

# Code-Switching in Learning English by Iraqi Students

Othman Rashid Hameed

Ministry of Education, Iraq

---

**Abstract:** This paper focuses on the use of code-switching in learning English by Iraqi students. The model which is adopted to explore the teacher's perceptions on code switching and how code switching facilities in the progress of teaching and learning of English as a second language under Tellis (1997) The sample of this study is 2 teachers who are awarded with qualifications like TESL. At least they have got more than 4 years of teaching experience. The study also employed two types of data collection method; they are open-ended interview using an interview schedule and classroom observation using a camera. The aims of the study are to have a look at when teacher are switching codes depending on the situation and to investigate in which of the circumstances, using ARABIC is wanted. This research discovered that using ARABIC in ELT is tailing to suit the teacher' needs to the benefit of the students' learning process

**Keywords:** Code-switching, Learning English with Arabic aid, Teaching English.

---

## I. INTRODUCTION

Language Arab Countries is multi-cultural and a multi-racial country and the current situation has reflected in the languages diversity which is in use, Arab Countries are speaking two languages at least. During the occupation of the British, English was the only official language for Arab Countries. It has started to have development in this country and then with the emergence of schools which were in English which have been set up by the London Missionary Society (Auer 2013). Between the years of 1950s and 1960s, there has been a change in policy of language. With the independence which is on 31st August 1957 and also the National Language Policy implementation which is in 1967, (at that time has been known as Arab Countries) which was given a prominence over the language English.

Schools of Quranic (Kuttab) have been merely the form of education in the country of IRAQ at the threshold of the current century. They would be traditional and heritage schools which are aimed at the matter of teaching and mastering the youth and also children regarding the matter of reading of the Holy Quran. Many other people of IRAQ felt sooner and previously that the current type of education has not fulfilled the efficiency in academic that would have matched by the matter of age spirit. After the First World War, things changed and IRAQ has become widely open upon the modern western renaissance. Social and also political changes have occurred in the country, have caused the rise of cultural and also social awareness of/among people. Due to all these, a demand and also a need for modern educational institutions which would be different from (Kuttab) has been appeared in the terms of curricula, system and also objectives.

Before the year of 1919, a number of citizens who were prominent in Baghdad had been agreed and discussed for establishing such modern formal school. A number of the rich people (Shaikhs) has been endorsed this would call and contributed for this project. 1919 has marked the beginning and the threshold of modern public school system in IRAQ. Al-Hidaya Al-Khalifia school for boys has been opened at the northern tip of Baghdad. The first CE which is standing for Committee of Education has been consisted of several leading merchants and has been presided over by the last government who has popularly been known as interested of Education'. It had been also responsible for the management of Al-Hidaya school.

In the year of 1926, the Education Committee opened a public school which was the second public school for boys at Baghdad. In the year of 1928 the first public school for girls has been opened at Baghdad. Regarding the administrative and also financial difficulty which would be facing by the Education Committee, the schools have come under the direct control of the government in 1930. English is such an important language in the country and region of Arab Countries and it has been taught in Arab Countries schools as the second language. (ARABIC) The Arab Language has been the national language so far and in the national schools has been the medium of the instruction too. The approaches which have been used by the teachers for English teaching in schools have undergone a kind of transformation. This is including the English use for medium of instruction. Previously, the debate which was over medium of instruction which is the best one and also the appropriate usage of the language of students' native in the ESL classroom has been often fruitless and endless (Lukas & Katz 1994).

AED which stands for, The Arabic Education Ministry (1984) is stating the aims of English teaching in the ESL classroom as mentioned:

1. To make sure that all students are capable of using the language in their own careers and also other kinds of activities.
2. To make sure that the students are getting knowledgeable in the language and also can get to mastering level at the language in way that they could use it for furthering their education.

By a glance to the back, at the history, the dominant force which has come or colonized, the British, are adding another kind of language to this country. While the British are coming here schools which were English were built. This has given the local students an opportunity to comprehend and learn or even to know the language of English. In fact, the British has brought in the workers which are from India and also China which has added to diversion of country's language later.

