

## PATTERNS AND FUNCTIONAL ROLES OF CODE-SWITCHING IN SHAPING STUDENTS' LEARNING IN EFL CLASSROOM IN PUBLIC UNIVERSITIES

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### ABSTRACT

This study investigates the pattern and functional roles of code-switching, the practice of switching from one language to another, used by students and teachers in the English as a foreign language (EFL) classroom in public sector universities in Sindh province. To address the research questions, this study employed a quantitative research approach. Data were collected from the students studying in 5 public sector universities. The quantitative data were analyzed using SPSS software, employing reliability and validity tests, correlational analysis, Cronbach's Alpha test, t-test and frequency analysis. The result of this study reveals that code-switching was found inevitable in the EFL classrooms. Different patterns of code-switching were used by teachers and students. Teachers used code-switching to facilitate students with understanding difficult topics, for teaching grammar, for teaching technical vocabulary, and for clear instructions. Students were found more comfortable communicating with teachers and fellow students using code-switching. They increased their classroom performance through code-switching. Moreover, code-switching was found pedagogical strategy to teach the English language to multilingual students.

### INTRODUCTION

Teaching English as a foreign language to multilingual students is one of the challenges (Maradona, 2023). In Pakistan, many people communicate in their local vernaculars. English is deemed a gateway to higher education and jobs and an official and academic language (Saleem, 2023). English instructors face challenges while teaching English to students through English-only instruction (Sahan, 2022). To help students understand, teachers switch their code to students' mother tongue (Kana, 2023). Switching from one language to another language is known as code-switching.

Code-switching is commonly described by several researchers as the alternation between two languages within the same conversational context (Muysken, 1995; Jeanjaroonsri, 2022; Abdullstar, 2022). Ezeh (2022) defines code-switching as an

act of switching between two languages. According to Sejdiu (2023), code-switching occurs back and forth between two or more languages by multilingual speakers in an EFL context. In addition, Anastasia (2022) points out that code-switching is used in English language teaching in such multilingual contexts to enhance the understanding of students. In the context of English language teaching in multilingual countries, several studies have been conducted on code-switching used by teachers and students in the classroom. Abdulsattar (2022) conducted a study on the functions of code-switching in the EFL classroom in higher education in states in Kurdistan and found out that English teachers used code-switching for many reasons. His study also found that students understood well through code-switching and it reduced students' stress in the

classroom. Patmasari (2022) studied code-switching in Indonesia and found out that teachers prioritized English-only instruction. However, students preferred their Indonesian (their mother tongue) language in the classroom. His research also discovered that code-switching was used to explain difficult concepts, for clear instruction, and to teach new vocabulary in the EFL classroom. Moreover, many researchers have found that code-switching helps students understand better explanations and create a lively environment in the classroom (Munawaroh, 2022; Temesgen, 2022; Aparece, 2023; Mekheimr, 2022).

While these studies provide valuable insight into the motivations behind code-switching in EFL classrooms, there remains a gap in our understanding of its effectiveness for long-term language learning (Temesgen & Hailu, 2022). Researchers' much of focus was on immediate comprehension and student perceptions with limited exploration of patterns and functions of code-switching and the emergence of teachers' professional role identities in relation to code-switching in EFL classrooms in public sector universities in Pakistan. Hence, researchers suggest that further study is required on functions and patterns of code-switching in multilingual EFL classroom contexts (Patmassari, 2022; Bonyadi, 2021; Munawaroh, 2022; Murtiningsih, 2022). After going over earlier studies, it can be said that code-switching is prevalent in multilingual classrooms.

In Pakistan, students come to university from diverse linguistic backgrounds. Six major languages: Punjabi, Sindhi, Pashto, Baloachi, and Saraiki and several local vernaculars are spoken. English, on the other hand, serves as official as well as academic language (Rehman, 2006; Hussian, 2018). Because of this, there is a pervasive pursuit of English language proficiency due to its critical role as a gateway for employment opportunities and as the required language of instruction in higher education institutions. Teachers and students experience a variety of issues as a result of this diverse language environment. To overcome the issue, teachers switch their code to students' mother tongue. In the EFL context, code-switching, which is defined as the transition between two or more languages within a single discourse, emerges as a pedagogical strategy used by teachers to teach the English language in the

classroom (Muhammad, 2020; Siddiqui & Hussain, 2019). Nevertheless, there is still a need for more research to determine the effectiveness of code-switching in the EFL classroom. This study aims to investigate patterns and functions of code-switching and to identify teachers' professional role identities in the EFL classroom in public sector universities in Sindh province in Pakistan.

### **Literature Review**

Code-switching, the act of changing starting with one language and then onto the next in a single discussion, is a peculiarity normally tracked down in multilingual classrooms. With regards to English as a foreign language (EFL), code-exchanging can have different examples and can serve various capabilities including cognitive, social, and educational purposes.

Cognitive functions of code-switching include understanding and learning a subsequent language. As per a study by Kheder (2021), bilinguals change their code to have more involvement in checking and settling struggles between dialects. Han (2022), in his study, characterizes that bilingual speakers depend on specific mental control systems to pick the fitting language at a given time. In an EFL setting, code-switching can assist students with grasping troublesome ideas and can be utilized to keep up with the progression of discussion (Ataş, 2021).

Social functions of code-switching incorporate building connections and a sense of socialization among students. As per a study by Patanduk (2022), code-switching can establish an intuitive learning circumstance in the EFL classroom. Furthermore, code-switching permits teachers and students to establish a more adaptable and versatile environment. Bonyadi (2021) found in his study that code-switching was utilized to oversee and maintain classroom management, to cause students to feel relaxed, and to carefully guide students to finish the jobs in the classroom.

According to Liu (2014), code-switching can be a useful technique to teach grammar and vocabulary to multilingual students as well as for nurturing cross-linguistic awareness and beyond language abilities. Nevertheless, code-switching has some negative effects in the classroom. For example, impeding fluency in the target language (Liu, 2014). Further, his study suggests that teachers

should use code-switching strategically and they should focus on target language in the classroom.

### Code-switching

In the early 20<sup>th</sup> century, several researchers defined code-switching. According to Crystal (1987), code-switching is the process of communication in which people speak more than one language. Supporting that definition, Hudson (1996) describes that in a situation where speakers use more than one variety of language is known as code-switching. Another definition has been given by Spolsky (1998) that code-switching is deemed as switching from one language to another language within sentences. According to Sahib (2021), from 2000 onwards, researchers in the field of English language teaching explored code-switching as a language-learning strategy. Hosoda (2000) found out in his study that code-switching was used by teachers and students to perform social functions and classroom management. He also suggested that code-switching can be a useful strategy in the EFL classroom. Yletyinen (2004) studied code-switching and found out that teachers used code-switching to explain difficult concepts and students used code-switching to ask questions from teachers. Moreover, Patmasari (2022) studied code-switching in EFL classrooms and explored whether students had a positive attitude towards code-switching and whether they could communicate with their teachers comfortably through code-switching.

In the process of code-switching, there can be part switching and full switching. Code-switching that happens within the sentences is known as:

- Inter-sentential (Poplack, 1980; Romaine, 1989; Saviile-Troike, 1990; Mujiono et al., 2013).
- Switching from one code to another within the sentence is known as intra-sentential code-switching (Poplack, 1980; Yule, 2014; Zirker, 2007).
- Tag switching is a type of code-switching where a tag or a word from another language is inserted into an utterance (Poplack, 1980; Wei, 2000; Holmes, 2001).

After discussing definitions and types of code-switching, the following sections present the research methodology of the present study.

### Research Methodology

Addressing the research questions, this study employed a quantitative research design. 5 public sector universities were selected as the population in Sindh province. 5 public sector universities: Shah Abdul Latif University Khairpur, University of Sindh Jamshoro, Mehran University of Engineering and Technology Jamshoro, Shaheed Benazir Bhutto University Shaheed Benazirabad – Sanghar Campus, and Sukkur IBA University – Dadu Campus were selected as population.

A convenient sampling technique was used to collect the data from students in five public sector universities in Sindh province. In total, 500 survey questionnaires were sent to students in semesters one to four. 250 questionnaires were returned, which makes a 50% response rate. Out of 250 questionnaires, 11 were discarded due to more than 50% missing data. 239 questionnaires were usable which makes a 47.8% actual response rate (see table 1).

**Table: 1 Response Rate**

Response	Frequency/Rate
Number of distributed questionnaires	500
Returned questionnaires	250
Excluded questionnaires	11
Useable questionnaires	239
Questionnaires not returned	250

Heads of Departments (HoDs) and Coordinators were contacted to get permission for data collection from sampled universities. After briefing them about the purpose of the study, a questionnaire, designed in Google Forms, was sent to them through email to administer among the students in their respective universities.

After completing the data collection process, the data files were analyzed to check whether participants had filled up the questionnaire completely or if they missed the items in the questionnaire. In Statistical Package for Social Sciences (SPSS) version 22, the Missing Value Analysis module was used to conduct “Univariate Statistics” to determine how much data was missing from the study. Out of 250, 11 participants left several responses unmarked or unfilled. In addition, some of the participants filled up demographic information only. Hair (2010)

suggests that the fewer missing values you have in your data (ideally below 50%), the more freedom you have in choosing methods to fill those gaps. If more than half the data is missing for a response, it is best to discard it altogether. Therefore, the number of missing data for each participant was analyzed it turned out that many participants' questionnaires (n=11) out of 250 (n=250) had missing values ranging from 50% to 80%. Resultantly, 11 participants were deleted from the data analysis. The following table shows the demographic information of the 239 participants whose responses were used for further analysis.

