، أحتاج أن استخدمها، وأشعر في حالة عدم استخدامها بالخيانة للغتي الأم. خصوصاً لو أردت أن أسأل عن شيء ما من أصدقائي، أشعر بعدم الارتياح لو لم استخدم العربية كلغتي الأولى"

However, other students had different views. As previously indicated, two of the students had differing opinions about CS compared with the rest of the participants. One of these students expressed her point of view very strongly by saying: *"I am really happy that I am in a real English classroom, where Arabic is not used, I can really learn English and feel that I am an educated person. In Libya, if we were taught in English only I would have come to Australia with good English. Oh, I will never change my beliefs."* (Student G, Interview 7)

"في الحقيقة أنا سعيداً جداً كوني في فصل لتعلم اللغة الانجليزية، وحيث اللغة العربية ليست مسموحة، هنا أستطيع تعلم اللغة الانجليزية. في ليبيا، لو تعلمنا اللغة الانجليزية جيداً لأتينا لأستراليا ولغتنا الانجليزية جيدة ، وهذا ما أشعر وأعتقد به"

Another student described it this way: *“I like my language, although it has disadvantages in the ELICOS classroom. It is not useful; it does not allow me to communicate in English. Because there are Arabic students in my classroom, they always want me to in Arabic with them; I feel I did not learn any English. I wish if they do not enrol Arabic students together.”* (Student I, Interview 9)

"أحب لغتي ، ولكنها لها عيوب في فصول الألكوس. إنها ليست مفيدة، لا تمكنني بالتواصل مع الآخرين باللغة الانجليزية. لأن هناك طلب عرب في الفصل وهم دائما يريدون التحدث بالعربية مع ، أشعر بأنني لم أتعلم الانجليزية . أتمنى عدم وضع الطلبة العرب معا"

These results from both the questionnaire and interview support the position of Cook (2001) and Cameron (2001) who considered CS a useful tool of learning and that the ability to switch from one language to another is highly desirable among learners. The results also fit well with Alenezis' (2010) study which revealed that Kuwaiti students have strong and positive attitudes about using CS in the ESL classroom and that switching to Arabic is not only beneficial to them, but also they find it more desirable and believe that it makes the learning fast and easy.

The findings of this study also reinforce Moores' (2002) statement that CS is a natural phenomenon that allows language learners to re-define the learning context. Also, and as indicated previously (see p. 63 from Chapter 4) CS allows learners to express their identity. For example, one student made the following comment about CS and her Arabic identity:

“Arabic is my language, I cannot prohibit myself from using it simply, because as it is part of my culture and religion.”(Student E, Interview 5)

This sentiment emphasizes what Schweers (1999) found, namely that not only did a high percentage (about 88%) of the participants feel that the use of mother tongue in their English classes is an effective and useful tool, but also if learners try to ignore the use of their mother tongue it may cause them to feel that their identities are threatened.

The findings of the current study also align with research by Ferguson (2003) and Cook (2007) who have examined second language teaching and learning and claim that, although exposure to the TL can ensure success, the exposure may not work in

every classroom. They argue that ‘English-only’ classrooms may lead to frustration which may cause stressful satiations to some students. This provides further justification for the useful role of CS may play in enhancing learners’ psychological state in ESL lessons. It can also translate into learners becoming more involved and responsible in their learning (Cole, 1998; Schweers, 1999; Chau , 2007; Mattioli, 2004). CS also aids in reducing learner anxiety in the classroom (MacIntyre & Gardner, 1989; Horwitz, Horwitz & Cope, 1986) and in this way works to encourage students to interact and participate more actively in their learning and to focus on the activities in which they are engaged in (Schweers, 1999; Cole, 1998; Burden, 2000).

Clearly, CS has a positive contribution to L2 learning. Instructors need to be aware of students’ attitudes towards it, and also understand that it is a useful strategy that can be employed by the students. How this might be done is an area that could serve as a significant area for further research.

5.4 Understanding

Another benefit of CS is that it promotes student understanding and this is especially important as all the participants in this study rated themselves as not being “good at English.” Again, the attitudes of Arabic learners towards CS were positive as they consider switching to Arabic a positive tool for understanding. The following table illustrates this:

Table 5.3: CS and Learners Understanding

No.	Item description	SA	AG	DA	SD
1.	I prefer the use of Arabic with my friends while learning English in the ELICOS classroom because:				
	• I am not good at English.	5% (1)	95% (19)	0% (0)	0% (0)
	• It helps me to understand new words.	75% (15)	15% (3)	10% (2)	0% (0)
	• It helps me to understand the difficult concepts.	10% (2)	80% (16)	10% (2)	0% (0)
	• It helps me to understand English grammar	5% (1)	85% (17)	10% (2)	0% (0)

Note: SA - Strongly Agree; AG - Agree; DA Disagree; SD - strongly disagree

Based on the data of the current research, not only the questionnaire results show that the participants feel they are “not good at English”; this was also supported in the comments made by the students:

“For me there is no difference between Libya and Australia, I am low in English and without Arabic, it would be really impossible to learn English” (Student D, Interview 4).

"بالنسبة لي ليس هناك اختلاف بين استراليا وليبيا، أنا ضعيف بالانجليزية وبدون العربية سوف يكون مستحيل أن أتعلم الانجليزية"

“I have to use it; I am not good in English” (Student A, Interview1).

"يجب أن استخدم العربية ، أنا لست جيدا بالانجليزية "

“To be honest, I am not good at English and if I do not use Arabic, I will not understand anything” (Student C, Interview 3).

"لكي أكون صادقاً معك ، لست جيداً في اللغة الانجليزية وإذا لم استخدم العربية لن أفهم شيء"

The questionnaire also indicates that respondents were most united that CS has supported them in understanding difficult concepts faced in their learning. Of a total of 20 respondents, 75% (n=15) of the respondents strongly agreed and 15% (n=3) agreed that CS has helped them to understand new words. In addition, 10% (n=2) of the respondents strongly agreed and 80% (n=18) agreed that CS has assisted them in understanding any difficult concepts contained in the lesson. One of the students explained her opinion very openly by stating:

“To be honest, I think Arabic plays a significant role in my understanding. If I do not use Arabic, I will not understand anything. When the teacher teaches in English and explains grammar and vocabulary in English, I just cannot understand; I have to talk in Arabic with my friends about it. After that, I can understand very easily and this enables me to be more relaxed and improves my language.” (Student B, Interview 2)

"في الحقيقة ، اللغة العربية لها دور كبير في الفهم، لو لم استخدم العربية سوف لن أفهم شيء. أثناء الدرس بالانجليزي المدرس يتحدث بالانجليزية ويشرح الكلمات الجديدة والقواعد النحوية أيضا، وهذا ما يجعلني لا

أفهم شيء. علي أن أتكلم بالعربية مع أصدقائي وبعد ذلك يمكنني أن أفهم ذلك بسهولة وهذا يجعلني مرتاح نسبياً ويساعدني في تطور لغتي"

Another comment was:

"It is better to use Arabic and English in the classroom. This is especially for new words because I cannot understand difficult words unless I use Arabic. I face problems in understanding some sentences that have difficult concepts; I cannot figure it out unless I use Arabic." (Student E, Interview 5)

