A Review of Code-switching: Learners' and Educators' Perspectives

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Abstract. Multilanguage speakers have observed a widespread trend of utilizing different utterances. This phenomenon is entitled code-switching or (CS). Switching between two languages in foreign language settings is considered a beneficial communicative strategy for bilingual students and supports the educators in transferring and clarifying the meanings to their students. This study addresses the top studies regarding the students and educators' attitudes towards the adoption of CS in the context of higher education. The main objective of this study is to review and analyze educators and learners' attitudes towards the use of CS in the higher educational settings. The present paper focuses on the reasons and functions of CS for both teachers and learners in classrooms. It also highlights different factors affecting code-switching and a variety of CS types. In addition, the issue of bilingualism in both Arab and non-Arab countries has been studied along with the attitudes towards CS in different speech communities. The researchers conclude that CS can be one of the encouraging and effective educational approaches as to be deployed in the context of higher education. Limitations in the existing literature and future trends are presented in the study.

Keywords: Code-switching, bilingualism, learning, teaching, higher education.

1. Introduction

Multilanguage speakers have observed a widespread trend of utilizing different utterances. This is called Code-switching (CS) (Al-Qaysi, 2016; Al-Qaysi & Al-Emran, 2017). CS refers to the notion that a speaker shifts from one language or a variety into another in the course of a text or a conversation. CS functions as a significant medium of societal interactivity to link the linguistic incompetence gaps that occur between the mother tongue and the target language for clarification and communication purposes. Switching between two languages in foreign language settings is considered a beneficial communicative strategy for bilingual students (Pollard, 2002). Educators conceive CS as a supporting communication tool for transferring and clarifying meanings to students during classroom instruction in order to avoid their misunderstanding problems.

Conducting a survey literature in a particular context would serve as an important reference for future studies in that context (Al-Emran & Shaalan, 2015b; Al-Emran et al., 2015; Salloum et al., 2016; Salloum et al., 2018a; Salloum et al., 2017d; Salloum et al., 2018b; Salloum et al., 2018c; Salloum et al., 2017e; Zaza & Al-Emran, 2015; Al Emran & Shaalan, 2014b; Al-Emran, 2015b; Mhamdi et al., 2018; Salloum et al., 2017a). Generally, before implementing any educational strategy, it is highly recommended to investigate the institutional parties' attitudes towards such strategy (Al-Qaysi, 2018; Al-Emran & Malik, 2016; Al-Emran & Salloum, 2017; Al-Emran & Shaalan, 2015a; Al-Emran & Shaalan, 2017; Al-Maroof & Al-Emran, 2018; Malik & Al-Emran, 2018). Attitudes toward the use of CS facilitate identifying the weaknesses and strengths and assist the evolution of the requested strategy. The present study has reviewed the top code-switching publications and investigated the attitudes of both learners and academics in the higher educational institutions that have adopted CS and determined several challenges of CS.

2. Code-switching

Jingxia (2010) pointed out in his study that the term "code" denotes any system of signals including numbers and words with real meanings. Wardhaugh and Fuller (2014) defined a code as a strategy used by more than one bilingual speaker for communication. An increasing number of research papers have defined code-switching in different contexts where each of which attempts to clarify this concept from a variety of views in the area of sociolinguistics. Jdetawy (2011) and Taweel and Btoosh (2012) referred to CS as the occurrence of switches between two bilingual utterances which takes place as a word, phrase or sentence along with Momenian and Samar (2011) who defined it as the occurrence of switches between and within utterances. Jingxia (2010) introduced code-switching as the notion of moving from one language to another in the middle of a conversation when both speakers speak the same two languages. Then and Ting (2010) described CS as the concurrence in a similar conversation substitution of utterances that are related to a couple of syntactic systems. Similarly, Greggio and Gil (2007) indicated that CS is a linguistically-viewed perception in evolving bilinguals among speakers with different utterances. Leyew (1998) refers to code-switching as the diglossic circumstances in which bilinguals utilize various dialects in various circumstances. Contrarily, Gingràs (1974), Lee (2010), and Bilgin and Rahimi (2013) suggested that code-switching can occur within two different languages at sentence boundaries instead of two different varieties in the same discourse. In other words, Nunan and Carter (2001) argued that code-switching alternates between the speakers' native language and the second language which they aim to acquire.

