

Students' Reactions to Teachers' Codeswitching Practices: Insights from Ethiopian Secondary School EFL Settings

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Abstract: Codeswitching, which is viewed with suspicion, is widespread in EFL classrooms. However, only a handful of studies looked at it from the students' perspectives, especially in the Ethiopian context. To this end, the aim of this study was to identify the attitudes of students towards teachers' codeswitching practices. For this purpose, the quantitative research method was used. Accordingly, 256 students participated in the study. Data from the questionnaire were analyzed in terms of simple frequency counts and percentages. The results of the study generally indicated that students were positive toward teachers' codeswitching in relation to teachers' persona, academic, managerial and social functions despite divergent views among students. The results suggest that codeswitching functions as an effective teaching strategy in EFL classrooms. Furthermore, this research implies that teachers should adjust their language use accordingly by considering their students' needs and English language proficiency levels.

Keywords: Codeswitching, Attitude, Foreign Language, First Language

1. Introduction

Codeswitching, one of the most pervasive phenomena in language classrooms around the world where teachers are teaching a foreign language or a second language, has attracted the attentions of more and more researchers who have approached it from different perspectives. However, the use of codeswitching or L1 use in the context of teaching foreign language has been the bone of contention for scholars. On the one hand, proponents of the monolingual approach believe that use of the first language or codeswitching negatively affects language proficiency of learners, and they have argued that English is best taught through English only and L1 has no rightful place. This issue emerged with the introduction of Direct Method which enforces the exclusive use of the foreign language (Harbord, 1992). On the other hand, proponents of the bilingual approach believe that using the students' native language to teach a foreign language is the norm. In this regard, a new language should be taught with the help of students' first language or translation since it is unavoidable whether permitted or not (Cook, 2010). The aforementioned

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arguments on the use of L1 in L2 classes have inspired different researchers to conduct empirical studies on the issue of classroom codeswitching. These researchers have investigated the different types of codeswitching, its amount, its function, its effect on the students, the reasons for codeswitching and attitudes of teachers and students on classroom codeswitching. However, there is scarcity of research in Ethiopian context with regard to students' attitudes about the use of L1 in English language classes, especially in secondary schools. Previous studies focusing on student perceptions have paid attention to students' general impressions of codeswitching in content classes while neglecting language classes (Tamiru, 2013; Tian & Hennebry, 2016; Yinager & Boersma, 2018). Furthermore, they focused on tertiary level, so their findings may not be applicable to students of secondary schools who learn English.

To this end, inspired mainly by the debatable nature of classroom codeswitching and taking into consideration the various findings and gaps of knowledge from prior studies, I explored students' attitudes towards their teachers codeswitching practices. It is thought that the findings of the study will be beneficial for language teachers who have been in a dilemma to use L1 in L2 classes. What is more, teachers may take into consideration students' voices and perspectives on how their codeswitching practices assist or hinder students' learning during English lessons. In other words, this research is helpful to EFL teachers to reexamine their language use to foster students' language learning.

2. Literature Review

2.1 Debates on Classroom Codeswitching

In English as foreign language classrooms, where students share the same tongue with their teachers, the first language alternates with the foreign language. This alternation is referred to as codeswitching which is a commonly observed linguistic phenomenon, especially in EFL classrooms (Macaro, 2005). For Gumperz (1982), codeswitching is "the juxtaposition of the same speech exchange of passages of speech belonging to two grammatical systems or subsystems" (p. 59). In the foreign language teaching context, codeswitching refers to the switch between the target language and mother tongue. However, the use of codeswitching in EFL classroom is a debatable topic as there are two main views towards the alternate use of two languages; that is to say, there are some scholars who consider codeswitching as an obstacle to the learning of foreign or second language while some others see it as positive in the classroom.

On the one side, proponents of the monolingual principle argue that L1 is an obstacle to the learning of L2. In this regard, some scholars (Chaudron, 1988; Ellis, 1984; Wong-Fillmore, 1985), who subscribed to Direct Method and the Audio-Lingual Method of teaching L2, recommended that codeswitching should be banned in second language classrooms as it may hinder students' L2 learning process. They further argue that students may depend too much on teachers' codeswitching, and they may lose interest to learn the new language. As a result, first language should be used as little as possible and should preferably be dismissed because students do not need to understand everything uttered in L2 classroom (Macaro, 2005).

