

Code-Switching in Conversation Classes: Students' Perspectives on its Use and its Role in Maintaining the Flow of Ideas

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Abstract:

This study explored the use of code-switching in conversation classes at the Faculty of Arts, Elmergib University. The research aimed to understand why students use their native language during English conversation classes and to explore their perspectives on this practice. A qualitative methodology was employed, utilizing observation sessions and semi-structured interviews as the primary data collection tools. Three observation sessions were conducted, each focusing on a different theme: English language learning, culture and customs, and personal experiences. In addition, interviews were conducted to gain a deeper understanding of students' perspectives and motivations. The results showed that code-switching is common among English language learners. Students resorted to Arabic when encountering vocabulary difficulties, to express emotions, to explain complex ideas, to discuss culturally sensitive topics, or to maintain the flow of conversation. The results also showed that the frequency of language switching varied depending on the topic of discussion, with increased use during conversations related to culture and personal experiences. Furthermore, second-year students used code-switching more frequently than third-year students, suggesting that academic experience may reduce reliance on the native language. The interview results showed that most students considered code-switching a useful strategy that facilitated participation

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and learning, although some students felt that excessive reliance on code-switching might hinder the development of their English-speaking skills.

Keywords: Code-switching, English as a foreign language, native language

التناوب اللغوي في حصص المحادثة: وجهات نظر الطلاب حول استخدامه ودوره في الحفاظ على تدفق الأفكار.
إعداد: اسماء سالم الموبر- اكرام جبريل خليل- اعتدال ادريس الجدي- اسماعيل الهادي الذيب

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الملخص:

تناولت هذه الدراسة ظاهرة "التبديل اللغوي" (Code-switching) في فصول المحادثة بكلية الآداب بجامعة المرقب. وهدف البحث إلى فهم أسباب استخدام الطلاب للغتهم الأم أثناء فصول المحادثة باللغة الإنجليزية واستكشاف وجهات نظرهم حول هذه الممارسة. وقد اعتمدت الدراسة منهجاً نوعياً، مستخدمةً جلسات الملاحظة والمقابلات شبه المنظمة كأدوات رئيسية لجمع البيانات. أُجريت ثلاث جلسات ملاحظة، ركزت كل منها على موضوع مختلف: تعلم اللغة الإنجليزية، والثقافة والعادات، والتجارب الشخصية. وبالإضافة إلى ذلك، أُجريت مقابلات للحصول على فهم أعمق لوجهات نظر الطلاب ودوافعهم. وأظهرت النتائج أن التبديل اللغوي ظاهرة شائعة بين متعلمي اللغة الإنجليزية؛ إذ يلجأ الطلاب إلى اللغة العربية عند مواجهة صعوبات في المفردات، أو للتعبير عن المشاعر، أو شرح أفكار معقدة، أو مناقشة مواضيع حساسة ثقافياً، أو للحفاظ على تدفق المحادثة. كما بينت النتائج أن وتيرة التبديل اللغوي تفاوتت باختلاف موضوع النقاش، حيث زاد استخدامه خلال المحادثات المتعلقة بالثقافة والتجارب الشخصية. وعلاوة على ذلك، لوحظ أن طلاب السنة الثانية يستخدمون التبديل اللغوي بوتيرة أعلى مقارنة بطلاب السنة الثالثة، مما يشير إلى أن الخبرة

الأكاديمية قد تقلل من الاعتماد على اللغة الأم. وأظهرت نتائج المقابلات أن معظم الطلاب اعتبروا التبديل اللغوي استراتيجية مفيدة سهّلت المشاركة والتعلم، رغم أن بعضهم رأى أن الاعتماد المفرط عليه قد يعيق تطور مهاراتهم في التحدث باللغة الإنجليزية.

الكلمات المفتاحية: التبديل اللغوي، اللغة الأم، اللغة الإنجليزية كلغة أجنبية

Introduction

English is one of the most widely spoken languages and has become a key to global communication, especially in education, where many non-English-speaking countries have adopted it as a language of instruction. In Libya, for example, Arabic is the dominant language of instruction, particularly in the humanities. While switching between languages is common and accepted in science and technology fields, English is supposed to be the dominant language in English departments, with its acquisition being a primary objective of the educational process. However, English is not used exclusively throughout all stages of the educational process. Occasionally, switching between languages occurs, and students claim it is necessary to maintain communication and information transfer. In this context, language switching is a controversial topic both inside and outside the classrooms of higher education institutions.