**Table 2: Demographic Information of Participants**

Characteristics	Frequency	Percentage
<b>Gender</b>		
Male	118	49.37%
Female	121	50.63%
<b>Age</b>		
19-20	114	47.70%
21-22	69	28.87%
23-24	56	23.43%
<b>Name of University</b>		
SALU Khairpur	50	21%
University of Sindh Jamshoro	50	21%
MUET Jamshoro	47	19%
SBBU Sanghar Campus	47	20%
SIBAU Dadu Campus	45	19%
<b>Semester</b>		
Semester 1	107	44.77%
Semester 2	75	31.38%
Semester 3	39	16.32%
Semester 4	18	7.53%

Having done the screening and cleaning of the collected data, it was analyzed in (SPSS) software. Five tests were employed in the process of data analysis: reliability or validity test, correlational analysis, Cronbach's Alpha test, T-test, and frequency analysis test.

**Results and Findings**

**Assessing the Reliability of Research Instruments**  
 One of the most crucial characteristics of a successful test or scale is reliability because if a test or questionnaire used to measure accomplishment

levels consistently produces inconsistent results when given on several occasions, it cannot be relied upon to provide an accurate measure of achievement. Therefore, it is crucial to assess the degree of correlation between the numerous test items and to determine whether each item measures the same underlying construct (Gilleece, 2006).

Although there are other kinds of reliability, internal consistency reliability is the most prevalent one. This aids in determining and evaluating whether different scale items work well together to measure the same underlying concept or not (Pallant, 2010). Cronbach's alpha ( $\alpha$ ) coefficient, according to Pallant (2010), is the most often used internal consistency indicator.

Gliem and Gliem (2003) point out that the reliability of a particular test is uniquely estimated by Cronbach's alpha ( $\alpha$ ). It is the average reliability coefficient that would be obtained for all conceivable item combinations if the test were divided into two half-tests.

The alpha coefficient has a range from 0 to 1, and the closer it is to 1, the more internally consistent the items are. According to George and Mallery (2003) and Devellis (2003), an alpha ( $\alpha$ ) value of .7 or above is considered satisfactory, whereas 0.8 or .9 is good or exceptional. The number of elements on the scale can affect how much alpha or internal consistency is worth. Additionally, the sample size and total number of questions on a scale might affect how reliable a scale is. Pallant (2010) warns that scales with fewer than ten items or questions typically have low alpha (e.g., .5 or lower), therefore in certain circumstances, the mean inter-item correlation for the items may be provided (Pallant, 2010). When a scale has several subscales, both the dependability of each subscale and the overall scale must be evaluated. According to Briggs and Cheek (1986), the inter-item correlation between the items that range from .2 to .4 often becomes acceptable.

**Reliability Test for Investigating Patterns and Functions of Code-switching in EFL Classroom**

The current study involved student participants who were enrolled in the first through fourth semesters at 4 public universities in the Sindh province of Pakistan. Therefore, using the study's chosen sample, it was crucial to assess the validity of the questionnaire's items. A reliability study was carried out to avoid any concept inaccuracy (Gilleece, 2006) and served two major objectives,

namely, to evaluate the consistency of the questionnaire questions and to exclude those that had a weak or unfavorable item-total correlation from the scale. Alternatively stated, the reliability analysis's goal was to determine if and to what extent each item in the questionnaire measured the same fundamental construct.

**Functions**

**Table 3:**

Following table shows validity of Functions of code-switching in quantitative data analysis.

**Case Processing Summary**

		N	%
Cases	Valid	176	73.6
	Excluded <sup>a</sup>	63	26.4
	Total	239	100.0

a. Listwise deletion based on all variables in the procedure.

**Table 4:**

Following table shows the reliability of Functions of code-switching in quantitative data analysis.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.931	.931	22

The reliability of the variable "Function," consisting of 22 items, was thus examined using Cronbach's Alpha and Cronbach's Alpha based on Standardized items. The analysis's findings are displayed as Cronbach's Alpha  $\alpha = .931$  above, which is regarded as an exceptional value for test reliability.

**Patterns**

**Table 5:**

Following table shows validity of Patterns of code-switching in qualitative data analysis.

**Case Processing Summary**

		N	%
Cases	Valid	174	72.8
	Excluded <sup>a</sup>	65	27.2

Total	239	100.0
a. Listwise deletion based on all variables in the procedure.		

**Table 6:**

Following table shows the reliability of Patterns of code-switching in qualitative data analysis.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.843	.849	15

The reliability of the variable 'Pattern' consisting of 15 items was examined using Cronbach's Alpha and Cronbach's Alpha based on the Standardized items test. The findings can be seen in the above tables as Cronbach's Alpha  $\alpha = .849$  which is regarded as a valid value for the reliability test.

**Exploratory Factor Analysis of Functions and Patterns**

When both observed and underlying variables are assessed at the interval level, exploratory factor analysis (EFA), a traditional formal measurement paradigm, is utilized. EFA is characterized by the initial standardization of the observable variables (mean of zero and standard deviation of 1) (Fontaine R.J. Johnny, 2005). The correlation matrix between the elements is used to run EFA. The relationships between latent and observable variables are known as factor loadings in EFA, and a latent variable is referred to as a factor. Weights for standardized regressions are called factor loadings. It is not feasible to statistically assess whether factor loadings are consistent across cultural groups because EFA is an experimental approach and there is no predicted distribution of loadings (Weaver, B. & Maxwell, H., 2014).

**Functions:**

Exploratory factor analysis (EFA) was performed to investigate the factor structure of the variable 'Function' of code-switching in EFL classrooms in the questionnaire and reveal the underlying factors. The value above .5 is acceptable in exploratory

factor analysis (EFA) in SPSS software (Weaver, B. & Maxwell, H., 2014).

It can be seen in the table below that except for 'F3' and 'F17' the value of other items is above .5 which is considered acceptable. The value of 'F3' and 'F17' was extracted for further analysis because it was below .5.

**Table 7:**  
 Following table shows Exploratory Factor Analysis of Functions of code-switching.

Communalities		
	Initial	Extraction
F1	1.000	.674
F2	1.000	.755
<b>F3</b>	<b>1.000</b>	<b>.467</b>
F4	1.000	.653
F5	1.000	.615
F6	1.000	.624
F7	1.000	.625
F8	1.000	.599
F9	1.000	.565
F10	1.000	.600
F11	1.000	.616
F12	1.000	.608
F13	1.000	.575
F14	1.000	.544
F15	1.000	.647
F16	1.000	.688
<b>F17</b>	<b>1.000</b>	<b>.480</b>
F18	1.000	.581
F19	1.000	.516
F20	1.000	.583
F21	1.000	.762
F22	1.000	.632

Extraction Method: Principal Component Analysis.

**Table 8:**  
 Following table shows Exploratory Factor Analysis of Functions of Code-switching.

Rotated Component Matrix <sup>a</sup>				
	Component			
	1	2	3	4
F1	.207	.768	.172	.112
F2	.259	.767	.310	.065
F3	.085	.645	.173	.115
F4	.012	.437	.620	.280
F5	-.078	.429	.499	.419

F6	.142	.517	.493	.307
F7	.141	.250	.733	.079
F8	.471	.352	.498	.069
F9	.420	.541	.307	-.034
F10	.548	.343	.402	.140
F11	.475	.410	.470	.028
F12	.356	.063	.685	.089
F13	.340	.153	.627	.207
F14	.666	-.005	.285	.140
F15	.718	.100	.293	.187
F16	.717	.272	.019	.316
F17	.179	.106	.193	.632
F18	.173	.163	.003	.724
F19	.104	-.044	.237	.669
F20	.451	.256	.025	.560
F21	.570	.609	.028	.256
F22	.621	.443	.106	.198

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 14 iterations.

It can be seen in the table below that except for 'F3' and 'F17' the value of other items is above .5 which is considered acceptable. The value of 'F3' and 'F17' was extracted for further analysis because it was below .5.

**Patterns**  
 After performing the Exploratory Factor analysis to investigate the Functions of code-switching in EFL classrooms, the same was performed to investigate the factor structure of the variable 'Pattern' of code-switching in EFL classrooms in the questionnaire and reveal the latent factors in SPSS software version 22.

The table below shows that the value of P3, P6, P11, and P14 is lower than .5 which is considered an unacceptable value. Hence, these values were extracted for further analysis. The value above .5 of other items was kept for further analysis because it is considered acceptable.

**Table 9:**  
 Following table shows Exploratory Factor Analysis of Patterns of Code-switching.

Communalities		
	Initial	Extraction
P1	1.000	.633
P2	1.000	.584

P3	1.000	.380
P4	1.000	.532
P5	1.000	.594
P6	1.000	.465
P7	1.000	.618
P8	1.000	.614
P9	1.000	.500
P10	1.000	.528
P11	1.000	.448
P12	1.000	.675
P13	1.000	.647
P14	1.000	.400
P15	1.000	.683

Extraction Method: Principal Component Analysis.