Second, there have been many other different dialects in this country mentioned as Kadazan, Bugis, Kelantanese, Javanese and also different kinds. So this time is when people of Arab Countries are standardizing language of Arab and are capable of communicating in the efficiency of language, more than one language has already been known by them. The National Education Policy who is playing a crucial role in motivation of school children which is happening in the country for making them become bilinguals. Based to the National Education Policy, "to every and each one of the schools the opportunity for learning the second language of country is given which is nothing but English" Asmah Hj Omar (1992).

There have been different varieties of techniques and approaches in English teaching. Currently, large amount of English teachers will be sticking to the methods which were traditional in English teaching. Some kinds of these methods have employed such extensive use in (NL) which is student's Native Language, in the explication of TL structures and the grammar. In the ESL classroom, they also believe in using students' NL so they could be facilitating the acquisition of second language. Via (GTM) which stands for Grammar Translation Method, knowledge of target language vocabulary and the grammar has been taught via translation and explication of using that native language" Steinberg (1993). This has a meaning that, the teachers and students could have gone back to (MT) which is the mother tongue and whenever they think would be appropriate to do so. It has also been proven that the faster to translate them simply rather than explanation over the structures of English in sentences which are lengthy.

The (CLL) which stands for Community Language Learning method is also reinforcing the notion that students NL using is crucial in the SLA process. At this point emphasis is, to guide and to give convenience to learners via the acquisition phases. The students have been permitted for communication with one and each other in the MT which in during the lesson that is conducted in English via the process that has been called "language alternation and code switching" (Freeman & Richards 1996). This is allowing students' freedom to carry out the language constraints. These initiation and facilitation might be leading us to a learning environment which is encouraging. Indirectly, the two approaches which have been discussed above are encouraging the teachers for using MT of students while English is taught as a second language. Hence, where Arab Countries classrooms are concerning, the Arabic Language use is there for assisting the delivery of the English lessons and convey the meaning where is acceptable and necessary. In classrooms of ESL, Arabic is serving a different kind of variety functioning such as translating vocabularies, or even giving instructions, for explaining grammatical structures which are complicated; (Willis 1985) is advocating an approach which is liberal for using L1:

There are sometimes that when it has been preferable and also more economical as long as time is concerning for dropping English for even seconds... for instance... explanation of the meaning or a new word using... to explain the objectives of your lesson... as checking of your students' comprehension... and discussion of the main ideas when reading is done. Based on Lucas and Katz (1994), in schools through using the students' native languages, it can be also helping them to developing proficiency English; the psychologists also believe that the NL is serving as a pedagogical tool which is practical for providing access to contents which are academic, through allowing more interactions which are effective and they are also providing such greater success to knowledge which is prior.

Form the linguistics aspect of view, the affection of L1 which is negative on the acquisition of L2 has been always associated with in terms of interference. Based on Skiba (1997), interference is meaning, the element transferring of one language in to another language at various and different levels are including such things like: grammatical, phonological, orthographical and lexical. The most serious case of interference that is available is the grammatical interference which is involving the order of words use of matters like pronouns and mood, tenses and determiners. For instance, Arabic is differentiating from English in different terms of word orders at such certain level. Both, and English is following the same previous basic order that is possible, (SVO) which is standing Subject + Verb+ Object. However, the phase structure of rules of two languages is differentiating. In Arabic, a Noun is preceding the Adjective, but of course in English it is indeed vice-versa. It has been assumed that this type of error has occurred based on a reference which was close to (هذا كتاب جميل) =Determiner + Noun + Adjective) which is also the phrase structure of Arabic. The Arabic order constituents has been said to get it intruded in the constructing process of the sentence (Steinberg 1993).

