

**SYNTACTIC AND PRAGMATIC  
FUNCTIONS OF CODE SWITCHING  
IN UNDERGRADUATE ESL  
CLASSROOMS: A SURVEY STUDY**

**BY**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES**

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# **Syntactic and Pragmatic Functions of Code Switching in Undergraduate ESL Classrooms: A Survey Study**

By

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Candidate of **Master of Philosophy** at the National University of Modern Languages do hereby declare that the thesis **Syntactic and Pragmatic Functions of Code Switching in Undergraduate ESL Classrooms: A Survey Study** submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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## ABSTRACT

**Title: Syntactic and Pragmatic Functions of Code Switching in Undergraduate ESL Classrooms: A Survey Study**

The study explores the impact of code-switching on the second language learning of the students in the ESL undergraduate classrooms in the universities of Peshawar city. In an ESL classroom, all of the students belong to diverse linguistic backgrounds, and they are learning the non-native language in a shared environment, as a result of which code switching is unavoidable. The research is qualitative, and a non-probability convenience sampling technique has been used to prepare a sample of forty classes from five universities of Peshawar city which are running BS English programs. The study used a two-pronged approach, classroom observations and teacher interviews, for data collection and using the theoretical framework tailored from Myers-Scotton (1993) and Poplack (1980) theories of code switching, the researcher analyzed the data using quantitative and qualitative techniques. The findings of the study revealed that the classroom participants practiced code switching actively and it hampered their second language learning efficiency in various areas of the second language such as grammar, vocabulary, self-expression, confidence. Moreover, the teachers have diverse views about the practice of code switching in the classroom with some in favor of it while other are against it. It needs to be made sure that code-switching is not practiced unnecessarily in the classroom and future research may be conducted on other aspects of code switching and their impact on second language learning.

## Table of Contents

<b>THESIS AND DEFENSE APPROVAL FORM.....</b>	<b>ii</b>
<b>AUTHOR’S DECLARATION .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES.....</b>	<b>viii</b>
<b>LSIT OF FIGURES .....</b>	<b>ix</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>x</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>xi</b>
<b>DEDICATION.....</b>	<b>xii</b>
<b>1.INTRODUCTION.....</b>	<b>1</b>
1.1. Overview.....	1
1.2. Background to the Study.....	3
1.3. Statement of the Problem.....	4
1.4. Rationale for the Study .....	5
1.5. Objectives of the Research.....	5
1.6. Research Questions .....	6
1.7. Significance of the Study .....	6
1.8. Delimitation .....	6
1.9. Organization and Structure of the Thesis.....	7
1.10. Chapter Summary .....	8
<b>2.LITERATURE REVIEW.....</b>	<b>9</b>
2.1. Introduction.....	9
2.2. Historical Development of the Concept.....	10
2.2.1. Sociolinguistic Approach .....	11
2.2.2. The Psycholinguistic Approach .....	11
2.2.3. The Structural Approach .....	12
2.3. Functions of Code Switching.....	13
2.3.1. Syntactic Functions.....	14
2.3.2. Pragmatic Functions.....	18
2.3. Perceptions and Reasons for Code-switching.....	20
2.4. Impact of CS on Language Learning .....	23

2.5.	Relevant Studies in Pakistan.....	25
2.6.	Conclusion .....	28
<b>3.</b>	<b>RESEARCH METHODOLOGY.....</b>	<b>29</b>
3.1.	Research Design.....	29
3.2.	Population .....	29
3.3.	Sample.....	30
3.3.1.	Sampling Technique.....	30
3.3.2.	Participants.....	31
3.3.3.	Instruments.....	31
3.4.	Pilot Testing and Validity & Reliability of the Instruments.....	31
3.4.1.	Observation Sheet .....	31
3.4.2.	Interview Guide .....	32
3.5.	Levels of Data Collection and Analysis.....	32
3.5.1.	Procedure of Data Collection.....	33
3.5.2.	Observations .....	33
3.5.3.	Interviews.....	33
3.6.	Data Analysis .....	34
3.6.1.	Structured Observation Sheet .....	34
3.6.2.	Semi-Structured Interviews .....	34
3.7.	Theoretical Framework.....	35
3.7.1.	Classification of Code Switching.....	35
3.7.2.	Mayer Scottons Markedness Model.....	36
3.7.3.	The Tailored Framework.....	37
3.8.	Ethical Considerations .....	37
3.8.1.	Voluntary Informed Consent.....	37
3.8.2.	Developing rapport .....	38
3.8.3.	Explanation of the Process to the Participants.....	38
3.8.4.	Right of Withdrawal.....	38
3.8.5.	Privacy .....	38
3.8.6.	Authorship.....	38
3.9.	Chapter Summary .....	38
<b>4.</b>	<b>DATA ANALYSIS.....</b>	<b>40</b>
4.1.	Introduction.....	40
4.2.	Structure of Data Analysis .....	40
4.2.1.	Categories of Code-switching.....	40