"من الأفضل استخدام العربية والانجليزية في الفصل. خصوصاً في الكلمات الجديدة لأنني لا أفهم الكلمات الصعبة إلا إذا استخدمت العربية أو أواجه مشاكل في فهم بعض الجمل والتي تحوي مفاهيم صعبة ، لا أستطيع ادراكها إلا إذا استخدمت العربية. "

Similarly, almost all of the questionnaire respondents (5% (n=1) strongly agreed and 85% (n=17) agreed that CS aids in understanding English grammar. One of the students explained her point view by stating:

"From my experience in the ELICOS classroom, the use of Arabic is important because some information needs to be explained in Arabic for more clarification and understanding. For me, I have to use Arabic for understanding grammar. English grammar is difficult and I require Arabic assistance with it." (Student H, Interview 8)

"استناداً لتجربتي الخاصة في فصل الأليكوسن، استخدام العربية مهم لأن بعض المعلومات تحتاج أن تشرح بالعربي للتوضيح والفهم بشكل دقيق. بالنسبة لي علياً أن استخدم العربي لفهم القواعد النحوية . القواعد النحوية الانجليزية صعبة جداً وأن أحتاج حقاً العربية كمساعد لي"

Another student had the same opinion and emphasized this by saying:

"I like to use Arabic. In the ELICOS English language course which I am studying at the moment, there are many Libyan and Arab students, we always try to talk together to clarify some of the things we do not understand and we especially do this for grammar. We like it, although the teacher discourages it." (Student 10, Interview 10)

"أحب استخدام العربية. في فصل اللغة الانجليزية والتي أدرسها الآن ، هناك العديد من الطلبة الليبيين والطلب العرب من بلدن عربية أخرى ، نتكلم دائماً مع بعض لتوضيح بعض الأشياء والتي لم نفهمها خصوصاً القواعد النحوية. أحبها، بالرغم أن المدرس لا يشجعنا لذلك "

Nevertheless, it appears that some of the interviewed students preferred the only English policy and did not like CS between Arabic and English in the ESL classroom. These students explained their preference in relation to their opportunities to understand and practice the TL, but also in terms of personal ambitions:

"Actually, I do not like to use Arabic in English lessons. I feel if I use it I am considered as a weak and bad student. Arabic should not be used in English lessons in Australia and Libya; we should be more exposed to the English Language since it is an English lesson. If we learn only in English, this can prepare us not only for self-study, but also for our future career." (Student G, Interview 7)

"في الحقيقة لا أحب استخدام اللغة العربي في الفصل، حيث عندما استخدمها أشعر بأني ضعيف . العربية يجب أن لا تستخدم في فصول الانجليزية في ليبيا، علينا التقرب من اللغة الانجليزية حيث أنها مخصصة بحصة الانجليزي. لو تعلمنا فقط بالانجليزية ، هذا سوف يعدنا ليس فقط كدراسة ذاتية، ولكن في المستقبل أيضا." " أنا سعيداً جداً بأن العربية لا تستخدم هنا خصوصاً أنا أدرس في فصل لا يتواجد فيه أي طالب عربي. في فصول الانجليزية كلغة ثانية قدرتي أن أفهم الكلمات والقواعد قد تحسنت كثيراً كما لو كل شيء بالانجليزي "

Another comment was:

"I am really happy that Arabic is not used here and especially that I study in classes where there are no Arabs. In the ELICOS classroom my ability to comprehend and understand vocabulary and grammar has strengthened as everything is in English." (Student I, Interview 9)

"أنا سعيداً حقاً بأن العربية لا تستخدم هنا حيث أدرس في فصول لا يوجد طلاب عرب. في فصول الاليكوس قدرتي أن استوعب وأفهم الكلمات الجديدة والقواعد قد تحسنت حينما أصبح كل شيء بالانجليزية "

However, the research findings of the current study indicated that CS is useful for understanding for some Arabic learners and this is consistent with previous research. Zentella (1998) and Metila (2011) for example, suggested that some students do prefer to use their L1 in the ESL classroom because it enhances their learning of grammar, vocabulary items and generally supports their understanding, particularly of difficult concepts.

Alternatively, a comment made by one of the participants suggests that some Arabic students support CS simply because of their low level of English proficiency. This finding is similar to that of Simons (2001, p. 316) and Unamunos' (2008). It also reflects the findings of Burden (2000), Al Abdan (2008) and Graham and Macaro (2008) who suggest that less proficient students have more favourable attitude towards CS compared to their more proficient counterparts.

On this basis, it does seem that the positive attitudes that many of the students hold about CS was strongly influenced by their level of English language competence, which has self-reported as being low (see Table 5.3, item 2). Consequently, they favoured CS to Arabic especially for explaining difficult activities, expressing opinions, asking questions and for clarifications. However, given the small sample size of the current study, there is a need to explore this issue further and it is an area worthy of future research

5.5 Achievement

The final theme to emerge from the questionnaire and interview data is achievement. In general, students perceived that their learning success was also related to the use of CS. Table 5.4 provides an overview of this case:

Table 5.4: CS and Learners Achievement

No.	Item description	SA	AG	DA	SD
1.	Using both Arabic and English:				
	• Assists my learning of English.	50% (10)	40% (8)	10% (2)	0% (0)
	• Leads to my success in English.	20% (4)	70% (14)	10% (2)	0% (0)
2.	When learning during my course:				
	• I find using English only is most beneficial to my learning.	0% (0)	10% (2)	90% (18)	0% (0)
	• I find using both Arabic and English is most beneficial to my learning.	55% (11)	35% (7)	10% (2)	0% (0)
	• Using both Arabic and English increases my chances of passing the exams.	0% (0)	90% (18)	10% (2)	0% (0)

No.	Item description	SA	AG	DA	SD
	<ul style="list-style-type: none"> Using English only increases my chances of passing the exams. 	0% (0)	10% (2)	90% (18)	0% (0)

Note: SA - Strongly Agree; AG - Agree; DA Disagree; SD - strongly disagree

From this table, it is apparent that there is a range of opinions as to whether the use of the TL only or the use of CS between L1 and L2 is most beneficial to students learning in the ELICOS classroom. Most consistent, was the result showing that 90% (n=18) of the students disagreed with the proposition that the sole use of the L2 (English) affects their learning in a positive way. In fact, 55% (n=11) strongly agreed and 35% (n=7) agreed that using both Arabic and English through CS is most beneficial to their learning. Some of the students' comments from the interviews which supported these results are:

"I favour using Arabic and English at the same time. I think it very beneficial. I have studied in ELICOS classrooms where there are no Arabic students and I have studied in classrooms where there are many Arabic students. Basically, from this experience, I found myself that I achieved more learning when I studied in a classroom full of Arabs" (Student B, Interview 2).

