

The Effectiveness of Teachers' Code-Switching for English Language Learning by the Tertiary-Level Students

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Abstract

It is an established fact that learners' learning is hugely influenced by teachers' classroom practices. Similarly, second language (L2) learning may be significantly impacted by teachers' code-switching in the classrooms. This study investigates the tertiary-level English language (EL) teachers' and students' perspectives on switching codes in the classrooms and their insightful opinion about the effect of code-switching on EL learning. This study follows the mixed-method approach for data collection and analysis. For quantitative data, closed-ended data was collected using a Likert scale questionnaire and analyzed by mean average using the value and scoring range of the Likert scale. For qualitative data, one-on-one interviews with teachers were conducted and a focus group discussion (FGD) with students was arranged. The findings of this research showcase that utilizing code-switching in the classroom is beneficial and effective for English language learning at the tertiary level.

Keywords: Teachers' code-switching, Perceptions, L2 teaching strategy, Effectiveness for L2 learning

Introduction

Code-switching is the act of changing between languages in the middle of a sentence when both speakers are conversant in both languages (Cook, 2001a). Code-switching inside the classroom is a natural reaction in a bilingual setting (Cook, 2001b).

Since tertiary-level students are members of a bilingual community in the Bangladeshi context, code-switching in the classroom is a highly common occurrence that cannot be overlooked (Obaidullah, 2016, p. 924). Moreover, English is the required language of instruction at private universities in Bangladesh, which extends to instructors taking other courses. But occasionally, mother tongue interference might be found as a common interference in the classroom discourse at private universities. This occurrence creates an opportunity for code-switching in the classroom (Chowdhury, 2012, p. 41).

Teachers switch codes when the student cannot understand the level of English being used in the textbook or during instruction or when all other options have been

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tried to modify the teacher's speech to the student's level (Norrish, 1997). In addition, teachers use code-switching to introduce the students to foreign words and notions concerning English language classes as well as other academic books written in English (Shafi, 2020, p. 228).

Code-switching is crucial to social interaction and cognitive development (Mishra & Yadav, 2013). In research, Aguirre (1988), Hudelson (1983), and Olmedo-Williams (1983) discovered that code-switching is an efficient teaching and communication method which can be applied among bilingual students (Simasiku et al., 2015, p. 70). Additionally, Lee (2012) argued that when teaching English as a second language (ESL), the use of code-switching produces one step ahead of learning outcomes among students than the instructions where English is solely used (Simasiku et al., 2015, p. 71). Furthermore, the ability to make the target language increasingly comprehensible, keep students' attention, ensure concept clarity, make the target language accessible, and reinforce course material are all advantages of code-switching (Shafi, 2020, p. 228).

People see code-switching positively and negatively, depending on their point of view (Kumar et al., 2021, p. 379). As far as the English as Foreign Language (EFL) classroom discourse is concerned, code-switching is a debatable issue. Some approaches encourage mother tongue interference, while others view it as taboo since it could hinder the learning of a second or foreign language (Chowdhury, 2012, p. 40-41). Nevertheless, among the majority of the traditional and contemporary methods and approaches to learning the English language, we observe that there are scopes of code-switching since the first language or native language is utilized as a medium of instruction and also used for other reasons in the classroom discourse (Chowdhury, 2012, p. 43).

A study commented that using code-switching could assist students in acquiring topics and improve teaching and learning. However, teachers should determine judiciously when to use the first language (L1) and when the L2 in order to ensure comprehension and meaningful involvement of the students, which eventually leads in improved academic achievement (Simasiku et al., 2015, p. 76).

Research Questions

With the relevance of the aim of the study, this research focused on investigating the perception of the teachers as well as the perception of students toward teachers' code-switching during class and determining the effectiveness of code-switching on English language learning by analyzing the data. For that

purpose, this study attempted to find answer to the following research questions:

1. What are the perceptions of the teachers about code-switching in English language learning for students?
2. What are the perceptions of the students about teachers' code-switching for their English language learning?
3. From the perspective of teachers and students, is code-switching effective for the English language learning for tertiary level students?