According to ¹Poplack (1980, p 208) "code-switching is the alteration of two languages within a single discourse, sentence, or constituent. "Poplak (1980) added that language switching is a common phenomenon in English language learning classes, where English is

¹ Poplack, S. (1980). Sometimes I'll start a sentence in Spanish Y TERMINO

EN ESPAÑOL: Toward a typology of code-switching. *Linguistics*, 18(7/8),

581-618.

taught and learned, and its grammar is explained with the help of the native language. While English is the dominant and authoritative language of instruction, other languages are used to fill any gaps. Similarly, the use of code-switching among EFL learners appears to be a natural phenomenon, and several factors contribute to its use in English language learning.

¹Muysken (2000) explains that there are three types of code-switching in a language learning environment: insertion, alternation, and congruent lexicalization. Insertion refers to the borrowing of vocabulary from one language to another. Input occurs when vocabulary or components from another language are incorporated into a linguistic structure. The source language determines the input, which forms the basis upon which the input from the other language is built. Alternation, on the other hand, is a blending where the two languages remain separate in bilingual speech. In other words, in alternation, a sentence begins in one language and ends in another. The third type is linguistic alternation, or congruent lexicalization, where the two languages share grammatical rules, and words from both languages are combined randomly.

This research focuses primarily on language switching between Arabic and English that occurs among undergraduate students majoring in English. Code-switching is the alternation of two languages among people who speak those two languages. The nature and method of Code-switching are determined by several linguistic and social factors. It is a common linguistic phenomenon among students studying English as a foreign language (²Horasan, 2013: 18). Code-switching is a communicative tool, much like translation and imitation, that helps convey meaning more accurately and comprehensively.

¹ Muysken.2000. Muysken, P., Deuchar, M., Wang, S. (2007). Structured Variation in Code-Switching

² Horasan, 2013. Code-switching in EFL classrooms and the perceptions of the students and teachers. Journal of Language and Linguistic Studies.

Statement of the Problem

Students majoring in English are expected to demonstrate a high level of English proficiency due to their academic specialization. However, many frequently switch between Arabic and English during class discussions, presentations, and everyday interactions. While language switching is a common phenomenon among bilinguals, its causes and communicative functions among English majors remain poorly understood. Some students may switch languages to compensate for vocabulary limitations, to express specific meanings, to facilitate communication, or to express sociocultural identity. This frequent use of language switching raises questions about students' motivations and the goals this behavior serves. Therefore, this study aims to explore the factors that motivate language switching among English majors and to identify its communicative functions. Specifically, this study seeks to investigate the reasons for language switching among university English majors and to examine its role in their communication.

Aims of the Study

This research aims to investigate when and why students resort to code-switching while learning L2. The current study seeks to uncover the underlying reasons for this switching and assess whether there are any differences among students in terms of its frequency of use. The study also aims to contribute to clarifying whether code-switching is a beneficial learning strategy for students.

The Significance of the Study

Code-switching is one of the most important communication methods for bilinguals to maintain ongoing dialogue. The findings of this study will contribute to a deeper understanding of language learning through the use of bilingual skills. This research is essential for English

language students, as bilingualism techniques help them expand their spoken vocabulary and boost their confidence in their speaking abilities. Therefore, this study offers valuable insights for both students and learners.

Research Questions

1. What are the main reasons for code- switching among English language learners?
2. In what situations do students switch between Arabic and English?
3. What are students' views on code- switching?

Literature Review

Concepts of Code-Switching

Various researchers offer diverse definitions of the term "code-switching." Among the earliest is that of Gerner's (1982, as cited in ¹Alenezi, 2010), who defined it as "the juxtaposition of syllables belonging to two different grammatical systems or subsystems within the same conversation." ²Myers-Scotton (2001: 132) defined it as "the use of two or more languages in the same conversation without a noticeable phonetic assimilation of one into the other." ³Myers (2008: 43) defined it as "a linguistic term commonly used when second language learners incorporate elements of their native language into their speech." The most recent definition in this field is offered by

¹ Alenezi, 2010. Students' Language Attitudes Towards Using Code-Switching as a Medium of Instruction in the College of Health Sciences.

² Myers-Scotton. 200. Code-Switching as Indexical of Social Negotiation. The Bilingualism.

