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Teachers' Attitudes Towards Code-Switching in Teaching English Grammar at Public Secondary Schools in Jerusalem District

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Abstract

The role of L1 in teaching has been always a controversial issue for the researchers. The main purpose for the research was to investigate teachers' attitudes towards using code-switching in teaching English grammar in public secondary schools in Jerusalem district. The researcher used Macaro's (1997) way of classifying the positions for or against the use of the L1 in the L2 classroom as theoretical framework. The results of the study which were collected through distribution a questionnaire to EFL teachers who teach English as a second language. The results of this study indicated that code-switching was sometimes used in the primary English classrooms by both teachers and students. Moreover, the findings indicated that the use of code-switching was commonly used in the EFL classroom, for a range of purposes and with varying degrees of frequency. In other words, teachers use the mother tongue in teaching English grammar for explaining difficult idea or concept. On the other hand, the study revealed that relying heavily on the mother tongue in the EFL classroom will deprive the students of being exposed to English.

Keywords: Code-switching, English as a foreign language (EFL), teaching grammar

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Introduction

The issue of the use of a native language to communicate with students in foreign classes has been a matter of controversy for decades. Teachers' strategies and practices in the classroom influence the success in learning English as a foreign language (EFL) (Çelik & Aydın, 2018). What teachers implement in the classroom has been the focus of education researchers in terms of enhancing the classroom environment. Researchers and language teachers have long debated the issues surrounding the use of students' L1 in L2 (Adnan, Mohamad, Yusoff, & Ghazali, 2014; Sadighi, Rahimpour, & Rezaei, 2018). A watershed moment in the teaching of English came when the grammar-translation method was abandoned in the late 19th century, a method promoting the use of L1 in the L2 classroom (Almohaimeed & Almurshed, 2018). In other words, using students' L1 in the L2 classroom was considered a hindrance in the L2 classroom (Hall & Cook, 2014).

Cook (2001) maintains that since L2 learners acquire their L1 without the help of any other languages, they do not need to use their L1 to help them acquire their L2. Nonetheless, he proposes that teachers may use L1 for class management and explaining difficult grammar; this view is supported by Cole (1998), who also suggests that L1 should only be used with students who have low levels of proficiency. Conversely, Krashen (1983), among others, makes the assumption that L1 would influence the plethora of L2 input necessary for the acquisition of L2. There is a dearth of research addressing the perspectives of students regarding their use of L1 (AlSharaeai, 2012) and the use of Arabic in the EFL classroom (Al-Balawi, 2016).

It is known that "grammar is a set of rules that define how words (or parts of words) are combined or changed to form acceptable units of meaning within a language" (Penny, 2000). Grammar, regardless of the country or the language, is the foundation for communication. When a message is relayed with the correct grammar, it is easier to understand the purpose and meaning of that message but when it contains grammatical errors it might be difficult to convey the meaning, and sometimes impossible to understand. Grammar improves the development of fluency so when a person has learned grammar, it will be easier for that person to know how to organize and express the ideas in his/her mind without difficulty. Moreover, students will be able to speak, read and write the language more fluently.

The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. Chang (2011) stated the following: "Guaranteeing the accuracy of the sentences mainly depends on the learner's mastery of grammar" (p.13). Grammar, which is an indispensable part of a language, is as important as the teachers and students have always attached great importance to in learning and teaching it. For the above-mentioned reasons, making grammar in teaching and learning effective and efficient is an important task for both English teachers and students.

Most of the research that has been done on code-switching has focused on what functions code-switching can have in bilingual discourse. However, code-switching is a phenomenon that occurs not only in settings where the speakers use several different languages on a daily basis, but also in second language classrooms (Halmari 2004), where it is likely to occur if the teacher and students share the same mother tongue (Cook 2008).

Code-switching in second language classrooms differs from multilingual community codeswitching. In multilingual communities speakers code-switch on a daily basis, making their code-switching a very natural part of their conversation strategies (Valdés-Fallis 1978). Second language learners and teachers, on the other hand, generally share the same first language, which is also often the language of the

community, while the second language is something that both students and teachers are obliged to use in the second language classroom. Learners in a second language classroom also generally have an unequal command of their native language, which is the language they mostly use in school and feel most comfortable using, and of their second language, which they are required to use during their second language lessons and often have a limited knowledge of.