The study is attempting:

- 1) To have a look at when teacher are switching codes depending on the situation
- 2) To investigate in which of the circumstances, using ARABIC is wanted

According to the objectives, the following research questions are being addressed:

- 1) How come do the teachers go for code switching in ESL classroom?
- 2) How does shifting codes and code switching is facilitating in the learning process and also teaching in a classroom of ESL?

## II. LITERATURE REVIEW

### A. Code Switching Definition:

The changeable usage of two languages in any stretches by the same speaker (Shadish & Cook 1991), a part of conversation or speech is called code-switching. To put it into other words, code switching is exactly where the language is changed in the conversation without any attention to the level of the sentence. Skiba, Peterson, & Williams (1997) are the ones who supported the Cook's definition of code switching although, it must not be taken into consideration as an intruder in the spoken discourse but it is an action which provides the speech continuation when speaker's codes changes from one to another.

Shifting code is a common phenomenon of interaction in Arab Countries multilingual situation; of course community is holding a critical view point against inter-sentential switching Asmah Hj Omar (1982). In comparison to Sridhar & Sridhar (1980), who is insisting on diagnosis between inter-sentential and inter-sentential levels, Sridhar (1980). In addition to all, code switching and code mixing are terms which uses. Recognition between code switching and code mixing is crucial as both of them are different from each other from linguists and psycho-linguistically aspects. Linguistically, likewise code switching, code mixing demonstrates the embedding of elements form two grammatical systems I one utterance. Mixing code needs a simultaneous process of two different grammatical systems in bilinguals' brains while code switching does not do that, Psycho-linguistically speaking.

### B. Code-Switching Reasons:

Shift codes and code switching have different kinds of reasons for the people Platt (1984). He does believe that the school system caused the English formation in Arab Countries and Singapore but not via pidgin variety. In the school, speaking in formal language of English is required yet in communication with friends outside the school they may switch code according to the topic, situation and intimacy which they have with each other. Through the way of natural English is not

developed and is done by local and foreign traders' interaction (Platt 1984). Hence, this movement is holding bilingualism's view which is contributing to code switching has strong impact from education system which country holds in.

### **C. Psychological Factor:**

The psychological factor is referring to code switching which has been related to individuals. Based on the reason that a speaker's choice for code switching for boosting him up against others to project such higher image of themselves or idiomatically putting up air. This happening is taking place among higher status speakers frequently when they speak to those of with lower status position in the society.

Kaempfer & Lowenberg (1988) has a different aspect of view which is regarding to the matter mentioned. Based on a study for the reasons of shifting codes of English-medium-educated Arab university students in United States, Kaempfer & Lowenberg (1988), have been come up to a conclusion that the reason for shifting codes is intimacy and rapport. It is more to build an intimacy and rapport during the conversation than more effort on building a new relationship and boosting up about the speaker is another issue.

### **D. Factor of Social-Psychological:**

Question of identity is what social-psychological factor is dealing with. So where a person uses code shifting to communicate and identifies himself with a higher culture, a higher language and higher people and the other way around, Shadish & Cook (1991); Wardhaugh (1998) added that code switching indicates one's culture or identity. So with the language which the speaker uses it show that whether he or she wants to be a part of group or not. Speakers' code shifting is to demarcate themselves from the remaining and rest of the group and only talk about certain topics known only by specific people. So, it is clear here that bilingual speaker to speak in two languages simultaneously and signal that they want people in their 'group' know about the topic they are talking about, or talking to a group which feel they belong to.

### **E. Factor of Linguistic:**

Words from the other language are used by the speakers which they have acquaintance with them in order to express something. Mariel (1991) gives the same reason as to why a speaker switches codes in his speech due to the fact that he could not find the equivalent meanings or words when the communication takes place. So as mentioned above that a speaker will shift code when he has some difficulties in finding and discovering the right words for certain things or concepts which the last solution to come up with is nothing but to shift or code switch.