"أفضل استخدام اللغة الانجليزية والعربية. أعتقد أن هذه الطريقة جيدة. لقد درست في فصول الاليكوس حيث لا يوجد أي طلبة عرب هناك وكذلك درست في فصول حيث الكثير من الطلبة العرب. لذا ومن تجربتي الشخصية ، وجدت نفسي أنني تعلمت كثيراً أثناء الدراسة مع الطلبة العرب "

Another interviewee provided a comment about her beliefs about the pedagogic benefits of CS:

"All teachers think that using English only will be beneficial for us to acquire the second language. But teachers do not know our learning backgrounds; they do not know that most of us are not really good at English. For me, if I do not use Arabic while learning English I will never achieve anything. I believe that I and most of the Arabs benefit more when we study with other Arabic students and use Arabic in the ELICOS classroom." (Student E, Interview 5)

"كل المدرسون يعتقدون تماماً استخدام الانجليزية فقط سوف يمكننا اكتسب اللغة الانجليزية كلغة ثانية بجانب اللغة الام. ولكن المدرسين لا يعرفون مستوى لغتنا الانجليزية. بالنسبة لي ، لو لم نستخدم العربية أثناء تعلم

الانجليزية سوف لن أتعلم شيء. أن أعتقد مع أغلب الطلبة العرب أننا نستفيدوا أثناء الدراسة مع طلبة عرب واستخدام العربية في فصل الأليكوس "

From the questionnaire it does appear that most of the students (70% either strongly agreed or agreed) that CS assists their learning and together 90% agreed or strongly agreed that CS leads to their success in English. These results were also reinforced by the students' responses to the interview questions:

"For me, using Arabic helps me a lot in achieving my target that is to be competent in English. I know most of the teachers think that speaking English only is better for me. Teachers do not know our learning background that almost all Arabs are not good in English and that we need to use our language in the ELICOS classroom to succeed in English learning." (Student A, Interview1)

" بالنسبة لي ، استخدام العربية ساعدني كثيراً في الوصول إلى هدفي في اللغة الانجليزية. أعلم بأن معظم المعلمين يعتقدون أن التحدث بالانجليزية فقط هو الأفضل لي. المعلمين لا يعلمون الخلفية الصحيحة بشأن تعليمنا فكل العرب ليسوا جيدين في اللغة الانجليزية ونحن نحتاج لاستخدام لغتنا في فصول الأليكوس لكي ننجح في تعلم الانجليزية"

"At first, I wanted to use English only in the ELICOS classroom; however, it was impossible, I was behind in learning. When I began to use Arabic with some of the Arab girls, I felt that I developed more in my English learning. In fact, I have used Arabic in almost all levels in ELICOS and I found it useful." (Student H, Interview 8)

" في البداية، أوريد استخدام الانجليزية فقط في فصول الأليكوس، ولكن ، من المستحيل، كنت متخلفا بعض الشيء في العملية التعليمية. عندما بدأت في استخدام العربية مع الطالبات العرب، شعرت بأني تطورت أكثر في الانجليزية . في الحقيقة، قد استخدمت العربية في معظم المستويات في الأليكوس حيث وجدها مفيدة "

However, as table 5.4 indicated, once more two of the students perceive that using English only is most beneficial to L2 learning and they disagreed that CS between Arabic and English assists their learning and leads to their success. They supported their position in the interview by saying:

"I came here to an English environment to learn English. If I thought learning English in an Arab country was most beneficial I would have stayed in my country." (Student G, Interview 7)

"أتيت هنا في بيئة إنجليزية لتعلم الإنجليزية ، لو تعلمت الإنجليزية في بلد عربي لكان هذا جيد وسوف أبقى هناك "

"I love English and my wish is to become a fluent speaker. However, here in Australia, I found many Arab students who like to use Arabic in the ELICOS classroom. This does not mean that I hate my language but I prefer to hear English only. As I hear two languages, I will never be a fluent speaker." (Student I, Interview 9)

"أحق الإنجليزية وأتمنى أن أصبح متكلم بطلاقة بها، ولكن هنا في استراليا أجد الكثير من الطلاب العربي حيث يحبون استخدام اللغة العربية في الفصل. وهذا لا يعني أنني أكره لغتي ولكن أفضل أن أتعلم الإنجليزية فقط. لأن سماع لغتين سوف لن أكون متحدث جيد"

These divergent opinions were reflected in the response to the question about whether using English only or the use of both Arabic and English increases their chances of passing the exams, with the majority of the students 90% (n=18) agreeing that using Arabic increases their chances of passing exams. This is also supported by the students' responses made during the interview:

"Using Arabic in the ELICOS classroom has many benefits. As me and my friend use it in group activities to clarify language items and use it for understanding many things in lesson, this helps me acquire the second language and leads to my success in passing exams." (Student D, Interview 4)

"هناك عدة ميزات لاستخدام العربية في الفصل. بالنسبة لي وصديقي نستخدمها في المجموعة أثناء التمارين لتوضيح اللغة ونستخدمها في فهم الكثير في الفصل، وهذا يساعدني لكسب لغة ثانية ويقودني في النجاح في الامتحانات "

"I want to learn English as I learnt it my country. I have to use Arabic for clarification, grammar, and translation. If I do not use it, it will be impossible for me to learn and pass the exams. Here in the ELICOS classrooms, each level is only five weeks; I study from 8 am to 3 pm. If I do not use Arabic and leave all the studying at home I will fail because there is no time to understand everything in English especially when you are very low in English." (Student F, Interview 6)

"أريد تعلم الإنجليزية كما لو أنني أتعلمها في بلدي، عليا استخدام العربي في التوضيح، القواعد، والترجمة . لو لم نستخدمها ، سيكون من الصعب أن أتعلم وأنجح في الامتحان. هنا في فصول الإليكوس، كل مستوى فقط

خمسة أسابيع ، تبدأ من الساعة الثامنة حتى الثالثة. لو لم استخدم العربية وأترك كل شيء في المنزل سوف أرسب ، حيث لا يوجد وقت كافٍ لفهم كل شيء خصوصاً عندما تكون ضعيفاً جداً بالانجليزية "

On the other hand, once more some students had negative attitudes towards CS and suggested long term consequences for their action:

"I am going to talk in general. Arab students, who want to really learn English and succeed, will have to not use Arabic in the classroom. I know that most students think that they are not good at English, and using Arabic will make them understand better. It is the opposite, if any student uses and thinks in Arabic in the ELICOS classroom, he/she might pass the exams but he will never achieve anything"(Student G, Interview 7).

"سوف أتكلم بشكل عام. الطلبة العرب ، والذين حقاً يريدون تعلم الانجليزية والنجاح عليهم عدم استخدام العربية في الفصل. أعرف أن معظم الطلبة يعتقدون أنهم ليسوا جيدين في اللغة الانجليزية، وأنه عند استخدام العربية سوف يمكنهم من الفهم. ولكنه على العكس تماماً، لو أي طالب يستخدم ويعتقد بالعربية في فصل الإليكوس، سوف ينجح في الامتحان ولكن هو سوف لن يحصل على أي فائدة "

"I do not use Arabic inside ELICOS lessons and I passed all exams with good marks. In fact, some of the students I know, who do like to use Arabic in lessons, did pass but with very low marks"

"حقيقة ، بالنسبة لي ، لا استخدم العربية في فصول الأليكوس ونجحت في كل الامتحانات مع درجات جيدة. في الواقع ، بعض الطلبة الذين أعرفهم، والذين يحبون استخدام العربية في الفصلنجحوا ولكن بدرجات ضعيفة"

This position reflects that of early research. For instance, the study conducted by Nussbaum (1990) indicated that CS is a negative behaviour reflecting a lack of proficiency in the TL. It is also consistent with the position of Reyes (2004) who suggests that the practice of CS in the classroom negatively affects students' learning. Reyes (2004) analysis referenced that CS confused students and consequently affected their lesson comprehension. Similarly, Gibbons (1983) states that learners negative attitudes to CS simply relate to students' belief that CS does not have a crucial role in L2 learning and that it has a negative effect on their speaking performance. Further, these attitudes towards CS may also impact on student learning and motivation as has been suggested in other studies (e.g., Engin, 2009; Bernaus & Gardner, 2008).