4.2.2.	Pragmatic Functions of Code-switching .....	49
4.2.3.	Syntactic Functions.....	55
4.2.4.	Interviews.....	65
<b>5.</b>	<b>CONCLUSION, FINDINGS AND RECOMMENDATIONS.....</b>	<b>70</b>
5.1.	Findings.....	70
5.1.1.	Classroom Participants and Types of CS .....	70
5.1.2.	Pragmatic Functions and Impact on Language Learning .....	70
5.1.3.	Syntactic Functions and Impact on Language Learning.....	71
5.1.4.	Views of Teachers about CS in the Classroom .....	72
5.2.	Answers to the Research Questions.....	73
5.2.1.	Types of CS in the ESL classroom.....	73
5.2.2.	Pragmatic Functions.....	74
5.2.3.	Syntactic Functions.....	75
5.3.	Recommendations for Future Research .....	76
5.4.	Practical and Educational Implications of the Study .....	76



## LIST OF TABLES

Table 1: Number of inter-sentential CS by students.....	41
Table 2: Number of inter-sentential CS by teachers.....	43
Table 3: Number of intra-sentential CS by students.....	44
Table 4: Number of intra-sentential CS by teachers.....	46
Table 5: Number of tag-switching by students.....	47
Table 6: Number of tag-switching by teachers.....	48
Table 7: Number of CS instances for clarification.....	50
Table 8: Number of CS instances for requests.....	52
Table 9: Number of CS instances for answering.....	53
Table 10: Number of CS instances for introduction.....	54
Table 11: Number of CS instances for counselling.....	56
Table 12: Number of CS instances in noun phrases by teachers.....	58
Table 13: Number of CS instances in noun phrases by students.....	59
Table 14: Number of CS instances in verb phrases by teachers.....	60
Table 15: Number of CS instances in verb phrases by students.....	62
Table 16: Number of CS instances in adjectival phrases by teachers.....	64
Table 17: Number of CS instances in adjectival phrases by students.....	65
Table 18: Number of CS instances in adverb phrases by teachers.....	66
Table 19: Number of CS instances in adverb phrases by students.....	67

## LIST OF FIGURES

Figure 1: Students practiced inter-sentential CS in the classroom.....	40
Figure 2: Teachers practiced inter-sentential CS in the classroom.....	42
Figure 3: Students practiced intra-sentential CS in the classroom.....	44
Figure 4: Teachers practiced intra-sentential CS in the classroom.....	45
Figure 5: Students practiced tag-switching in the classroom.....	47
Figure 6: Teachers practiced tag-switching in the classroom.....	48
Figure 7: Classroom participants used CS for clarification.....	50
Figure 8: Classroom participants used CS to make requests.....	51
Figure 9: Classroom participants used CS for answering.....	53
Figure 10: Teachers used CS for class introduction.....	54
Figure 11: Teachers used CS for counselling students.....	55
Figure 12: Teachers practiced CS in noun phrases.....	57
Figure 13: Students practiced CS in noun phrases.....	59
Figure 14: Teachers practiced CS in verb phrases.....	60
Figure 15: Students practiced CS in verb phrases.....	62
Figure 16: Teachers practiced CS in adjectival phrases.....	64
Figure 17: Students practiced CS in adjectival phrases.....	65
Figure 18: Teachers practiced CS in adverb phrases.....	66
Figure 19: Students practiced CS in adverb phrases.....	67

## LIST OF ABBREVIATIONS

ESL	English as a Second Language
CS	Code Switching
EFL	English as a Foreign Language

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## **DEDICATION**

This thesis is dedicated to my parents, who have provided unwavering love, continuous support, and constant encouragement.

# CHAPTER 1

## INTRODUCTION

### 1.1. Overview

In ESL classrooms, English serves as the primary mode of communication. However, it is also common for participants to utilize their native languages alongside English for various purposes. Within this context, code-switching, hereinafter CS, has attracted the attention of sociolinguists, particularly in the subcontinent. CS, the practice of switching two languages during an interaction, is a complex process of linguistic, cultural, and social factors. It serves as an analogy for the composite web of human communication, in which every word exhibits a story about the past of the speaker, current and cultural influences, as well as the dynamics of that particular situation in which it was said.

Moreover, CS enables students to tackle the arduous process of learning a second language while safeguarding their own cultural as well as linguistic heritage. The conventional approach to acquiring a second language usually involves the pragmatic as well as syntactic properties of CS. In communication, pragmatic functions often pertain to activities like asking for information or expressing certain emotions like anger or perplexity, whereas syntactic functions only refer to the structural components of a language, like syntax and vocabulary. Since students at Pakistani colleges come from a variety of cultural and geographic origins, the idea of CS is very important. Due to geographical diversity, these classes represent the distinctive linguistic environment of the nation. The ESL classroom is a microcosm of Pakistani linguistic diversity since it attracts students who speak various languages at home. This fusion of languages and cultures within the classroom walls provides a rare chance for learners to connect with the rich tapestry of linguistic expression.