Several researchers suggested that the use of code-switching does not play an essential role in foreign language teaching for example Mattioli (2004) pointed out that "Many English language teaching professionals wonder how students can truly appreciate target language exchanges if they are continually relying on their L1s" (p.22). Larsen-Freeman (1986) also argues how the teacher in her class always tend to translate from English to Spanish. Ellis (1984) notes that the exaggerated use of code-switching could deprive the learners of valuable input in the target language. Auerbach (1993) Realized that many ESL teachers in the classroom believe that the use of code-switching will hinder progress in the acquisition of English and suggested to prevent the students from using their L1. On the other hand, there are many studies that have examined if the use of code-switching is an effective tool for teaching or not. Swain and Lapkin (2000) pointed out that according to several experts of foreign language and second language acquisition agree that L1 should be used with low proficiency learners in the target language. This may suggest that the use of code-switching is important in language teaching especially for students who are not highly proficient in the target language.

In addition, Grammar improves the development of fluency so when a person has learned grammar, it will be easier to know how to organize and express the ideas in his/her mind without difficulty. Moreover, students will be able to speak, read and write the language more fluently. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked.

Significance of the Study

This study is significant to the teachers of English as a second language. I hope that my research will benefit the teachers' techniques in the use of code-switching in teaching English grammar and developing their skills.

Statement of the Problem

The role of L1 in teaching has been always a controversial issue for the researchers. The main purpose for the research was to investigate teachers' attitudes towards using Arabic in teaching English grammar in public secondary schools in Jerusalem district. The researcher is studying the use of code-switching in teaching English grammar from teachers' perspectives at secondary school level, since some teachers do not use L1 in teaching grammar, while other teachers rely heavily on using L1 in teaching English.

Research Questions

The researcher is studying the use code-switching in teaching English grammar from teachers' perspectives at secondary school level, since the use of code-switching is a controversial issue for many researchers. This study aimed to answer the following question:

Main question:

- What are the attitudes of teachers toward using code-switching in teaching English grammar at secondary school level?

Sub questions:

- To what extent the use of Arabic language considered the best direct method to teach English language in class?
- Is there any reason to use code-switching when using English language grammar?

Research Hypothesis

- English language teachers forced sometimes to switch into their L1 in order to facilitate teaching.
- Some English language teachers use code-switching in order to simplify the basic rules in English grammar.

Limitation of the study

Since this study is about using code-switching in teaching English; so it is limited to English language teachers who teach English language at public secondary school in Jerusalem district. All teachers were Arab because this study is about using the mother tongue which is Arabic in teaching English Grammar. This study limited to forty male and female English language teachers.

Theoretical Framework

Classifying the positions for or against the use of the L1 in the L2 classroom is the one used in a study performed by Macaro (1997) where he investigates student teachers' beliefs and use of the L1 in the L2 classroom. These positions are referred to as The Virtual position, The Maximal position and The Optimal position and can be summarised as follows:

- The Virtual position- where the classroom is perceived as the second language country, which implies total avoidance of the L1 with the belief that the L1 can be excluded as long as the teacher has enough knowledge in the L2.
- The Maximal position- where the L1 is perceived as not having any pedagogical value, but is used anyway, since there can be no perfect teaching or learning conditions for learning a L2 in a L2 classroom.
- The Optimal position- where the L1 is perceived as having some pedagogical value and can actually facilitate some of the aspects of learning the L2, which makes it important to explore when and where the use of the L1 in the L2 can be justified (Macaro 2001:535).