Literature Review

Code-switching and its Application

Code-switching is a combination of two or more languages within a single speaking interact by bilingual or multilingual speakers (Baily, 1999). It is found that speakers who have competence in speaking two or more languages or who have a diverse range of language proficiency are more mindful of the fact that often one variety works more accurately in language comprehension in a particular context than the other (Meyerhoff, 2018). Usually, code-switching, which is a complicated, rule-governed process, is frequently utilized by bilinguals to go from one language to the other, especially when the application of the two languages occurs in the same context (Heredia & Altarriba, 2001). In addition, code-switching may also be used to "announce distinct identities, create specified meanings, and facilitate particular interpersonal relationships" (Johnson, 2000). Moreover, code-switching includes the alteration of phrases and sentences from both languages as well as switching in a long narrative (Kasperczyk, 2005). Code-switching is acknowledged by Bhatti et al. (2018) as a major phenomenon and it is considered as a significant speech pattern used to accomplish communication objectives and provide interactional effects.

Use of Code-switching in the Classroom

According to Modupeola (2013), teachers employ code-switching as a technique for creating opportunities for students to communicate and improve their understanding. Furthermore, it assists in smoothing the flow of classroom instruction for the reason that the teachers do not have to spend plentiful time trying to explain to the students or search for easy words to simplify any confusion that may arise. Therefore, teachers employ code-switching by beginning the class in English and then switching to another language and back. As a result, the lesson will be as communicative as possible. With this strategy, teachers can balance the use of language during a particular contact. Also, a teacher can use the students' former L1 learning experience to improve their comprehension of L2.

Sert (2005) remarked that this is mainly noticed in grammar instruction, where the teacher switches his discourse to the mother tongue of his learners in

dealing with specific grammar problems, which are discussed at the moment. Moreover, the teacher uses code-switching also as a tool to foster close bonds and relationships with the students.

Code-switching is essential in the classroom if the instructor and students share the same first language and should be considered a normal part of bilingual's behavior (Jamshidi & Navehebrahim, 2013). Jingxia (2010) found code-switching to serve numerous functions like translating vocabulary items, managing class, explanation of grammar, and developing close relations with students.

Despite the difficulties associated with code-switching and the unfavorable views of educators regarding its use in language learning classes, code-switching is typically seen as a common occurrence in these settings. Besides, code-switching could be used to develop a command of content subjects that helps not only in teaching but also in cognitive learning (Shafi, 2020, p. 228).

Effectiveness of Code-switching in the Classroom

As Benson (2004) claims, who favors bilingual education, code-switching can help students' understanding of the target language, given that teachers utilize it in a productive and pedagogically sound way. For example, in an investigation of code-switching in bilingual classrooms in Pakistan, Gulzar (2010) notes that code-switching in language classrooms is carried out to help the students, and the students believe that teachers' code-switching truly facilitates them in understanding complicated concepts. Similarly, in a study in Bangladesh, Obaidullah (2016) found that teachers use code-switching for a variety of reasons, and they believe that code-switching significantly contributes to the success of an EFL class.

Classroom code-switching is determined by linguistic, psycholinguistic, and social-situational aspects. Due to a lack of vocabulary knowledge, L2 students achieve lexicon expertise when code-switching is used. This development occurs when the student is made aware of this by being given the opportunity to learn the meaning of the word code-switched in the other language (Becker, 2000). Teachers need to be conscious that code-switching is for the advancement of the student's learning capacity, and therefore it should not be taken for granted. The utilization of code-switching in EFL classrooms does not demonstrate proficiency or lack of competence in L2. Preferably, code-switching should be employed as a technique with several purposes for teaching and learning (Horasan, 2014).

The evidence acquired from the literature research served as a solid foundation for the current study. It is clear that many researchers, teachers, and students believe that code-switching is a successful technique for English language teaching. Therefore,

the present paper attempts to highlight the effectiveness of teachers' code-switching for English language learning from the tertiary level teacher's and students' perspectives in the Bangladeshi context in line with the studies described above.

Methodology

Research Design

This study has followed both quantitative and qualitative research approaches. Generally, quantitative data analysis is a mathematical procedure. On the other hand, the technique of qualitative data analysis mostly entails analyzing the meaning behind people's actions and words, which is a non-mathematical methodical approach (Morehouse & Maykut, 2002). Using both qualitative and quantitative data together improves the comprehension of the research question (Creswell, 2003, p. 53 as cited in Sarmageen, 2018).

Participants

Since the research topic has focused on English language learning and is a case study, the teachers and students of the Department of English at Daffodil International University were chosen as participants for data collection. The number of participants for the data collection was 15 teachers and 60 students. Furthermore, the study utilized the convenience sampling technique. Primarily, convenience sampling uses captive audiences, for instance, individuals at the researcher's own institutions (Dorneyi, 2007 as cited in Shafi et al., 2020).