Sert, O. (2005) has believed that a speaker has a tendency to shift codes at the sentence level or phrase, normally for convey and getting the meanings crossed to listeners. Therefore, I have a belief which it is true when a person uses two languages so to get the meanings or messages crossed to the audience and this would have a great impact and effect on the conversation in which it would reduce for the speakers while conversing nothing but the level of formalities.

### **F. Second Language Learning And Switching Code:**

Many ways are available which the understanding of familiarity of the students with TL could be comprehended. Of course masters and teachers could step by step raise the amount of English too. To do so, he or she must go for a code switching or translating the words or sentences or mixture of both languages as the medium of instruction which could have happened by teachers. It would promote the students' concept and comprehension of the grammatical structures of English by making them simple for rules to be explained later.

On the other hand, students must not be compelled by the teachers to think in English while they are not having the schemata or enough background regarding to English. To concrete foundation of English's vocabularies and structures is the most appropriate thing to do in the students' minds via using the NL explication.

## **III. METHODOLOGY**

This chapter is going to talk about the research design, the instruments and samples which were chosen to collect the data. This study has qualitative method which is used in this research the code switching by teachers in the ESL classrooms.

The case study will be one form of qualitative descriptive research design which studies events and subjects in a real context. Tellis (1997) noted that the history of the case study research is "marked by periods of intense use and periods of disuse". On feature of case study which this study is attracted to is that it uses many resources and techniques during the whole process of gathering data.

This study aims to explore the teachers' perceptions on code switching and how code switching facilitates in the progress of teaching and learning of English as a second language. Thus, this study demands investigations as to when the teachers' code switch and their opinion on code switching in the ESL classroom. Qualitative method such as observations and interviews will complement each other. Therefore, the data collections of 2 teachers are from 1 school from the district of Ampang Point. The school has a grade of C located in Kuala Lumpur. So, This study employed two types of data collection methods, they are: open-ended interview using an interview schedule and classroom observation using a camera. In addition, the subjects in the study were 2 teachers from the school in the district of Ampang Point. Approximately all of the teachers are awarded with qualifications like TESL. At least they have got more than 4 years of teaching experience.

#### **A. Research Instruments:**

The instruments which were used to run and conduct this research are observations of classrooms which were carried out by a camera, interview which was conducted with 2 teachers.

##### **1. Classroom Observation:**

Classroom observation caused the researcher to understand the issue in context of a naturalistic. Burns (1990) also mentions that observation, being a reliable method, "helps the researcher to document and reflect systematically upon classroom interactions and events". It documents the reality rather than what we assume it that it would be. Due to the fact that, observations not only suggest rich data collection but they also present a very valid and sound evidence which could be used for answering research questions and meeting research objectives.

In order to comprehend what are the reasons which teachers apply ARABIC in their ELT, an observation which was non-participant was taken up to achieve the goal. In the very first levels of the observations, all two teachers are fully briefed on research nature and highlights which are on the usage of ARABIC in ELT. During the observations, the researcher watched without personal involvement in the research the events. Being an outer and outsider, the researcher permitted the teachers (SL) to teach freely and handle the classroom predicaments. Being a non-participant observer, the researcher recorded events much more precisely since he could note unexpected results and outcomes regarded the related issue.

The use of a camera helped the researcher to conserve a systematic note taking of events of classroom and discussions with the teachers which they had after and before every English lesson. This camera is to be considered as crucial formal documented observation and analysis of interactions which were happening on the classroom. It was used to write down the observations and the perception of thoughts of the issue observed. It is also a way to laid memory for the odd occurrences or unexpected moments and to scribble matters which were needed that after the lessons to be reconfirmed.

##### **2. Interview:**

Interviews are also one of the most essential sources for the information of case study Tellis (1997). Targeting and focusing on the case study topic is also one advantage of the interview method. The next method which was chosen for data collection for this study is open-ended interview. Tellis (1997) makes sure that "this study is often used to confirm data collected from another source". A set of ten questions were given to 2 teachers, the questions had a focus on the personal specific of the teachers from each of school. The questions are focusing on the personal specific of the teachers interviewed regarded with teaching in ESL classroom. The questions were had a relation to the teachers' professional qualifications and academic, options of training, in all teaching English experiences as well as teaching experiences.

