

## Saudi Students' Perceptions Towards the Effectiveness of Code-Switching in EFL Online Classes

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ARTICLE HISTORY	Abstract
Received: <u>28/12/2024</u>	<p><i>The COVID-19 pandemic significantly transformed the education field worldwide, shifting the teaching-learning process from traditional face-to-face classrooms to online learning environments. However, online learning often lacks essential elements that facilitate an effective teaching process, such as physical interactions, gestures, body language, and facial expressions. Consequently, teachers struggled to connect with students and subsequently adopted code-switching (CS) which involves alternating between students' first language (L1) and the foreign language (FL) in English language classrooms. This study examines EFL students' perceptions of the effectiveness of CS in online classes. A quantitative research approach was employed, and data were collected via a web-based questionnaire completed by 72 third-year students who had completed English language courses online. The findings indicate that most undergraduate students had positive perceptions of CS in online English classes. The study provides the reasons for employing CS and its role in enhancing the learning process in virtual classrooms. However, the study's limitations highlight the need for further investigation in future research.</i></p>
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### 1. INTRODUCTION

In recent years, code-switching (CS) has emerged as a significant focus of study in English as a foreign language (EFL) classrooms, particularly in the online learning context. This shift to virtual learning, which was accelerated by the COVID-19 pandemic, has reshaped the dynamics of language teaching, forcing educators to investigate the implications of CS in virtual EFL environments. The absence of face-to-face interaction in these settings leads to unique communication challenges (Hazaymeh, 2021). Within these challenges, CS, defined as the alternation between learners' first language (L1) and the second language (L2), has been considered a vital teaching tool with diverse applications in online EFL classes.

CS can be considered an effective strategy for teaching a foreign language (i.e., English) to EFL Saudi students in language classrooms, and it could facilitate the learning process (Alzahrani, 2023). Moreover, researchers argue that the occurrence of this phenomenon in EFL classes enhances the learning process, making it more accessible, retaining students' attention, providing instructions, and lightening the classroom atmosphere by incorporating humor in the learners' L1 (Bhatti et al., 2018; İstifci, 2019; Mahmoud, 2023). Conversely, in the online context, most teachers describe the language-teaching process as a challenging task, prompting them to frequently depend on CS as a tool to communicate with their students (Munawaroh et al., 2022; Casanova et al., 2022; Mohammed, 2023). Despite its advantages, CS can have a negative effect on learners and hinder students' language-learning process (Alsufayan, 2021).

Studies indicate that, in EFL online classrooms, teachers consider CS a tool to clarify instructions, reinforce complex concepts, and reduce students' anxiety. Therefore, this may be increased by the isolation of virtual learning. Zainil and Arsyad (2021) emphasize that CS allows teachers to ensure key points are understood and check learners' comprehension, which is particularly important when real-time feedback and nonverbal communication are limited in distance settings.

### **1.1.Significance of the study**

The current research aims to further explore code-switching by focusing on its application in EFL distance learning, particularly within the Saudi context, where limited studies have been conducted (e.g., Binmahboob, 2020; Hamouda & Aljumah, 2020; Alsalam, 2022). By investigating students' perspectives, this study seeks to provide valuable insights into the effectiveness of CS and offer recommendations for its use in virtual classes. The findings of this research will contribute to the understanding of CS in online classes and attempt to enhance students' exposure to foreign languages effectively and promote their language proficiency.

### **1.2.Research Objectives and Questions**

This study seeks to examine the perspectives of Saudi tertiary-level students regarding the application of CS in EFL distance learning classes. Specifically, it aims to examine whether CS is perceived as an effective tool in EFL classes conducted through distance learning.

To address these objectives, the following research questions are proposed:

1. What are Saudi students' perceptions of code-switching use in EFL distance learning classes?
2. Is the use of code-switching in EFL online classes perceived as positive or negative?