3. Reasons for Code-switching

Jdetawy (2011) and Alkhresheh (2015) have attempted to highlight several reasons of the phenomenon CS including interpreting the interlocutors' intentions and characterizing the morpho-syntactical constraints by focusing on the location of the switches in the sentence. Other social motivations of code-switching are psycholinguistic and social characteristics of different community groups as well as the relation between bilinguals' attitudes and proficiency. Hussein (1999) studied the psychological and social reasons that lead bilinguals to switch codes. These reasons include the occurrence of English terms that lack the Arabic equivalents, the flexibility of scientific expression and awareness of fixed English expressions like apologies, greetings, and compliments. As indicated by Eldin (2014), speakers may switch codes to unify with the community, distinguish oneself, participate in public meetings, discuss a specific topic, express emotions, and persuade interlocutors as per Table 1.

No.	Reason	Description
1	Showing Solidarity	Switching to another language is used among people from various or similar ethnic individuals in order to signal shared ethnicity as well as group membership among addressees.
2	Reflecting Social Status	Bilingual speakers tend to switch between languages to distinguish themselves from other social classes, reflect prestige and power as well as signal competence and education in more than one code.
3	Topic	Topic is another important reason that leads a bilingual speaker to switch from one language to another. The motives of code-switching differ due to the conversation topic, speakers, and context (Alenezi, 2010). In terms of topic, twelve purposes of code-switching are investigated based on sociolinguistic functions (Baker, 2011). These purposes encompass emphasizing a particular point, expressing a concept that lacks an equivalence in the target language, substituting a word with an unknown one in the target language, reinforcing a request, expressing identities, clarifying a point, easing tension and injecting humour into target language conversations. There are seven functions that could be used within the conversation (Abalhassan & Alshalawi, 2000). These functions are conversation tags, contextualization emphasis, quotation switch, politeness, technical expressions, concurrent constriction emphasis, and linguistic repertoire. Accordingly, it is asserted that bilingual speakers usually switch to another language while discussing emotional issues to avoid offensive words and topics from being expressed in the speaker's mother tongue (Leung, 2006).
4	Affection	Bilinguals code-switch between languages for expressing their attitudes and feelings of cheerfulness, eagerness, anger, grief, anger, dissatisfaction, and affection.
5	Audience Persuasion	Holmes (2000) and Nerghes (2011) stated code-switching is often used in speech to either persuade the audience or attract their attention for enhancing their motivation to carefully scrutinize the message presented. It also reflects a certain socioeconomic identity which can give the speaker more reliability and credibility. CS works as an influential method that leads to an organized informational manipulation during strong arguments (Nerghes, 2011).

Table 1. Reasons for code-switching (Eldin, 2014)

4. Code-switching Functions

4.1 Code-switching Functions in Classrooms

Utilizing the native language in learning and teaching settings serves three functions including the construction of engaging learners in interactions, the establishment of inter-subjectivity and maintenance of privacy (Momenian & Samar, 2011). The functions of code-switching in English as Foreign Language (EFL) classrooms are investigated (Lee, 2010). He concluded that using native language makes an opportunity for knowledge improvement, confidence promotion as well as cultural and social identity development. Additionally, educators' CS is relatively related to students' effective support along with their educational success (Badrul & Kamaruzaman, 2009). Similarly, code-switching is claimed to facilitated the EFL teaching and learning processes by finding out the hidden messages behind code-switching (Tien & Liu, 2006). Equivalent comprehension, instructional procedures, cognition assurance and socializing effects are the main functions of code-switching.