#### **B. Data Analysis:**

Heath (1989) defined qualitative data analysis as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned and deciding what you will tell others".

As for the qualitative data, CIA (Classroom Interactional Analysis) has been a big help to focus on how the teachers' structure English language their language as initiating topics, questioning, correction of errors, getting feedbacks, content explaining and much more which are all done by code switching to ARABIC. During CIA, the researcher firstly has identified how the teachers use ARABIC in language teaching. Each of them is then described through examples which are taken from the observations. In depth-analysis and then explanation is given more later to verify the usage of ARABIC. These descriptions were supported by researcher's own observation.

Then, the researcher was able to identify that these teachers were using ARABIC for the similar purposes and aims. By the teachers' own explanation and by the survey, the perspective on the usage of ARABIC was justified. This gives a perspective on code switching but rationally to ARABIC in the ELT classroom.

#### IV. FINDINGS AND DISCUSSION

##### A. Classroom Observation:

Based on the researcher's observations of the classroom, observation is discussed. Firstly on shifting code, it was an easy thing to get to the point that the teacher shifts code for one and only reason which is making students understand teaching and classroom utterances. Since the purpose of interaction in the classroom is to teach the students, while their proficiency in language is weak, the teacher is feeling its necessity to use the first language for making the students comprehend and understand.

According to the observations of the classroom, it is indicating clearly that shifting code has many more functions than only translations. Although there is scarcely a true bilingual in a foreign language classroom on the teacher's behalf since for both L1 and L2 he or she is the speaker, the study indicated that there is possibility for finding the similarities in shifting code in natural speech by bilinguals and shifting code in interaction of the classroom by non-native or native speakers.

##### 1. To Introduce the Topic:

It has been discovered that shifting code gives a helping hand for the topic introduction by the teachers. In many lessons, it has been noticed which the teachers' intentions to explain or discuss the topic of the day with the help of ARABIC.

On the chalk board the topic of the day is written and then the teacher is gone around the classroom while asking whether or not the students did know what they would have learnt actually. In the table blow these could be seen as how introductory lesson presentation in ARABIC.

##### Sample:

**Teacher:** ok...today you are going to write a composition...composition ماذا أعرف لا Composition ماذا؟ مقال ... ماذا؟ ...today you are going to write a مقال about your mother [writes the title 'my mother' on the chalk board ]

Based on the teacher, from the past experiences of hers which students need to be reminded to be aware of the lesson which was taught by the teacher and learnt by the students. She has claimed that students are showing more interest when the topic has been made clearer since it would assist the students and make them capable for the understanding of the content of the topic which was learnt and would help the students to stay focused. Therefore, clarification of the topics in ARABIC, the teacher has felt that it will have helped the students to be more involved in the process of learning rather than not knowing what is going on. Milroy & Muysken (1995) is also stating that the students would be more obedient and attentive to the instructions which were delivered in L2 of theirs; they are fully informed about what the purpose and the context of the lessons are.

The teacher also has gone through the introductory and orientation stage 'My Mother' with little exposure. The teacher merely ensured that the students understood that they were about to write a composition according to the topic which was given by further translation which is called as 'مقال' (composition). However, there was no sample or example of an essay which was descriptively explained that could be used as a sample or an example. Therefore, students were not given sufficient opportunities to dwell into the topic.

##### 2. Repetitive Functions:

When the teacher is conveying the same message in both languages for clarification repetitive function is occurring.