**Table 10:** Following table shows Exploratory Factor Analysis of Patterns of Code-switching.

Rotated Component Matrix <sup>a</sup>			
	Component		
	1	2	3
P1	.350	.692	-.178
P2	.331	.679	-.120
P3	.536	.282	.113
P4	.586	.418	-.122
P5	.718	.262	-.102
P6	.570	.372	.045
P7	.655	.432	.059
P8	.772	.117	.063
P9	.566	.385	-.179
P10	.674	.054	.265
P11	.295	.598	.050
P12	.006	-.040	.820
P13	-.003	.731	.336
P14	.412	-.054	.476
P15	-.028	.091	.821

Extraction Method: Principal Component Analysis.  
 Rotation Method: Varimax with Kaiser Normalization.  
 a. Rotation converged in 7 iterations.

T-test Analysis of Function and Pattern variables  
 When comparing the means of two groups and their relationships, a t-test is an inferential statistic used to assess if there is a significant difference. T-tests are employed when data sets, such as the one resulting from tossing a coin 100 times, have normal distributions and unknown variances (Hayes, A., 2022). He further describes that to evaluate statistical significance, the t-test, a test used for hypothesis testing in statistics, employs the t-statistic, the values of the t-distribution, and the degrees of freedom.  
 The sample's descriptive statistics, including a mean comparison with the test result, are shown in the section below under "One-Sample Statistics." The t-test results are displayed in the section titled "One-Sample Test." Our significance (alpha) level will be set to .05 for the purpose of this test. The test's p-value is displayed in the Sig. column. The findings indicate that both Function and Pattern have p-values of (.000), which are less than .05. This indicates that "Function" and "Pattern" are important factors in code-switching in EFL classes at public universities in Sindh province. However, to determine the significance of both variables, we examined their t-values. For Function, the t-value was 83.875, and for Pattern, it was 79.614. According to the data, the Function plays 83.87% of the significance in code-switching in EFL classrooms, while the pattern contributes 79.61%. Both values were taken into consideration at the appropriate effect sizes ( $f=6.673$  and  $f=14.102$ ) for Function and Pattern. Additionally, the std-deviation values show that the deviation of the responses from its central point was more towards strongly agree responses. It helps in the generalization that the respondents agreed to the asked questions, and the appropriate measures were adopted to analyze the data. Moreover, the participants responded that 'Function' and 'Pattern' had a significant role in code-switching used by students and teachers as a teaching technique in the EFL classroom.

**Table 11:** Following table shows T-test results of Functions and Patterns of quantitative data.

	One-Sample Statistics			
	N	Mean	Std. Deviation	Std. Error Mean
Function	176	3.7477	.59277	.04468
Pattern	174	3.4383	.56968	.04319

**Table 12:** Following table shows T-test results of Functions and Patterns of quantitative data.

One-Sample Test								
Test Value = 0								
	t	F	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference		
						Lower	Upper	
Function	83.875	6.673	175	.000	3.74768	3.6595	3.8359	
Pattern	79.614	14.10	173	.000	3.43831	3.3531	3.5236	

**Correlations**

Bivariate analysis that assesses the direction and degree of the link between two variables is called correlation. Having performed the One-Sample Test, the researcher found a significant relationship between two variables (Function and Pattern) which can be seen in the following table. The

Pearson Correlation of the variables, Function and Pattern in the table below is .716 at the significance level of .000, which shows high significance. Therefore, it can be said that both variables in the present study play equally important roles in code-switching used by students and teachers in EFL classrooms.

**Table 13:**

Following table shows the relationship between Functions and Patterns of Code-switching.

Correlations			
		Function	Pattern
Function	Pearson Correlation	1	
Pattern	Pearson Correlation	.716**	1

\*\* , Correlation is significant at the 0.01 level (1-tailed).

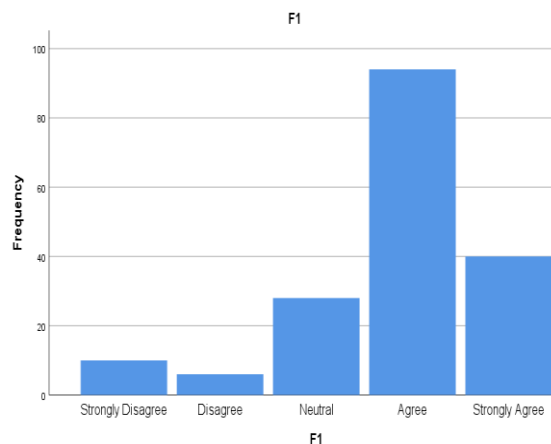


Frequency Tables and Bar Charts Interpretation of Functions of Code-switching

Table 14:

Following table shows Frequency Analysis of Functions of Code-switching.

F1- Code-switching is an easy way to interact with student fellows in the classroom.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.2	5.6	5.6
	Disagree	6	2.5	3.4	9.0
	Neutral	28	11.7	15.7	24.7
	Agree	94	39.3	52.8	77.5
	Strongly Agree	40	16.7	22.5	100.0
	Total	178	74.5	100.0	
Missing	System	61	25.5		
Total		239	100.0		



F2- Code-switching is an easy way to interact with your teacher in the classroom.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	4.6	6.2	6.2
	Disagree	7	2.9	4.0	10.2
	Neutral	26	10.9	14.7	24.9
	Agree	104	43.5	58.8	83.6
	Strongly Agree	29	12.1	16.4	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

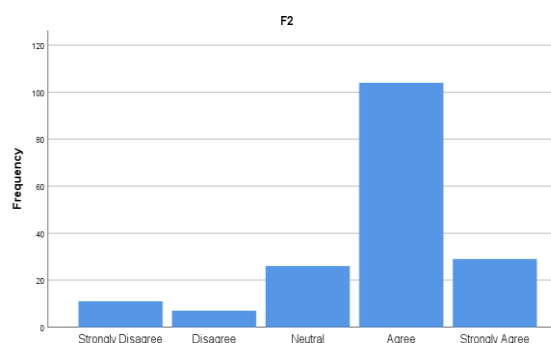


Figure 2 shows Code-switching is an easy way to interact with your teacher in the classroom.

**F3- Code-switching is easy to adopt multilingual style of teaching in the EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.1	2.8	2.8
	Disagree	13	5.4	7.3	10.2
	Neutral	34	14.2	19.2	29.4
	Agree	105	43.9	59.3	88.7
	Strongly Agree	20	8.4	11.3	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

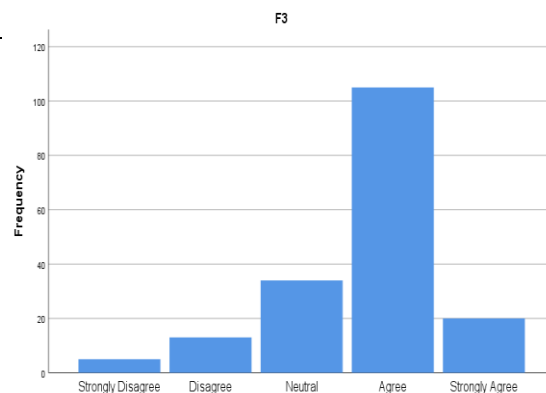


Figure 3 shows Code-switching is easy to adopt multilingual style of teaching in the EFL classroom

**F4- Code-switching is easy way to understand the lectures.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	2	.8	1.1	6.2
	Neutral	25	10.5	14.1	20.3
	Agree	98	41.0	55.4	75.7
	Strongly Agree	43	18.0	24.3	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

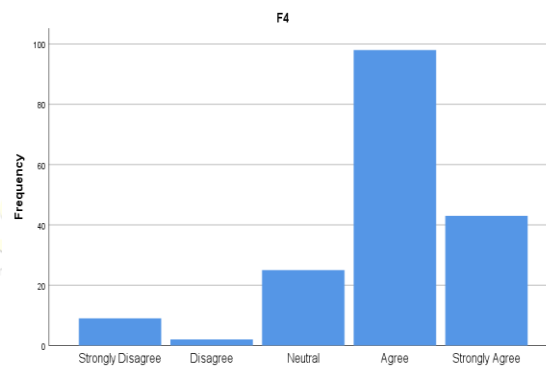


Figure 4 shows Code-switching is easy way to understand the lectures.

**F5- Code-switching is an effortless way to pass on even technical information during activities/class participation.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.5	3.4	3.4
	Disagree	11	4.6	6.2	9.6
	Neutral	36	15.1	20.3	29.9
	Agree	93	38.9	52.5	82.5
	Strongly Agree	31	13.0	17.5	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

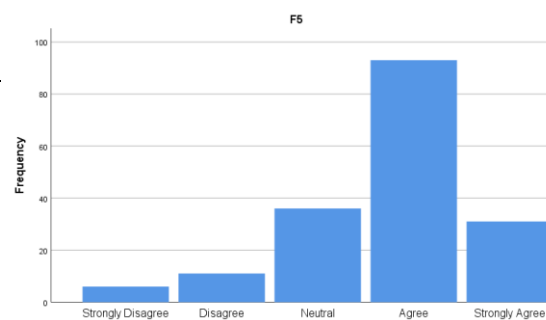


Figure 5 shows Code-switching is an effortless way to pass on even technical information during activities/class participation.