4.2 Code-switching Functions for Teachers

Bilgin and Rahimi (2013) and Sert (2005) revealed that code-switching is unconsciously applied in most of the language learning environments by teachers to serve some beneficial basic functions that are listed as topic switching, effective, and repetitive functions. In topic switch cases, teachers switch between languages based on the discussion topic. This can be mostly observed in grammar instruction since bilingual teachers use the native language while providing syntactic rules of the target language with regard to dealing with particular grammatical points. Consequently, the students' attention will be directed to the new knowledge to facilitate the students' comprehension, build solidarity and ensure a relaxing learning environment. Another explanation for the functionality of code-switching in English Language Teaching settings is its effective function that serves expressing the emotions. In this respect, bilingual teachers use code-switching in order to build intimate relations with students and to create a supportive language environment.

In addition to the topic switching and affective functions, the phenomenon also carries a repetitive function. In this sense, code-switching is utilized by educators to convey the necessary knowledge to the students so that they clarify meaning and ensure efficient comprehension. This comes in conformity with Rahimi and Jafari's (2011) who indicated that code-switching has been intensively applied while conducting vocabulary and grammar activities that encompass using equivalent words and expressions as well as replying in the native language in order to solve misunderstanding issues and to ensure complete and correct comprehension of the grammatical rules. Moreover, Badrul and Kamaruzaman (2009) and Lee (2010) revealed that teachers most often switch codes to explain the meaning of new words, check understanding, make students feel comfortable and to explain the grammatical differences between languages.

4.3 Code-switching Functions for Learners

Comparable to the case of educators' code-switching, students may unconsciously resort to code-switching to serve particular functions. Conflict control, floor holding, reiteration, and equivalence are functions of code-switching (Sert, 2005; Bilgin & Rahimi, 2013). First, conflict control is utilized by bilinguals to minimize misunderstandings that occur when the precise meaning of the lexis is unknown in the communication. The underlying motives behind using this strategy vary in accordance with students' intentions, purposes or needs. The second function to be introduced is floor-holding. Bilingual students use the floor holding technique to avoid any stopgap with the appropriate target language structure or lexicon and to maintain fluency while communicating in the foreign language. The third consideration in students' code-switching is reiteration strategy, which is commonly used for emphasizing, reinforcing and clarifying messages systematically as native language speakers make use of a repetition technique in native tongue due to their inability to transfer the exact meaning in the target language. Equivalence is the last function of code-switching in which bilingual speakers utilize second language lexical terms in the target language and code-switching to the native tongue to overcome target language deficiency problems. Equivalence technique functions as a defensive mechanism for bilinguals students. It allows them to communicate continuously by bridging the gaps that result from foreign language incompetence.

5. Factors Affecting Code-switching

Bista (2010) and Leyew (1998) stated that there are several socio-linguistic factors that impact the behavior of code-switching. These factors include: lack of equivalent words in English, unfamiliarity with the used English words, bridging gaps in conversations, facilitating the first language speech, misunderstanding avoidance, intimacy delivery, privacy maintenance, adding emphasis, and English language proficiency. Jingxia (2010) mentioned some other factors that include the language type (the distance between the first and second languages systems), objectives of the lesson, formal training and educational materials.

6. Types of Code-switching

Code-switching is conventionally assumed to be a sign of language deficiency among bilinguals. Nonetheless, various studies have anticipated that code-switching is also frequently used by bilingual speakers to attain certain interactional outcomes in a conversation with other speakers (Shin, 2010). Eldin (2014) and Toribio and Bullock (2012) proposed three different forms of switching between languages that are apparent in switchers' daily conversations to communicate with others within the same utterance in an unchanged situation. Additionally, code-switching seems to be a safe choice when it is more or less expected in an interaction that is determined by unpredictable social and situational settings as well as the participants' relationships (Myers-Scotton, 1993).

Bloom and Gumperz (2000) defined two categories of CS: situational and metaphorical. On the one hand, situational switching is affected by situation change in setting, participant, or topic while communicating with others. Metaphorical or conversational CS, on the other hand, is an effective conversational method that involves only a change in topical emphasis in order to support speech acts in a conversation. These acts include complaint, request, apology and refusal. Accordingly, Auer (2002) identified two forms of CS, which are alter-national (it belongs to intra-clausal switching), and insertional switching (it is considered inter-clausal).