Despite the contrary opinions that were found (noting, however, from only two of the 20 students), the data revealed a clear pattern of students' strong preference of using CS from Arabic and English in the classroom. Overall, the findings conclude that many Arabic students have positive attitudes towards CS.

The result from the current research with respect to achievement, reflect those of Alenezi (2010) and Al-Nofaie (2010). They found that CS is an influential teaching tool for Arab learners in ESL classrooms, suggesting that it not only facilitates learning and helps to increase their level of interaction, but of key relevance to within this category, increases their chances of passing their course exams.

As the results of this study and other studies indicate that CS has the potential to influence students' learning in positive ways, it is perhaps the reason that the participants in this study and learners more generally, have positive attitudes towards it. In turn, it does seem that these supportive attitudes towards CS can help learners sustain their motivation, facilitate their learning and lead to better achievement. In contrast, where CS is not supported, there is a possibility of decreased motivation, high levels of frustration and anxiety, and diminished learning outcomes (Zentella, 1999).

5.6 Summary and Conclusion

In summary, based on these findings, it appears that there are mixed attitudes towards the use of CS, although generally most Arabic students had a strong preference for using CS, moving between both Arabic and English in the ESL classroom. Not only were they aware of it and thought it was useful, but they also thought that it helps in understanding and leads to better achievement. They felt that CS had a positive impact on their learning which, in turn, enhances their language competence and proficiency in the English language. This positive attitude towards CS corresponds with a considerable body of recent research conducted in this area.

From a pedagogical perspective, as using CS appears to be an important variable influencing some Arabic students' performance, there is a necessity for teachers to be more aware of its features and potential contribution. In addition, they need to understand learners' preference for CS and to respond flexibly to students' attitudes

towards it in their ESL classrooms. Specifically, they need to recognize that CS can play an important role in providing a psychologically conducive learning environment for the learners (Cole, 1998; Schweers, 1999) and a strong foundation to learners' affective satisfaction. In fact, Mattioli (2004) substantiates that exposure to the use of Arabic while learning English at the stages of learning allows learners to gain a head start towards effective and successful learning and to gradually become users of the TL.

Chapter 6

Conclusion

6.1 Introduction

This study set out to explore Arabic students' use of CS in university second language classrooms in Western Australia and to document their attitudes towards it. Specifically, this study addressed two research questions:

1. For what purpose do university level Arabic students' CS in the ESL classroom?
2. What are the attitudes of university level Arabic students' towards CS in the ESL classroom context?

This final chapter of the thesis provides a summary and conclusion to the study; it summarizes the answers to these questions as discussed in previous chapters. Implications for pedagogy and future research are then considered with the chapter concluding with the limitations of the study.

6.2 Functions of CS in the ESL Classroom

From classroom observations it appears that, where students bring other L1s into class, the use of CS is indeed present. In the case of the current research, the data indicates that Arabic students' do indeed CS to Arabic in the ESL classroom context. Further, the results suggest that using CS in the ESL classroom is perceived by most as being useful, enjoyable and perhaps even inevitable. In fact, it is not only a part of the communicative resources of a bilingual class, but also contributes in positive ways to the learning experience. Particularly, it is beneficial for language learning as it acts as a critical tool that enables learners to construct effective collaborative dialogue in the completion of meaning-based language tasks and fulfils three important functions: pedagogical, communicative and social purposes.

In addition, it was also found that Arabic students in both beginner and intermediate classrooms used CS during ESL lessons, although sometimes to various degrees and for different reasons. However, regardless of Arabic students' English proficiency

level, CS fulfilled those functions as indicated above and, further, learner access to the L1 by CS appears to assist the development of linguistic competence in the L2.

From a pedagogical perspective, accessing L1 by means of CS enables learners to express themselves meaningfully and for the purpose of translation, it helps their understanding of vocabulary and grammar. In the current study, these functions were particularly evident when the students worked on group activities. Moreover, CS appeared to assist students to develop their content understanding and to engage communicatively (e.g., emphasising a point, and requesting help) which, in turn, enhanced group participation.

As well as serving pedagogical purposes, the findings reveal that CS also serves social functions. The observations of learners using CS in their classes indicated that students switched to L1 to establish and express their identity, develop relationships and engage socially with others. The study highlighted that learners were also able to express their personal values and acquire an understanding of others, especially with respect to culture. This is particularly important as accommodating students' language and culture is a crucial principle of good practice in L2 learning. Thus, the use of CS in the ESL classroom emerges not merely as a way to generate content and to reflect on the language produced, but also importantly, as a means to create a social space in which learners are able to provide each other and themselves with assistance throughout the task. Hence, CS contributes to language learning and academic success in a multidimensional way.

In summary, it does seem that in the context of ESL classrooms CS between English and Arabic is a useful instructional resource in classrooms. This is true regardless of the English proficiency level of the students. In fact, among the Arabic students interviewed for this study, the majority indicated that they felt better when allowed to CS, in comparison to English-only situations. Thus, CS fulfils important pedagogical, communicative and social functions which benefit and contribute to L2 language learning

6.3 Attitudes of Students towards CS in the ESL Classroom

An analysis of the data collected by way of interviews and questionnaires suggests mixed attitudes, both positive and negative, towards CS on behalf of Arabic students. However, the data revealed a clear pattern of strong preference for using Arabic in the ESL classroom as most Arabic students seemed to have positive attitudes towards it. Specifically, most of the participants indicated that CS is recognized to be beneficial for their English education for a number of reasons.

Generally, the learners indicated that CS has a positive impact on their language learning environment. All the participants are aware of the fact that they CS in the ESL classroom. They consider CS to be a useful strategy, a positive tool for understanding and a tool that can help them achieve their intended success. In other words, CS has a positive impact on their speaking capacities and learning skills and consequently, they resort to CS to reach certain language competence and proficiency in the English language.

Moreover, it does imply that these positive attitudes are influenced by students' language anxiety. Especially, those Arabic students who are anxious about their level of L2 proficiency (i.e., their judgement of how "good they are at English") and about their language learning ability, have strong and positive attitudes towards the use of CS. This is not surprising as CS can work to reduce learners' anxiety and create a more relaxing learning environment and a classroom atmosphere in which students can actively interact (MacIntyre & Gardner, 1989; Horwitz & Cope, 1986). In turn, as learners are able to focus and participate in classroom practice, they are able to undertake their learning activities more successfully.