Literature Review

The issue of acquiring new language has raised opposing and supporting ideas. While some believe that the use of mother tongue language can be really helpful in learning new language. This is because they think that using a new language will facilitate and path the way for teachers and students in dealing with the new language. Whilst, others think that the first language will prevent students from learning new languages. Here, there are some of the researches that have been conducted throughout the years on using code-switching in teaching:

Definitions of code-switching

What is code-switching? According to Heller (1988, p. 1) code-switching is when a person mixes two languages in a single sentence or a conversation. Valdes-Fallis (1978, p. 6) claims that people can mix words, phrases and clauses. When one person switches between two languages, the person is bilingual. According to Baker (2006, p. 3) a bilingual person can use two different languages, but one of these is often the

dominant one. She suggests that some bilinguals are active in both languages whereas other bilinguals are passive, and their skills in one or both languages are less developed. Baker (p. 4) also suggests that there are many dimensions of bilingualism. One of the dimensions is called Elective bilingualism, which means that a person can choose to learn a new language.

Mesthrie, Swann, Deumert and Leap (2010, p. 163) state that code-switching has not always been a field of serious study. The type of conversation that we call code-switching today was previously known as a bilingual's way to choose when s/he wanted to use a certain language. S/he could use one language on a certain occasion and another language on another occasion. According to Gumperz and Hernandez-Chavez (1974) other terms can be used for code-switching, related terms are for instance: code shifting and code mixing.

Code-switching in the foreign language classroom

Although code-switching research is mostly associated with the field of bilingual environments and communities, code-switching in the foreign language classroom is an extensively observed phenomenon. In their work on code-switching, Milroy and Muysken (1995) state that research on code-switching in the classroom has been conducted for almost two decades. Simon (2001) claims that there has been a development in the research of code-switching in foreign language learning. The language classroom has become interesting for researchers. According to Milroy and Muysken (1995) code-switching in the foreign language classroom is international; there has been research on this in the United States, South America, Canada, Europe and South East Asia. What happens when pupils code-switch in the foreign language classroom? Liebscher and Dailey-O'Cain (2005) suggest that foreign language learners switch back to their native language when they feel they meet obstacles in the target language conversation.

Categories of code-switching

The first category is called Equivalence, which occurs when the student lacks competence in the target language, such as when s/he feels that s/he is not competent enough to explain something in the target language. The student therefore instead uses lexical items from the native language. This process is a sort of defensive mechanism. The second category is called Floor-holding. Here the students use native language words to fill gaps in the conversation in order to avoid breaks or open spaces in the conversation. This process may have a negative outcome on language learning if students continue with this type of code-switching for a long period of time. They may lose the competence of fluency in a conversation. The third category is called Reiteration. Pupils use this function in order to reinforce and clarify a message. Students may repeat words and phrases in their native language because they feel they did not clarify a message in the target language but also to show the teacher that s/he has understood the task or content in the situation. Heredia and Brown (2005) state that people often do it in order to be understood better. According to Yule (2010) there is one thing called Communicative competence, which means that L2 learners try to use the foreign language correctly. Rababah (2002) states that there are other strategies within communicative competence. One of them is called interlanguage communication strategies, which means that L2 learners use different types of strategies to get their message through. The learners want to organize their message quickly in order to avoid communication problems. Typical behaviors would be: use words from their native language, mumble, repeat sentences and words, try to avoid certain words which they may find difficult, rephrase words and sentences, ask someone else for the correct word or sentence, and correct themselves by using self-correction as Rababah calls it. Simon (2001) suggests that code-switching in

foreign language classrooms is much more complex to scrutinize than code-switching in social settings. The pupils in the foreign language classroom often have vague knowledge of the target language compared to bilinguals in a social setting. There is indeed a difference between code-switching in educational settings and in social settings. According to Wei and Martin (2009) code-switching in educational settings is often seen as unsuitable and wrong, while code-switching in social contexts is seen as something natural and a part of bilingual speech.

Previous related studies

Alshehri (2017) carried out a study to explore the attitudes of EFL teachers towards using learners' first language (L1) in their classes. It also considers the frequency and functions of using L1 in EFL classes. The participants in this study comprised 104 female teachers. The researcher used questionnaire and interviews in collecting data. The findings reveal that teachers believe that English should be the main language used in the classroom. The results also show that teachers use L1 for some functions in EFL classes, such as explaining vocabulary and developing rapport with students. Moreover, Teachers also report that the majority of their students use L1 mainly for translating new vocabulary and preparing for tasks.