**F6- Code-switching improves my performance in the classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.3	4.5	4.5
	Disagree	6	2.5	3.4	7.9
	Neutral	28	11.7	15.8	23.7
	Agree	109	45.6	61.6	85.3
	Strongly Agree	26	10.9	14.7	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

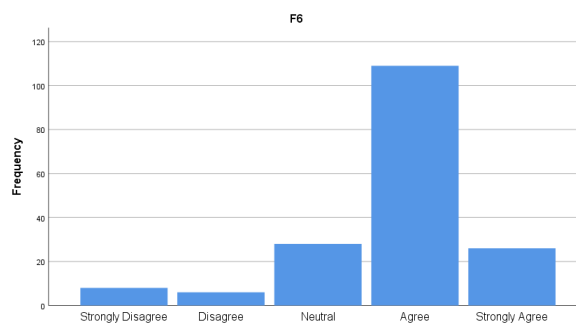


Figure 6 shows Code-switching improves my performance in the classroom.

**F7- Code-switching enables me to accomplish tasks more effectively.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.9	4.0	4.0
	Disagree	10	4.2	5.6	9.6
	Neutral	30	12.6	16.9	26.5
	Agree	105	43.9	59.3	70.8
	Strongly Agree	25	10.5	14.1	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

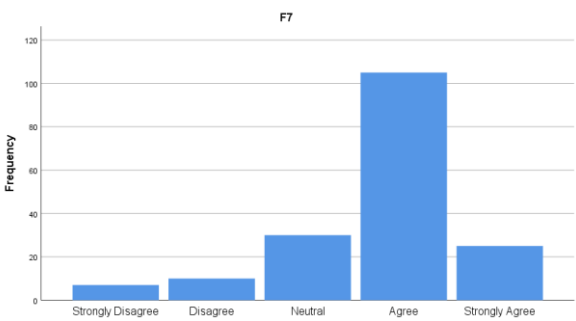


Figure 7 shows Code-switching enables me to accomplish tasks more effectively.

The analysis of participant responses reveals a strong consensus on the significance of code-switching in enhancing classroom interaction and comprehension in EFL settings. Across various aspects, including interactions with peers and teachers, understanding lectures, adopting a multilingual teaching style, passing technical information during class activities, improving student performance, and accomplishing tasks more effectively, the majority of participants expressed agreement with the benefits of code-switching. Specifically, a significant percentage of respondents, ranging from 70% to nearly 80%, either agreed or strongly agreed that code-switching facilitates easier communication and understanding in the classroom. This trend was consistent across all the surveyed statements, with

minimal opposition and a notable proportion of neutrality. For instance, 75.3% of respondents supported the idea that code-switching aids interaction with fellow students, while 79.7% found it helpful for understanding lectures. Similar positive responses were noted for code-switching's role in interacting with teachers (75.2%), adopting multilingual teaching approaches (70.6%), and passing technical information during class activities (70%). Additionally, 76.3% of participants believed that code-switching enhances student performance, and 73.4% felt it aids in task accomplishment. These findings underscore the integral role of code-switching in fostering effective communication, understanding, and overall academic performance in EFL classrooms. The data strongly supports the argument that code-switching is a valuable tool in EFL education, facilitating both student engagement and educational success.

**Table 15:** Following table shows Frequency Analysis of Functions of Code-switching.

**8- Code-switching enhances understanding of difficult topics.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.5	3.4	3.4
	Disagree	5	2.1	2.8	6.2
	Neutral	24	10.0	13.6	19.8
	Agree	100	41.8	56.5	76.3
	Strongly Agree	42	17.6	23.7	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

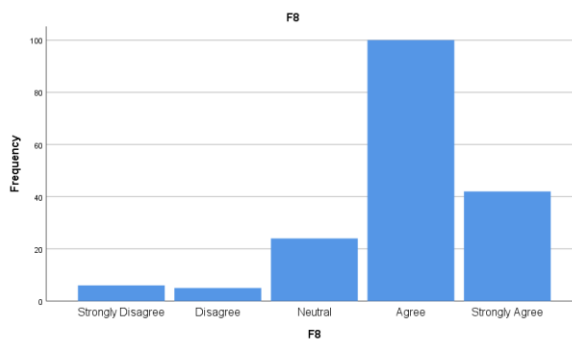


Figure 8 shows Code-switching enhances understanding of difficult topics.

**F9- Code-switching ought to be implemented in the EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.9	4.0	4.0
	Disagree	12	5.0	6.8	10.7
	Neutral	34	14.2	19.2	29.9
	Agree	105	43.9	59.3	89.3
	Strongly Agree	19	7.9	10.7	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

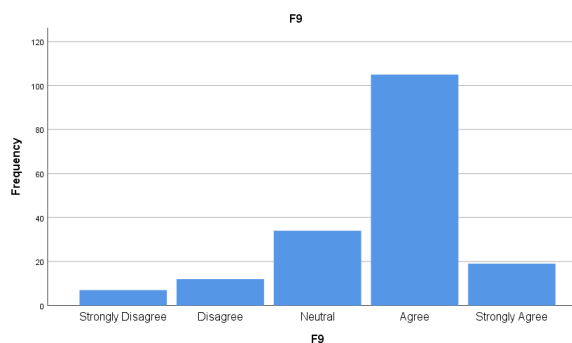


Figure 9 shows Code-switching ought to be implemented in the EFL classroom.

**F10- Purposeful Code-switching ought to be welcomed in the multilingual classroom discourse.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	13	5.4	7.3	12.4
	Neutral	35	14.6	19.8	32.2
	Agree	101	42.3	57.1	89.3
	Strongly Agree	19	7.9	10.7	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

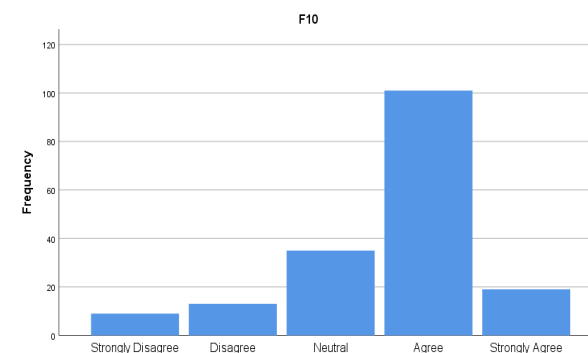


Figure 10 shows Purposeful Code-switching ought to be welcomed in the multilingual classroom discourse.

**F11- Code-switching is a necessary technique in the EFL classroom discourse.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	5.0	6.8	6.8
	Disagree	10	4.2	5.6	12.4
	Neutral	32	13.4	18.1	30.5
	Agree	103	43.1	58.2	88.7
	Strongly Agree	20	8.4	11.3	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

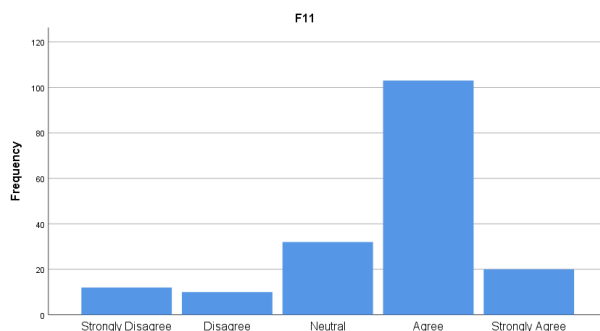


Figure 11 shows Code-switching is a necessary technique in the EFL classroom discourse.

**F12- Mother tongue is a helping factor to achieve communicative competence in the EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	5.0	6.8	6.8
	Disagree	7	2.9	4.0	10.8
	Neutral	28	11.7	15.9	26.7
	Agree	93	38.9	52.8	79.5
	Strongly Agree	36	15.1	20.5	100.0
	Total	176	73.6	100.0	
Missing	System	63	26.4		
Total		239	100.0		

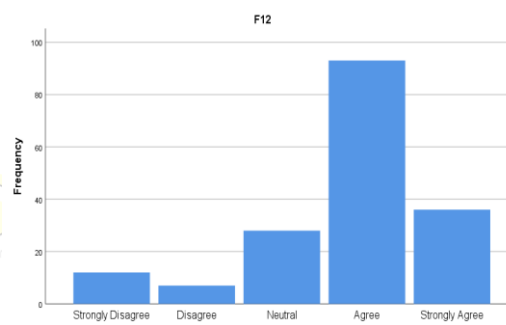


Figure 12 shows Mother tongue is a helping factor to achieve communicative competence in the EFL classroom.

**F13- The use of Code-switching should be increased to make students proficient in multilingual classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.3	4.5	4.5
	Disagree	8	3.3	4.5	9.0
	Neutral	27	11.3	15.3	24.3
	Agree	105	43.9	59.3	68.3
	Strongly Agree	29	12.1	16.4	84.7
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

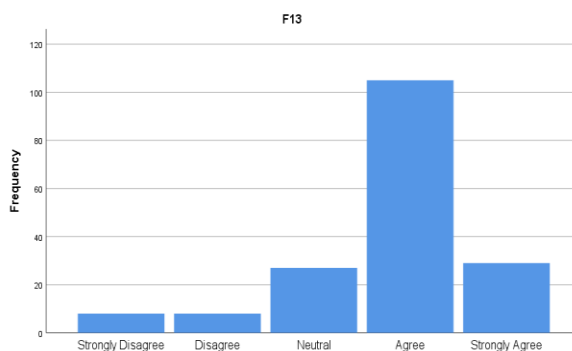


Figure 13 shows the use of Code-switching should be increased to make students proficient in multilingual classroom.