The linguistic landscape of Pakistan is intertwined with societal, political, and historical elements. The official language, Urdu, takes the front stage, but English, with its colonial past and worldwide significance, rules as the aspirational language. This intricate web of linguistic connections continues into the classroom, where students struggle to choose a particular language as a means of communication and a symbol of their identity and place in society.

This brings us to the second vital aspect – the academic landscape of Pakistan itself. The diverse provinces of the country exhibit varying levels of educational development, creating a classroom environment that reflects this spectrum. Inequalities between urban and rural areas, variations in access to resources, and disparities in educational infrastructure are palpable. As students from disparate educational backgrounds converge, their linguistic and academic journeys intersect. The ESL classroom becomes a melting pot of these experiences, prompting learners to negotiate linguistic norms, academic expectations, and cultural backgrounds. This confluence enriches the learning environment by fostering a dynamic exchange of ideas and perspectives.

The main objective of the current study is to shed light on the effects of CS on learning the English language within ESL (English as a Second Language) classrooms. By accurately pinpointing the areas affected by CS, the study underscores how CS can affect the mastery of essential language components, including grammar and vocabulary. Moreover, beyond the linguistic dimensions, the research focuses on the broader influence of CS on English learners.

In the context of ESL classrooms, where students actively acquire English language skills, the habit of CS has emerged as a common practice. Language is not just a collection of words; it is a complex system governed by rules and structures that facilitate effective communication. When students resort to CS, wherein they alternate between their native language and English, their language-learning journey is affected. Consequently, their grasp of English grammar is affected, and their ability to construct grammatically sound sentences and effectively convey ideas is also influenced by it. Additionally, the influence of CS extends to vocabulary acquisition. Learning English necessitates gradually expanding vocabulary to express various concepts accurately. When CS creeps in, learners often lean on familiar words from their native language, and this impacts the growth of their English vocabulary. This curtails their linguistic proficiency and affects their ability to articulate thoughts comprehensively.

Furthermore, the study brings attention to the psychological and communicative repercussions of CS. Language learning is inherently intertwined with self-confidence – the more adept students feel in their language skills, the more likely they are to engage actively in conversations. However, CS introduces an element of uncertainty,

causing learners to doubt their linguistic prowess and undermining their self-assurance while speaking English. Consequently, even if they reasonably grasp the language, the fear of making mistakes due to CS can hinder their willingness to participate confidently in oral communication.

## **1.2. Background to the Study**

English, as a second language (ESL) and a foreign language (EFL), finds its way into classrooms brimming with students and educators from various cultural and linguistic backgrounds. These learning spaces are characterised by diverse English proficiency levels among students, setting the stage for an almost inevitable linguistic phenomenon: CS. The act of CS, wherein individuals alternate between different languages or language varieties within a conversation, is notably prevalent within ESL and EFL classrooms. This complex linguistic phenomenon within these educational environments has captured the attention of researchers, leading to a deeper understanding of its drivers and implications. Given the inevitability of CS within ESL classrooms, its student practice is a multifaceted phenomenon driven by diverse motives. Azlan and Narasuman (2013) underscore that students use CS during idea communication to reinforce camaraderie with peers.

Similarly, Cahyani et al. (2016) expound upon various rationales behind CS in such contexts, notably including its role in augmenting learning processes and facilitating improved classroom discourse. These scholarly observations collectively illuminate the pervasive and purposeful nature of CS among ESL students, revealing its capacity to serve both interpersonal and educational objectives within the classroom milieu. Grant and Nguyen (2017) illuminate the landscape of CS by affirming its ubiquitous presence in ESL and EFL classrooms. Learners, driven by various motivations, fluidly transition between languages during their interactions. This dynamic practice has been illuminated by Muller and Beardsmore (2004), who pointed out that CS often arises when students grapple with expressing themselves in English during informational conversations. In such cases, CS becomes a bridge that helps learners cross linguistic barriers, aiding them in effectively conveying their thoughts and ideas.

Nevertheless, the nuanced effects of CS in ESL contexts have sparked debate. Moreover, Zimmerman (2020) believes that Japanese natives engage in CS while



learning English, hindering their language-learning process. The study participants reported that CS was an obstacle to their language learning journey, as it hindered the development of their English language skills development. Similarly, Rathert (2012) further adds depth to this discourse and suggests that CS is less beneficial than the learners anticipated. Learners do not always view CS as a facilitator of their English language learning. Instead, it can unconsciously substitute a dependence on their native language, hindering the growth of their English proficiency.