On the other hand, advocates of codeswitching or L1 use in foreign language classroom argue that L1 should be incorporated in L2 classrooms as it can serve pedagogical, cognitive and communicative functions in students' target language learning and provide opportunities for learners' linguistic performance and development (Littlewood & Yu, 2011; Turnbull, 2001). Classroom codeswitching is a

natural practice, particularly when teachers and students share the same L1 in common (Cook, 2001). Atkinson (1987) also criticizes the tenet that L1 has to be banned in foreign language classrooms as it is groundless and unverified by empirical research. He further states that L1 is not only the preferred strategy for students to overcome their obstacles of speaking in the target language but also it is an important humanistic element in the classroom because it enables learners to express their feelings. Auerbach (1993) mentioned the social benefits of the students' first language as follows: its use reduces anxiety and enhances the affective environment for learning, takes into account sociocultural factors, facilitates incorporation of learners' life experiences, and allows for learner-centered curriculum development.

Despite argument surrounding the use of L1, there is no clear result as to which side wins. In this regard, a continuum of perspectives of L2 and L1 use has been developed by Macaro (2009). He proposed three positions towards using codeswitching in the L2 classroom: the virtual position, a monolingual perspective that favors exclusive L2; maximal position, which recognizes the need for and value of using L1 accompanied by a sense of guilt or regret in the use of L1; and optimal position, which firmly holds that L1 has pedagogical value and it may play a positive role in enhancing the learning process. It is the optimal position that has been got recognition by many researchers. Nevertheless, researchers have been unable to reach a consensus on how much L1 is optimal or judicious, possibly due to the difficulty of establishing what is best for different language levels of L2 learners in different contexts.

2.2 The Functional Use of Teachers' Codeswitching in the Classroom

Several studies investigated the functions of teachers' codeswitching in various contexts, either in English as a second language or English as a foreign language classroom. In his study of South African high school, Adendorff (1993) studied English-Zulu codeswitching among Zulu-speaking teachers and their learners by investigating the functions of codeswitching in three high school classrooms. He reported that codeswitching from English to Zulu during an English lesson was used by the teachers for both academic and social reasons.

Flyman-Mattsson and Burenhult (1999), in the study they conducted, they came up with the following functions of codeswitching: linguistic insecurity, topic switch, affective functions (spontaneous expression of emotions and emotional understanding in discourse with students), socializing functions (friendship and solidarity) and repetitive functions. Dehrab (2002) also states that teachers' codeswitching is important to achieve instructional tasks, accomplish conversational tasks and convey social information. Ferguson (2009), similar to Dehrab (2002), discovered three main functions of teachers' codeswitching, what he calls codeswitching for constructing and transmitting knowledge, codeswitching for classroom management and codeswitching for interpersonal relations which involves codeswitching to humanize classrooms.

In a more recent study, Adriosh and Razi (2019), adopting Ferguson's (2009) classification of codeswitching studied the functions of six EFL teachers codeswitching from three universities in Libya. Their research aimed to explore the functions and perceptions of teachers' codeswitching in EFL classroom. They found that teachers used L1 for four common functions: clarification, repetition, recapitulation and socialization. In another study, Grant and Nguyen (2017) found that teachers practiced codeswitching very commonly in their English instruction to clarify instructions, scaffold the learning,

cover the lesson content in an expedient manner, respond students' feelings, share identity, build rapport with students and discipline students.

In general, despite the different contexts of these studies, the results on L1 functions seem to be more consistent. Almost all of these studies reported that codeswitching can be used as an important pedagogical tool that can be used by teachers. This wide range of functions, however, has not been investigated from the perspectives of students in the Ethiopian context.

2.3 Teachers' Codeswitching from Students' Perspectives

A number of studies have been carried out in order to investigate the attitudes of students toward their teachers' use of codeswitching in L2 classrooms. Despite the various educational contexts and various languages involved, their findings consistently confirm that students are in favor of at least certain use of codeswitching (Brooks-Lewis, 2009). In other words, students do not want the total exclusion of codeswitching from L2 classroom interactions although they have reservations when this practice is used extensively. However, their views have not been adequately investigated in the context of Ethiopia.