From another perspective, Lee (2010) and Abeer and Mousa (2012) have categorized code-switching as intra-sentential and inter-sentential. Intra-sentential switching, which is also known as code-mixing, is language switches which take place within the same word, or in the middle of a sentence between words or phrases. Inter-sentential means the alternate use of more than one code where the switch occurs between sentence boundaries. Similarly, Jdetawy (2011), Jingxia (2010), and Poplack (1980) divided CS into tag-switching, inter-sentential switching, and intra-sentential switching.

First, tag switching means inserting a single word or phrasal tag from one variety into an utterance that is entirely in a different code. Tags are effortlessly introduced at different points in a monolingual statement without violating grammatical rules, since they contain marginal grammatical limitations. The most common examples of English tags that fit into this category are: "I mean", "you know" and "I wish". Second, inter-sentential switching refers to the switches that occur at a clausal or sentential level where each clause or sentence is in one or another language. Speakers refer to inter-sentential switching in order to emphasize a certain point uttered in another language. It requires the speakers to have great fluency in both languages because a larger part of the utterance is supposed to follow the linguistics rules of both languages as compared to the minimal adjustment needed in tag-switching. Third, intra-sentential switching occurs within a single sentence at clausal, sentential or even word level without any hesitations, interruptions or pauses that can indicate an alliteration unless morpho-phonological adaptation occur. Intra-sentential switching is considered the most complex type because it involves the greatest grammatical risk; consequently, it appears to be avoided by the majority of bilingual speakers except the most fluent ones. There are two subdivisions of intra-sentential switching as indicated by Othman (2006). The first subdivision involves inserting Arabic lexical items or constituents into an English discourse by proficient Arabic speakers to maintain their language. The second subdivision denotes the insertion of English lexical items or constituents into Arabic utterances by less proficient English speakers which makes it so popular in communities. Since it does not require speakers to have good proficiency in English, it is considered the most frequent type. In addition, Poplack (1980) introduced extra-sentential switches that contain fillers, tags, exclamations, parenthetical statements and particles from another language. Wee (2003) clarifies that it is naturally found in a clause-final position to be monosyllabic and utilized for several conversational pragmatic purposes.

7. Bilingualism

Hamers and Blanc (2000) identified the term bilingualism as a linguistic community state in which two codes are employed in the same interaction by a number of bilingual individuals. According to a study conducted by Jdetawy (2011), bilingualism is explained by defining the bilingual speakers who are able to meet the communicative demands of themselves as well as their society while switching to another language during communications in normal circumstances.

It has been suggested by some studies that defining the concept of bilingualism is interrelated with linguistic competence. Jonsson (2005) described bilinguals as speakers, having the capability of producing complete and meaningful utterances in both languages. Hamers and Blanc (2000) proposed that bilinguals are the individuals who possess a minimal proficiency in their mother tongue and in one of the four language skills: listening, reading, speaking, and writing.

7.1 Bilingualism in Arab Countries

Jdetawy (2011) has proposed that the majority of Arabs, who reside outside their native Arab countries, are almost speaking two codes. Accordingly, their linguistic utterance differs from the first generation, who came to those countries at an early age after they assimilated the primary basics of Arabic language, and the second generation, who were born outside their native countries and did not acquire the basics of Arabic. This shows the phenomenon of Arabic maintenance and/or a shift as a minority language in the immigrant Arab situations in those non-native countries (Othman, 2006).

7.1.1 Bilingualism in Jordan

In Jordan, Hazaymeh (2004) demonstrated bilingualism by the availability of English loanwords and expressions. Subsequently, many Jordanians who come from different ages and social backgrounds tend to switch codes towards English at work and in their educational domains. English words and expressions have been widely utilized in their daily communications as a sign of English knowledge and as a symbol of social prestige. Hazaymeh (2004) added that cultural interactions with English-speaking countries have currently presented several facets of the English loanwords and culture into Arabic among Jordanians. These interactions have been recognized by different means including technology, media, sports, education, trade, and communication.