³ Myers. 2008. Code-switching in Content Learning Realizing Content and Language. Maastricht University, Maastricht, Netherlands.

¹Shendland and Wright (2011: 23), who defined it as "the ability to switch between languages in consistent contexts, often within the same sentence." ²Gardner-Klorus (2009) points out that defining language switching is problematic, as it can refer to almost any meaning one chooses. However, the purpose or function of language switching is what is of primary interest in this research, because it is unobservable and can only be revealed through an interview with the person using language switching.

Arguments for and against L1 in EFL classrooms

Numerous studies have examined language alternation, and researchers remain divided on the effectiveness of this educational strategy and on when its use is advisable. On the one hand, Krashen (1985, as cited in ³Tsukamoto, 2011) insists on avoiding the use of students' native language in the learning process to maximize their engagement with the target language. He emphasizes that the entire lesson, or as much of it as possible, should be in the target language, and that there is a strong correlation between the assimilation of linguistic input in the second language and better mastery of it.

⁴Adnan (2014) identified two arguments against using the native language in second language lessons. The first is that language alternation may negatively impact student learning by reducing their use of the second language and the opportunities to use it. The second argument concerns the influence of the native language, which may

Shendland and Wright. 2011. Code-Switching in early English. Berlin: De Gruyter ¹ Mouton.

Gardner-Klorus. 2009. Code-switching. New York: Cambridge University Press. ²

Tsukamoto, 2011. Students' Perception of Teachers' Language Use in an EFL ³ Classroom. Japan.

Adnan, 2014. Teachers' Attitudes Towards the Use of First Language in Arabic ⁴ Classroom. University of Malaya Nilam Puri. Kelantan, Malaysia. Journal of Arts, Science and Commerce.

hinder second-language learning; to avoid this, the native language should be kept separate from the second language.

On the other hand, several previous studies have explored the benefits of using the mother tongue (L1) in (ESL) classes. For example,¹ Kasmer (1999) conducted a study on the role of translation in ESL classes. This study revealed that using the mother tongue (L1) helps students enhance their natural ability to absorb information in the second language (L2), increases their self-confidence and sense of security, and helps them understand the similarities and differences between their mother tongue (L1) and the second language (L2) in terms of culture, language structure, use of specialized and general vocabulary, and the order in which information is presented.

A study by ²Sert (2005) on the functions of code-switching in (EFL) classes concluded that code-switching is not always an obstacle to language learning, but is considered an effective and useful strategy in classroom interaction if it aims to clarify meaning and convey knowledge to students in a satisfactory way. However, in the long run, when students interact with native speakers of the target language, code-switching may become an obstacle to mutual understanding. Accordingly, the teacher plays a vital role in preventing its long-term negative effects on the foreign language learning process.

In the Arab context, a study by ³Al-Nofaie (2010) on the attitudes of teachers and students toward code-switching in a high school in Saudi Arabia revealed that the attitudes of both teachers and students were mostly positive. The results showed that participants preferred to use Arabic in specific situations and for specific reasons. Students who used code-switching were more systematic and organized in their thinking.

Kasmer. 1999. The Role of Translation in EFL/ESL Classroom. University of ¹ Birmingham

Sert. 2005. The Functions of Code-Switching in ELT Classrooms. Hacettepe ² University (Ankara, Turkey).

Al-Nofaie. 2010. The Attitudes of Teachers and Students Towards Using Arabic in ³ EFL Classrooms in Saudi public schools- a case study

Teachers also used their native language to help weak students understand the language. Although students and teachers have shared many situations, there are other points of difference

Previous Studies

¹Thanh & Tran (2023) conducted a study to explore code-switching among English language learners and the impact of their native language on their English learning. The study aimed to identify the differences and similarities in the use of code-switching between male and female English language learners. The sample consisted of 100 male and female students from two universities Binh Duong in the province. Research instruments included a questionnaire and semi-structured interviews with teachers and students. The results showed that English language learners do not readily switch between their native language and English and need to put in more effort to achieve higher IELTS scores. The study also indicated that students rarely use their native language in the classroom and that English is the primary language of instruction. However, alternating between English and Arabic is beneficial.

A study by ²Atas (2012) on students and teachers regarding the use of code-switching showed that it is more prevalent among students in specific situations, such as organizing their thoughts and maintaining their sequence, and when requesting clarification or objecting to a particular passage.