Schweers (1999) employed a questionnaire to explore Spanish students' attitudes toward using their L1 in the EFL classrooms. The data showed that majority of the students were optimistic about using Spanish during English lessons. They thought that it was appropriate to use L1 to explain difficult concepts, check comprehension, define new vocabulary items, joke around with students and talk about testing. The study further states that when teachers utilized Spanish in the class, it made students feel more comfortable and less tense. Similarly, Ahmad and Jusoff (2009) examined the opinions of students towards the teachers' use of codeswitching during lessons. Most of the participants agreed that codeswitching was used by the teacher to perform various classroom functions including checking for understanding, explaining unfamiliar words, managing classroom activities and providing affective support.

In another study, Pham (2015) found that students had positive views to teachers' codeswitching practice as it was a useful teaching strategy. Teacher codeswitching was seen as a learning resource and a source supporting language output. This practice was perceived to promote student comprehension and to aid the learning of content and target language knowledge. Likewise, Tahir (2016) investigated that students mostly prefer codeswitching into their L1 for better understanding and participation in class. Analysis revealed that students favored English while getting instructions of test, receiving results, and learning grammatical concepts. Majority of students agreed upon that they learn better when their teachers codeswitch in to L1.

More recently, Manel, Hasan and Buriro (2019) conducted a study that aimed to reveal learners' attitudes towards teachers' switching to the mother tongue in secondary schools in Algeria. The found that learners had positive attitudes towards teachers' switching to L1 since about 80 % of them agree with its use in the classroom and view it as a beneficial strategy to be used mainly for translating difficult words and explaining grammar apart from fulfilling many other social and pedagogical ends. This implies that all in all, learners show more positive attitudes towards switching to L1. Similarly, Yao (2011) and Yusob (2018) argue that most of the students have positive attitudes on codeswitching. The students also felt that codeswitching can facilitate their learning process. Since English is considered as a second language to all

students involved in this study, teachers should consider codeswitching as one of the strategies in teaching. However, too much use of codeswitching can bring negative effects also as it can cause confusion due to different words and meanings used in different languages. Therefore, this might suggest that teachers should know when it is essential to practice codeswitching.

Although most studies indicate that students have a positive response to codeswitching by teachers, there are polarized views. For example, the more proficient students in a study by Ariffin and Husin (2011) believed that teachers need to focus both on meanings and forms of L2 to ensure their understanding of a concept. This group of learners believed that teacher codeswitching used for elaboration purposes may result in the simplification of the L2 structures which will impact on their performance, meaning that they may face difficulty in forming answers in the L2 during exams. The students in Rolin-Ianziti and Varshney's (2008) study indicated that the extensive use of the L1 leads to reduced exposure to the L2 which may have adverse effect on them acquiring the phonetic features of the L2. A study conducted by Abdolaziz and Shahla (2016) indicated that the students' perceptions about the use of codeswitching to facilitate comprehension and managing disruptive students were mostly negative whereas most of the students had positive about teachers' use of codeswitching for content transmission and social purposes.

Saburlu (2019) found that a great majority of the preparatory students had negative perceptions of the use of the first language, Turkish, in foreign language learning and highlighted minimum use of L1. In other words, the more teachers use the foreign language in a systematic way in language instruction, the better the students learn it. They supported this view that they do not have any chance to be exposed to the foreign language outside the classroom. Therefore, according to Saburlu (2019), it was possible to conclude that students in the foreign EFL classrooms are against of using the mother tongue foreign language classrooms because according to students, being able to learn a foreign language is possible by avoiding of L1 as far as possible and maximizing the foreign language use in the classroom. Therefore, teachers should not apt to allow the use of mother tongue all the time as students are in favor of using the foreign language. Furthermore, teachers, with their own pedagogic values, justification and academic background knowledge should take into account their own context and make realistic decisions about the use of mother tongue.

In summary, most of the studies have shown us students have positive perceptions of teachers' codeswitching. However, some studies have also shown that students are often conscious of the negative effect of excessive L1 use in the L2 classroom. Fareed, Humayuny and Akhtar (2016) noted that students had positive attitude towards teachers' codeswitching, but some of the students were of the view that codeswitching by teachers restricts their exposure to English. There is then a suggestion that some students favor the use of L1 although they may be aware that it is detrimental to learning English.

3. Research Methodology

This study employed a case study which adopts the quantitative approach in collecting and analyzing the data. This section focuses on context of the study, the subjects' recruitment, instrument employed and method of data analysis.