As the debate over the merits and demerits of CS in ESL and EFL classrooms continues, educators are presented with a complex landscape to navigate. The pragmatic benefits of CS are evident; it serves as a tool for effective communication, promoting comprehension and expression. Apart from this, there may be other effects of CS on target language in ESL classrooms. The milieu of English as a Second Language (ESL) classrooms within the specific context of Pakistan is intricately composed of diverse sociolinguistic backgrounds, linguistic differentiations, and intricate communicative modalities. CS naturally manifests as an adaptive mechanism in response to the multifaceted obstacles learners encounter in these environments, facilitating substantive interactions. However, it is noteworthy that this phenomenon can influence the cultivation of learners' English language proficiency, which needs to be explored.

### **1.3. Statement of the Problem**

The majority of students of BS English in the universities of Peshawar are from various cultural backgrounds, and English is their second language, which is why code-switching is expected to occur in ESL classrooms. It has been noted that CS in ESL classrooms negatively impacts the development of the language learning process of the students. This means that students who learn in such an environment have various language deficiencies, such as weak vocabulary, inability to express themselves, and inefficient knowledge of grammar. Consequently, when such students opt for higher studies (English as a major), they cannot meet the language requirements of that level, which results in problems such as deficiency of vocabulary, lack of expression, etc. Moreover, very few studies have been witnessed in the country examining the syntactic and pragmatic functions of CS. At the same time, the universities of Peshawar at the BS (Hons) English level have yet to be explored.

## **1.4. Rationale for the Study**

Undergraduate students enrolled in the universities of Peshawar, the site of this study, consistently demonstrate the linguistic practice of code-switching. Their origins span diverse cultural and academic backgrounds, creating a mosaic of ethnicities and cultures. This rich amalgamation of identities results from the vibrant urban setting of Peshawar, fostering a convergence of varied social, academic, and cultural influences. Within ESL classrooms, where language acquisition takes centre stage, these students engage in a complex web of interactions, encompassing teacher-student relationships, peer camaraderie, and intergroup dynamics. Despite their heterogeneous backgrounds, their shared pursuit of language acquisition unifies them into a cohesive cohort, due to which CS emerges as a prominent and pervasive feature in this academic landscape. This research endeavour was embarked upon to examine and accentuate the adverse implications attributed to the phenomenon of CS within the context of English language acquisition, specifically within ESL classrooms. As previously delineated, the heterogeneous composition of students in these ESL classrooms engenders an environment where CS becomes an inherent practice due to the diversity of cultural and linguistic backgrounds. The discernible consequence of this linguistic phenomenon is the hindered progression of the English language acquisition process. Consequently, this underlying notion propelled the researcher to investigate the precise mechanisms through which CS exerts its inhibitory influence.

## **1.5. Objectives of the Research**

- To assess the extent of utilisation of code-switching categories within the undergraduate ESL classrooms in the universities of Peshawar.
- To analyse the pragmatic functions facilitated by code-switching in the context of undergraduate ESL classrooms within the universities of Peshawar.
- To examine the syntactic functions that are effectively employed through code-switching in the undergraduate ESL classrooms within the universities of Peshawar.
- To explore and understand the perspectives and viewpoints of teachers concerning the practice of code-switching in undergraduate ESL classrooms at the universities of Peshawar.

## 1.6. Research Questions

- How far are the categories of code-switching used at the undergraduate ESL classrooms in the universities of Peshawar?
- How are the pragmatic functions carried out through code-switching at the undergraduate ESL classrooms in the universities of Peshawar?
- How are the syntactic functions carried out through code-switching at the undergraduate ESL classrooms in the universities of Peshawar?
- What are the perceptions of teachers regarding code-switching at the undergraduate ESL classrooms in the universities of Peshawar?

## 1.7. Significance of the Study

This qualitative research intricately navigates the realm of CS within the context of ESL classrooms in the universities of Peshawar, unravelling a comprehensive tapestry of its implications. By dissecting this linguistic phenomenon, the study sheds light on its multifaceted repercussions and underscores its pervasive impact on the English language learning journey. The research precisely delineates how CS disrupts these vital aspects, from fundamental linguistic elements like grammar and vocabulary acquisition to the intricate dynamics of oral confidence and unrestrained self-expression. By delving into the intricate interactions between native languages and English, the research unveils the erosion of grammatical accuracy and the constrained expansion of vocabulary. Moreover, it penetrates the psychological strata, revealing how CS corrodes the assurance of students in spoken English, inhibiting their ability to articulate thoughts fluently and precisely. Beyond its academic significance, this study resonates with educators, policymakers, and stakeholders, advocating for pedagogical reforms to address the challenges wrought by CS. Its ramifications extend to the broader discourse on language instruction in multicultural contexts, offering insights into the convergence of linguistic backgrounds and their intricate influence on the process of CS. In an interconnected world, the research emphasizes the imperative of nurturing multilingualism while fostering a conducive environment for language acquisition.