Instruments

For quantitative data collection, the researcher made a survey questionnaire with 12 close-ended questions. The questions were designed with the aim to measure the perception of teachers and students about the role of code-switching in English language learning. The quantitative survey questionnaire was made by following the Likert scale options (strongly agree to strongly disagree) containing values (from 1 to 5). In favor of quantitative data, Heaton (1975) remarked that MCQ tests are beneficial since they can be completed quickly.

On the contrary, for qualitative data collection, interviews and FGD were arranged. The questions for qualitative data were quite similar to the close-ended questions. However, participants were able to add their ideas or comments along with the answers since it was open-ended questions.

The researcher collected two types of data to merge and compare the data to have a valid outcome instead of collecting and analyzing the data from only one group of participants.

Data Collection Procedure

The questionnaire was distributed among students through social media and for teachers, the questionnaire was sent via email. The questionnaire for quantitative data collection was designed on a Google Form. On the other hand, for qualitative data collection using the same questionnaire items, two interviews were taken individually with two teachers, and an FGD was arranged with 4 student participants. The researcher tried to get more participants but it was not possible to schedule a fixed time for many of them. Also, the participants were more comfortable with close-ended questions than to attend a recording discussion.

Data Analysis Procedure

The quantitative data was collected based on a Likert scale questionnaire. Collected raw data were analyzed by mean average on Google sheets using the value and scoring range of the Likert scale. For getting the mean average, the number of participants who answered in favor of a particular option (as in Agree) of an item was multiplied by the value number for the option (as in 4). Then, the multiplied numbers for each answer of an item were summed and divided by the number of total participants in the group (as in the total number of teacher participants). After that, the outcome number was matched with the Likert scale scoring range which ultimately indicates a value along with the options used in the questionnaire. For qualitative data, the interviews with two individual teachers were voice recorded. Then, the recorded interview was transcribed with the help of the online software Transkriptor. However, for the validity of the transcription, the researcher also manually checked and matched the audio record with the transcribed data. In addition, the researcher tried to eliminate the inconvenience caused by the software and organized the transcription along with the missing words which were in the audio record, but the software could not recognize them. Finally, the transcribed data were analyzed descriptively.

Regarding the FGD with student participants, the recorded data were transcribed similarly, as discussed above. Nevertheless, since it was a discussion with 4 student participants, the data were descriptively analyzed based on the theme emergent from the data. The themes were chosen based on how frequently they were mentioned by the student participants.

This study analyzed qualitative data using a descriptive qualitative research method. The goal of descriptive qualitative research is often to examine participant opinions, beliefs, and/or thoughts (Puspawati, 2018, p. 45). Then both types of data were analyzed and merged. After that, the merged data were discussed and interpreted to support the research questions

Results and Discussion

Results Derived from the Quantitative Data Collected from Teacher Participants

The results of quantitative data collected from teacher participants are presented in Table 1. The final row of Table 1 presents the average mean and agreement of teachers' perceptions regarding the effectiveness of teachers' code-switching at the tertiary level for English language learning by the students.

Table 1
Perception of teachers regarding the effectiveness of code-switching

Items	Mean	Agreement
1. The students feel more confident to respond in class when I use 'Code Switching' (English to Bangla).	4.13	Agree
2. The students benefit when I switch codes in class because it gives them a chance to discuss the lesson with me.	4	Agree
3. During a class lecture, my code-switching makes it easier for the students to understand complicated concepts.	4.47	Strongly Agree
4. When I teach a text written in old English, the use of code-switching by me helps the students to comprehend the content quickly.	4.33	Strongly Agree
5. Code-switching by me saves the students time and effort to look for the specific meaning of a word and helps them to enrich their vocabulary in a short time.	3.47	Agree
6. When I use code-switching it helps the students not to lose any idea or information and it helps them with note-taking.	3.80	Agree
7. My code-switching makes it easier for the students to be engaged in the class lecture and not to feel monotonous.	3.80	Agree
8. When I use code-switching, it saves a lot of class time unless I would have to explain a topic for a longer time to the students.	3.80	Agree
9. I assume a teacher who switches code in class feels friendlier to the students than the one who only uses English during a class lecture.	3.07	Neutral
10. I think I use code-switching consciously during a class lecture.	3.87	Agree

11. I consider the use of code-switching during a class lecture is better than only an English-based class lecture.	3.33	Neutral
12. I believe code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture.	3.73	Agree
Mean of the items 1-12	3.81	Agree

Note. Results derived from the quantitative data collected from teacher participants

Table 1 contains 12 items regarding teachers' perceptions of the effectiveness of code-switching. According to the perception of the teachers, they agreed that students feel more confident to respond in class when they use code-switching (4.13 = Agree) and it is beneficial for the students to discuss the lesson with them when they use code-switching (4 = Agree).