## 2. LITERATURE REVIEW

Several definitions of code-switching have been proposed, reflecting the diverse perspectives on this phenomenon. Cook (2008) defined CS as “going from one language to the other in mid-speech when both speakers knew the same language” (p. 174), emphasizing CS as an automatic linguistic process occurring in conversations between EFL teachers and students who share the same L1. Expanding on this, Lin (2008) defined CS in the classroom as the “alternating use of more than one linguistic code in the classroom by any of the classroom participants”, which may involve both teachers and students. Similarly, Muysken (2000) described CS as “all cases where lexical items and grammatical features from two languages appear in one sentence” (p. 1), suggesting that CS is often integrated into the syntactic structure of speech.

These definitions underscore that CS can occur either consciously or subconsciously in various contexts, particularly in classrooms. In EFL settings, language alternation often happens automatically, as both teachers and students draw upon their linguistic resources to facilitate communication. Ijudin et al. (2021) argue that subconscious and automatic alternation of language plays a crucial role in fostering effective comprehension and reducing learners’ anxiety.

Several studies have examined teachers’ perspectives on CS in EFL classrooms. Leoanak and Amalo (2018) conducted a quantitative study using a 24-item questionnaire to explore teachers’ beliefs about CS and its role in their classrooms. The findings revealed that most teachers used CS to illustrate word meaning, phrases, and grammar. They also agreed that CS facilitate the language learning process and should be an integral component of EFL classrooms, as it serves pedagogical purposes and enhances teaching and learning.

Furthermore, a recent study by Wijaya et al. (2020) explored elementary EFL teachers’ self-perceptions of CS in primary education through qualitative interviews with two female teachers. The findings indicated that teachers viewed CS positively, highlighting its role in enhancing students’ enjoyment of learning and facilitating the effective delivery of instructional materials.

In another study, Zainil and Arsyad (2021) examined the perceptions and attitudes of five Indonesian high school teachers regarding CS in EFL classrooms. Using classroom observations and recorded post-interviews, they found that teachers consciously employed CS to clarify complex grammar and vocabulary. This practice was reported to enhance students’ comprehension and support their learning process.

Contrastingly, Binmahboob (2020) presented contradictory views in a study of thirty male EFL teachers in secondary schools. The study examined the pedagogical functions of CS within the communicative approach and teachers' attitudes towards its use. Using a mixed-methods approach involving questionnaires, the researcher found that teachers perceived CS as potentially limiting students' exposure to the target language, thereby impacting language teaching. However, participants acknowledged that CS could be beneficial in specific circumstances, such as clarifying complex terms, emphasizing key points, building rapport with students, and providing instant feedback.

Along with this, recent studies on CS in EFL classrooms have revealed different students' perceptions. Luo (2019) noted that most prior research focused on students' perceptions of CS while paying insufficient attention to the influence of language proficiency. To address this gap, Luo (2019) employed a mixed-method approach, administering a questionnaire to two student groups with differing proficiency levels after completing an English-speaking class. The findings indicated that both groups opposed the exclusive use of the foreign language and expressed positive attitudes toward alternating between their L1 and L2 in classroom activities, emphasizing its critical role in facilitating learning.

Hamouda and Aljumah (2020) investigated discrepancies in CS usage among 64 male tertiary-level students in Saudi Arabia. Their study examined the reasons, factors, and functions associated with CS, as well as its impact on learning outcomes. The findings revealed significant differences in perceptions across three proficiency levels. Low- and mid-proficiency students viewed CS positively, considering it an essential tool for facilitating English language acquisition. In contrast, high-proficiency students held negative perceptions, arguing that CS hindered their progress in developing foreign language proficiency.

Similarly, Abdulloah and Usman (2021) examined EFL students' perspectives on code-switching (CS) and code-mixing (CM), the latter defined as the use of two languages within a single utterance (Helmie et al., 2020). The study employed a questionnaire comprising 13 open-ended questions to explore: (1) students' opinions on CS and CM, (2) the reasons for language shifts, (3) the relationship between CS and CM, (4) the conditions under which students engage in CS, and (5) their experiences while using CS and CM. The findings revealed varied perceptions. Positive responses highlighted its role in facilitating effective communication and preventing misinterpretation, whereas negative responses emphasized the potential for misunderstanding caused by language alternation.