In summary, Arabic students have favourable attitudes towards CS in the context of ESL classrooms which does depend to a certain extent on the proficiency of the learner and their level of anxiety. However, caution must be exercised as attitude will vary and, as indicated earlier, this study focused only on small number of students.

It is clear that the findings of this research do have implications for pedagogy and research. These are described in the following section.

6.4 Implications for Pedagogy and Research

6.4.1 Pedagogy

From a pedagogical standpoint, this study provides greater insight into the significant role that using CS in the language classroom can serve. This is particularly important for teachers, but also for those responsible for developing language curriculum policy to consider: Some might need to modify their current practice of imposing rules such as “speak English only” in the ESL classroom. In fact, the findings would suggest that such a policy be revised, as it does not reflect the potential usefulness that CS can provide (e.g., insight into the learning culture, helps facilitate communication, support skill learning in the both languages).

This is not to say that a balanced approach is not needed: Not only does a situation exist that some Arabic students have a positive attitude towards CS, whilst others do not, but also the use of the TL as well as CS needs to be encouraged. This means there is a necessity for an approach which recognizes the specific roles of CS to the L1, but also one where L2 use in the classroom is maximized. In practice, this would mean that the TL can be used as the medium of instruction, and switch to L1 (and is supported) when it is necessary. For this development, language policy along with other issues should take care of the sensitive issue of the percentage of CS with reference to bilingual and multilingual classroom discourse; a careful and judicious use of CS can lead to successful learning of new vocabulary and grammar in ESL classes.

The findings of this research also provide insights that may be useful for ESL teachers. Specifically, some teachers may need to change their perceptions of CS in the classroom: They may need professional development in order to increase their understanding that CS can support the acquisition of the TL. Further, as the findings of this study suggest, that students benefit from the use of CS in a variety of ways and have positive attitudes towards CS, ESL teachers need to respond flexibly to its use. Clearly, teachers may need to increase their awareness that CS serves such roles as helping learners to understand vocabulary and grammar; comprehend difficult concepts and content information; and it also enables the development of a positive classroom environment.

On the other hand, this study also takes into account the perspectives of ESL teachers who are teaching in a multilingual classroom with students from different countries and learning backgrounds. Teachers should focus on how rather than how often learners switch to L1 in the ESL classroom (Chau, 2007). For instance, as it is claimed on the basis of the results of the current research that CS in pair and group tasks assists learners more effectively in L2, instructors could devise classroom strategies based on the appropriate use of languages that can suit all multilingual students in the classroom. Consequently, they could organise group activities in which each pair of learners of the same L1 background can firstly work together and then discuss in English in multilingual groups (Chau, 2007). In this way, learners can discuss their ideas freely and use their knowledge of their L1 to provide a basis for working out the grammar and semantics of the target language. In turn, appropriate L1 use supports not only a positive learning environment, but also creates an interactional space where students can access all their language resources in peer group work (Kiranmayi & Phil, 2010). Additionally, following from this, students will gain more confidence and may extend their use of TL outside the classroom.

Therefore, by educating current (and future) ESL teachers about CS, and then facilitating the development of their instructional practices to incorporate it, teachers will be better able to help their students and cater for the needs of individual learners. How this might be done, is an area worthy of further research. Other areas that may benefit from further research in this regard are described in the following section. The limitations of the current research are also highlighted.

6.4.2 Future Research

This study was small in scope, but it was intended as an initial study of this cohort in a particular context. This research focussed on Arabic learners CS in the ESL classrooms and explored the functions this served and the learners' attitudes towards it. Clearly, a great deal more research work needs to be conducted in this area. From a qualitative perspective, the findings did suggest that Arabic students' CS might be linked to their language proficiency, and also their language anxiety. Proficiency level, in particular, has been identified by other researchers as a factor that impacts on students' use of CS in the classroom (Burden, 2000; Dash, 2002; Graham & Macaro, 2008).

At the time of the data collection, the level of the learners who participated in this study was beginner and intermediate. Based on these levels, students' proficiency appeared to influence the nature of CS that occurred in the classes studied. In particular, it seemed that there was a tendency for beginner learners to rely heavily on CS in communicative and pedagogical activities. However, in the current study this factor of proficiency was not investigated in a controlled manner and it does seem that it is an area worthy of further study.

Future research may investigate this by correlating Arabic learners' use of and attitudes towards CS with their proficiency levels. Similarly, other factors that may impact on use and attitudes offer scope for further research. Together, such studies may continue to contribute to the advancement of second language classroom learning.

As this study only focused on adult Arabic students aged between 22 and 28 years old, it could not be established whether age contributes to students use of CS in the ESL classroom and the positive attitudes they had towards it, maybe a different case for children and adolescents. Therefore, investigation of younger children and adolescents would also benefit from further research.

The scope of the current study was the ESL classrooms in Curtin University in Western Australia. This study focused on four classrooms for a period of two weeks. Hence, there is a need to extend the research to other ESL classrooms in other contexts. In addition, this area may benefit from longitudinal research that is undertaking the study over a longer period of time, for example, for a whole course or a whole semester to explore if changes do occur. Moreover, as the current study was small in scale, future research could incorporate a larger data sample. This may help in the identification of other factors that influence adult Arabic learners using CS in their ESL classrooms.

Thus, the aims of this study, the purpose for Arabic learners CS in the ESL classroom and their attitudes towards it, require further investigation. This could be established by using qualitative and quantitative approaches to overcome some of the current limitations. Finally, new approaches and new instruments may need to be developed so that such investigations can be done.

6.5 Limitations of the Study

While the study reported in this thesis makes a contribution to research on CS, there are certain limitations that should be borne in mind. The limitations of this study relate to the size and nature of the sample, the study's qualitative orientation and the nature of the research design. The study presented in this dissertation is limited to four classrooms and the results cannot be generalized but rather as an image of what the situation is at the represented classrooms. The sample of four classes from which data was collected was small. Although it included classes from both beginner and intermediate university ESL classrooms, the classes were not randomly selected and did not attempt to be representative of all ESL classrooms in Western Australia.

Other limitations to the present study which should be highlighted to avoid any overgeneralizations and misinterpretations of the results are the small number of interviewed students and the questionnaire. As this study was limited to a small number of students and only female Arab students of the same age, the findings from the study may not apply to all Arabic learners. As the researcher is a female Muslim, and based on religious beliefs, only female students were interviewed: The researcher could not interview male students and this limits the degree to which the results of the study may be generalized to the target population. In addition, although participants appeared to answer all the questions in the interview with complete sincerity and honesty, the interview format may have a number of limitations. As participants were chosen because of their accessibility, respondents may be unable to verbalize their perceptions, they may prefer to give responses they think the interviewer is expecting or would like, and they may have difficulty in recalling actual described events or situations.

6.6 Conclusion

This investigation of the purpose for Arabic learners CS in the ESL classroom and their attitudes towards it has highlighted the complex nature of this construct. However, the detailed description of the nature and pattern of CS provided by this small scale study of four ELICOS ESL classrooms does suggest that CS is a natural, creative and innovative way for learners to communicate. Mainly, the study does indicate that CS can serve a positive and important role in second language learning.