Ghaiyoomian and Zarei (2015) conducted a study to examine the effect of using translation from L2 to L1 on the improvement of EFL learners' language accuracy. The participants in this study consisted of 62 male students in the third grade who were not familiar with the intended grammatical structures. The participants were divided into a control group and an experimental group. A pretest and a posttest were designed to accomplish the aim of this study. The findings of the study revealed that translation from L2 to L1 has improved the accuracy of the students in learning.

Damra and Al Qudah (2012) investigated in their study the effect of using students' native language (Arabic language) on their achievement and attitudes in learning English grammar. The sample of the study included 80 female students in the ninth grade divided over experimental and control groups. The researcher used pretest, posttest, and questionnaire in collecting data. The findings showed that, the majority of both groups encouraged to use their mother tongue in learning English grammar rule, and they believe in the effectiveness and importance of L1 use. Moreover, were no significant mean differences between the experimental and the control groups in the attitudes measure.

Chang (2011) examined the role of using L2 in teaching grammar first, whether learners in the experimental class can make a significant progress in grammar learning after experiencing an experimental semester. Second, whether learners in the experimental class can make more progress in grammar learning than those in the control class. Third, whether the Grammar Translation Method is more effective in improving learners' learning confidence, and motivation than the Communicative Approach? The sample of this study was 42 students for the experimental group and 44 students for the control group. The researcher used pre-test, post-test, and questionnaire in collecting data, both two tests included 50 multiple choices with a full mark of 100. The findings of the study showed that first, learners in the experimental class made a significant progress in grammar learning after experiencing an experimental semester. Second learners in the experimental class made more progress in grammar learning than those in the control class. Third the grammar translation method is more effective in improving learners' learning confidence, and motivation than the communicative approach.

Rababah (2003) emphasized the importance of using the target language in language teaching. He demonstrates this to professionally characterize the status of EFL learning situation in Jordan. This indicates that teachers in Jordan use Arabic to

teach difficult words and to explain English literature. Vocabulary items are still taught in isolation, though the Communicative Language Teaching approach stresses the importance of teaching vocabulary items in context. The findings of this study pointed out that using the source language in the classroom setting is very beneficial. However, Deller and Rinvolutri (2002) do not support the random use of the native language and warn the language teachers of the negative effects of its over-use in the EFL classroom.

On the other hand, a positive contribution to English learning can be fulfilled through teaching English bilingually if L1 is used at appropriate times and for appropriate reasons (Hamer, 2001; Cameron, 2001; Nation, 2003; Tang, 2002; Sharma, 2006). In addition, Miles (2004) indicates that limited use of the native language can actually facilitate the learning of an L2, and does not hinder it. According to Hadley (2001) students' native language usually plays an important role in most popular English language teaching methods. In their research on bilingualism, Hamers and Blanc (2000) studied how bilinguals carry out a large variety of cognitive tasks in the two languages.

Bilingualism involves having a command of the linguistic system—the phonology, morphology, syntax, semantics, and pragmatics — that constitute the essence of each language, but it also means being able to keep the languages separate cognitively when necessary, and strategies to search the memory store in one language in order to use the information in the other language. The usefulness of first language as a cognitive and a pedagogical tool that facilitates learning has been gaining significance for the last two decades. For instance, Swain and Lapkin (2000) maintain that to assist that no use be made of the L1 in carrying out tasks that are both linguistically and cognitively complex is to deny the use of an important cognitive tool. According to Hadley (2001) students' native language usually plays an important role in most popular English language teaching methods.

Methodology

In this part of the study, the participants, instrumentation, and data collection procedure will be presented in detailed.

Participants

The sample of this study consists of (18 males and 22 females) Palestinian EFL teachers who teach English at public secondary schools at Jerusalem district. Twelve of the teachers were teaching English for 0-5 years; twenty of them were teaching English for 6-10 years; and eight of them were teaching English for 11 years and more. The researcher wanted to elicit the teachers' opinions towards using code-switching in teaching English grammar at public secondary school level.