Moreover, the teacher participants strongly agreed that their code-switching makes it easier for the students to understand complicated concepts (4.47 = Strongly Agree) and also to comprehend the content of a text more quickly which is written in old English (4.33 = Strongly Agree).

As well as, the participants accepted that their use of code-switching saves the students time and effort to look for the specific meaning of a word and helps them to enrich their vocabulary in a short time (3.47 = Agree), it helps the students not to lose any idea or information and it helps them with note-taking (3.80 = Agree), it makes easier for the students to be engaged in the class lecture and not to feel monotonous (3.80 = Agree), and it saves a lot of class time unless they would have to explain a topic for a longer time to the students (3.80 = Agree).

However, the teacher participants remain uncertain about whether a teacher who switches code in class feels friendlier to the students than a teacher who only uses English during a class lecture (3.07 = Neutral). Then, the teachers agreed that they use code-switching consciously during a class lecture (3.87 = Agree).

Yet, again the participants were uncertain about the statement that the use of code-switching during a class lecture is better than only an English-based class lecture (3.33 = Neutral). Nevertheless, the teacher participants agreed that code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture (3.73 = Agree).

The average of the items in Table 1 indicates that the perception of the teachers regarding the effectiveness of code-switching is positive (3.81 = Agree). The teacher participants agreed that code-switching is effective for English language learning at the tertiary level.

Results Derived from the One-on-one Interviews with Teacher Participants

The result of quantitative data collected from teacher participants is also supported by qualitative data. The qualitative data is analyzed by the descriptive method. The open-ended answers are discussed and given below:

The researchers took two individual interviews with two teachers. The teachers are coded as T1 (Teacher 1) and T2 (Teacher 2). When they were asked if students feel more confident to respond in class and to discuss the lesson with them when they use code-switching, T1 answered that "...they(students) love code-switching and it gives them confidence for sure." "...students...feel comfortable, they feel much more easy." said T2. Moreover, they both agreed that it is easier for the students to understand complicated concepts and comprehend difficult text more quickly when they use code-switching. T2 remarked that "Sometimes using Bangla can help them to understand the topic better."

In addition, when the researcher asked teachers whether code-switching helps the students to learn new vocabulary in a short time, T2 remained uncertain, "Actually, I'm not sure about it,". Again, they both agreed when asked if code-switching helps the students with note-taking. T2 responded that, "...taking notes can be easier when the teacher doing this code-switching."

After that the teachers were asked whether code-switching helps the students not to feel monotonous during class lectures. In response, T2 said, "it can contribute to a little at least...[to] lessen the monotony of the class." Then the researcher got a similar response when questioned if code-switching saves class time unless the teachers would have to explain a topic for a longer time. T1 replied that "...in our context... code-switching matters...code-switching helps." And T2 replied, "when it is a lengthy class...sometimes code-switching can help you to release the pressure."

When asked either a teacher who switches code in class feels friendlier to the students than the one who only uses English during a class, T2 affirmed that, "...they find it much more easier to attend the class of a teacher who often do this code-switching." Nevertheless, both teachers were positive when asked whether they use code-switching consciously during a class lecture. T1 stated that "If I think it's needed, then I use it consciously."

On the other hand, when the teachers were asked if the use of code-switching during a class lecture is better than only an English-based class lecture, they both remained neutral. T1 said, “It depends upon what are my outcomes.” And T2 answered, “I think code-switching is fine, but...it will really depend on context.” To the last question, both teachers agreed that code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture. T1 agreed that “It is facilitatory,” and T2 mentioned that “...it has a good application.”

Results Derived from the Quantitative Data Collected from Student Participants

In Table 2, the outcomes of quantitative data collected from student participants are showed. The final row of Table 2 presents the average mean and agreement of students’ perceptions regarding the effectiveness of teachers’ code-switching at the tertiary level for English language learning by the students.