This study has provided some evidence that Arabic students' attitudes towards CS and their purposes of using it connect in important ways. Based on the results, the same students who used CS in the ESL classroom were those with positive attitudes towards it. Together, the use of CS coupled with such an attitude seemed to have a positive impact on their learning of English.

In conclusion, it should be noted again that this was a small study; it may raise more questions than it can conclusively answer. The small and varied nature of the sample means no generalisations can be made beyond those learners studied. However, the insights provided by this study, point to several areas worthy of further research. It also provides suggestions and considerations in terms of professional development for teachers and curriculum developers to take into account. To conclude, this study has contributed to the knowledge and understanding of CS in a second language learning context that deserves greater research attention.

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17 December 2012

Code Switching in ESL Classrooms: A Study of Adult Arabic Learners

Appendix 1: Observation Checklist

Purposes and functions of using L1	Example of L1 discourse	No of times
Translating English words, phrases, questions and instructions.		
Clarifying language items such as vocabulary and grammar instructions		
Developing strategies to complete the task and discussing methods of solving problems.		
Expressing themselves and presenting pragmatic meaning		
Establishing social relationships and communicating friendship.		
Expressing identity.		
Easing tension and injecting humour into a conversation.		

Appendix 2: Interview Questions

1. Do you know what code switching is? If so, what do you think of it?
2. What do you think about students who use their first language, Arabic, in the ELICOS classrooms?
3. In which language(s) would you prefer the English course to be taught? Why?
4. Do you use Arabic in the classroom when learning English? If so, when do you code-switch and why?
5. Do you communicate with your friends in the ELICOS classroom in Arabic? When do you do this and why?
6. Are there any other specific situations in which you like to use Arabic during English lessons?
7. Are there any specific situations in which you like using Arabic with other Arab students during English lessons?
8. Do you think that there are any advantages or disadvantages in using Arabic in the English lessons in the Australian classroom? Why?
9. How do you think using Arabic in English lessons affects your learning?

Appendix 3: Student's Questionnaire

Gender:

Country:

Class level:

Please read each of the following statements very carefully and tick the answer which best describes your degree of agreement or disagreement.

The following abbreviations are used: **SA** - Strongly Agree; **AG** - Agree; **DA** -Disagree; **SD** - Strongly Disagree.

1. Using both Arabic and English:

	SA	AG	DA	SD
• Assists my learning of English.				
• Leads to my success in English.				

2. When learning during my course:

	SA	AG	DA	SD
• I find using English only is most beneficial to my learning.				
• I find using both Arabic and English is most beneficial to my learning.				
• Using both Arabic and English increases my chances of passing the exams.				
• Using English only increases my chances of passing the exams.				

3. I feel:

	SA	AG	DA	SD
• Aware that I am speaking two languages in class.				
• It is natural to use Arabic while learning English.				
• Confused when my friends use Arabic while learning English.				
• Relaxed when I and my friends use Arabic while learning English.				

4. I prefer to use Arabic whenever I am learning English in the ELICOS classroom because:

	SA	AG	DA	SD
• It helps me enjoy my lesson.				
• It helps me with my learning.				
• It makes me feel comfortable when learning English.				
• I feel less lost during the lesson.				

5. I prefer the use of Arabic with my friends while learning English in the ELICOS classroom because:

	SA	AG	DA	SD
• I am not good at English.				
• It helps me to understand new words.				
• It helps me to understand the difficult concepts.				
• It helps me to understand English grammar.				

6. Using Arabic in English lessons:

	SA	AG	DA	SD
• Helps facilitate communication.				
• Makes learning fast and easy.				
• Support skill learning in the (two) languages.				
• Enables the speakers to express their identity.				

Thank you for completing this questionnaire

17 December 2012

Appendix 4: Information Sheet for the CELC Director

Project title: Code Switching in ESL Classrooms: A Study of Adult Arabic Learners

This information sheet is for you to keep

My name is Manar Larbah and I am currently doing Master of Philosophy in Education at Curtin University. My topic is “code switching in the second language classroom.” My proposal for research in this topic has been approved by Curtin University. I am writing to request permission to undertake research in your ELICOS classrooms.

I am interested in conducting this research because I believe it will be significant for its contribution to the field of teaching English to second language learners. The results of this study may provide guidance to language teachers and can be used to inform language policies more broadly in relation to the role CS in the second language classroom.

The purpose of the study is to explore Arabic students’ use of the first language in the second language classroom and their attitudes towards this phenomenon. Specifically this study is designed to investigate CS by second language learners in the second language classroom, their reasons and their attitudes towards it.

The questions my research will attempt to answer are:-

- For what purpose do university level Arabic students CS in the ESL classroom?
- What are the attitudes of University level Arabic students’ towards CS in the ESL classroom?

In order to answer these questions, I plan to undertake these research activities in the ELICOS classrooms.

1. Classroom observation:-

I would like to observe a total of two lessons in four classrooms. I require classrooms where there are approximately eight or ten Arabic students among other students. The observation will include audio-taping the lessons. This process will be managed to ensure that it is as unobtrusive as possible.

2. Questionnaire:-

At the end of the second lesson of each of the four classrooms, with permission from the class teachers and the Director of ELICOS, I would like to hand out the questionnaire to voluntary students to participate in filling it out at home. It will be given to the students after a brief introduction in which the procedure will be explained to the students.

3. Interviews:-

After completing the observation and the questionnaire I would like a small number of volunteer students from each of the observed ELICOS language classrooms to be interviewed by me. Each of the volunteer students will be interviewed individually. This will take about 20 mins each student and will take place outside class time, on university premises, at a time convenient to the students. Wherever possible the interviews will be recorded. However, if for cultural and religious reasons, the participants may not want to have the interview recorded, this request will be accommodated. In this case, detailed notes will be taken during the interview.

Ethical Issues:

The following steps will be taken to protect the confidentiality and privacy of the participants in the research:

- The confidentiality of the students will be guaranteed by the use of pseudonyms. These will be used in any written account of this research, so that they will not be able to be identified.
- All information relevant to each of the subjects will be made available to them, at their request.
- Audio tapes and related transcripts, pro-formats completed by students, transcriptions of student interviews will be stored in a locked filing cabinet in the researcher's home office.
- No part of the data collected will be disclosed to other personnel from the university or from outside the university. This will help ensure the confidentiality of the data collected as part of this research. The data will only be available to me and my supervisor, Dr. Rhonda Oliver.

If you give permission for the research to be carried out in your ELICOS classrooms, formal consent to participate in the project will be obtained from the students. Students will be fully informed about all aspects of the research and have the opportunity to ask questions about it. They will also be informed that they may withdraw from the project at any time, without prejudice. A copy of the consent form to be used for this purpose is attached. Also, an information sheet will be given to the teachers of the ELICOS classrooms.

If you would like to discuss any aspect of this research please contact me on 0422459734. You can also contact me by e-mail at the following address: m.larbah@student.curtin.edu.au

Yours sincerely

Manar Larbah

15/2/2012

This study has been approved by the Curtin University Human Research Ethics Committee (Approval Number HR 22/2013). The Committee is comprised of members of the public, academics, lawyers, doctors and pastoral carers. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth, 6845 or by telephoning 9266 2784 or by emailing hrec@curtin.edu.au.