3.1 Context of the Study

In doing any research, the selection of the site is one of the important steps because it is going to be the source of the data for the intended study. What is more, it could affect the research design, for example, the type of data that can be collected and the degree to which we can generalize our findings (Lanza, 2008). For this reason, two secondary schools found in South Wollo Zone of the Amhara Region were selected for the following reasons. Firstly, I was familiar with the selected area in general and the schools in particular as I used to learn and teach there, especially I was a teacher and alumni of Sayint Senior Secondary School. This helped me to get access and develop relationships with students, teachers and administrators of the targeted schools. Secondly, the site was in close proximity to me. This was very important to get easy and frequent access to the school's understudy. Thirdly, there was not any research work conducted in the schools in general and the present kind of research in particular.

3.2 Participants

The participants of the present study were grade students from two government secondary schools located in South Wollo Zone of the Amhara Region. Accordingly, a total of 256 students both male and female whose age ranged from 15-18 were approached to participate in this study, 158 students from Sayint Secondary School and 98 students from Ewa Secondary School so that they could comment on their teachers' codeswitching. These participants were selected based on the availability criterion.

3.3 Data Gathering Tools

Since the topic under research was to reveal attitudes of students to teachers' codeswitching practices, the questionnaire was an adequate way of achieving this goal. In this respect, Mackey and Gass (2005) contend that a questionnaire is one of the most common methods of culling data on attitudes and opinions from a large group of respondents. They believe that questionnaires enable researchers to secure information that students can report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities.

Thus, data for this study were collected through 5-point Likert scale questionnaires which consisted of 20 close-ended questions. The questionnaire was adapted from Fareed et al. (2016) and Yao (2011) and modified to be compatible to the purpose of the current research. The questionnaire was also piloted and needed changes were made before data collection to ensure reliability of the results and the accurateness of questions to the aims of the study.

To make it easier for the participants, the questionnaire was translated into Amharic so that there would be no misunderstandings due to lack of knowledge of English. The questionnaire was administered by me to the students to help them to explain some of the misconceptions that they would come across while completing the questionnaire. It was essential to explain clearly to students what kinds of responses were expected from them and to give them a chance to ask any questions they might have when handing out the questionnaire.

3.4 Data Analysis

In analyzing the quantitative data, data collected from students' close-ended questionnaires were analyzed using descriptive statistics—frequencies and percentages. The results were presented in tables that contain thematically organized items, frequencies and percentages were used to report the outcomes. The outputs of the five Likert scale measurements were synthesized into three scales. In other words, “strongly agree” and “agree” were summed up and reported as claims of agreement and results for “strongly disagree” were blended with results of “disagree” and reported as assertions of disagreement. The responses for “undecided” were analyzed independently. Thus, the calculated frequencies and percentages from the Likert scale in students' questionnaires used to describe the quantitative data for this study to determine students' attitudes towards English language teachers' codeswitching practices.

4. Results and Discussion

4.1 Students' Attitudes to Codeswitching in Relation to Teachers' Persona

This section concerns the students' attitudes towards the language proficiency of teachers who switch codes in English classroom. Table 1 indicates the frequencies counts and percentages with regard to codeswitching for teachers' persona.

Table 1: Students' attitudes to codeswitching in relation to teachers' persona

Statement	SA	A	U	D	SD
1. My teacher should use only English in English classrooms	12(4.7)	57(22.3)	27(10.6)	141(55.1)	19(7.4)
2. Teachers who use Amharic may cause difficulty in understanding.	17(6.6)	38 (14.8)	11(4.3)	157 (61.3)	33 (12.9)
3. My teacher who switches codes from English to Amharic pollute languages.	8(3.1)	72(28)	24(9.4)	106(41.4)	46(18)
4. Teachers who use Amharic can express themselves clearly in both Amharic and English	100(39.1)	112(43.8)	20(7.8)	20(7.8)	6(2.3)
5. The use of Amharic in class by my teacher may be due to lack of his or her proficiency in English.	14(5.5)	60(23.4)	50(19.5)	120 (46.9)	12(4.7)

The first statement concerns attitudes to students to the inclusion or exclusion of Amharic in English lessons. As shown in Table 1, although there were disparities amongst students regarding their attitudes

towards whether the teachers should use English only or not, the majority of students had negative views of English only, and either disagreed or strongly disagreed with the affirmative statements presented. To be specific, 160 (62.5%) of the students advocated the inclusion of Amharic in English classes respectively. However, it has to be noted that 69 (27%) students agreed that English should be taught monolingually without recourse to Amharic. In other words, they favored the total exclusion of the first language from the EFL classroom. Overall, students' responses might indicate that it is difficult to find classroom discourse fully in a single language.