**F14- It is important to understand the reasons for Code-switching in the multilingual classroom discourse?**

		Frequency		Valid Percent		Cumulative Percent
		Count	Percent	Count	Percent	
Valid	Strongly Disagree	9	3.8	9	5.1	5.1
	Disagree	13	5.4	22	7.3	12.4
	Neutral	37	15.5	59	20.9	33.3
	Agree	103	43.1	96	58.2	91.5
	Strongly Agree	15	6.3	111	8.5	100.0
	Total	177	74.1	177	100.0	
Missing	System	62	25.9			
Total		239	100.0			

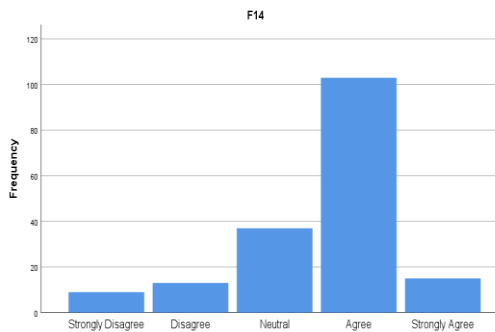


Figure 14 shows it is important to understand the reasons for Code-switching in the multilingual classroom discourse.

The findings from the tables and bar charts provide a comprehensive view of the participants' perspectives on the significance of code-switching in EFL classrooms. A substantial majority, 80.2%, of participants agreed that code-switching enhances the understanding of difficult topics, indicating its vital role in simplifying complex content. Additionally, 70% of respondents supported the implementation of code-switching as a pedagogical approach in EFL classrooms, underscoring its importance in fostering effective communication and learning. Furthermore, 67.8% of participants welcomed purposeful code-switching in multilingual classrooms, suggesting it as a valuable strategy for managing language diversity. The study also revealed that 69.5% of participants considered code-switching a necessary technique in classroom discourse, highlighting its

utility as a language learning tool. Moreover, 73.3% of respondents believed that code-switching helps achieve communicative competence, indicating its effectiveness in enhancing students' language skills. The data also showed that 75.7% of participants agreed that increased use of code-switching could lead to greater proficiency in multilingual classrooms. Finally, 66.7% of respondents emphasized the importance of understanding the reasons behind code-switching in multilingual classroom discourse, recognizing its critical role in facilitating communication and learning. Collectively, these findings demonstrate that code-switching is perceived as a highly beneficial and essential technique in EFL classrooms, contributing to better comprehension, communication, and overall language proficiency.

**Table 16:** Following table shows Frequency Analysis of Functions of Code-switching.

<b>F15- Code-switching is used for clarification of difficult concepts in the EFL classroom.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.9	3.9	3.9
	Disagree	4	1.7	2.2	6.2
	Neutral	28	11.7	15.7	21.9
	Agree	110	46.0	61.8	83.7
	Strongly Agree	29	12.1	16.3	100.0
	Total	178	74.5	100.0	
	Missing System	61	25.5		
<b>Total</b>		<b>239</b>	<b>100.0</b>		

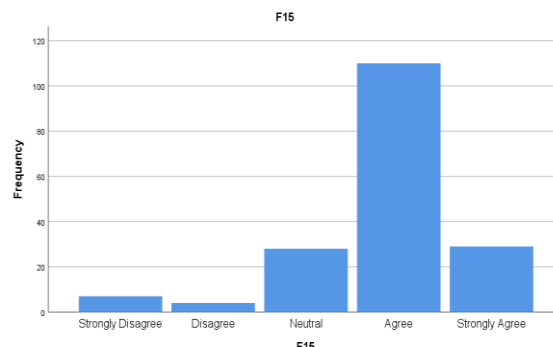


Figure 15 shows Code-switching is used for clarification of difficult concept in the EFL classroom.

<b>F16- Code-switching is used for Translation of technical terms in EFL classroom.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.1	2.8	2.8
	Disagree	6	2.5	3.4	6.2
	Neutral	30	12.6	16.9	23.0
	Agree	109	45.6	61.2	84.3
	Strongly Agree	28	11.7	15.7	100.0
	Total	178	74.5	100.0	
Missing System	61	25.5			
<b>Total</b>		<b>239</b>	<b>100.0</b>		

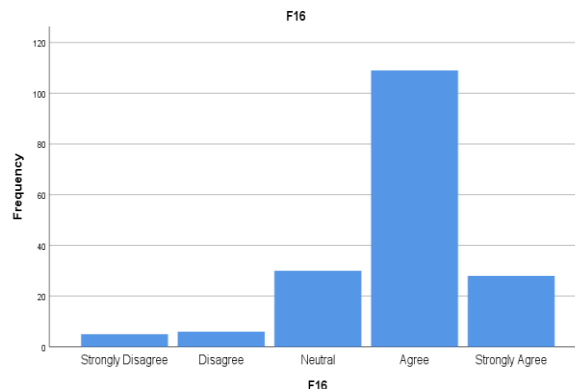


Figure 16 shows Code-switching is used for Translation of technical terms in EFL classroom.

<b>F17- Code-switching is used for socializing with fellow students in EFL classroom.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	1.3	1.7	1.7
	Disagree	3	1.3	1.7	3.4
	Neutral	30	12.6	16.9	20.2
	Agree	114	47.7	64.0	84.3
	Strongly Agree	28	11.7	15.7	100.0
	Total	178	74.5	100.0	
Missing System	61	25.5			
<b>Total</b>		<b>239</b>	<b>100.0</b>		

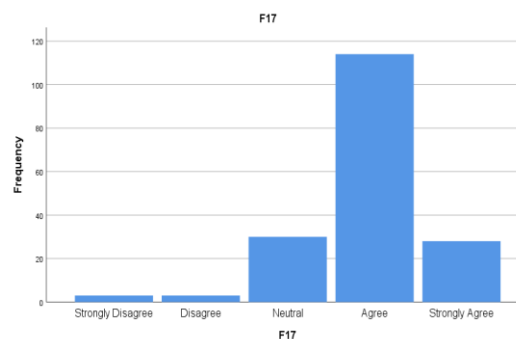


Figure 17 shows Code-switching is used for socializing with fellow students in EFL classroom.

**F18- Code-switching is used because of lack of English Competence in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	2.1	2.8	2.8
	Disagree	22	9.2	12.4	15.2
	Neutral	43	18.0	24.2	39.3
	Agree	89	37.2	50.0	89.3
	Strongly Agree	19	7.9	10.7	100.0
	Total	178	74.5	100.0	
Missing	System	61	25.5		
Total		239	100.0		

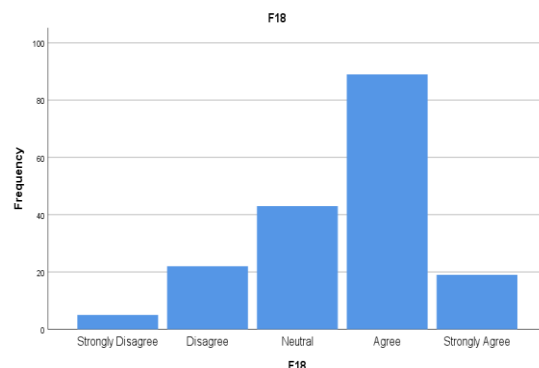


Figure 18 shows Code-switching is used because of lack of English Competence in EFL classroom.

**F19- Code-switching is used for Topic Shift in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.2	5.6	5.6
	Disagree	26	10.9	14.6	20.2
	Neutral	47	19.7	26.4	46.6
	Agree	86	36.0	48.3	94.9
	Strongly Agree	9	3.8	5.1	100.0
	Total	178	74.5	100.0	
Missing	System	61	25.5		
Total		239	100.0		

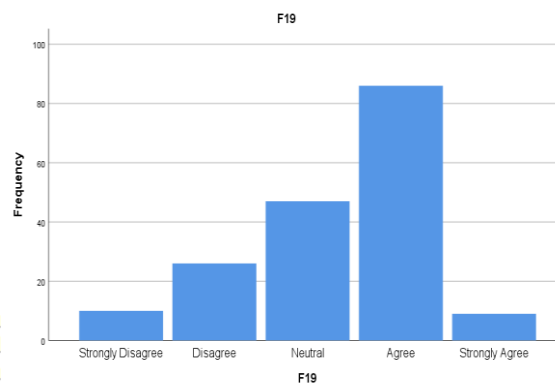


Figure 19 shows Code-switching is used for Topic Shift in EFL classroom.

**F20- Code-switching is used for ease of expression in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.3	4.5	4.5
	Disagree	8	3.3	4.5	9.0
	Neutral	23	9.6	12.9	21.9
	Agree	115	48.1	64.6	86.5
	Strongly Agree	24	10.0	13.5	100.0
	Total	178	74.5	100.0	
Missing	System	61	25.5		
Total		239	100.0		

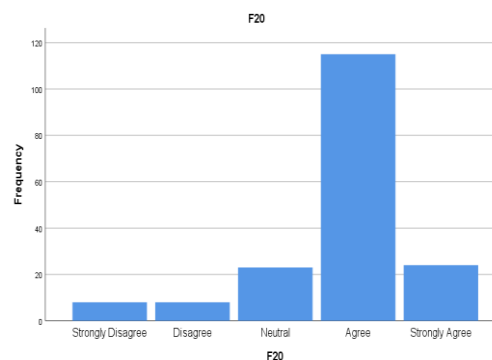


Figure 20 shows Code-switching is used for ease of expression in EFL classroom.