³Tsukamoto (2011) also studied language alternation and Japanese students' perceptions and opinions regarding the use of their native

Thanh & Tran. 2023. Code-switching in Communication by Male and Female ¹ English-major Students.

Atas . 2012. Discourse Functions of Students' and Teachers' Code-Switching²

Tsukamoto. 2011. Students' Perception of Teachers' Language Use in an EFL ³ Classroom. Japan.

language in English classes. The study revealed that students, across all levels, preferred to speak and receive information exclusively in English rather than Japanese.

¹Farid (2025) conducted a study to explore the impact of code-switching on native English-speaking university students from diverse linguistic backgrounds. Researchers collected qualitative and quantitative data through questionnaires, incorporating students' experiences and personal opinions. The study revealed that students frequently switch languages, which is often perceived as a barrier to learning English. However, students also reported feeling more comfortable and confident when switching languages during conversations.

conducted a study on language alternation for various educational purposes. The study revealed the widespread use of language alternation in educational institutions. The research sample consisted of 45 students from three different colleges. The study instrument was a questionnaire designed to explore students' perceptions of language alternation in the teaching and learning process. The results showed that teachers used language alternation for various purposes, including addressing difficult terminology and vocabulary, and assisting students who were struggling with assignments and assessments. For their part, students viewed language alternation positively. They reported that they benefited from and enjoyed the lessons, felt more comfortable, and experienced improved comprehension due to its significant usefulness. Students did not see language alternation as evidence of a lack of knowledge or competence on the part of the lecturers; rather, they considered it a tool for understanding the lesson and clarifying difficulties.

Methodology

Research Design

In this study, researchers used a qualitative approach to determine the extent to which students use their native language in learning English, the reasons for this use (if any), and their satisfaction with this strategy. Qualitative research represents a distinct approach to scientific inquiry compared to quantitative research methods. It relies on philosophical assumptions, research strategies, and unique methods for collecting, analyzing, and interpreting data. Although the processes are similar, qualitative research uses textual and visual data, employs unique data analysis steps, and draws on diverse research strategies (¹Cresswell, 2010). This study also used a case study to explore the situations and contexts in which students use their mother tongue to express an idea or convey information. Researchers typically gather detailed information using a variety of data collection methods over an extended period. Therefore, this study relied on two in-depth research tools for data collection: observing student sessions and conducting semi-structured interviews to discuss the findings of the observation sessions.

Participants

Twenty second- and third-year students from the English Department at the Faculty of Arts, Elmergib University, participated in this study. The researchers selected second- and third-year students because they are considered capable of speaking and expressing their thoughts and opinions in English, thus providing an opportunity to measure their reliance on English to maintain a smooth discussion.

Cresswell, 2010. Research Design: Qualitative, Quantitative, and Mixed Methods ¹ Approaches.

Research Instruments

Observation Sessions

In this study, researchers conducted a series of observation sessions with the study sample. They selected three topics for the students to discuss. In the first session, the researchers informed the students of the session's topic and asked them to prepare for the discussion the following day. For the second and third sessions, the topic titles were kept secret from the students until their arrival. The sessions aimed to observe the students' ability to conduct conversations in English as much as possible and to avoid using their native language. The goal was to identify the situations and difficulties that prevented the students from continuing to speak in English and led them to resort to their native language to convey information and maintain a smooth discussion.

Semi-structured interview

To complement the qualitative data, a semi-structured interview was conducted with the study participants. The interview aimed to explore why students used their native language during observation sessions, measure their awareness of the transition from the target language to their native language, and assess their satisfaction with these practices. The interview was designed in line with the study objectives and included a set of open-ended questions that allowed participants to expand on their answers, explain their experiences, and describe the strategies they used to maintain the flow of ideas and continue the dialogue. The researchers provided participants with interview questions before the interview session to allow them to reflect on their experiences and what happened in the observation sessions, and to provide detailed answers.

Data Collection Procedures

The researchers followed a series of study procedures to collect the required data. Initially, they collected data through observation sessions led by conversation teachers. Three topics were discussed in three separate sessions. The researchers attended and recorded the sessions for later transcription and analysis. At the researchers' request, students were asked to complete this task solely for study purposes, not for performance evaluation. The researchers then analyzed the data according to research indicators, which were examined by identifying situations in which it is difficult to continue speaking English, the reactions of the teacher and other students, and the impact of these reactions on whether they encourage other students to switch to or abandon their native language. Following the analysis of the observation sessions, semi-structured interviews were conducted with the participants themselves to explore their reasons, goals, and perspectives regarding language change.