##### Sample:

**Teacher:** ok aaa:::a, already understood the definition? number one, each of the students had been ((pause)) مواطن كل (every nation), 'it' واحد (refers to 'who') in the science laboratory ((pause)) في العلوم في (in the science laboratory), الجميع (everyone in the science lab) have been ((pause)) سابقا (have been) ((pause)) for particularly لا تستخدم (to be used) certain place ((pause)) particularly. particularly وهذا يعني (means certain use). فقط تستخدم يعني. محددة استخدام (means is used for certain things only) محددة لأغراض

In the classroom the teacher shifts code and repeats the word with the bilingual students “science المختبر في” (in the laboratory of science) that the students were made to understand her utterances. The first language repetition can be either full or partial and was being expanded with information which was more elaborated. The massive use of repetitive shifting code or code switching could be attributed to the teacher’s wish to be clearly possible in teaching scene and act.

Since the students have not been proficient in the language, the teacher also believed that ARABIC could give a hand to provide an encouragement sense and to boost self-confidence in learning language. In other words, students would not be intimidated by their handicap and would be confident to share and contribute in activities of the language. In addition, they also believed that classroom would also remain in a comfortable and an active environment which is vital for making the learning happen. Auer (2005) also mentioned that, “thinking in inhibits of MT thinking are directly in the target language”. He also mentions that, “frequently a message which is in one code could be repeated in another code, either in somewhat which is a modified form or literally which even in some sorts of cases this kind of repetition could be served as to more clarification or even emphasizing a message” (Auer (2005)

### 3. Topic Switch Sample:

.....Noisy (the school bell rings).....

**Students:** معلم (teacher) ثاثة عشر ال نصف (already 12:30)

**Teacher:** ok. ok. لا نسي أن ت حضر أن ت نسي لا. المكان ن فس في ال درس ي كون و سوف ال قادم ال سد بوع في بك ال خاص ال ملف ت حضر أن ت نسي لا. وال زمان.

.(don’t forget to bring your file next week and the class will be at the same place and time)

Shifting Code also is happening when in topic a change could be seen. Topic change is meaning as a seeming an apparent change to the subject of the discussion. The teacher is also feeling that she needed to shift code to the L1 to elaborate and explain rules and also to give reminders. The teacher is also shifts code to make the students keep in their mind about the next class that is going on. Tellis (1997: 257)

### 4. For Instruction / Questions:

**Sample:**

**Teacher:** I told you to bring your file, هل هناك ل يس (did you all bring your files?) على ت أخذ (take from up there), and then put all in one file. A naughty boy irritated S (a quiet Arab girl) by pulling her head scarf (ال سد يارة محرك غطاء)

Code switching is also happening when giving instructions or questioning the students which are done by the teacher. The teacher shift code to L1 for asking the students whether or not they brought their files? Weschler (1998).

### 5. The Expressive:

**Sample:**

**Teacher:** ok class. ال بلاد ع بر غدا (tomorrow is cross-country), so good luck and all the best, ya.

**Students:** thank you teacher

The code switch or shifting code also indicates the consideration of teacher for her students. Her appreciation and sincerity can be inferred by the students by saying the word “thank you”. The teacher intends to use ARABIC when she is motivating the students, by doing so all students are communicated by the teacher. Tellis (1997)

### 6. Interview:

Both of teachers were TESL degree English language graduates. They have experience of teaching English more than ten years. See the table below.

	Academic qualifications	Option	Forms taught	Teaching experience	Experience teaching English
Teacher 1 (SMK Bandar Tun Hussein Onn 2)	Bachelor degree	TESL	4 and 5	11 years	11 years
Teacher 2 (SMK Bandar Tun Hussein Onn 2)	Bachelor degree	TESL	4	18 years	18 years

Both of the teachers explained and interviewed that an environment for learning English is tried to be created by the school. For instance, they have extracurricular classes for English sessions; they have conducted activities in English language and even organizing sessions for public speaking. While some schools have a corner for English-speaking moments some other schools are having sessions where students speak English in assembly of school where the students had turns to speak in English for minutes a day at this corner in the classroom.