As indicated above, statement two is about students' attitudes towards whether teachers' Amharic use will make students misunderstand the lesson or not. With this statement, most of the students (74.2%) explained that the use of Amharic by their teachers did not affect their understanding, while 21.4% students agreed that teachers' switches might cause them to misunderstand the teachers' utterances, and only a few remained neutral. This finding as a whole may suggest that student did not oppose their teachers' codeswitching as long as it was not confusing.

As for the third statement which reads, "My teacher who switches codes from English to Amharic pollutes languages", the majority of the students (59.4%) did not accept the use of codemixing. This suggests that students preferred their teachers should either use completely Amharic or completely English. Apart from this, one can guess that students did not want their teachers to use a mixture of Amharic and English on the premise that it is against classroom language policy, and it is a pollution of the language. Contrary to this, 80 (31.1%) students did not mind their teachers' use of codemixing. And only a few did not take any aside. Overall, it is possible to conclude that codemixing or a mixture of Amharic and English was not favored by the majority of the students. As a result, teachers should use Amharic and English alternatively when necessary.

In response to the statement, "Teachers who use Amharic can express themselves clearly in both Amharic and English", as indicated in the table above, the majority of the students agreed that their teachers could express themselves in English and Amharic whereas 10.1% of the students believed that teachers could not express themselves well in both languages, English and Amharic. In addition, 20 students remained hesitant. Thus, despite tendency that the students had a dividing response on teachers' use of codeswitching, the result reveals that teachers were good at in both languages, English and Amharic.

With regard to the fifth item which says, "The use of Amharic in class by my teacher may be due to lack of his or her proficiency in English", the majority of the participants did not attribute teachers' use of Amharic to a lack of proficiency in English or the inability to express themselves in English contrary to the common view that teachers who switch to their first language are not proficient in English. Of all the students, almost half of the students (50.3%) expressed their disagreement that codeswitching is not due lack of competency in English. However, 28.9% of the students viewed codeswitching as a lack of language proficiency, and 19.5% of the students had neutral opinion which might be interpreted as codeswitching is not necessarily due to lack of knowledge in English, or they did not want to evaluate their teachers' knowledge of English.

In general, this finding is in line with a study conducted by Bullock and Toribio (2009) who contend that codeswitching does not represent a breakdown in communication, but reflects the skillful manipulation of

two language systems for various communicative functions. They further argue that even among incipient bilinguals, codeswitching can be viewed as a measure of bilingual ability, rather than deficit. Thus, I suggest that teachers should not treat the use of codeswitching by themselves or their students as a sin and index of failure or inability to use English. Instead, it should have a room in EFL classrooms.

4. 2 Students' Attitudes to Codeswitching in Relation to Academic Functions

This part elaborates students' views on whether the use of codeswitching in class will help them understand the subject matter of their lessons or not.

Table 2: Students' attitudes to codeswitching in relation to academic functions

Statement	SA	A	U	D	SD
6.I prefer my teacher to use Amharic for clarifying difficult grammatical points	29(11.3)	143(55.9)	23(9)	56(21.9)	5(2)
7.I prefer my teacher to explain new English vocabulary in Amharic	84(32.8)	157(61.3)	5(2)	3(1.2)	7(2.7)
8.I think my teacher should use Amharic to correct students' errors	53(20.7)	159(62.1)	13(5.1)	29(11.3)	2(0.8)
9.I think that Amharic is helpful when my teacher checks our understanding	48(18.8)	160(62.5)	18(7)	28(11)	2(0.8)
10.My teacher should use Amharic to explain difficult concepts	97(37.9)	127(49.6)	2(0.8)	30(11.7)	
11.My teacher should Amharic to explain the differences between Amharic and English languages	60 (23.4)	120(46.9)	50(19.5)	14(5.5)	12(4.7)

As illustrated in the table above, it is clear that the majority of students held positive attitudes towards their teachers' codeswitching for explaining grammatical rules so that they could grasp difficult grammatical points. About 57% of the students welcomed the use of codeswitching to explain grammatical points although 23.9% of the students expressed their disagreement and only 9% of the students were on the fence to the use of codeswitching to explain grammar rules. So, it is clear that students get better understanding of grammatical items when codeswitching is applied, and the results were expected in that the students who were less proficient in English were expected to welcome codeswitching to Amharic. In general, it was found that the majority of students had positive attitudes to the teachers' codeswitching in EFL classrooms pertaining to the use of codeswitching in explaining the structure of the language despite some students' reservations.