Data Analysis

The term “analysis” is used to describe the process of presenting and analyzing the difficulties encountered by the study sample that hindered the continuation of the conversation in English. While examining and evaluating participants may reveal a range of problems, this study specifically focuses on the issue of code- switching between English and Arabic among students in conversation classes. After collecting the study data, the situations and circumstances in which students resort to their native language were identified, as well as the extent of student satisfaction with and acceptance of the code- switching strategy. The results are categorized as follows.

Observation Sessions

Three observation sessions were conducted with a sample of twenty second- and third-year students in the Faculty of Arts. These sessions aimed to explore the extent to which English majors use Arabic in conversation classes. Each session addressed a different theme: the first focused on the experience of learning English, the second on personal life experiences, and the third on culture and customs and their impact on personality development. Students were informed of the title of the first session so they could prepare, while the titles of the second and third sessions were not disclosed. This was done to assess the impact of topic familiarity on code-switching. The sessions were recorded and qualitatively analyzed.

Session I

The first session focused on students' experiences in learning English. The results showed that students frequently used Arabic in their conversations, a recurring theme throughout the discussion. Arabic played a significant role in helping students explain their personal experiences, feelings, and learning difficulties. Many students switched to Arabic when describing the difficulties and obstacles they faced while learning English. For example, one student said:

"When I started studying English, specifically in my first year, it was difficult for me to participate in conversation classes because *نخاف نغلط* "قدام زملائي"

Another student stated:

"Speaking was *أصعب تحدي بالنسبة لي* in my first year."

These examples illustrate that students turned to Arabic to express their feelings and explain their experiences on their English-language

learning journey. This demonstrates that their native language is a supportive and valuable linguistic resource they rely on in critical moments. This has contributed to the ongoing discussion about the difficulty of expressing oneself in English.

Differences were also noted between second- and third-year students in their ability to switch between Arabic and English. While second-year students felt nervous during conversations and resorted to Arabic to continue discussions, third-year students were more confident and composed, using Arabic in emotionally charged situations.

Session II

The topic of the second session was culture and customs and their impact on personality development. Arabic was prominent in most of the students' contributions. This was due to two reasons: first, the topic was a surprise and hadn't been revealed beforehand, unlike in the first session; and second, the topic was directly related to the students' cultural identity and daily experiences.

Participants used Arabic extensively when describing Libyan traditions, family values, and social practices. For example, students discussed weddings, family gatherings during religious holidays, and societal expectations almost entirely in Arabic. One participant explained:

"In Libya، العادات في المناسبات الاجتماعية مهمة لانها جزء من هويتنا يلي وراثتها"

Another student added:

"Traditions are still سائدة في مجتمعا سواء علي صعيد الاسري أو الاجتماعي"

In the examples above, students began by speaking English and then switched to Arabic to discuss concepts related to the cultural specificity of Libyan society. The number of code switches in this session was higher than in the first session because, as mentioned earlier, the session

title was not announced to the students beforehand, unlike in the first session.

Session III

The topic of the third session, "Personal Experiences," was not announced until the beginning. Students shared their life experiences related to family, friendships, ambitions, and personal challenges. When discussing these experiences, participants frequently used Arabic to express specific details and provide detailed explanations. For example, one participant said:

"كنت متردد من تكوين صداقات, During my first year,

Another participant mentioned:

"والحمد لله قدرت على تجاوز الصعوبات, I learned a lot from that experience,

Students used code-switching when expressing feelings and sensitive moments from past experiences. The frequency of code-switching was significantly higher than in the first two sessions, likely due to the topic's personal nature and the students' desire to share their experiences. However, as they continued to speak, they discovered gaps in their vocabulary and resorted to Arabic to fill them.

The students unconsciously switched between Arabic and English. This was more common among second-year students than third-year students, suggesting that academic progress may help reduce this code-switching.

Semi-Structured Interview Analysis

Semi-structured interviews were used to answer research questions concerning students' views on code-switching and their reasons for using Arabic. Structured interviews provided a deeper understanding of

students' attitudes and ideas about code-switching in (EFL) classes. The interviews aimed to generate new information about attitudes or refute existing information.