Instrumentation

In this study an online questionnaire using Google forms (see Appendix A) was distributed to 40 male and female Palestinian EFL teachers who teach English with different years of experience at public secondary schools at Jerusalem district. The questionnaire consists of two parts: the first section is the demographic data. The second section is divided into three parts: the first one consists of 15 statements about teachers' attitudes towards using code-switching in teaching English grammar inside the classroom. The second part consists of 15 statements about teachers' attitudes towards using only English in teaching grammar inside the classroom. The third part consists of 3 open-ended questions. Respondents were asked to indicate the frequency of occurrence on a 5- point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree).

Procedure

In this study the researcher collected the data during the second semester of the academic year 2020/2021 using an online questionnaire on Google forms. The questionnaire has been distributed over 40 male and female Palestinian EFL teachers to elicit their views in using code-switching in teaching English grammar at public secondary school level at Jerusalem district. The means and standard deviations were calculated and displayed in charts using Microsoft Excel 2016.

Results

In this study, an online questionnaire (see Appendix A) was distributed over 40 Palestinian EFL teachers who teach English with different years of experience at public secondary schools at Jerusalem district. Respondents were asked to indicate the frequency of occurrence on a 5- point Likert scale (strongly agree, agree, neutral, disagree, strongly disagree). The results for the questionnaire will be presented in this part of the study.

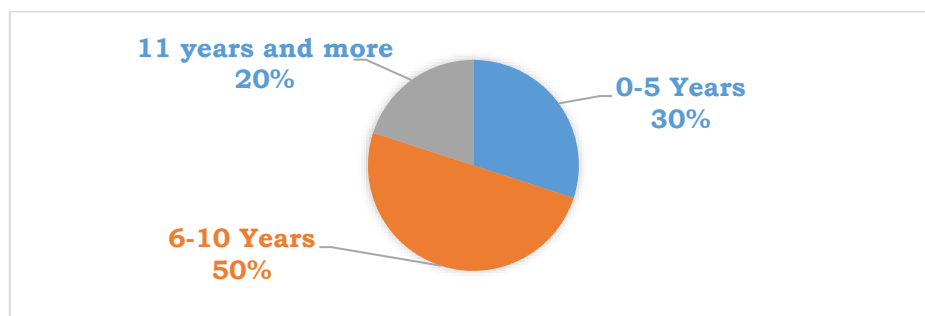


Figure (1): EFL Teachers' Teaching Experience

The questionnaire was distributed to 40 EFL Palestinian teachers in Jerusalem district. Twelve of the teachers were teaching English for 0-5 years; twenty of them were teaching English for 6-10 years; and eight of them were teaching English for 11 years and more.

Table 1

Teachers' Educational Qualifications

Teachers' Educational Qualifications	Number of Teachers	Percentages
B.A.	22	55%
M.A.	18	45%

The table above shows that 55% of EFL teachers hold a B.A. degree; whereas 45% of them hold an M.A. degree.

Table 2

Correction Key for this Study

Strongly agree	1-1.79
Agree	1.8-2.59
Neutral	2.6-3.39
Disagree	3.4-4.19
Strongly disagree	4.2-5

The correction key for this study is (1-1.79 for strongly agree; 1.8-2.59 for agree; 2.6-3.39 for neutral; 3.4-4.19 for disagree; 4.2-5 for strongly disagree).

Table 3

Means and Standard Deviations for the Items that the Participants Agreed On

No.	Statements	Means	SDs
19.	Using English in grammar class makes students think in English.	1.85	4.12
20.	Teachers should speak English as much as possible while presenting grammar rules.	1.95	3.67
25.	Students don't like the teacher to use only English in grammar class.	2.05	3.93
9.	Translating difficult words into L1 is helpful for students in learning grammar rules.	2.1	4.69
18.	Students feel afraid to make mistakes when teacher using English only in grammar class.	2.1	3.39
10.	Some teachers use code-switching when they lack confidence in their own knowledge of English.	2.15	3.93
23.	Students feel uncomfortable and stressed when teachers using the English language in teaching English grammar.	2.2	4.63
22.	Using Arabic in English grammar class makes students think in Arabic.	2.25	2.54
25.	Using code-switching should be minimized to the best of the teacher's ability.	2.25	2.44
2.	Code-switching is necessary to explain difficult concepts or ideas in grammar.	2.25	3.67
29.	Students can understand most of English rules when teachers use code-switching.	2.3	3.87
27.	Using code-switching facilitates the teaching English grammar.	2.4	4.00
1.	Using code-switching in grammar class provides students the opportunity to understand the application of grammar rules.	2.5	2.44
Total of Means		2.18	
Total of Standard Deviations		3.64	

Table 3 shows the means and standards deviations for participants' responses of agree to the items (19,20,25,9,18,10,23,22,25,2,29,27, and 1) of the questionnaire.