As to the attitudes of students towards teachers' codeswitching used for explaining vocabulary, it is possible to say that almost all of the students preferred their teachers to explain new words in Amharic with the exception of only a few students. The percentage of the students who agreed were 94.1%, whereas a handful of students (3.9%) expressed their dissatisfaction on the use of codeswitching for explaining vocabularies and the remaining students were hesitant or uncertain on the uses of codeswitching to explain unfamiliar and new lexical items. Although the majority of the students agreed with their teachers' codeswitching in explaining vocabulary, there were still very few students who believed that Amharic had not been used in EFL classes because they might want to be exposed as much as possible to English.

From the data presented above, one may question why the majority of the students preferred their teachers to codeswitch to Amharic. A possible reason for this, perhaps, could be that the low proficiency levels of the students or the students developed the habit of being taught with a mixture of Amharic and English. Thus, teachers should take into account the needs and the proficiency level of students when they teach English. If not, teachers do not achieve what they aspire to achieve.

When it comes to statement three about whether teachers' codeswitching is important in indicating students' errors or not, the majority of the students either agreed or strongly agreed with teachers' use of codeswitching in correcting student errors. To be specific 62.1% and 20.7% of the students agreed and strongly agreed respectively. On the other hand, about 12% of the students expressed their disagreement to the issue. Only 5.1% of the students had neutral stance on the issue. In short, the result suggests that there was a strong preference amongst students when their teachers used codeswitching in correcting their errors. The evidence from this study strongly supports that there was a great need for those students who viewed teachers' codeswitching behaviors in a positive light.

Looking at the ninth statement that is concerned with students' attitudes towards teachers' use of codeswitching for checking their understanding, as depicted in Table 2, there were disparities among students. Among all the participants, 62.5% and 18.8% students respectively agreed and strongly agreed that teacher should incorporate Amharic in English lessons. On the contrary, 11.8% of the students either disagreed or strongly disagreed on teachers' use of codeswitching for assessing students' understanding. In addition, 7% of the students remained undecided with this matter.

In response to item ten, the majority of the students either agreed or strongly agreed when their teachers want to explain difficult concepts using Amharic where a paltry (0.8%) remained irresolute in terms of their views on the uses of codeswitching to explain difficult ideas and the rest (11.7%) of the students was not in favor of codeswitching. for understanding abstruse and complicated concepts.

With regard to the last item codeswitching for academic functions, most of the participants wanted their teachers to use Amharic to explain the differences of Amharic and English while teaching English. On the other hand, 10.2% students disagreed with the statement. Besides, 19.5% of the students remained neutral which might be interpreted as they did not want to say about the importance of codeswitching to make comparisons and contrasts between Amharic and English.

In conclusion, with regard to codeswitching for academic purpose, the majority of students were positive. The students showed preferences for teachers' use of Amharic for explaining difficult concepts, grammar

and vocabulary, checking for understanding, correcting errors and delivering cultural issues. The most important finding was that many of the students had positive attitudes to teachers' codeswitching when they used it to explain vocabularies. The findings of present study are in line with the findings of several studies (Ahmad & Jusoff, 2009; Ariffin & Husin, 2011; Fareed et al., 2016; Manel et al., 2019; Schweers, 1999; Yao, 2011). These studies like the current study reported that students had positive attitudes towards teachers codeswitching in delivering contents of target language to their students.

4.3 Students' Attitudes to Codeswitching in Relation to Classroom Management

It is known that teachers utilized codeswitching to guide students' behavior and monitor classroom activities, especially to discipline students, to give directions and to attract students' attention. The following three items, as shown in the table, were designed to survey students' views about their teachers' use of codeswitching for classroom management purposes.