The reviewed studies highlight varying perceptions of CS use in EFL classrooms. Positive attitudes emphasize its facilitative role in foreign language acquisition and comprehension, particularly among lower-proficiency learners. However, negative perceptions, more common among higher-proficiency learners, reflect concern about its potential to hinder language development. Despite these differing views, the fundamental role of L1 in supporting EFL learning remains a consistent theme across these studies.

Furthermore, the role of L1 in EFL classrooms has been extensively examined in previous literature. Copland and Neokleous (2011) found that when teachers and students share the same L1, translation serves as an effective tool for addressing learning challenges. This reliance on translation often leads to the adoption of the grammar-translation method, in which L1 is used to explain complex aspects of the target language rather than immersing students in the foreign language.

Similarly, Hasrina et al. (2018) examined the perceptions of L1 use among three teachers and 94 students in EFL classrooms. Their quantitative study revealed that teachers strongly agreed on the benefits of L1 in facilitating communication and enhancing understanding. The findings suggest that L1 plays a significant role in improving students' comprehension and overall learning experiences in EFL settings.

The literature on CS in EFL classrooms highlights diverse perspectives and practices among educators and learners. However, a significant research gap remains regarding CS usage in Saudi EFL online classrooms. To address this gap, the current study focuses on Saudi undergraduate female students who have completed English language courses through a virtual learning management system (i.e., Blackboard). A quantitative approach will be employed to examine their perceptions of CS in EFL online classes.

### **3. RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This study employed a quantitative research design to examine Saudi EFL students' perceptions of the effectiveness of CS in online classes. This approach was selected to collect measurable data, ensuring an objective analysis of students' perceptions.

#### **3.2. Participants**

The participants ( $n = 72$ ) were third-year undergraduate Saudi students who studied Regular English for Academic Purposes (REAP) 3 and 4 courses at Taif University (TU), which are mandatory subjects of their academic curriculum. These courses were delivered through distance learning platforms (e.g., Blackboard). The students were from four different colleges (i.e., College of Arts, College of Science, College of Business ,and College of Design).

Most participants, 95.8%, were between 20 and 23 years old, while 1.4% were aged 24 to 25, another 1.4% were between 27 to 29, and a further 1.4% were above 30 (Table 1). However, their English proficiency levels varied. According to Table 1, 40.3% of participants were at the intermediate level, 27.8% were beginners, 19.4% were pre-intermediate, 9.7% were upper-intermediate, and a minority 2.8% were at the advanced level (see Table 1).

**Table 1**

*Description of Students' Demographic Information*

		<b>Frequencies</b>	<b>Percentages</b>
<b>Gender</b>	Female	72	100%
<b>Age</b>	20 – 23	69	95.8%
	24 – 26	1	1.4%
	27 – 29	1	1.4%
	Above 30	1	1.4%
<b>English language levels</b>	Beginner	20	27.8%
	Pre-intermediate	14	19.4%
	Intermediate	29	40.3%
	Upper-intermediate	7	9.7%
	Advanced	2	2.8%

### **3.3.Data Collection Procedure**

Before data collection, formal approval was obtained from the Scientific Research Ethics Committee at TU to conduct the study. All participants received a consent form within the online questionnaire, which clarified that participation was entirely voluntary. They were informed about the study's purpose and assured that their responses would remain anonymous and be used only for scientific research purposes. To facilitate participation, the researcher distributed the questionnaire electronically via WhatsApp, ensuring accessibility and convenience for all participants.

### **3.4.Instrument**

The present study utilized a web-based questionnaire to collect data from Saudi EFL students using a five-point Likert scale (agreement-based). The questionnaire items were adapted from several relevant studies, including Alsufayan (2021), Al Tale and Alqahtani (2020), and AbdelMagid and Mugaddam (2013), and were further modified by the researcher to align with the study's objectives. Google Forms was used to design and distribute the questionnaire. To ensure clarity and reduce misunderstandings, the questionnaire was provided in the participants' first language (i.e., Arabic).