17 December 2012

Appendix 5: CELC Director Consent Form

Project title: Code Switching in ESL Classrooms: A Study of Adult Arabic Learners

Note: This consent will remain with the researcher for her records

I have read the information regarding the proposed research project to be conducted by Manar Larbah.

I give my consent for Manar Larbah to conduct the research project “Code switching in the second language classroom,” as outlined in the CELC director information sheet, with the ELICOS student’s university, provided teacher permission is obtained.

I understand the students will be confidential at all times and that the research data gathered for this study may be published provided that the students are not identifiable.

I understand that the students can withdraw from the proposed research project at any time.

Position title:

Name:

Signature:

Date:

17 December 2012

Appendix 6: Information Sheet for the Teachers

Project title: Code Switching in ESL Classrooms: A Study of Adult Arabic Learners

This information sheet is for you to keep

My name is Manar Larbah and I am currently doing Master of Philosophy in Education at Curtin University. My topic is code switching in the second language classroom. My proposal for research in this topic has been approved by Curtin University. I am writing to request permission to undertake research in your ELICOS classroom.

I am interested in conducting this research because I believe it will be significant for its contribution to the field of teaching English to second language learners. The results of this study may provide guidance to you and other language teachers and can be used to inform language policies more broadly in relation to the role CS in the second language classroom.

The purpose of the study is to explore Arabic students' use of the first language in the second language classroom and their attitudes towards this phenomenon. Specifically this study is designed to investigate CS by second language learners in the second language classroom, their reasons and their attitudes towards it.

The questions my research will attempt to answer are:-

- For what purpose do university level Arabic students CS in the ESL classroom?
- What are the attitudes of University level Arabic students' towards CS in the ESL classroom?

In order to answer these questions, I plan to undertake these research activities in the ELICOS classrooms.

1. Classroom observation:-

I would like to observe a total of two lessons in your classroom. The observation will include audio-taping the lessons. This process will be managed to ensure that it is as unobtrusive as possible.

2. Questionnaire:-

At the end of the second lesson of each of the four classrooms, with permission from the class teachers and the Director of ELICOS, I would like to hand out the questionnaire to voluntary students to participate in filling it out at home. It will be given to the students after a brief introduction in which the procedure will be explained to the students.

3. Interviews:-

After completing the observation and the questionnaire I would like a small number of volunteer students from your ELICOS language classroom to be interviewed by me. Each of the volunteer students will be interviewed individually. This will take about 20 mins each student and will take place outside class time, on university premises, at a time convenient to the students. Wherever possible the interviews will be recorded. However, if for cultural and religious reasons, the participants may not want to have the interview recorded, this request will be accommodated. In this case, detailed notes will be taken during the interview.

Ethical Issues:

The following steps will be taken to protect the confidentiality and privacy of those who participate in the research:

- The confidentiality of the students will be guaranteed by the use of pseudonyms. These will be used in any written account of this research, so that they will not be able to be identified.
- All information relevant to each of the subjects will be made available to them, at their request.
- Audio tapes and related transcripts, pro-formats completed by students, transcriptions of student interviews will be stored in a locked filing cabinet in the researcher's home office.
- No part of the data collected will be disclosed to other personnel from the university or from outside the university. This will help ensure the confidentiality of the data collected as part of this research. The data will only be available to me and my supervisor, Dr. Rhonda Oliver.

If you give permission for the research to be carried out in your ELICOS classroom, formal consent to participate in the project will be obtained from the students. Students will be fully informed about all aspects of the research and have the opportunity to ask questions about it. They will also be informed that they may withdraw from the project at any time, without prejudice. A copy of the consent form to be used for this purpose is attached.

If you would like to discuss any aspect of this research please contact me on (telephone number). You can also contact me by e-mail at the following address: m.larbah@student.curtin.edu.au

Yours sincerely

Manar Larbah

15/2/2012

This study has been approved by the Curtin University Human Research Ethics Committee (Approval Number HR 22/2013). The Committee is comprised of members of the public, academics, lawyers, doctors and pastoral carers. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth, 6845 or by telephoning 9266 2784 or by emailing hrec@curtin.edu.au.



17 December 2012

Appendix 7: Teacher Consent Form

Project title: Code Switching in ESL Classrooms: A Study of Adult Arabic Learners

Note: This consent will remain with the researcher for her records

I have read the information regarding the proposed research project to be conducted by Manar Larbah.

I give my consent for Manar Larbah to conduct the research project “Code switching in the second language classroom” , as outlined in the teacher information sheet, with the ELICOS student’s in my classroom, provided student permission is obtained.

I understand the students will be confidential at all times and that the research data gathered for this study may be published provided that the students are not identifiable.

I understand that the students can withdraw from the proposed research project at any time.

Position title:

Name:

Signature:

Date:



17 December 2012

Appendix 8: Information Sheet for the Students

Project title: Code Switching in ESL Classrooms: A Study of Adult Arabic Learners

This information sheet is for you to keep

My name is Manar Larbah and I am a master student at Curtin University. I would like to tell you about the research project I will be carrying out in your ELICOS classroom at your university.

The topic I am going to be researching is 'Code Switching in the Second Language Classroom.' I would like to find out the following things:

- For what purpose do university level Arabic students' CS in the ESL classroom?
- What are the attitudes of university level Arabic students' towards CS in the ESL classroom context?

What will you have to do for the research project?

To answer these questions, I am going to be observing two of your ELICOS lessons. I will be audio taping these lessons, as well as taking notes. So, the main thing I need you to do is just to participate normally in the ELICOS lessons I will be observing.

With permission from the class teachers and the Director of ELICOS I would also like to ask you to do two other things.

- I would like voluntary students to participate in filling out a questionnaire at home about the code switching that occurs in the second language classroom. A brief introduction of the procedure will be explained to you.
- I would like a small number of volunteer students to be interviewed by me individually about the code switching that occurs in the second language classroom. To make it easier for you, the interview will be in Arabic. The interview will take about 20 minutes. I would like to record the interview. However, if for cultural and religious reasons, you may not want to have the interview recorded, this request will be accommodated. In this case, detailed notes will be taken during the interview.

The first task will be done at the end of the second lesson and the second task will be done out of class time, on university premises, at a time convenient to you. You'll be able to choose whether or not you would like to be involved in these tasks.

Protecting your privacy

I will be doing the following things to make sure the information I collect about your class is used properly:

- When I write about the research, I will give you and your classmates, made-up names, so people will not be able to recognise any of you.
- You can ask to find out about information I collect about you, in particular.
- I will be looking after the information I collect very carefully and keeping it in a locked filing cabinet in my home office.

Others in the university (e.g., Teachers, the director) or outside will not be shown the information I collect. The only person, who will see it apart from me, is my supervisor, Dr. Rhonda Oliver.

Consent

The director and your teacher have agreed for the project to be carried in your ELICOS classroom. I also need your consent. Please read it carefully. Attached to this letter is a copy of the CONSENT FORM which has to be completed and returned to your ELICOS teacher if you choose to participate in this project.

If you change your mind and want to withdraw from the project, you can do this at any time. If you would like to talk about any part of this research please contact me on 0422459734. You can also e-mail me at the following address: m.larbah@student.curtin.edu.au.