## 1.8. Delimitation

This research is delimited to the landscape of ESL classrooms within five distinct universities in Peshawar, namely the University of Peshawar, Islamia College

University Peshawar, Edwardes College Peshawar, National University of Modern Languages (Peshawar Campus) and CECOS University of IT and Emerging Sciences. It is worth remarking that there is an alternate two-year BS English program, and it has yet to be incorporated into the current study owing to the possible disruption they might present to the homogeneity of the sample. The exclusion of students can be attributed, in part, to their pursuit of academic aspirations. Students start the Bachelor of Studies (BS) in English after completing either the Intermediate certification or the 12th grade. The curriculum for the two-year Master of Arts in English program mandates the completion of fourteen courses, which aligns with the academic rigour of a Bachelor's degree in Pakistan. Including MA in English students who subsequently obtained a BA degree after finishing their initial degree would have compromised the fairness and balance of the study. This phenomenon can generate results that may be inaccurate, questionable, and illogical, hence prompting concerns over the uniformity of the sample.

### **1.9. Organization and Structure of the Thesis**

Chapter 1: The first chapter is about the introduction of the topic. Additionally, it highlights the objectives of the current research as well as research questions. Moreover, it provides information related to the relevance of the study, delimitations, and explanation of the problem.

Chapter 2: The second chapter provides an in-depth inspection of the current literature on the present study.

Chapter 3: The third chapter of the current research presents a brief idea of the approach and methodology used. Furthermore, it provides a detailed explanation of the study's planning and execution. It is crucial to consider the methodology employed for data collection and the specific instruments used in the process. Furthermore, it outlines the various methods and protocols used for sampling.

Chapter 4: In this chapter, an analysis of the collected data and the findings have been presented.

Chapter 5: This chapter provides a summary of the findings as well as offers recommendations based on the results.

## **1.10. Chapter Summary**

This chapter encompassed a concise preamble to the present study, accompanied by an exposition of the study's contextual backdrop, thereby furnishing impetus for the research endeavour. It lays the groundwork for the study, elucidating the methodological approach and underlying rationale. Within this chapter, the research objectives and inquiries are expounded. Furthermore, the scope of the topic has been refined, and its constraints have been underscored. Collectively, the chapter encapsulates the fundamental attributes and spheres of the present study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

This chapter presents an enlightening discourse on the scholarly explorations that have delved into the realm of code-switching. The inception shall entail a concise portrayal of its historical origins, which shall then transition into an investigation of inquiries that have traversed the syntactic and pragmatic aspects of CS within the framework of English as a Second Language (ESL) classrooms. Moreover, the focus will be directed towards scrutinising studies that pertain to this phenomenon within the distinct backdrop of Pakistan. This will be succeeded by an elucidation of evident gaps within the existing realm of research.

The practice of CS refers to the act of shifting between two or more languages within the course of a single discourse. This phenomenon is a complicated sociocultural and linguistic occurrence in various situations home to speakers of more than one language, such as English for Speakers of Other Languages (ESL) classrooms. For those learning a new language, switching between two languages at will can be critical in communication and expressing identity (May & Aziz, 2020). Moreover, Carter and Nunan (2001) are of the view that CS is a pedagogical strategy employed in educational settings to assist students in enhancing their English proficiency while concurrently studying a foreign language. The course commences with an overview of the subject matter in the target language, followed by a transition to the Indonesian language, which holds the status of the official language in the nation. This practice is implemented to enable the instructor to verify the level of comprehension attained by the students. The students endeavoured to utilise the language of their academic concentration regularly. However, when faced with linguistic components they cannot produce in the target language, they resort to their native tongue.

For example, the instructor will initiate the discourse by extending a salutation in the English language, such as "Good morning class...", and subsequently introduce the subject matter that will be addressed during the duration of the session, as exemplified by the phrase "ok students, today we will delve into the study of a

specific body part..." The lecturer's use of the Indonesian language in the absence of students is evidenced by the expression "Selamat pagi anak-anak..." The instructor's use of the target language to guide the students is evident in the phrase "dengar namanya!" which translates to "Now, listen to your name!" in Indonesian. Consequently, when students acknowledge the instructor's request with the phrase "Present, Sir!" they exhibit attentiveness. The expression "hai pak!" is often followed by a positive response such as "Good! Bagus!" as a means of acknowledging a satisfactory answer to the posed inquiry (Waris, 2012).

## **2.2. Historical Development of the Concept**

In the 1960s, scholars in the field of sociolinguistics, including Gumperz, were the pioneers in introducing the concept of "code-switching" (CS) (Albarrilo, 2018). According to Gardner-Chloros (2009), the linguistic phenomenon known as "switch" pertains to transitioning between distinct language varieties, dialects, or speech styles. Within this particular context, the term "code" pertains to various forms of language, including but not limited to dialects, speech styles, and languages. Code-switching, which can happen both intra- and inter-sententially, modifies spoken language. The phenomena above, when individuals transition between two languages at the sentence or phrase level in each respective language, is frequently seen in contexts where several languages are employed (Mabule, 2015). Moreover, choosing or changing linguistic components to fit the situational context of communication is referred to as code-switching. According to Nilep (2006), the environment in the issue may include linguistic and extralinguistic elements such as identity, traditions, culture, and other relevant elements.