The questionnaire consisted of three sections. The first section collected demographic information, including age, gender, English language proficiency, and study major. The second

section comprised four questions designed to capture participants' perceptions of using their L1 in EFL classrooms, with responses recorded as multiple-choice (i.e., Yes or No). The third section included 17 closed-ended items to examine students' attitudes toward code-switching and teachers' use of code-switching in online classes. Responses in this section were recorded using a five-point Likert scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), or Strongly Disagree (SD). This instrument was designed to assess students' self-perceptions of the effectiveness of code-switching in EFL online learning environments (see Appendix A).

### 3.5. Data Analysis Procedure

The data collected through Google Forms were exported and initially coded using Microsoft Excel. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS, version 28) to address the research questions effectively. Descriptive statistics, including frequencies and percentages, were calculated to summarize participants' demographic information. Additionally, percentages, means, and standard deviations were used to describe the participants' attitudes toward the effectiveness of code-switching in online classes for each questionnaire item.

## 4. RESULTS AND DISCUSSIONS

This section presents the results from the statistical analysis related to the use of CS in EFL distance learning classes. The analysis aimed to determine the students' perspectives on the effectiveness of CS in their EFL online courses. The findings are summarized in three main tables: Table 2, which focuses on L1 use in EFL classes, and Tables 3 and 4, which analyze the students' perceptions of CS in classes and their teachers' use of CS, respectively.

**Table 2**

*The Statistical Analysis of Students' Perceptions of L1 Use in EFL Classes*

<b>Statements</b>	<b>Frequencies &amp; Percentages %</b>		<b>Mean</b>	<b>SD</b>
	<b>Yes</b>	<b>No</b>		
1. Do you believe using Arabic in English classes will help you learn more and develop your language skills?	60 83.3%	12 16.7%	1.17	.375
2. Do you believe that using Arabic in English classes can hinder your development in learning English?	30 41.7%	42 58.3%	1.58	.496
3. Would you like to be allowed to use Arabic in your EFL classes?	57 79.2%	15 20.8%	1.21	.409
4. Would you like to be allowed to answer questions using Arabic in your EFL classrooms?	48 66.7%	24 33.3%	1.33	.475
Overall weighted mean 1.3229				

and standard deviation .27334

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*Note.* 'yes' was coded as 1, and 'no' was coded as 2. The mean and standard deviation represent the codes of responses.

The statistical analysis of the students' perceptions of L1 use in EFL classes is summarized in Table 2. The overall weighted mean for the students' responses was 1.3229, with a standard-deviation of 0.27334. Between the items, item 2, "*Do you believe that using Arabic in English classes can hinder your development in learning English?*" achieved a remarkably high mean value of 1.58 (SD = 0.496). This demonstrates that a significant proportion of students believed that reliance on L1 is important in developing foreign language learning. Most students saw Arabic as important tool in their language development. However, item 1, "*Do you believe using Arabic in English classes will help you learn more and develop your language skills?*" yielded a lower mean of 1.17 (SD = 0.357), showing that most participants perceive L1 as beneficial when integrated into their EFL classrooms.

These results revealed that the majority of third-year EFL Saudi students have positive perceptions of the use of their L1 (i.e., Arabic) in online classes. Students affirmed its valuable role in developing their language skills. This is also reported by Copland and Neokleous (2011), emphasizing that L1 play a crucial role in facilitating foreign language learning, particularly when students encounter challenges in the target language (i.e., English). Similarly, Hasrina et al. (2018) highlighted that the importance of using L1 in fostering comprehension in EFL settings. This is align with the present study's finding in which L1 use is viewed as valuable resource for language learning.