This study has been approved by the Curtin University Human Research Ethics Committee (Approval Number HR 22/2013). The Committee is comprised of members of the public, academics, lawyers, doctors and pastoral carers. If needed, verification of approval can be obtained either by writing to the Curtin University Human Research Ethics Committee, c/- Office of Research and Development, Curtin University, GPO Box U1987, Perth, 6845 or by telephoning 9266 2784 or by emailing hrec@curtin.edu.au



17 /12/2012

ملحق 8 : معلومات عامة للطلبة

عنوان البحث: استخدام اللغة العربية في الفصل أثناء تعلم اللغة الانجليزية

هذا المستند يمكن الاحتفاظ به لديكم

أنا الطالبة منار سليمان الأرياح ، طالبة ماجستير في جامعة كيرتن (تخصص تربية) ، أود أن إعلامكم بشأن مشروع بحثي والذي سينجز في فصول الأليكوس في الجامعة .

في الحقيقة موضوع بحثي يتناول ((استخدام اللغة العربية في الفصل أثناء تعلم اللغة الانجليزية))

ولهذا أود من خلال هذه البحث معرفة الآتي :

- لماذا يتم استخدام اللغة العربية من قبل الطلبة العرب في الفصل أثناء تعلم اللغة الانجليزية.

- ما موقف الطلبة العرب الجامعيين من استخدام اللغة العربية أثناء تعلم اللغة الانجليزية داخل الفصل؟

ما دوركم في هذا البحث ؟

للإجابة على هذا ، سأقوم بمتابعة وملاحظة حصتين من فصول الأليكوس ، وسأستخدم التسجيل الصوتي لهذه الدروس، وسيتم تدوين ملاحظات أيضا.

لذا فقط أود منكم المشاركة بشكل طبيعي في هذه الحصص التي سأحضرها.

من خلال الموافقة من المدرس / المدرسة ، ومسؤول الأليكوس، أود أن أطلب منكم شيئين آخرين :

- طلبة متطوعين عن طيب خاطر للمشاركة في تعبئة الاستبيان خلال الحصص والمتعلقة (باستخدام اللغة الأم) والتي غالبا ما يحدث أثناء تعلم اللغة الثانية مثل الانجليزية ، هذا العمل يتطلب قرابة 20 دقيقة .

- أيضا مجموعة صغيرة من الطلبة يتم إجراء معهم مقابلة شخصية من قبلي بشأن (استخدام اللغة الأم).

لتبسيط الأمور ، المقابلة ستكون باللغة العربية. أيضا المقابلة ستستغرق حوالي 20 دقيقة تقريبا ، حيث سأقوم بتسجيل المقابلات ولكم حرية الاختيار في حالة وجود أي مانع أو سبب يحول دون الموافقة على تسجيل المقابلة وسيتم تدوين أهم النقاط في المقابلة بدلا من التسجيل.

في الحقيقة أولى المهام ستجرى في نهاية الفصل الثاني ، بينما المهمة الثانية ستجرى خارج وقت المحاضرة في الجامعة ، وفي وقت يناسب الجميع ولكم حرية الاختيار من عدمه في المشاركة في هذه المهام.

السرية التامة

سأقوم بالأشياء التي من شأنها التأكيد بأن المعلومات التي تم الحصول عليها ستستخدم بالطريقة المناسبة .

- أثناء البحث ، سيتم استخدام أسماء مستعارة حتى لا يتم معرفة أي شخص .
 - يمكن لأي طالب أو طالبة السؤال لمعرفة أي تفاصيل عن المعلومات وبشكل خاص.
 - سيتم الاهتمام والعناية بالمعلومات التي سيتم جمعها بطريقة دقيقة .
- وأما عن الآخرين (المدرسين والمسؤول في الجامعة أو خارجها) سيتم حجب المعلومات بشكل دقيق. الشخص الوحيد الذي سيستثنى من الحجب من هؤلاء هو المشرف المسؤول عن البحث الدكتورة روندا أوليفيراز .
- المسؤول هنا في الجامعة والمدرس وافقوا بإجراء البحث في فصول الإليكوس، أيضا أود موافقتكم كذلك.
- عليه أرجوا قراءة المستند المرفق جيدا والموافق بإجراء البحث ، وأرغب منكم إكماله وإجاءه إلى مدرسكم في حالة رغبتكم مشكورين بالمشاركة في هذا البحث العلمي.
- وأما في حالة رغبتك في تغيير رأيك بعدم المشاركة والانسحاب من البحث العلمي، فيمكن فعل هذا في أي وقت .
- سأكون سعيدة بأس استفسار عن هذا البحث ويمكنكم الاستفسار عن أي جزء عن طريق الاتصال بـ 0422459734 أو الإيميل M.LARBAH@STUDENT.CURTIN.EDU.AU على هذا



17 December 2012

Appendix 9: Student Consent Form

Project title: Code Switching in ESL Classrooms: A Study of Adult Arabic Learners

Note: This consent will remain with the researcher for her records

I agree to take part in the “Code Switching in the Second Language Classroom” project. I have had the project explained to me and I have read the information sheet, which I can keep for my records. I agree:

- 1. To being observed in the classroom in the classroom Yes No
- 2. To allow the classroom observation to be audio recorded and transcribed Yes No
- 3. To complete the questionnaire at home Yes No
- 4. To be interviewed Yes No
- 5. To allow the interview to be audio recorded and transcribed Yes No

I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage of the project without being penalised or disadvantaged in any way.

I understand that any data that the researcher extracts from the interview for use in reports or published findings will not, under any circumstances, contain names or identifying characteristics.

Participant’s name

Signature.....

Date

17 /12/2012

ملحق 9 :استمارة موافقة الطالب

عنوان البحث: استخدام اللغة العربية في الفصل أثناء تعلم اللغة الانجليزية

ملاحظة : هذا المستند سوف يبقى مع الباحثة

أنا موافق أن أساهم في متطلبات إجراء هذا البحث العلمي " استخدام اللغة الام أثناء تعلم لغة ثانية ". حيث تم شرح هذا البحث لي وتم قراءة كافة المعلومات، والتي ستبقى مع الباحثة. أنا أوافق على الآتي:

أن تقوم الباحثة بالمتابعة والملاحظة في الفصل
نعم لا

الموافقة على تسجيل الملاحظة في الفصل
نعم لا

أن أكمل الاستبيان في البيت.
نعم لا

الموافقة على المقابلة الشخصية مع الباحثة
نعم لا

الموافقة على تسجيل المقابلة الشخصية
نعم لا

أنا متفهم بأن مشاركتي في هذا البحث عن رضى تام ، وأيضا بأن لي الخيار في عدم المشاركة في أي جزء من هذا البحث العلمي، وذلك من خلال الانسحاب من أي مرحل من مراحل البحث دون أي مشكلة على الإطلاق.

أيضا أنا متفاهم بأن أي بيانات تستخلص من قبل الباحثة أثناء المقابلة الشخصية والتي ستستخدم في البحث لن يتم التطرق للأسماء الشخصية على الإطلاق.

اسم المشترك

التاريخ

التوقيع