Lowest amount of the teachers have interviewed to agree that English lesson are understood effectively by the students with the help of ARABIC. More confidence is given by this in learning the subject. Based on teachers, English teaching was supported only by ARABIC help; Common reasons were given due to this fact:

- An increase in students English proficiency with ARABIC support
- ARABIC causes to make students interested to study English
- Learning and understanding English better by ARABIC helps for the students
- Interpretation of instructions of English effectively by ARABIC
- Better English achievement by ARABIC
- Learn English more confidently by ARABIC

All the teachers somehow have felt that by shifting code switching them they could have been a help to the students for better understanding of English lessons. Common reasons were given due to this fact:

- Understanding of English lessons much more effectively
- Interpretation and understanding instructions clearly
- Making more confidence for approaching English language tasks
- Creating more confidence in speaking in English language
- Inducing more confidence for answering the questions of examination

Somehow most of the teachers have felt that there is a big need for support from L1 and L2. One of the two teachers also mentioned that she is using 50 % English and 50 % ARABIC and. She has mentioned it was something normal for her for mixing ARABIC with English during the lessons of English.

One of the two teachers said: “exposing of students to English should be considered as much possible immaterial as of whether or not they understand. Meanwhile would they be able to learn the language”. She is only using 10 % of ARABIC in the classroom.

There is a contradiction in this opinion with another teacher who is teaching in the same school. She said “I am willing to use more English for English lessons but at the end of day I discover that my students would not have understood anything in English” . Although teachers have said that the ARABIC level used in class is so dependent on the students.

## V. SUMMMARY OF THE FINDINGS

### A. Summary of the Findings:

To Sum up the findings, it has been discovered that the teachers shifted code and switched them in such circumstances:

- Topic introduction
- Repetitive functions
- Topic switch
- For instructions / questions
- The expressive



From the findings, it could be inferred that shifting code switching has played a role in giving a hand to students who were suffering from low English proficiency for improvement of their English. It could be summed up that it was used for making teaching easier purpose. It may also seem that students' understanding and learning are better through explanation in ARABIC and of course constant translation.

All in all it was discovered that the teacher used L1 to support during the whole procedure of presentation of the lesson is going to be after the introduction, and of course much support from L1 has come in the form of activities to check the progress.

However, there has been a gap between the students' interests for learning English and their low achievement which was in the examination. It is seemed that there could be missing link or possible gap in the approaches of many teachers in teaching English.

The teacher of course has felt that English would not be taught effectively without the support of L1. However some teachers were much more reluctant to call this out they still have maintained that L1 must be caused in an English language lesson. Even some teachers stated the situation allows them to use English through the English lessons but they stated firmly that it was impossible too. The simplest reason for this catch-22-situation is that most of their students were having low proficiency of English or even average.

## VI. CONCLUSION

Learning English with ARABIC aid is a common also sense in Arab Countries second language classrooms for learning. The view for practicing English-only which is policy in second language classes is even seen as a rather ineffective and unpractical method when confronting with students whom they were having low proficiency. Teachers go back to the first or the language of the majority who know that, hoping that it will cause to improve the learning process. Although, many may not realize that instead of helping and assisting these students it is actually discouraging them from uncovering learning essential core that target language is proficient in them. This research is discovering that the use of ARABIC for/in ELT has no advantage for the students but for the teachers the story is vice versa. If the current situation would remain unchanged and unsolved, the students will be having low English proficiency .Therefore, instead of it if proficient speakers of English are produced, the teachers would be capable.

Teachers will need to be cautious of the learning conditions which they create in classrooms of language and the impact which it has on the students' future of English language usage. Teachers are planning to plan carefully every lesson of a language so that students would be able to make the most of learning. In this research which has been done, it has been discovered that the teachers' involvement are most concerned with their lessons completion and teaching. The excuse which is given that ARABIC will be helping to keep the flow of lessons is somehow unacceptable because of well-trained teacher, well-quipped with numerous teaching and well-exposed and materials of teaching like non-authentic or authentic teaching aids and the language software. Therefore, a teacher who is organized and well-planned, is capable of making learning motivating, interesting, and even effective regardless of what types of proficiency students will face in the class.