Previous research asserted that L1 in classrooms plays an important role in facilitating foreign language learning, confirming its relevance in classrooms. Hence, the results suggest that using L1 helps to develop students' foreign language knowledge by clarifying concepts that presented in foreign language (i.e., English) which might reduce anxiety. This is also in line with a research by Ijudin et al. (2021).

**Table 3**

*The Statistical Analysis of Students' Perceptions of CS in EFL Classes*

<b>Statements</b>	<b>Frequencies &amp; Percentages %</b>					<b>Mean</b>	<b>SD</b>
	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>		
5. <i>I believe the use of the Arabic language in my EFL classes will help me learn English.</i>	29 40.3%	25 34.7%	15 20.8%	3 4.2%	0	4.11	.881

6. The use of the Arabic language in my EFL classes will ultimately improve my ability to read and write in English.	33 45.8%	19 26.4%	16 22.2%	4 5.6%	0 0	4.13	.948
7. In my EFL classes, teachers regularly use Arabic to explain objectives and give instructions to students.	26 36.1%	28 38.9%	10 13.9%	6 8.3%	2 2.8%	3.97	1.048
8. I believe that using the first language (Arabic) is important in classroom practice as it helps to improve my language skills level in the foreign language (English).	30 41.7%	27 37.5%	9 12.5%	6 8.3%	0 0%	4.13	.934
9. I will have difficulty reaching proficiency in English if I'm not allowed the use of Arabic in my EFL classrooms.	31 43.1%	21 29.2%	10 13.9%	9 12.5%	1 1.4%	4.00	1.101
10. There are moments when I find it necessary to code-switch between Arabic and English in order to convey meaning when communicating with my classmates and/or teacher.	35 48.6%	28 38.9%	7 9.7%	1 1.4%	1 1.4%	4.32	.819
11. I believe it is helpful for students to use their first language when completing assignments even when the language of instruction is English.	30 41.7%	24 33.3%	12 16.7%	5 6.9%	1 1.4%	4.07	.998

Overall weighted mean 4.1032  
and standard deviation .70811

Note. The scales were coded as 5 (SA) = strongly agree, 4 (A) = agree, 3 (N) = neutral, 2 (D) = disagree, 1 (SD) = strongly disagree. The mean and standard deviation represents the codes of responses.

Table 3 displays the summary statistics for students' attitudes toward code-switching in EFL online classes. The overall mean for the responses was 4.1032, and the standard deviation was 0.70811, indicating strong agreement regarding the effectiveness of CS in reinforcing the learning process. Item 10, "There are moments when I find it necessary to code-switch between Arabic and English in order to convey meaning when communicating with my classmates and/or teacher," achieved the highest mean value of 4.32 with a standard deviation of 0.819. This result emphasizes the importance of CS in facilitating understanding during interactions between students and their teacher. Meanwhile, item 7, "In my EFL classes, teachers regularly use Arabic to explain objectives and give instructions to students," showed a lower mean value of 3.97 with a standard deviation of 1.048.

These findings also indicate that most students preferred alternating between their L1 (i.e., Arabic) and the foreign language (i.e., English) in online classes. These results are support the finding of Wijaya et al. (2020), who reported that CS between students' L1 and target language (i.e., English) generally generates positive perceptions, contributing to the improvement of students' language proficiency. Luo (2019) also found that CS in English classrooms was preferred by students and helped to reduce their anxiety and promote engagement.

The positive perceptions suggest that CS could improve their language proficiency and help students learn the foreign language.

**Table 4**

*The Statistical Analysis of Students' Perceptions on Teachers' CS in EFL Classes*