**F21- Code-switching is used for emphasis on important ideas.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.3	4.5	4.5
	Disagree	6	2.5	3.4	7.9
	Neutral	28	11.7	15.7	23.6
	Agree	103	43.1	57.9	81.5
	Strongly Agree	33	13.8	18.5	100.0
	Total	178	74.5	100.0	
Missing	System	61	25.5		
Total		239	100.0		

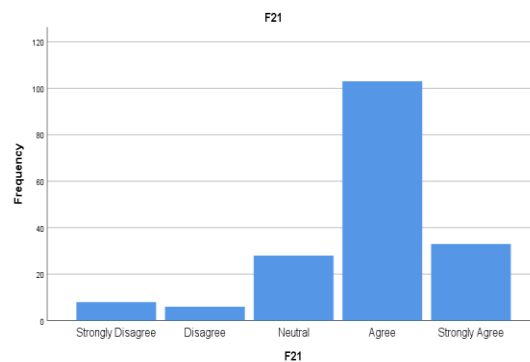


Figure 21 shows Code-switching is used for emphasis on important ideas.

**F22- Code-switching is used for understanding subject matter.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	4	1.7	2.2	7.3
	Neutral	21	8.8	11.8	19.1
	Agree	92	38.5	51.7	70.8
	Strongly Agree	52	21.8	29.2	100.0
	Total	178	74.5	100.0	
Missing	System	61	25.5		
Total		239	100.0		

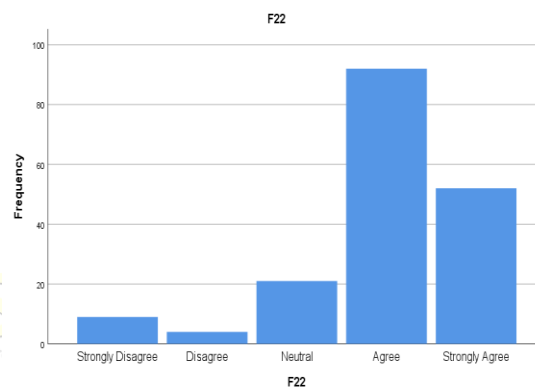


Figure 22 shows Code-switching is used for understanding subject matter.

The analysis of participant responses underscores the various reasons why code-switching is employed in EFL classrooms, highlighting its importance in different contexts. A significant majority of participants agree that code-switching plays a crucial role in the clarification of difficult concepts, with 78.1% endorsing its effectiveness in this area. Similarly, 76.9% of respondents believe that code-switching is vital for translating technical terms, facilitating better understanding among students. The social aspect of code-switching is also notable, as 79.7% of participants agree that it helps in socializing with fellow students. However, code-switching is not solely positive; 60.7% of participants attribute its use to a lack of English competence, suggesting that it may also serve as a coping mechanism for students struggling with language proficiency. Additionally, 53.4% of

respondents agree that code-switching is used to shift topics during discussions, indicating its role in classroom management. Ease of expression is another significant reason for code-switching, with 78.1% of participants favoring this view. Furthermore, 76.4% of respondents believe that emphasizing important ideas is a key reason for code-switching, underscoring its function in highlighting critical information. Finally, the strongest consensus is seen in the context of understanding the subject matter, where 80.9% of participants agree that code-switching is essential for comprehension in the EFL classroom. Overall, these findings reveal that code-switching is a multifaceted tool in EFL education, serving various purposes from clarification and translation to social interaction and comprehension, while also

addressing challenges related to language proficiency.

**Frequency Tables and Bar Charts Interpretation of Patterns**

**Table:17:**Following table shows Frequency Analysis of Patterns of Code-switching.

<b>P1- The multilingual teacher should make a conscious effort to code-switch in the classroom.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	8	3.3	4.5	9.7
	Neutral	29	12.1	16.5	26.1
	Agree	97	40.6	55.1	81.3
	Strongly Agree	33	13.8	18.8	100.0
	Total	176	73.6	100.0	
Missing	System	63	26.4		
Total		239	100.0		

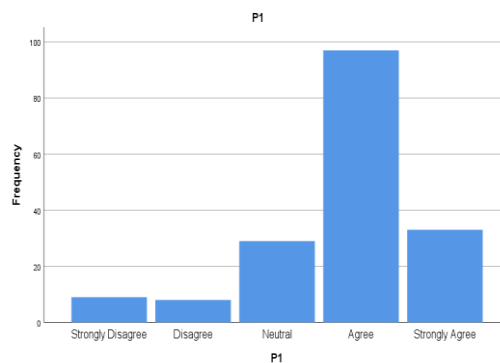


Figure 23 shows the multilingual teacher should make a conscious effort to code-switch in the classroom.

<b>P2- I do agree with multilingual conversational patterns.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.3	4.5	4.5
	Disagree	5	2.1	2.8	7.3
	Neutral	22	9.2	12.4	19.8
	Agree	107	44.8	60.5	80.2
	Strongly Agree	35	14.6	19.8	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

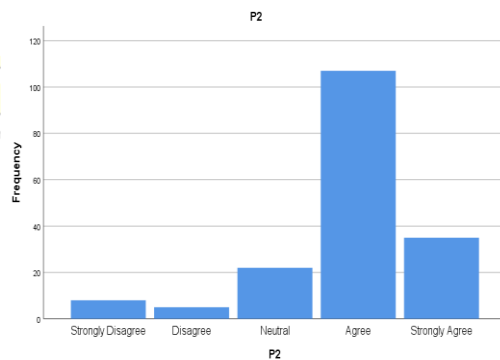


Figure 24 shows participants do agree with multilingual conversational patterns.

**P3- It sounds friendly to the teacher when I mix languages (from English to mother tongue) in the classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	20	8.4	11.3	16.4
	Neutral	35	14.6	19.8	36.2
	Agree	80	33.5	45.2	81.4
	Strongly Agree	33	13.8	18.6	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

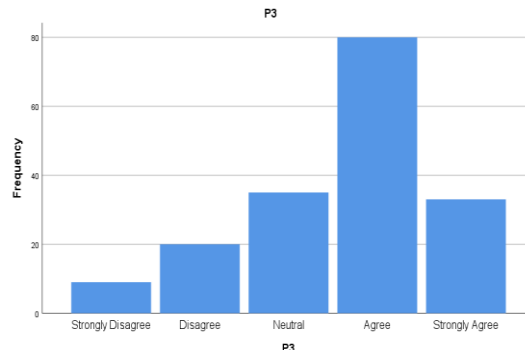


Figure 25 shows CS sounds friendly to the teacher when I mix languages (from English to mother tongue) in the classroom.

**P4- It is easy to perform when I mix languages from English to mother tongue in the EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	11	4.6	6.2	11.3
	Neutral	24	10.0	13.6	24.9
	Agree	97	40.6	54.8	79.7
	Strongly Agree	36	15.1	20.3	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

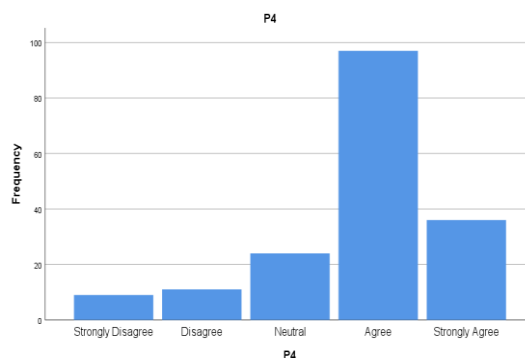


Figure 26 shows it is easy for students to perform when they mix languages from English to mother tongue in the EFL classroom.

**P5- I switch the code from English to my mother tongue in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	10	4.2	5.6	5.6
	Disagree	24	10.0	13.6	19.2
	Neutral	36	15.1	20.3	39.5
	Agree	90	37.7	50.8	90.4
	Strongly Agree	17	7.1	9.6	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

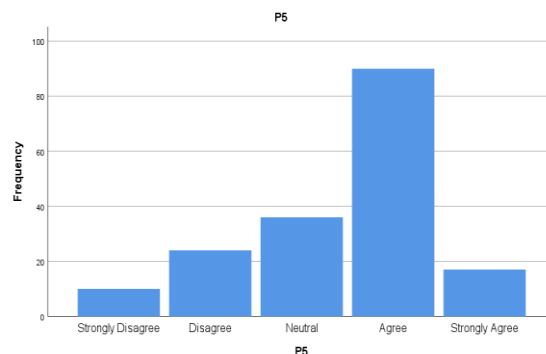


Figure 27 shows students switch the code from English to my mother tongue in EFL classroom.

The analysis of participant responses reveals a strong consensus on the importance of code-

switching patterns in EFL classrooms, particularly regarding the role of multilingual teachers and

students. A significant majority, 73.9% of participants, believe that multilingual teachers should consciously make efforts to incorporate code-switching in their teaching, highlighting its perceived value in facilitating classroom communication. Furthermore, 80.3% of respondents agree with the use of multilingual conversational patterns, indicating broad support for this approach among students. When it comes to students mixing English with their mother tongue, 63.8% of participants find it acceptable and even friendly when students engage in this practice, suggesting that it fosters a more comfortable learning environment. Additionally, 75.1% of respondents agree that mixing languages makes it easier for students to perform tasks,

underscoring the practical benefits of code-switching in enhancing student performance. However, there is some variability in opinions regarding the specific pattern of switching from English to the mother tongue, with 60.4% of participants supporting this practice, while a notable percentage remain neutral or opposed. Overall, these findings underscore the significant role of code-switching in EFL classrooms, particularly in terms of fostering communication, improving student performance, and creating a supportive learning environment, while also highlighting the importance of understanding and respecting the specific patterns and contexts in which code-switching occurs.