Table 2
Perception of students regarding the effectiveness of code-switching

Items	Mean	Agreement
1. I feel more confident to respond in class when a teacher uses ‘Code Switching’ (English to Bangla).	4.05	Agree
2. It is beneficial when a teacher switches codes in class because it gives me a chance to discuss the lesson with the teacher.	4.20	Agree
3. During a class lecture, a teacher’s code-switching makes it easier for me to understand complicated concepts.	4.35	Strongly Agree
4. When a text is written in old English, the use of code-switching by the teacher helps me to comprehend the content quickly.	4.18	Agree
5. Code-switching by a teacher saves my time and effort to look for the specific meaning of a word and helps me to enrich my vocabulary in a short time.	4.27	Strongly Agree
6. When a teacher uses code-switching it makes me feel that I am not losing any idea or information and it helps me with note-taking.	4.37	Strongly Agree
7. Teachers’ code-switching makes it easier for me to be engaged in the class lecture and not to feel monotonous.	4.12	Agree
8. The use of code-switching saves a lot of class time unless a teacher would have to explain a topic for a longer time to us.	4.18	Agree

9. A teacher who switches code in class feels friendlier to me than the one who only uses English during a class lecture.	4.10	Agree
10. I think teachers use code-switching consciously during a class lecture.	3.98	Agree
11. I consider the use of code-switching by the teacher during a class lecture is better than only an English-based class lecture.	4.02	Agree
12. Code-switching by teachers is an essential technique that facilitates us to learn both linguistic and literature subjects during a class lecture.	4.05	Agree
Mean of the items 1-12	4.16	Agree

Note. Results derived from the quantitative data collected from student participants

Table 2 contains 12 items regarding students' perceptions of the effectiveness of code-switching. According to the perception of the students, they agreed that they feel more confident to respond in class when a teacher use code-switching (4.05 = Agree) and it is beneficial for them to discuss the lesson with the teacher when he or she uses code-switching (4.20 = Agree).

In addition, the student participants strongly agreed that a teacher's code-switching makes it easier for them to understand complicated concepts during a class lecture (4.35 = Strongly Agree). Again, the participants approved the statement that the use of code-switching by the teacher helps them to comprehend the content quickly when a text is written in old English (4.18 = Agree).

Moreover, the students strongly agreed that code-switching by a teacher saves their time and effort to look for the specific meaning of a word and helps them to enrich their vocabulary in a short time (4.27 = Strongly Agree) and when a teacher uses code-switching, they feel that they are not losing any idea or information and it helps them with note-taking (4.37 = Strongly Agree).

As well as, the student participants accepted that teachers' code-switching makes it easier for them to be engaged in the class lecture and not to feel monotonous (4.12 = Agree), the use of code-switching saves a lot of class time unless a teacher would have to explain a topic for a longer time to them (4.18 = Agree), and a teacher who switches code in class feels friendlier to them than the one who only uses English during a class lecture (4.10 = Agree).

According to students' perception, they think that teachers use code-switching consciously during a class lecture (3.98 = Agree) and they consider

the use of code-switching by the teacher during a class lecture is better than only an English-based class lecture (4.02 = Agree). Without surprise, the student participants agreed that code-switching by teachers is an essential technique that facilitates them to learn both linguistic and literature subjects during a class lecture (4.05 = Agree).

Therefore, the average of the items in Table 2 indicates that the perception of the students regarding the effectiveness of code-switching is positive (4.16 = Agree). The student participants agreed that code-switching is effective for English language learning at the tertiary level.

Results Derived from the Focus Group Discussion (FGD) with Student Participants

The result of qualitative data collected from the student participants is also supported by the quantitative data. For the qualitative data, the researcher conducted a FGD with four participants and descriptively analyzed the data based on the potential themes which are frequently mentioned by the participants and related to the research topic. The important themes are shown in Table 3 given below and discussed later.

Table 3

Important themes

Themes	Mentioned by Participants
Gives the confidence to respond	3 times
Gives comfort in the class	5 times
Feels better in comparison	5 times
Helps to understand	8 times
Makes things easier	7 times

Note. Important themes frequently mentioned by the student participants in the FGD

The participants of the FGD are coded as S1 (Student 1), S2 (Student 2), etc. During the FGD, in response to the first question, the students agreed that they feel more confident to respond in class and discuss the lesson with the teacher when he or she uses code-switching. S2 said that “I feel much more comfortable...”. When the students were asked if teachers’ code-switching makes it easier for them to understand complicated concepts and comprehend difficult text more quickly, they all agreed. S3 commented that “...code switch...makes more easier to understand the concept, especially the difficult one”.