<b>Statements</b>	<b>Frequencies &amp; Percentages %</b>					<b>Mean</b>	<b>SD</b>
	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>		
12. When my English teacher uses Arabic in the class, I feel confident and motivated to participate.	31	22	14	5	0	4.10	.952
	43.1%	30.6%	19.4%	6.9%	0%		
13. Code-switching to Arabic by my teacher in class makes it easy for me to learn difficult concepts.	31	26	13	2	0	4.19	.833
	43.1%	36.1%	18.1%	2.8%	0%		
14. Code-switching to Arabic by my teacher in class makes it easy for me to understand the course.	31	28	8	5	0	4.18	.893
	43.1%	38.9%	11.1%	6.9%	0%		
15. I find CS by my teacher is very helpful to understand new vocabulary when the definition of English words is given in Arabic.	34	25	10	3	0	4.25	.852
	47.2%	34.7%	13.9%	4.2%	0%		
16. Code-switching to Arabic by my teacher in class is supportive to me.	31	25	11	5	0	4.14	.924
	43.1%	34.7%	15.3%	6.9%	0%		
17. Code-switching to Arabic by my teacher in class helps me enjoy the lecture.	28	28	10	6	0	4.08	.931
	38.9%	38.9%	13.9%	8.3%	0%		
18. Code-switching to Arabic by my teacher in class makes me feel satisfied during the lecture.	30	21	15	6	0	4.04	.985
	41.7%	29.2%	20.8%	8.3%	0%		
19. Code-switching to Arabic by my teacher in class makes	29	23	14	5	1	4.03	1.007
	40.3%	31.9%	19.4%	6.9%	1.4%		

me feel comfortable during the lecture.

20. Code-switching to Arabic by my teacher in class helps me feel less stressed.	28 38.9%	25 34.7%	9 12.5%	9 12.5%	1 1.4%	3.97	1.074
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21. Code-switching to Arabic by my teacher in class makes me feel less lost during the lesson.	22 30.6%	11 15.3%	11 15.3%	18 25.0%	10 13.9%	3.24	1.468
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Overall weighted mean 4.0222 and standard deviation .73719

*Note.* The scales were coded as 5 (SA) = strongly agree, 4 (A) = agree, 3 (N) = neutral, 2 (D) = disagree, 1 (SD) = strongly disagree. The mean and standard deviation represents the codes of responses.

This table presents students' perceptions of their teachers' use of CS in online classes, highlighting the importance of CS in enhancing students' comprehension. The highest weighted item, item 15 "*I find CS by my teacher is very helpful to understand new vocabulary when the definition of English words is in Arabic*," had a mean of 4.25 with a standard deviation of 0.852. This reveals that 47.2% of the students found their teacher's use of CS beneficial for familiarizing themselves with the meaning of new vocabulary. In contrast, item 21 "*Code-switching to Arabic by my teacher in class makes me feel less lost during the lesson*," attained the lowest mean of 3.24 (SD = 1.468). However, the overall standard deviation indicates a variety of perceptions, which may be influenced by different levels of English language proficiency or learning preferences.

Furthermore, most undergraduate students had positive perceptions of their teacher's use of CS. Accordingly, it is effective because it helps students feel more confident, less stressed, and motivated to participate in online classes. These findings align with the research of Leoanak and Amalo (2018), who reported that teachers used CS to clarify complex vocabulary and phrases, and found that the alternation between languages may enhance students' comprehension. Similarly, Zainil and Arsyad (2021) observed that teachers consciously employed CS to clarify complex grammar and vocabulary, that also contributed positively to students' learning experiences.

The findings suggest that the teachers' alternation between languages (i.e., Arabic and English) in online classes critically contributes to learning the foreign language and supports students in developing their language skills and overall language proficiency.

## 5. CONCLUSION

This research highlights one of the most relevant teaching strategies in EFL classrooms, which has become increasingly prevalent in online learning environments. The

study provides clear evidence of the effectiveness of CS, demonstrating that alternating between students' L1 and the foreign language can be beneficial in specific situations and for particular purposes. This emphasizes CS's role in enhancing students' comprehension and reducing anxiety.

The findings revealed that most Saudi EFL students perceive the use of CS in online classes positively, suggesting that CS serves as an effective pedagogical tool in facilitating students' foreign language development. Additionally, CS enables students to participate more effectively, ultimately contributing to foreign language learning and acquisition.

Further investigation is necessary to explore the motivations behind teachers' use of CS. Future studies should aim to expand on the implications of CS in online learning and examine its role in diverse educational contexts and settings.