Additionally, CS combines information from three distinct linguistic frameworks: sociolinguistic, psycholinguistic, and structural linguistic. Sociolinguistic theories look at the social aspects that influence people's use of different linguistic systems. Contrast this with psycholinguistic theories, which look at the cognitive processes involved in speaking two or more languages at once. Contrarily, the structural approach is mainly concerned with the grammatical rules that, depending on how they are used, can either help or hinder the blending of several languages during code-switching. The following section presents a brief description of the three approaches.

### **2.2.1. Sociolinguistic Approach**

As a social and linguistic phenomenon that reflects the linguistic, social, and cultural norms that are distinctive to a specific speech group, CS is a topic of research for sociolinguistic theories. Shah, Furqan, and Zaman (2019) assert that sociolinguistics is distinguished by a comprehensive framework employed at both macro and micro levels. The micro-level analysis of CS pertains to examining interpersonal interactions between the speaker and the interlocutor. On the other hand, the macro-level approach delves into the broader social objectives of CS within the social context of a speech community. Moreover, CS is a social occurrence defined by Bloom and Gumperz (1972) as taking place during dialogues encompassing multiple languages. CS is influenced by various factors such as the speaker, interlocutor, physical context, conversational style (formal or casual), and the topic of discussion. This facilitates the fulfilment of specific social goals and sociolinguistic objectives. Classifying these functions involves utilising the terms "situational Code-switching" and "metaphorical Code-switching." A direct correlation between language usage and social context is imperative for effective situational CS. The speaker is responsible for selecting the interactional code that is most relevant to the situation, given their control over the subject, interlocutor, and context. Conversely, metaphorical CS is a deliberate linguistic transition that remains unaffected by contextual factors. The speaker's use of a different code, often involving a non-native language, may suggest the presence of a concealed or symbolic message being conveyed. This concept was challenged by Myers-Scotton (1993a), and in her Markedness Model (MM) of CS, the scholar explains the concept of social norms by proposing that they are an inherent aspect of the human faculty for language and, as a result, exerts an impact on social interactions. Individuals who can communicate proficiently in multiple languages are highly familiar with the sociolinguistic norms that govern utilising various linguistic systems within their respective speech communities. As per the MM model, unmarked community expectations are considered, while any deviations from these expectations are regarded as marked.

### **2.2.2. The Psycholinguistic Approach**

The second methodology employed in examining CS pertains to a psychological viewpoint. Kootstra (2015) posits that this viewpoint provides novel perspectives on cognitive systems that underlie language acquisition, meaning



construction, and growth. Similarly, Grosjean (2010) posits that CS is a multifaceted phenomenon that serves as evidence of a bilingual speaker's capacity to distinguish between two different linguistic codes. Additionally, Weinreich (1953) explored the psychological aspects of CS. The researcher posited a correlation between the ability of individuals proficient in multiple languages to alternate between them and their exposure to diverse linguistic and experiential stimuli during their developmental period. This development was followed by Vogt's (1954) conceptualisation of CS as a psychological phenomenon rather than a purely linguistic one, with the earlier concepts as the foundation for his explanation. In addition to linguistic considerations, CS may provide insight into an individual's psychological and personality-related characteristics. Apart from linguistic aspects, an individual's self-definition, self-perception, self-image, and emotional dimensions of their personality are encompassed within the concept under discussion (Bilgin, 2016).

### **2.2.3. The Structural Approach**

Scholars have put forward several theories in the structural approach to CS, and they have classified CS into several categories based on their occurrence within a sentence.

Within the framework of the structural approach to Code-switching, an assessment is conducted to ascertain the extent of integration of a first language (L1) or a second language (L2) into another language (L1) or conversely. Furthermore, the study explores the constraints, both in terms of morphology and syntax, that regulate this amalgamation. To comprehend the phenomenon of intra-sentential CS, this approach considers the semantic and syntactic connections between two languages in the context of a singular speech act and the internalised grammatical systems or subsystems in bilingualism. According to structuralists, CS refers to placing sentences or sentence fragments side by side, where each adheres to the morphological and syntactic regulations of its corresponding lexifier language (Poplack, 2000).