Table 4

Means and Standard Deviations for Response of Neutral

No.	Statements	Means	SDs
13.	Teachers use code-switching as a technique to increase students' understanding of grammar rules.	2.6	3.16
21.	Using only L2 in teaching English grammar has a negative impact on students' learning.	2.6	3.16
6.	Arabic is indispensable in teaching English grammar in primary classrooms.	2.65	3.08
19.	Using code-switching in English grammar class provides students the opportunity to participate and give examples.	2.7	3.53
12.	Teachers tend to code switch because they face problems in explaining things in English.	2.7	1.92
22.	The amount of English that teachers use depends on their educational qualifications.	2.75	2.54
15.	Teachers translate grammar rules into Arabic most of the time.	2.75	1.87

Continue of Table 4

No.	Statements	Means	SDs
26.	Using only L2 do not saves time during class.	2.9	4.06
30.	Students cannot understand all rules of English grammar when using only English in grammar class.	2.95	2.73
24.	Using code-switching should be stopped in grammar class.	2.95	1.22
20.	Using code-switching in English classes should be recommended by the educational authorities.	3	3.67
7.	Code-switching can be used to help students improve their grammar proficiency.	3.25	4.18
24.	Teachers find using code-switching in grammar class is boring.	3.3	3.46
Total of Means		2.85	
Total of Standard Deviations		2.97	

Table 4 shows the means and standards deviations for participants' responses of neutral to the items (13,21,6,19,12,22,15,26,30,24, 20,7, and 24) of the questionnaire.

Table 5

Means and Standard Deviations for the Items that the Participants Disagreed On

No.	Statements	Means	SDs
16.	Teaching English grammar by using English makes students get lost.	3.15	3.00
23.	Using code-switching is necessary to give instructions in grammar application.	3.4	3.16
28.	I feel uncomfortable when I talk to my students in English.	3.5	2.91
17.	Learning English grammar by using English itself is a waste of time.	3.95	5.70
Total of Means		3.5	
Total of Standard Deviations		3.69	

Table 5 shows the means and standards deviations for participants' responses of agree to the items (16,23,28, and 17) of the questionnaire. In addition, the means and standard deviation were calculated and displayed in charts using Microsoft Excel 2016 for the above tables (table 3, 4, and 5).

Research Questions

The researcher is studying the use code-switching in teaching English grammar from teachers' perspectives at secondary school level, since the use of code-switching is a controversial issue for many researchers. This study aimed to answer the following question:

Main question:

- What are the attitudes of teachers toward using code-switching in teaching English grammar at secondary school level?

Sub questions:

- To what extend the use of Arabic language considered the best direct method to teach English language in class?

- Is there any reason to use code-switching when using English language grammar?

Discussion

The present study investigated teachers' attitudes towards using code-switching in teaching English grammar in public secondary schools in Jerusalem. This chapter will scrutinize the results of the data analysis for the research question of this study which is: What are the attitudes of teachers toward using Arabic in teaching English grammar at secondary school level?

- What are the attitudes of teachers toward using code-switching in teaching English grammar at secondary school level?

Table 3 above shows the means and standards deviations for participants' responses of agree to the items of the questionnaire. The item number 19 in the questionnaire got the highest mean, which means that teachers think the use of target language in teaching grammar makes students think in English which make them more communicative in the target language. This imbedded *The Virtual position*. In supporting this idea, the participants for this questionnaire agreed that EFL teachers should speak English as much as possible and using code-switching should be minimized to the best of the teacher's ability while presenting grammar rules. On the other hand, students don't like teachers to use only the target language in teaching English grammar because students feel afraid to make mistakes, stressed, and uncomfortable when teachers use English only in grammar class. On the other hand, *the optimal position* showed in the questionnaire because the participants agreed that using code-switching is helpful for students in learning grammar rules when translating a difficult concept or idea. In supporting this, the participants agreed on that students can understand most of English rules when teacher switches language (using both English and Arabic). Moreover, some teachers use code-switching when they lack confidence in their own knowledge of English.