**Table:18:**

Following table shows Frequency Analysis of Patterns of Code-switching.

<b>P6- I switch the code (language) from my mother tongue to English.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	11	4.6	6.2	6.2
	Disagree	19	7.9	10.7	16.9
	Neutral	29	12.1	16.4	33.3
	Agree	106	44.4	59.9	93.2
	Strongly Agree	12	5.0	6.8	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

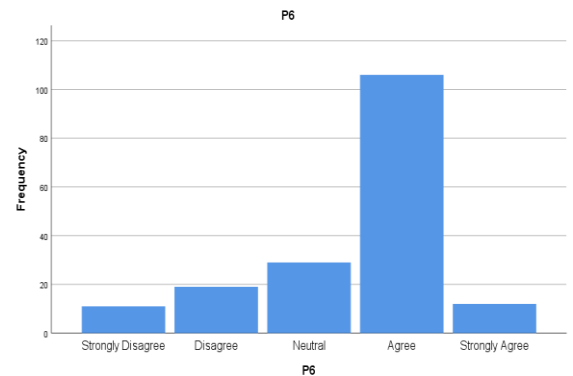


Figure 28 shows students switch the code (language) from my mother tongue to English.

<b>P7- I do code-switching within the sentence in EFL classroom.</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	13	5.4	7.3	7.3
	Disagree	20	8.4	11.3	18.6
	Neutral	34	14.2	19.2	37.9
	Agree	96	40.2	54.2	92.1
	Strongly Agree	14	5.9	7.9	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

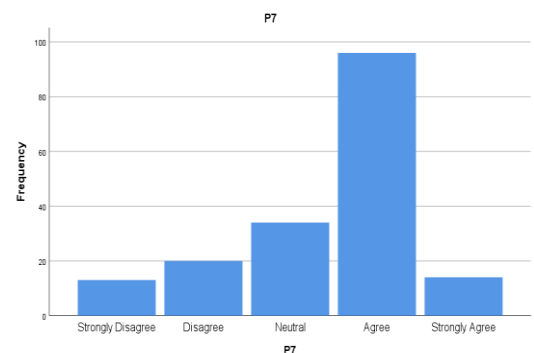


Figure 29 shows students do code-switching within the sentence in EFL classroom.

**P8- I do code-switching between the sentences in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	21	8.8	11.9	17.0
	Neutral	37	15.5	21.0	38.1
	Agree	92	38.5	52.3	90.3
	Strongly Agree	17	7.1	9.7	100.0
	Total	176	73.6	100.0	
Missing	System	63	26.4		
Total		239	100.0		

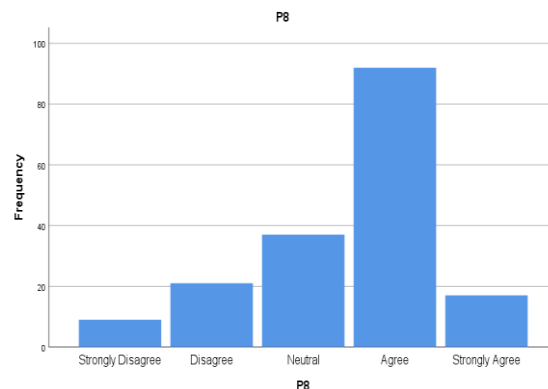


Figure 30 shows I do code-switching between the sentences in EFL classroom.

**P9- I understand the lecture well when my teacher does code-switching from English to my mother tongue.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	2.5	3.4	3.4
	Disagree	9	3.8	5.1	8.5
	Neutral	27	11.3	15.3	23.9
	Agree	90	37.7	51.1	75.0
	Strongly Agree	44	18.4	25.0	100.0
	Total	176	73.6	100.0	
Missing	System	63	26.4		
Total		239	100.0		

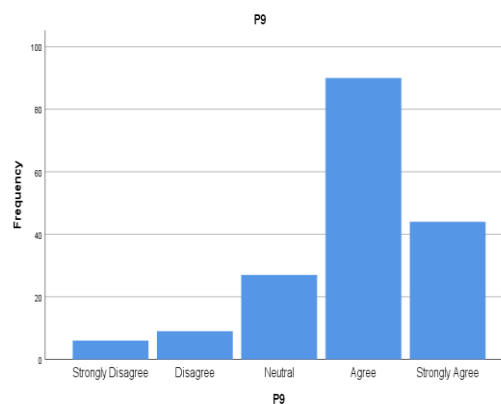


Figure 31 shows students understand the lecture well when my teacher does code-switching from English to my mother tongue.

**P10- I always use code-switching in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	3.3	4.6	4.6
	Disagree	37	15.5	21.1	25.7
	Neutral	44	18.4	25.1	50.9
	Agree	67	28.0	38.3	89.1
	Strongly Agree	19	7.9	10.9	100.0
	Total	175	73.2	100.0	
Missing	System	64	26.8		
Total		239	100.0		

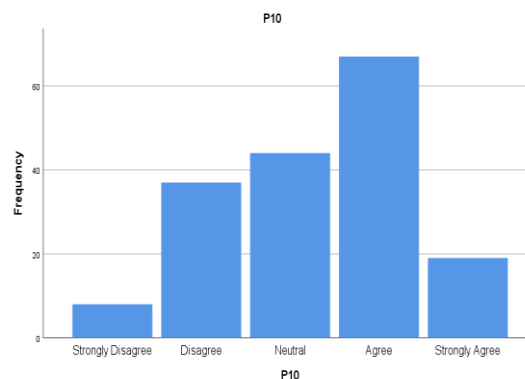


Figure 32 shows I always use code-switching in EFL classroom.

The analysis of participant responses provides a comprehensive view of the patterns and significance of code-switching in EFL classrooms. The findings indicate that a majority of participants (66.7%) agree that students frequently switch from their mother tongue to English, a pattern that underscores the bilingual dynamics present in these classrooms. Additionally, 62.1% of respondents support the view that code-switching often occurs within sentences (intra-sentential), while a similar percentage (62%) agree that students also switch between sentences (inter-sentential). These intra- and inter-sentential code-switching patterns are indicative of students' flexible language use as they navigate the learning environment. Moreover, a

significant majority (76.1%) of participants believe that when teachers switch from English to the students' mother tongue, it greatly enhances students' understanding of the lecture, emphasizing the pedagogical importance of strategic code-switching by instructors. However, there is a more divided opinion regarding the frequency of code-switching by students, with 49.2% of participants acknowledging its regular occurrence, while a notable proportion of participants either disagreed or remained neutral on this aspect. Overall, these findings highlight the complex yet crucial role of code-switching in EFL classrooms, particularly in fostering comprehension and facilitating bilingual communication.

**Table:19:** Following table shows Frequency Analysis of Patterns of Code-switching.

**P11- I sometimes use code-switching in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	2.9	4.0	4.0
	Disagree	17	7.1	9.6	13.6
	Neutral	38	15.9	21.5	35.0
	Agree	107	44.8	60.5	95.5
	Strongly Agree	8	3.3	4.5	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
<b>Total</b>		<b>239</b>	<b>100.0</b>		

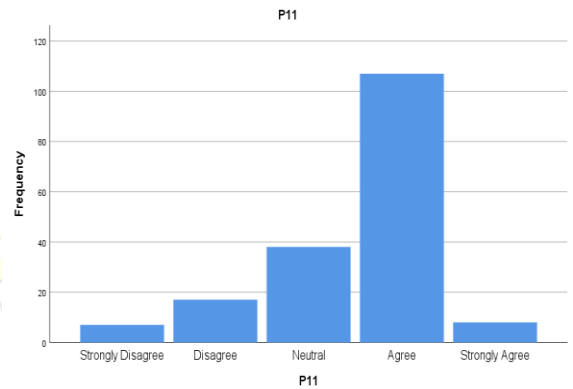


Figure 33 shows I sometimes use code-switching in EFL classroom.

**P12- I never use code-switching in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	40	16.7	22.6	22.6
	Disagree	51	21.3	28.8	51.4
	Neutral	32	13.4	18.1	69.5
	Agree	46	19.2	26.0	95.5
	Strongly Agree	8	3.3	4.5	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
<b>Total</b>		<b>239</b>	<b>100.0</b>		

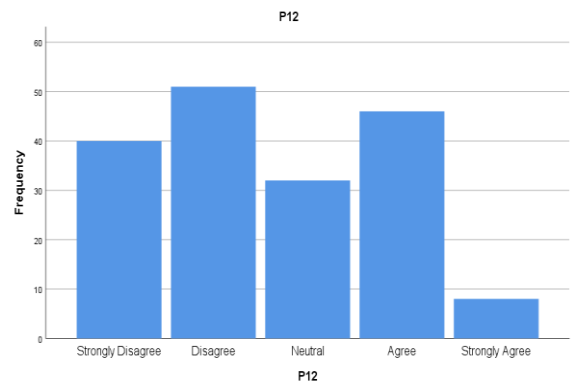


Figure 34 shows I never use code-switching in EFL classroom.