Moreover, some other theories, such as the Equivalence Constraint theory, centres on two distinct constraints: equivalence and morpheme. For CS, it is imperative to satisfy three grammatical limitations of dynamic languages. Firstly, it should transpire at syntactic positions where neither the L1 nor the L2 regulations are violated. Secondly, it should transpire more frequently at the sentence than the lexical level. Lastly, it should be considerably restricted by free morphemes (Sankoff and

Poplack, 1981). Similarly, Poplack (2000) identified three distinct categories of Code-switching: intra-sentential, inter-sentential, and tag-sentential. Poplack's research centres on the degree of language integration and the linguistic proficiency of CS individuals. Inter-sentential CS pertains to shifting between languages at the boundaries of clauses or sentences, whereby one clause is expressed in one language, and the other is expressed in a different language. The speaker's proficiency in both languages is evidenced by their thorough understanding of the linguistic norms, encompassing their similarities and differences. Bilingual individuals frequently engage in intra-sentential Code-switching, wherein they alternate between two languages within a single sentence. This phenomenon can occur at various levels, including the word, phrase, or clause, and may entail blending linguistic elements within a given word. CS can occur at various linguistic levels, including words, phrases, or clauses. The abovementioned levels are accountable for processing language in its symbolic form. The third form of Code-switching, called tag or iconic Code-switching, commonly employs interjectional or exclamational components.

This development was followed by the Matrix Language Frame (MLF), which explains how languages are retrieved and rendered accessible before they attain their ultimate form. The model expounds upon the grammatical interconnections and structural characteristics of languages that employ CS. In the context of bilingualism, incorporating multiple languages within a syntactic unit, such as a sentence or clause, is commonly called code-switching. The language that holds the primary syntactic structure is known as the "matrix language" (ML), while the language components that are inserted are derived from the "embedded language" (EL). The terms "ML" and "EL" are commonly used abbreviations for "Machine Learning" and "English Language," respectively. The fundamental principle of the MLF model is that CS takes place within a framework established by the matrix language. In this model, the matrix language provides functional morphemes, while the embedded language plays a supportive role by providing content morphemes. The language furnishing functional morphemes is called the matrix language (ML) (Myers-Scotton, 1993a).

### **2.3.Functions of Code Switching**

Scholarly interest in CS has grown as a result of its usefulness on many levels, which reveals its wide range of applicability in many situations. For linguists, CS provides valuable insights into bilingualism and language contact. It allows

researchers to study the cognitive processes involved in language switching and the social factors that influence language choice. In educational settings, CS has been studied as a tool for language learning and as a means to create inclusive classrooms that accommodate diverse linguistic backgrounds. Additionally, CS has also attracted the attention of sociolinguists interested in studying the social dynamic and identity construction in multilingual communities. It serves different purposes in educational contexts, and this discussion presents the two key functions.

### **2.3.1. Syntactic Functions**

Syntactic functions of CS are usually related to the grammatical aspects of a language being code-switched in a conversation. Research has repeatedly demonstrated that code-switching adheres to particular patterns and guidelines that are dictated by fundamental syntactic principles rather than being a random or uncontrolled mixing of languages (Toribio, 2001). The idea that code-switching is an accidental blending of languages is refuted by this methodical, rule-driven procedure, which emphasizes the ordered and predictable nature of the process. Moreover, determining the reasons for language alternation and the influence of contextual factors on language choice requires an understanding of the syntactic structures of code-switched utterances. It has been noted by researchers that understanding how bilingual speakers choose words and put together sentences while code-switching is crucial since it can provide light on the linguistic and cognitive processes involved (Bobb & Hoshino, 2016). The syntax of code-switching encompasses a number of linguistic components, such as the usage of mixed verbs, word order, and the syntactic relationships that arise in sentences with code-switched constructions. The cognitive framework of bilingual speakers is closely connected to the syntactic components of code-switching. Studies have emphasized the significance of syntactic interdependence in code-switched sentences, implying that bilinguals have to concurrently traverse and regulate the syntactic norms of two languages (Gosselin, 2022). The intricacy of multilingual cognition and the highly developed language talents of bilingual speakers are highlighted by this dual syntactic management. Research indicates that bilinguals preserve distinct syntactic frameworks for every language they speak, and these frameworks impact the composition and arrangement of code-switched sentences. Because of this division, bilinguals are able to jump between languages with ease and preserve the grammatical consistency of each.

Additionally, the lexical as well as functional categories associated with language alternation have been studied in connection to the syntactic restrictions on code-switching (Chan, 2008). Additionally, both functional and lexical categories—such as complementizers and determiners—as well as nouns and verbs—play unique roles in code-switching. Researchers want to understand the fundamental mechanisms governing the integration of several languages in bilingual discourse by examining the interactions between these categories in code-switched speech. Languages might differ in how adjectives are positioned in relation to nouns, for example, thus code-switching inside noun phrases needs to follow both languages' syntactic guidelines in order to be grammatically correct. In this regard, Sahib et al. (2021) examined the syntactic structure of CS between Indonesian and English within a multilingual community. The study's primary emphasis was on switched segments, regions of switching, and various forms of alterations. The study employed a descriptive qualitative methodology and analysed 25 hours of unscripted speech recordings from 119 Indonesian participants across diverse contexts. The settings mentioned above encompassed a range of communicative contexts, namely formal meetings, televised lectures, academic seminars, and informal conversations, which were conducted across six of Indonesia's most densely populated urban areas. Based on the data analysis, it was found that the segments that underwent the highest frequency of switching were the nouns. The aforementioned linguistic units were identified as being utilised in various grammatical functions, including but not limited to subject, predicate, verbal object, and preposition. The research demonstrated that the prevalent domain for CS pertains to the interplay between Indonesian and English noun phrases, Indonesian verbs or prepositions, and English objective noun phrases, in addition to the interplay between Indonesian conjunctions and English-conjoined noun phrases or clauses. This phenomenon was observed concerning both minor constituents across both linguistic systems. As per the research results, the prevalent instances of CS between Indonesian and English occur at a micro-linguistic level, specifically within sentences, phrases, and word boundaries.