Table 4 above shows that the participants did not have a specific opinion in terms of whether they agreed on disagreed on the following: teachers use code-switching to increase students' understanding of grammar rules; teachers tend to use Arabic because they face problems in explaining things in English; Using only L2 in teaching English grammar has a negative impact on students' learning; students cannot understand all rules of English grammar when using only English in grammar class; code-switching is indispensable in teaching English grammar in primary classrooms; The amount of English that teachers use depends on their educational qualifications; using Arabic should be stopped in grammar class; using code-switching in English classes should be recommended by the educational authorities; Arabic can be used to help students improve their grammar proficiency; teachers find using code-switching in grammar class is boring.

Table 5 above shows that the participants on this questionnaire disagreed on that teaching English grammar by using English makes students get lost. On the other hand, the use of code-switching in teaching English grammar is necessary to give instructions in grammar application. Moreover, the participants agreed on that talking only in English with their students doesn't make them feel uncomfortable. Finally, the participants disagreed on that learning English grammar by using English itself is a waste of time, which means the use of the target language in teaching English grammar is helpful for students.

- To what extend the use of Arabic language considered the best direct method to teach English language in class?

The study revealed that relying heavily on the mother tongue in the EFL classroom will deprive the students of being exposed to English to learn more and better. This supports the belief of the maximal position that using code-switching might be harmful for the students' learning process since it reduces their opportunities for using the target language. Since most of the teachers agreed that the use of code-switching in teaching English grammar will make them think in the mother tongue. The researcher has found that findings of this study is in harmony to a great extent with (Alshehri, 2017).

- Is there any reason to use code-switching when using English language grammar?

The study also indicated that the code-switching was commonly used in the EFL classroom, for a range of purposes and with varying degrees of frequency. Seventy percent of the teachers wrote in the free-response questions that teachers should use code-switching in teaching grammar in order to make the topic clearer this support the optimal position, for example, in teaching tenses and highlighting the differences between them, in teaching new concepts, and explaining difficult ideas. The results of this study are in accordance with earlier studies (e.g. Alshehri 2017, Auerbach, 1993 and Nation, 2003). The purpose of that is expressing students' ideas with no linguistic barrier.

Conclusion

The teaching of English as a foreign language in class has always been debated about. Whereas some believe that English language should be used only in class to improve the students' skills, others think that Arabic should be included for the main goal in teaching is the student, and the best methods possible should be used in conveying and illustrating English comprehension texts, grammar, exercises and speaking and writing skills. Regarding English as the first main wide-spread language in the world, still many people consider it as a difficult language to learn. This stereotype of thought has a negative impact on our students in schools in general.

English teachers find it so hard to depend only on English language in teaching Arab students. This is due to most students do not really comprehend English language very. Teachers of English as a foreign language find difficulties teaching English without referring to the mother tongue in some aspects. They also state that their students encounter many problems comprehending English as a foreign language with the use of mother tongue by their teachers in a classroom setting. This indicates that both learners and teacher learning of English as a foreign language is difficult to learn without using the mother tongue in the classroom setting.

Recommendations

The issue which we should focus on is the student, for he/she is the recipient. We should set a main goal for every English class, which is the best way to teach this and how a teacher can convey this to my student. If the main goal is set, everything in class will turn good. But if a teacher enters a class, not knowing what to do, where to start from or how to teach, then be certain that you have come to a serious problem. Including Arabic in English classes, as I think, is not a mistake. It eases the atmosphere for students to learn and comprehend better. But we should not depend totally on Arabic language only. There should be a mix of both. We do not want to ignore the idea that the class is called an "English class" and the aim of it is to help students in acquiring it as much as possible. To sum up, employing Arabic as a facilitating tool in English classes has gained so much attention in schools. This paper has attended to investigate the opinions, attitudes and solutions of this issue amongst teachers and students.

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