However, when questioned whether code-switching helps them not to feel monotonous during class lectures, two students agreed. S4 replied that "...code switch is a comfortable things for the student." When asked whether code-switching helps them to learn new vocabulary in a short time, S2 agreed and answered from the experience that "...when the teacher said it in English and then said it in Bangla, it somehow helped me to memorize the word and I can also use it later..." and S3 and S4 also agreed with S2.

Then the students were asked if notetaking becomes easier when a teacher uses code-switching. In reply, all of them were positive. Additionally, three of the students accepted that a teacher who switches code in class feels friendlier to them than one who only uses English during a class lecture. S2 remarked that "...it is a warm and friendly approach from the faculty."

In addition, the students were asked whether they think that teachers use code-switching consciously during class lectures. Again, three of the students agreed and S2 opined, "...feel the teachers also know that it is a friendlier approach...". After that the students were asked if they think that the use of code-switching during a class is better than only an English-based class lecture. All of them gave a positive answer and S1 commented that "...because sometimes the subject is difficult for us to understand and comprehend...".

Lastly, when the students were asked whether they believe that code-switching is an essential technique that facilitates them to learn both linguistic and literature subjects during class lectures, they all agreed and S2 added that "I believe code-switching is a wonderful

Synthesis of Results Derived from Quantitative and Qualitative Data

Since qualitative data support the quantitative data collected from teachers, it answered the research question that the perceptions of the teachers about code-switching in English language learning for students are positive. Similarly, the results derived from students' data are positive. Regarding the effectiveness of code-switching, for investigating this research question the current study collected and analyzed the perspectives of teachers and students with a Likert scale value and mean average. The quantitative data were supported by the qualitative data. In this sense, code-switching is effective for English language learning according to the perspective of both teachers and students.

Conclusion

Summary of the Present Study

This study investigated the perceptions of the teachers about code-switching in English language learning for students. The questions were designed in a way that the teacher participants' answers indicated the impact and effectiveness of their code-switching on students for English language learning from their perspective. The results of quantitative data collected from the teacher participants were positive and also supported by the qualitative data collected from them.

This study also investigated the perceptions of the students about the impact of their teachers' code-switching on their English language development. The questions were asked in a way that the student participants' answers indicated the impact and effectiveness of teachers' code-switching for their English language learning. Similar to the findings from the teacher participants, the results of quantitative data collected from the student participants were positive which was also supported by the qualitative data collected from them.

The present study aimed to investigate whether or not code-switching is effective for English language learning for tertiary-level students. For achieving this aim and making the findings more valid, the researcher collected data from both teachers and students. Furthermore, the perspectives of both teachers and students on code-switching for English language learning by the students were compared to get a better and more valid finding of the study. Since both teacher and student participants are positive, this study can claim that teachers' code-switching is effective for English language learning by tertiary-level students. Moreover, the validity of the findings of this study is supported by the other studies mentioned in the Literature Review.

Pedagogical implication

The findings of the present study may have pedagogical implications in English language learning and teaching at the tertiary level in Bangladesh. Since the results highlight that both teachers and students are positive about the effectiveness of code-switching in English language classrooms, this study may suggest that code-switching is a teaching technique that is contemporary even in the present time in the Bangladeshi context. The occurrence of code-switching inside the classroom by the teachers may not be neglected or prohibited. Rather it may be considered an effective teaching technique that facilitates the students' learning and teachers' teaching more than only target language-based instruction during lectures.

Limitations and Future Directions

Though this study has significantly highlighted the effectiveness of teachers' code-switching for English language learning for students from the tertiary level teacher's and student's perspective in the Bangladeshi context, it also has some limitations. Firstly, since it is a case study, only one university is taken as the setting for the research and the participant number is limited. Because of that reason, the result of the current study may not be generalized. Secondly, in the qualitative data of teacher participants, there are few negative responses, for instance, "...to understand new vocabulary I don't agree.". Despite having limitations, this study achieved its aim to contribute and take the initiative that a study needed to be conducted specifically on the effectiveness of teachers' code-switching in the Bangladeshi context.

In the future, further research on this topic is possible with a large range of settings. For example, the researcher may collect data from various institutions. As a result, the participant number may increase. In addition, since this study found few negative answers, there is a scope for researchers to investigate the possible solution for making code-switching more effective. On the other hand, researchers may also investigate the drawbacks of code-switching.

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