However, this research does not suggest that ARABIC should be disregarded in second language teaching and learning. ARABIC could actually serve as an effective medium of the results prove that the students are actually learning and showing positive language enhancement. It is an injustice to blame the usage of ARABIC in ELT as the source impediment to students' learning of English language. The blame rests on how teachers are dealing with the matters related to classrooms of English language. English teachers will need to discover and realize that their teaching as a powerful tool for determining the failure or even success of students. For this reason, it is essential that English teachers know how much and when to use ARABIC in ELT. ARABIC actually should be used as minimal as it is possible where more stress should be placed in maximizing the use of English in classrooms of language. Thus, ARABIC should be used as resort after all possible efforts which have been attempted. Such awareness and knowledge will surely help teachers creating an optimal environment of language-learning that will give benefit to their students. To sum up, this research discovered that using ARABIC in ELT is tailing to suit the teacher' needs to the benefit of the students' learning process

## REFERENCES

- [1] Asmah Hj. Omar. 1982. Language and Society in Arab Countries. Kuala Lumpur. Dewan Bahasa dan pustaka.
- [2] Asmah Hj. Omar. 1992. The Linguistic Scenery in Arab Countries, Kuala Lumpur. Dewan Bahasa dan pustaka.
- [3] Auerbach, P. (ed). 1993. Introduction: Bilingual conversation revisited in code switching in conversation. Language interaction and identity. London: Routledge.
- [4] Auer, P. (2005). A postscript: code-switching and social identity. *Journal of pragmatics*, 37(3), 403-410.
- [5] Auer, P. (Ed.). (2013). Code-switching in conversation: Language, interaction and identity. Routledge.
- [6] Brown, HD . 2000. Principles of Language Learning and Teaching. New York : Addison Wesley Longman.
- [7] Freeman, D., & Richards, J. C. (1996). Teacher learning in language teaching. Cambridge University Press.
- [8] Heath, J. (1989). From Code Switching to Borrowing: Foreign and Diglossic Mixing in Moroccan Arabic (Vol. 9).  
Kaempfer, W. H., & Lowenberg, A. D. (1988). The theory of international economic sanctions: A public choice approach. *The American Economic Review*, 786-793.
- [9] Lucas, T., & Katz, A. (1994). Reframing the debate: The roles of native languages in English-only programs for language minority students. *Tesol Quarterly*, 28(3), 537-561.
- [10] Milroy, L., & Muysken, P. (1995). One speaker, two languages: Cross-disciplinary perspectives on code-switching. Cambridge University Press.
- [11] Platt, T. (1986). Primary production of the ocean water column as a function of surface light intensity: algorithms for remote sensing. *Deep Sea Research Part A. Oceanographic Research Papers*, 33(2), 149-163.
- [12] Sert, O. (2005). The Functions of Code-Switching in ELT Classrooms. *Online Submission*, 11(8).
- [13] Shadish, W. R., Cook, T. D., & Leviton, L. C. (1991). Foundations of program evaluation: Theories of practice. Sage.
- [14] Skiba, R. J., Peterson, R. L., & Williams, T. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education and treatment of children*, 295-315.
- [15] Sridhar, S. N., & Sridhar, K. K. (1980). The syntax and psycholinguistics of bilingual code mixing. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 34(4), 407.
- [16] Tellis, W. M. (1997). Application of a case study methodology. *The qualitative report*, 3(3), 1-19.
- [17] Wardhaugh, R. (1998). Sociolinguistics.
- [18] Willis Jr, W. D. (1985). Central nervous system mechanisms for pain modulation. *Stereotactic and Functional Neurosurgery*, 48(1-6), 153-165.
- [19] Zentella, A. (1998). Multiple codes, multiple identities. *Kids Talk: Strategic Language Use in Later Childhood*: [21]. Strategic Language Use in Later Childhood, 95.