### **5.1.Practical Implications for Teachers**

Based on these findings, there are several practical implications for teachers. EFL teachers should consider using CS to support students' learning rather than relying on it as a primary approach in teaching the foreign language. Also, teachers can implement CS when explaining complex concepts, clarifying instructions, or assisting students with lower proficiency levels. However, it is essential to balance CS use to ensure that students remain engaged with the target language (i.e., English) and continue developing their proficiency.

### **5.2.Limitations of the Study**

The present study has two key limitations. First, the sample size of students was relatively small due to time constraints, which prevented the researcher from obtaining a higher number of responses. Second, the study was conducted at one university in Saudi Arabia which may limit the generalizability of the findings to other educational contexts. Thus, expanding the scope to include multiple Saudi universities could provide more comprehensive results and further validate current findings.

### **5.3. Recommendations**

Based on the findings, several recommendations for future research are proposed:

1. Utilize different research instruments, such as interviews and classroom observations, to obtain diverse data and deeper insights from participants.
2. Conduct large-scale studies to develop a more comprehensive understanding of CS in online learning environments.
3. Examine the perceptions of CS among both teachers and students. Additionally, future research should include male participants to provide a more detailed perspectives.

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**Saudi Students' Perceptions Towards the Effectiveness of Code-Switching in EFL Online Classes.**

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## **Appendix A**

### **Students' questionnaire**

#### **The effectiveness of Code-switching (CS) in EFL online classes.**

#### **Participants' Background**

##### **Gender:**

- Male
- Female

##### **Age:**

- 20 – 23
- 24 – 26
- 27 – 29
- Above 30

##### **Your English proficiency level:**

- Beginner
- Pre-intermediate
- Intermediate
- Upper-intermediate
- Advanced

##### **What is your major?**

1. Do you believe using Arabic in English classes will help you learn more and develop your language skills?  
- Yes / No
2. Do you believe that using Arabic in English classes can hinder your development in learning English?  
- Yes / No
3. Would you like to be allowed to use Arabic in your EFL classes?  
- Yes / No
4. Would you like to be allowed to answer questions using Arabic in your EFL classrooms?  
- Yes / No

**Students' Perceptions towards using the code-switching in their English online classes**

**Please indicate your level of agreement with the following statements:**

5. I believe the use of the Arabic language in my EFL classes will help me learn English.  
- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**
6. The use of the Arabic language in my EFL classes will ultimately improve my ability to read and write in English.  
- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**
7. In my EFL classes, teachers regularly use Arabic to explain objectives and give instructions to students.  
- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**
8. I believe that using the first language (Arabic) is important in classroom practice as it helps to improve my language skills level in the foreign language (English).  
- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**
9. I will have difficulty reaching proficiency in English if I'm not allowed the use of Arabic in my EFL classrooms.  
- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**
10. There are moments when I find it necessary to code-switch between Arabic and English in order to convey meaning when communicating with my classmates and/or teacher.  
- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**
11. I believe it is helpful for students to use their first language when completing assignments even when the language of instruction is English.  
- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

12. When my English teacher uses Arabic in the class, I feel confident and motivated to participate.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

13. Code-switching to Arabic by my teacher in class makes it easy for me to learn difficult concepts.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

14. Code-switching to Arabic by my teacher in class makes it easy for me to understand the course.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

15. I find CS by my teacher is very helpful to understand new vocabulary when the definition of English words is given in Arabic.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

16. Code-switching to Arabic by my teacher in class is supportive to me.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

17. Code-switching to Arabic by my teacher in class helps me enjoy the lecture.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

18. Code-switching to Arabic by my teacher in class makes me feel satisfied during the lecture.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

19. Code-switching to Arabic by my teacher in class makes me feel comfortable during the lecture.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

20. Code-switching to Arabic by my teacher in class helps me feel less stressed.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**

21. Code-switching to Arabic by my teacher in class makes me feel less lost during the lesson.

- **Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.**