Table 3: Students' attitudes to codeswitching in relation to classroom management

Statement	SA	A	U	D	SD
12. My teacher should use Amharic to control and discipline students	28(10.9)	116(45.3)	15(5.9)	84(32.8)	13(5.1)
13. My teachers should give instructions about exercises in Amharic	22(8.6)	109(42.6)	23(9)	89(34.8)	13(5.1)
14. My teacher should use Amharic to get the attention of his/her students	50(19.5)	112(43.8)	24(9.4)	58(22.7)	12(4.7)

As it is indicated above, the majority of the students (55.2%) agreed that teachers should use Amharic for discipline purposes. However, a substantial number of students (37.9%) dispreferred their teachers to codeswitch to Amharic to control student who behave badly. Besides, only a small number of students were unsure about the use of codeswitching to tackle their misbehavior. On the whole, despite divided attitudes on using L1 as an important tool to maintain order, students viewed the uses of codeswitching for classroom management purposes in a positive light.

In their responses to the ninth statement, which sought to find out students' responses to teachers' use of Amharic for giving instructions related to classroom activities, 56.3% of the students agreed that codeswitching should be used by teachers to give instructions related to classroom tasks. On the contrary, it should be noted that a fairly large number of students (37.9%) expressed their objections to teachers' use of codeswitching for giving directions on how to carry out an activity. Furthermore, 5.9% remained ambivalent. All in all, the results suggest that students favored their teachers' use of codeswitching for classroom management tasks despite the fact that there were conflicting views among students.

With regard to item, as exhibited in Table 3, students expressed mixed reactions to the teachers' codeswitching for gaining the attention of students although the majority of the students (63.3%) favored the use of Amharic for this purpose. Despite their agreements, 27.1% of a few students claimed that codeswitching should not be used to draw the attentions of students to a particular idea. The rest of the students (9.4%) were ambivalent with this issue or reluctant to express either their agreement or disagreement on the uses of teacher's use of codeswitching to attract students' attention. To sum up, the result suggests that most students wanted when codeswitching was used by their teachers as attention-getting device although some students did not regard their teachers' codeswitching important to get the attention of students.

All in all, most of the students agreed that teachers should use Amharic for classroom management purposes, notably for dealing with disciplinary problems, attracting the attention of the students to a particular activity and giving instruction related to classroom tasks despite the fact that there were conflicting views among students. This result is at odds with (Abdolaziz & Shahla, 2016) who found that most of the students had mostly negative attitude to the use of teachers' codeswitching for managerial purposes. In the same vein, Saburlu (2019) revealed that most of students had negative perceptions of the use of the first language in foreign language classrooms for different purposes of codeswitching.

4.4 Students' Attitudes to Codeswitching in Relation to Socializing

Table 4: Students' attitudes to codeswitching in relation to socializing

Statement	SA	A	U	D	SD
15. I think my teacher should use Amharic to praise/compliment students	22(8.6)	90(35.2)	21(8.2)	108(42.2)	15(5.9)
16. My teacher's use of Amharic decreases students' learning anxiety.	40(15.6)	128(50)	25(9.8)	62((24.2)	1(0.4)
17. My teacher's use of Amharic is important to build a better relationship with students	51(20)	86(33.6)	8(3.1)	87(34)	24(9.4)
18. I believe that my teacher 's use of Amharic helps students to participate more in class	65(25.4)	144(56.3)	3(1.2)	35(13.8)	9(3.5)
19. The use of Amharic by the teacher makes me feel more confident ,less stressed and motivated in learning English	31(12.1)	186(72.7)	4(1.7)	35(13.7)	
20. I think that Amharic is helpful when my teacher discusses cultural topics with students	46(18)	135(52.7)	14(5.5)	51(20)	10(4)

With reference to Table 4 which referred to students' attitudes towards teacher codeswitching in relation to socializing functions, this involved six aspects of use of teachers' codeswitching. As it is seen in the Table, most of the items were responded in favor of the use of codeswitching in English classrooms. To begin with the first item, students held different attitudes towards the use of codeswitching employed by their teachers for giving compliments. Students did not seem to be advocating the incorporation of Amharic for this purpose. About half of the students (48.1%) of the said students stated their disagreement to the use of Amharic to give compliments. However, other group of the students had shown concerns regarding teachers' codeswitching practices with regard to compliment. It should be noted that a substantial number of students (43.8%) of the students thought that teachers should use Amharic to praise their students for their commendable deeds. Additionally, the remaining (8.2%) were neutral on the issue. Thus, students considered codeswitching performed by teachers as a double-edge sword as it has both pros and cons.