7.1.2 Bilingualism in Palestine

Smooha (1989) shed light on language exchange among Palestinian communities, who are known as Israeli Palestinian Arabs and live together with the Jewish in the same society. Smooh (1989) added that the Palestinians in Israel are experiencing Arabic-Hebrew bilingualism since Arabic is affected by Hebrew, the dominant language. As a result, Israeli Palestinian Arabs switch to Hebrew while having their daily conversations.

7.1.3 Bilingualism in Kuwait

Dashti (2007) mentioned that the phenomenon of bilingualism is echoed by the fact that English as a foreign language has played a significant role in Kuwait and its wide use in various social settings. Kuwaitis prefer to apply code-switching between English and Kuwaiti while interacting with different interlocutors, for example, Kuwaiti mothers and their children switch to English as a strategy of language choice to ensure successful contact between the interlocutors inside and outside home settings. This example clearly signifies that using English is not limited to Kuwaiti classroom settings. Code-switching patterns, used by Kuwaitis, are influenced by the type of interlocutors and the category of communication that takes place due to the employment of code-switching as a language choice strategy.

7.1.4 Bilingualism in the United Arab Emirates (UAE)

Khuwaileh (2002) analyzed that English has been the language of communication in both academic and non-academic environments, although Arabic is the official language and mother tongue in the United Arab Emirates. There are four key reasons that resulted in a strange multilingual switching. These reasons contain a large number of expats, the combination of ethnicities, the domination of English, and the presence of many other foreign languages such as Pakistani (Urdu), Indian (Hindi), Chinese (Mandarin) and Filipino (Tagalog).

7.2 Bilingualism in Non-Arab Countries

Othman (2006) examined that language contact leads to the appearance of bilingualism. According to Thomason (2001), bilingualism is like a step of mono-lingualism towards the majority language; contrastingly, it may be unchanging in which the multilingualism forms are long-standing or transitional. The non-dominant language alliteration and maintenance is determined by aspects that encompass the availability of influential support for the minority language, and the public attitudes toward their mother tongue. Code-switching happens when the younger generation possesses diverse linguistic preference either for the majority or minority language from the older generation.

7.2.1 Bilingualism in England

Othman (2006) studied the status of the Arabic language which is represented as the minority language among Arab bilinguals in the city of Manchester, Britain. There should be a categorization in function between Arabic and English in order to maintain the minority language. Although an alternation can be encountered; it must be minimized to maintain the stability among bilinguals. Questionnaires and semi-structured interviews have been conducted for data collection with 16 families originally from different Arab countries, namely, Egypt, Libya, Jordan, and Syria. The results showed signs of Arabic maintenance in the speech of those Arab bilinguals. In addition, Arabic-English switching has been observed in specific situations in which bilinguals speak one language rather than the other one due to a variety of cultural and administrative pressures.

7.2.2 Bilingualism in India

Alkhresheh (2015) delved into the phenomenon of Arabic-English switching and mixing among 100 Arab students of different nationalities and ages with Bachelors, Masters and PhD degrees at Aligarh Muslim University in their daily conversations, as well as the reasons that lead them to switch and mix codes. A questionnaire was utilized for collecting data to show that most of these students are switching and mixing codes to English. In addition, the lack of English proficiency was the main reason that evoked Arab students to resort to switching and mixing codes.

8. Attitudes towards Code-switching

8.1 Attitudes towards English-Arabic Switching

Hussein (1999) investigated code-switching behavior in the discourse of 352 Jordanian students, who are majoring in English, Arabic, law, Islamic studies and computer science at Yarmouk University by conducting a three-section questionnaire to find out their attitudes towards the phenomenon of code-switching in relation to English, Arabic, and language users. Results showed that there is no significant difference among the students' attitudes towards the use of code-switching since some of them indicated positive attitudes, while others revealed negative attitudes towards code-switching. As a limitation of this study, it focused only on students' attitudes toward code-switching without any indication of the educators' attitudes.