**P13- My teacher sometimes uses code-switching in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	3.8	5.1	5.1
	Disagree	16	6.7	9.0	14.1
	Neutral	27	11.3	15.3	29.4
	Agree	108	45.2	61.0	90.4
	Strongly Agree	17	7.1	9.6	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

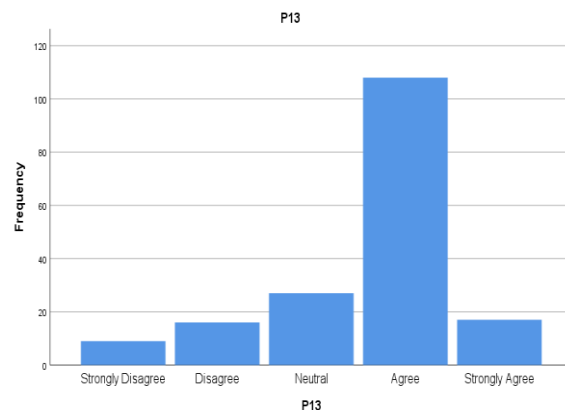


Figure 35 shows responses on question 'my teacher sometimes uses code-switching in EFL classroom'.

**P14- My teacher always uses code-switching in EFL classroom.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	12	5.0	6.8	6.8
	Disagree	38	15.9	21.5	28.2
	Neutral	39	16.3	22.0	50.3
	Agree	72	30.1	40.7	91.0
	Strongly Agree	16	6.7	9.0	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

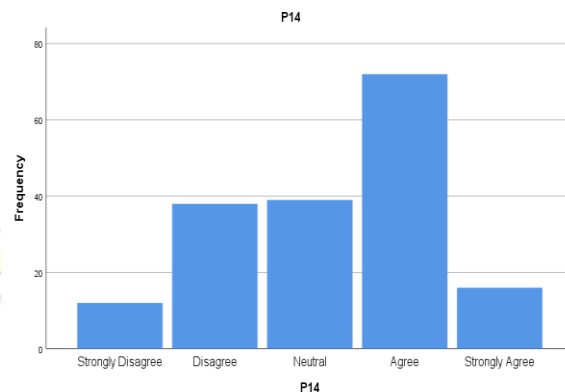


Figure 36 shows my teacher always uses code-switching in EFL classroom.

P15- My teacher never uses code-switching in EFL classroom.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	11.3	15.3	15.3
	Disagree	73	30.5	41.2	56.5
	Neutral	37	15.5	20.9	77.4
	Agree	35	14.6	19.8	97.2
	Strongly Agree	5	2.1	2.8	100.0
	Total	177	74.1	100.0	
Missing	System	62	25.9		
Total		239	100.0		

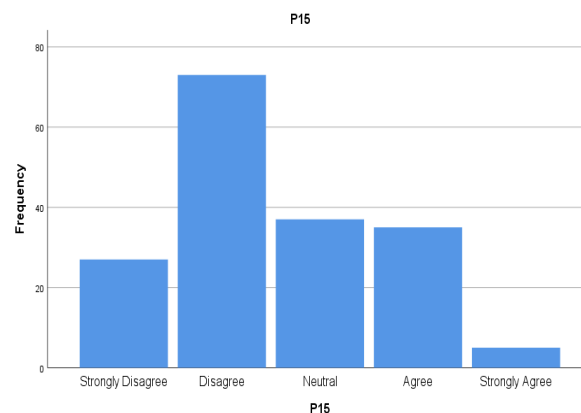


Figure 37 shows responses on question ‘My teacher never uses code-switching in EFL classroom.’

The analysis of participant responses regarding code-switching patterns in EFL classrooms reveals significant insights into both student and teacher practices. A substantial majority of participants (65%) agreed that students frequently switch codes in the classroom, indicating that this behavior is a notable aspect of their language use. Conversely, a majority of respondents (54.4%) disagreed with the notion that students never engage in code-switching, highlighting its perceived importance in the learning process. When examining teacher behavior, 70.6% of participants supported the view that teachers’ use of code-switching is crucial, suggesting that this practice is seen as an effective pedagogical tool. However, opinions were more divided when it came to the extent of code-switching by teachers, with 49.7% affirming its significant use, while a considerable portion remained neutral or disagreed. Furthermore, 56.5% of participants disagreed with the statement that teachers never use code-switching, reinforcing the belief that code-switching is a common and valuable strategy in EFL classrooms. Overall, these findings underscore the recognized importance of code-switching for both students and teachers in enhancing communication and understanding in EFL environments.

### Discussions

The findings and results of this study have provided a comprehensive investigation of research questions and provided a thorough understanding of patterns and functions of code-switching in EFL classrooms in public sector universities of Sindh province.

To address the research question, “What are the patterns of code-switching in EFL classrooms in public sector universities in Sindh province?”, the findings of this study reveal that code-switching used by students and teachers was found inevitable in EFL classrooms. Students and teachers switched their code from English to their mother tongue. The reason for code-switching might be students’ low English language competence which is why teachers had to switch to their mother tongue. Inter-sentential and intra-sentential code-switching was found to be used during performing classroom activities which made students comfortably successful in communicating with each other and with their teachers. The participants responded that teachers also normally did code-switching in the classroom. Overall, teachers typically switched their code from English to students’ mother tongue. Students switched their code from English to their mother tongue and they were comfortable with the code-switching patterns of teachers in EFL classrooms.

To address the research question, “What are the functions of code-switching in EFL classrooms in public sector universities of Sindh province?”, this



study found out different functions of code-switching in the EFL classroom. According to the results, students felt comfortable interacting with their fellow students and teachers in the classroom. The reason behind students' comfort might be that they felt shy while communicating in the English language and they did not have much vocabulary to speak. It might also be the reason that because of low English competence students did not have fluency in the English language which is why they felt more comfortable using code-switching in the classroom. Code-switching was found an easy way for students to understand lectures in the classroom, especially when teachers discuss technical terms or vocabulary. In addition, students responded that they have improved their performance through code-switching in the classroom. Also, code-switching helped students to accomplish their tasks more efficiently in the classroom. Students demanded that code-switching should be implemented to teach them English as a foreign language in the classroom. Code-switching was found that it was used for clarification of the difficult topics defined by the teachers. Moreover, code-switching was used for translating technical terms to describe students for better understanding. As a result, teachers switched their codes from English to students' mother tongue and so did the students. Both the teachers and students used inter-sentential and intra-sentential code-switching in the classroom. Code-switching was used consciously and unconsciously. Students felt comfortable communicating with teachers and fellow students using code-switching. Teachers facilitated students using code-switching to teach them complicated topics in the EFL classroom.

### **Conclusion**

The study investigated patterns and functions of code-switching used by students and teachers in EFL classrooms in public sector universities in Sindh province. A quantitative research design was employed to achieve the objectives and to address the research questions in this study. Data was collected and analyzed from students who were enrolled in five public sector universities in Sindh province. Code-switching in EFL classrooms was found inevitable to be used by students and teachers. Teachers and students switched their codes from English to their mother tongue and they used different types of code-switching. They used

inter-sentential and intra-sentential code-switching. Teachers switched their codes both consciously and unconsciously. They used code-switching consciously in situations where they found the topics or concepts are difficult and complex which students with low English competence would not understand easily. They switched their codes unconsciously when they thought that students did not seem to understand and got bored with the lectures. The students felt more comfortable using code-switching and communicating with their teachers and fellow students in the classroom. Also, students' performance and task completion were improved through code-switching. The study found that code-switching was the helping factor and a necessary technique to teach English to students, especially those with low English competence. In conclusion, the study found different patterns and many functions of code-switching, for example, to clear difficult topics, to socialize with fellow students, to comfortably express ideas, to emphasize the important points, and to translate technical terms in the EFL classrooms in public sector universities in Sindh province.

### **Limitations and Future Recommendations**

This study has made significant contributions to the field of teaching English as a foreign language to multilingual students. However, it is crucial to acknowledge the limitations of the study. First, the sample size of this study was limited to over 250 participants from 5 public sector universities in Sindh province, which is why results cannot be generalized over a large population. Second, the nature of this study was cross-sectional in which quantitative research design was used. The study took place in a limited time and with the limited resources available, so the results could change if the longitudinal study is conducted. Lastly, it can be said that results may vary if private sector universities in Sindh province are included in this study. Although there are limitations, the findings of this study contribute to the field of English language teaching in multilingual countries like Pakistan.

### **Implications**

The findings of this study revealed that strategic code-switching can make the environment more learning. Teachers used code-switching to give

clear instructions to students while assigning them classroom tasks and code-switching made students perform all tasks smoothly. In addition, code-switching can be used during role-playing activities, making students more confident. Code-switching, in the context of class performance, can help those students who have a low level of English competence and are freshly enrolled in public sector universities in multilingual countries. Teachers used code-switching to teach grammar and technical vocabulary which students faced difficulty understanding. Teachers strategically used code-switching in situations where they observed that students with low levels of English competence seemed vexed in understanding the lectures. Code-switching in such situations helps students to grasp the ideas of the subject matter. Furthermore, code-switching can help English language instructors empower their students to be more motivated to learn English and promote active participation of students in EFL classrooms. In conclusion, based on the findings, this study proposes that policymakers should establish policies where code-switching can be used as a pedagogical strategy to teach English to multilingual students in public sector universities in Pakistan.

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