When students were asked why they used Arabic during English discussions, their answers varied. Most participants explained that Arabic served as a helpful tool when they found it difficult to express themselves in English. They said it helped them compensate for limited vocabulary, explain complex ideas, and maintain a smooth flow of conversation. Some also noted that Arabic boosted their confidence and reduced tension during discussions. Overall, the responses suggest that using Arabic served both communicative and educational purposes, enabling students to participate more effectively in English-language activities. The following excerpts illustrate the students' views:

Student A:

"Arabic helps me convey meaning and continue speaking when I can't find the right English word to express my thoughts."

Student B:

"I use Arabic when I want to explain something quickly. It's often easier and faster because we all speak English as our first language."

Student C:

"I switch to Arabic when I forget some English vocabulary. Arabic helps me get my message across more easily and clearly, especially when explaining cultural concepts that are difficult to describe in English."

When researchers asked students in which situations they typically switched from English to Arabic, all participants reported not knowing exactly when to use Arabic. They all agreed that they use their native

language when necessary and in specific situations. All the students interviewed agreed on the same rationale: using their native language to enhance understanding, clarify the point under discussion, and convey information. Here are some of the students' responses:

Student A: "When I find it difficult to explain something in English due to a lack of vocabulary."

Student B: "When I sense that the person I'm speaking to hasn't understood me, and this is evident from their facial expressions, I resort to Arabic to convey the information and clarify the idea."

Student C: "When I feel confused and seem unable to continue speaking, and to avoid stopping completely, I try to approximate the meaning in Arabic so that it will be easier for me to complete it in English later."

When students were asked about their opinion on using Arabic in English classes, their responses varied. Some considered it a good approach, a useful and effective way to convey information when it couldn't be explained in English; they felt that code-switching was beneficial when used correctly. Others objected to the use of language alternation, arguing that using the native language reduced opportunities to learn English quickly and hindered the development of conversational skills. Here are some of the students' responses:

Student A: "I think it's helpful for students, especially first-year students, who often find it difficult to express themselves."

Student B: "It's a good way to help students communicate information. I think it's helpful, but not in every situation."

Student C: "I think speaking English is confusing, especially in front of other students. So, using your native language is a great help to keep speaking."

Student D: "I don't think language alternation is a useful method because it reduces opportunities to learn English and improve conversational skills, even though we sometimes use it."

Student E: "When students use Arabic extensively, they become dependent on it, which can slow down their English learning, even though I personally use my native language."

The interview results were consistent with the observational findings. Students' answers during the interviews demonstrated the code-switching practices observed throughout the conversation sessions. Most students stated that code-switching helped them clarify their ideas, maintain the flow of conversation, and overcome difficulties such as anxiety and shyness when speaking in front of others. These responses are highly consistent with the analysis of the observational results, which showed that students used Arabic when explaining complex ideas, when needing clarification, or when wishing to continue the conversation and support communication during discussions.

Conclusion

This study aimed to investigate when and why students switch from English to their native language in conversation classes, as well as their impressions of this practice. The study results showed that switching between English and Arabic is a common practice among English as a Foreign Language (EFL) students during conversation classes. Observation sessions indicated that students frequently resorted to their native language when discussing personal experiences, cultural differences, and topics requiring emotional expression or detailed explanations. Arabic was used to overcome language difficulties, fill

vocabulary gaps, clarify and simplify meanings, and maintain the flow of conversation. The results showed that the degree of Arabic language use varied depending on the topic of discussion. Topics related to culture and personal experiences led to greater Arabic usage, as they contained concepts closely linked to students' identities and daily lives. Furthermore, second-year students used Arabic more frequently than third-year students, suggesting that academic progress and experience may reduce reliance on their native language. The study concluded that code-switching is an important communicative and educational tool in (EFL) conversation classes. While it facilitates communication and understanding, it should be used judiciously to ensure students develop their English-speaking skills and boost their confidence.

Recommendation

1. Similar studies should be conducted on a larger scale at other Libyan universities to investigate the reasons for and attitudes of students toward CS education identified in this study.
2. Students should use English as much as possible to increase their exposure to it and improve their proficiency.
3. Students should practice conveying information in the target language to develop their communication skills in it.
4. Unless necessary, students should explore alternative methods to help them convey their intended message without resorting to their native language.

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