In addition, Alenezi (2010) explored learners' linguistic attitudes towards the language of teaching and their language attitudes' effects on the academic performance of these learners during a science class of human development in Kuwait University. The researcher combined both qualitative and quantitative research method in order to gain precise results. The study questionnaires were administrated based on the 17 occupational therapy learners' (3 males and 14 females) experiences in the College of Allied Health Science. The collected data were evaluated by means of percentages in order to measure the differences in the participants' attitudes. Findings of this exploratory study reported positive language attitudes towards CS between Arabic and English.

8.2 Attitudes towards English-Malay Switching

Due to the declining proficiency levels among 257 low English proficient learners in a public university in Malaysia, Ahmad and Jusoff (2009) administrated a set of questionnaires containing 20 items using 5-points Likert-type scale to examine the attitudes of bilingual students towards their instructors in English language learning settings, the relation between students' emotional support and educators' CS, the connection between students' learning accomplishment and educators' CS, along with the future use of CS in education. Results indicated that learners have considered code-switching positively in the English learning environments. There are significant relations between learners' emotional support and teachers'

code-switching as well as learners' learning success and educators' code-switching. In addition, learners were in favor of future code-switching in the English Language Teaching (ELT) classrooms. It is strongly supposed that educators' code-switching is a valuable teaching approach when dealing with low English proficient learners.

Moreover, Nordin et al. (2013) studied the attitudes of forty-five diploma students in their second semester of study towards code-switching by conducting a questionnaire survey in the Faculty of Applied Sciences, University Teknologi MARA Pahang, Malaysia. The collected data were analyzed by using both descriptive statistics for the scores of (mean, standard deviation, frequency, and percentage) and inferential statistics for correlation measures. The results suggested that the majority of bilingual students have positive attitudes towards switching codes in their conversations as it assists them to acquire the second language. It is advisable to examine the educators' attitudes toward the occurrence of code-switching in classrooms.

8.3 Attitudes towards English-Chinese Switching

Jingxia (2010) revealed the attitudes of 259 students and 60 educators towards the types, functions, factors, and impacts of switching to Chinese in three universities in China to present a detailed analysis of the general situation and the positive role of code-switching use in English academic settings. The researcher integrated the quantitative and qualitative research method through conducting questionnaires with educators and learners, as well as classroom recordings. Findings pointed out that 80% of the educators and 66% of the students held positive attitudes towards educators' CS to Chinese. Regarding code-switching types, inter-sentential code-switching has been mostly witnessed inside classrooms. Additionally, the research considered students' English proficiency as the most influencing factor impacting the educators' switching to Chinese. In accordance with a previous study carried out by Levine (2003), code-switching to Chinese is a beneficial strategy in educational settings as it serves various functions such as translating vocabulary words, clarifying syntax, handling class, and building strong relationships with students.

8.4 Attitudes towards Code-switching to Other Foreign Languages

Bilgin and Rahimi (2013) attempted to examine functions, manner, reasons, and contributions of CS from the point of view of the twenty EFL teachers, divided into 5 males and 15 females, in two Turkish universities, namely Bahcesehir University, and Halic University. The academics were American, Belarus, British, Canadian, Iranian, and Turkish with approximately ten-year teaching experiences. Individual semi-structured interviews were utilized and structured around style, reasons, functions, and contributions of code-switching that permitted academics to disclose their views of the given code-switching aspects. Findings exhibited that instructors at Haliç University had a strong preference towards code-switching. Besides, the consideration of code-switching as a facilitator fosters students' comprehension of instructions and vocabulary, and it raises involvement of students within a relaxing learning environment offered by the mother tongue.