In the above table, students had different attitudes towards teachers' use of codeswitching to maintain solidarity. The majority (53.6%) of the students contended that codeswitching is important to create strong bonds between the teacher and the students. Whereas 43.4% of the students objected the statement that codeswitching is important to maintain solidarity and only 3.1% of the students were in dilemma. In general, despite the aforesaid divergent views in their stance to codeswitching for the purpose of building collegial relationship, the majority of the students had positive views on the idea that codeswitching enables them to bond with their teachers more easily.

In their responses to the eighteenth statement that dealt with finding out whether they tend to participate more in English language classrooms when their teachers use Amharic, it is apparent that most of the students were the view that codeswitching is utilized by teachers to make students active participants. However, a significant number (17.3%) of the students seemed to have reservations on the functions of teachers' codeswitching for making them active participant.

The table above indicates that students held three positions as regards to teachers' codeswitching for motivating them (students). 84.8 % of the students agreed that they get motivated when teachers use codeswitching in EFL classrooms. In contrast to this, 17.3% of the students expressed that codeswitching is not important to arouse the interest of the students. Moreover, a minority (1.7%) of students were not sure about their teacher's codeswitching in motivating them. In short, the students' responses to the statement on the teachers use of codeswitching for motivating students was by and large positive as can be seen from the percentages of the students agreeing or strongly agreeing with statement.

The last statement of this section which says that Amharic is helpful when my teacher discusses cultural topics with students, seeks students' opinions on whether codeswitching should or should not be allowed to discuss cultural matters. With regard to this item, most of the students (70.7%) reached the consensus that codeswitching is important to discuss cultural topics. Although the majority of students were in agreement to teachers' codeswitching, significant number of students (24%) expressed their dissatisfaction on the use of codeswitching by their teachers to discuss cultural issues, and only a handful of students (4%) were indecisive. In other words, the respondents tended to show neither positive nor negative tendency towards English-Amharic codeswitching practice in discussing cultural matters. Overall, most

students were in favor of codeswitching and were comfortable about their teachers' use of codeswitching to discuss indigenous culture.

In general, as far as codeswitching for socializing purpose was concerned, the majority of the students had positive views on the teachers' use of codeswitching. For example, most students were in favor of codeswitching and were comfortable about their teachers' use of codeswitching for discussing indigenous culture, giving compliment, building intimate relationship and decreasing students' learning anxiety. This does not mean that there was no difference concerning students' attitudes towards teachers' codeswitching practices. These findings are compatible with those of Abdolaziz and Shahla (2016) who indicated that the majority of the students had positive perceptions on teachers' codeswitching functions. Therefore, it can be claimed that judicious use of codeswitching might be important to build harmonious relationships between students and teachers.

5. Conclusion

The use of codeswitching or students' first language in English classroom has long been a controversial issue. While some researchers claim that students' L1 should be banished from their English classes, others assert that it facilitates the process of learning a target language. The present study aimed to investigate students' attitudes towards their teachers' codeswitching practices in the context of secondary schools in Ethiopia. The analysis of the data revealed that the majority of the students had positive attitudes towards their teachers' codeswitching practices with respect to teachers' persona, academic function, classroom management functions and social functions though there were mixed feelings among students. The study also indicated that none of the students wanted codeswitching to be banned entirely from English lessons. This may in turn suggest that there is a room for the incorporation of codeswitching in EFL classrooms. The other interesting finding was that most of the students expressed their agreement for teachers' use of codeswitching in explaining vocabularies. Hence, as this study as a whole pointed out that codeswitching was perceived by the students a useful technique in EFL classrooms, the findings are hoped to be helpful especially to EFL teachers and students in Ethiopia because by knowing how their students perceive their practices teachers can take remedial actions by considering the different needs and language abilities of their students as they are one of the major stakeholders and the ultimate beneficiaries who will be directly impacted by teachers' codeswitching practices.

Finally, the present study is not without its limitations as with any study. Firstly, as the present study focused on only two secondary schools which had 256 students who had homogeneous linguistic backgrounds, the results of the study cannot be generalized to all Ethiopian students' attitudes to teachers' codeswitching practices. Thus, to find out different findings and make the study more dependable, further research should be conducted with wider sample sizes and heterogeneous students in different school settings. Secondly, the study investigated the perspectives of students only. Thus, researchers could conduct a study on the attitudes of teachers so that the results from the eyes of both students and teachers can be compared and contrasted to make a decision to use or not to use codeswitching. Thirdly, since the study was solely confined to questionnaire and quantitative data, an interview could have been conducted for better triangulation of data.

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