Another study conducted by Cooper (2013) examined the perceptions of ten proficient bilingual English-Spanish speakers, aging between 21 and 39, towards resorting to CS in popular music upon listeners in the Inland Northwest. The researcher conducted interviews through snowball sampling method. Results showed an alteration from the outdated attitudes towards a more contemporary understanding of code-switching among Spanish-English speakers. Participants are in favor of Spanish which contradicts any other presumed intrinsic significance of English learning. Furthermore, it has been noticed that the legitimization procedure, in which code-switching has been used, was experienced in contemporary music.

Besides, Johansson (2014) attempted to study the time and reason that made educators switch languages while teaching English in an upper secondary school in Sweden. The study also attempted to find out the preferred language teaching in various classroom settings by both educators and students. The researcher interviewed five experienced teachers at different upper secondary schools. Questionnaires were also conducted with 42 male and 54 female students. Results indicated that the educators generally were not in favor of CS. Results also revealed that most of the learners tended to switch between Swedish and English. On the other side, 87% of the learners sought after their teachers to make them speak English more than Swedish.

Furthermore, Naveed (2014) utilized a questionnaire among 200 learners in four Pakistani colleges and universities to investigate students' attitudes towards both educators and students' code-switching,

as well as the reasons for resorting and not resorting to code-switching in EFL contexts. Results of the collected data indicated positive attitudes of students towards using the target language by themselves and their educators. However, using Urdu was beneficial for expressing ideas, explaining new vocabulary words, and maximizing the learners' opportunities to improve their English proficiency.

In addition, Dewaele and Wei (2014) recognized and evaluated the independent variables that are linked to the attitudes that people have towards CS among a total of 2070 multilingual students, including 1535 females and 428 males. These participants are highly educated with a high school diploma, Bachelor, Master and PhD degrees. The researchers collected their data through an online open-access survey. Findings revealed that the attitudes towards code-switching are interrelated with language learning history, personality, and current phonological practices, as well as some socio-biographical variables. The high levels of cognitive empathy and low levels of neuroticism are strongly interrelated with more positive attitudes towards the code-switching phenomenon. Moreover, findings indicated that females with both low and high levels of education were in favor of using code-switching in their utterances. Furthermore, bilingual teens are more positive in their attitudes toward code-switching than older students in their classrooms.

9. Conclusions

Conducting a survey literature in a particular context would serve as an important reference for future studies in that context (Salloum et al., 2017b; Salloum et al., 2017c; Al Emran & Shaalan, 2014a; Al-Emran, 2015a; Al-Emran, 2014). In the context of this study, Code-switching is considered one of the most commonly repeated concepts among bilingual and multilingual speech communities. CS refers to the insertion of target language words, phrases, clauses or sentences in a speaker's conversations and written texts. The concept of CS is mostly observed in the discourse of bilingual educators and learners in the academic settings at lexical, semantic, and syntactic levels. CS functions as an equivalence tool in language classrooms and advantageous communicative strategy for bilingual students. In addition, educators consider CS as a supportive communication tool for conveying and clarifying meanings to learners during classroom instruction to avoid any possible misunderstanding problems.

We have reviewed the state-of-the-art of research papers in CS regarding the students and educators attitudes towards the use of code-switching in classrooms. Examining the attitudes towards the use of CS helps in determining the strengths and weaknesses and building the required strategy for CS implementation. The phenomenon of switching between languages has been growing in the Arab world, particularly in the Gulf Cooperation Council (GCC) countries and that's due to the increasing number of expatriates in these countries. In the literature, it has been observed that code-switching phenomenon has not been intensively investigated within GCC countries. The only exception is the study that has been conducted in Kuwait (Alenezi, 2010). This study is considered incomplete due to the reason that it focused only on the students' attitudes towards the use of CS without considering the academics' attitudes. Furthermore, the surveyed studies in the literature presented a lack of code-switching studies in the western countries due to the reason that the mother language is the dominant language in these countries.

Our future work aims at investigating the learners' and educators' attitudes towards using CS in different departments with different majors and different nationalities. Different factors will be taken into consideration by examining the students' and educators' attitudes in order to get a full picture of the mentioned attitudes. Those factors were not examined in the existing literature.

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