Similarly, within the Chinese context, Xu (2021) investigated the production of code-switched sentences by Chinese-English bilinguals in an English as a Second Language (ESL) classroom. The researcher discussed the impact of syntactic alignment on the process of constructing code-switched sentences. The study

examined the code-switched sentence construction employed by the participants. This was achieved by administering a task that necessitated the description of an image, utilising a structural priming paradigm. This study's central area of investigation pertained to the concept of syntactic alignment, which denotes the inclination of recently encountered phrases to exhibit a similar syntactic structure to those previously encountered. The study's results suggest that bilingual individuals who possess a high level of proficiency in both Chinese and English are more prone to producing code-switched sentences that exhibit identical syntactic structures in both languages.

English plays an important role in the academic and professional fields in the Middle East, and Alazzam and Alamaren (2022) conducted a study on Arabic-English CS within the confines of verb phrases. Moreover, the researchers examined the tactics utilised by speakers to perform this form of code-switching. The study aimed to investigate how proficient Arabic individuals incorporate the English lexicon into verb phrases while maintaining their native syntactic structure and word order. The researchers employed conversational analysis methodologies to examine the syntactic constituents of verb phrase patterns that emerged in the milieu of intra-sentential CS between Arabic and English. The study's findings indicate that Arabic verb phrases exhibit thirteen unique patterns despite the notable grammatical differences between Arabic and English. The findings indicate that modifying the codes within a sentence and employing diverse verb phrases did not impact Arabic grammar.

Similarly, Giancaspro (2015) analysed the theoretical perspectives on code-switching. The study emphasised the contrast between the initial research that underscored the universal limitations on switching, as exemplified in Poplack's research (1980), and Mac Swan's "Constraint-Free" research program (2010, 2014), which argues that CS is solely constrained by the interplay of a bilingual's two distinct grammars. The present research aimed to examine the degree of sensitivity exhibited by two distinct cohorts of bilingual individuals, namely Spanish-English bilinguals, towards the grammatical aspects of code-switching, specifically at two distinct syntactic junctures, namely subject-predicate phrases and auxiliary-verb phrases. In the context of an audio naturalness assessment test, the participants were instructed to evaluate the degree of acceptability of CS from Spanish to English. The study's findings indicated that heritage speakers and L2 learners displayed an extraordinary

level of precision in distinguishing between grammatical and ungrammatical code-switches. The results indicated that the subjects possess an innate mastery of CS syntax, which stems from their acquaintance with the grammatical frameworks of both tongues.

CS is a phenomenon that is not limited to adults; rather, children also practice CS as a coping mechanism. Dorota et al. (2021) investigated the linguistic exposure of children to various language combinations, including English and German, French and Russian, and English and Polish. The findings of their research were disseminated in the scholarly publication known as *Child Development*. The researchers examined language usage's function in elucidating the CS variations observed within the article-noun phrase. The study's results indicate a positive correlation between the number of article types employed in a given language pair and the probability of engaging in code-switching. This implies that languages featuring highly segmented article-noun phrases exhibit a greater propensity for linguistic usage switching. The potential relationship between the utilisation of article-noun phrases in both monolingual and bilingual contexts suggests that the frequency and presence of articles in the language being learned may impact the occurrence of code-switching.

On the other hand, adults practice CS for various reasons, including syntactic ones. Chan's (2013) research was centred on determiner-noun CS in bilingual individuals in Spanish and English. The study aimed to evaluate the explanatory power of two prominent linguistic theories, namely the Minimalist Programme and the Matrix Language Frame model, in accounting for the observed CS patterns. The study employed a paradigm of image naming using determiner-noun pairs to examine whether speakers prefer the determiner from the gendered language or if the determiner is influenced by the language that dominates the syntactic structure in a code-switched utterance. This study aimed to investigate whether the choice of determiner is affected by the language that holds dominance over the syntactic structure. The study findings suggest that bilingual individuals exhibited reduced naming accuracy and shorter response times in tasks involving English nouns and Spanish determiners, regardless of using a Matrix Language.

In geographies in which multiple languages are spoken, researchers used the Matrix Frame Language model to examine CS as Chai and Mutiti (2015) examined the CS tendencies between Dholuo and Kiswahili languages in the Nyangeta Zone of

Winam Division located in the Kisumu East District. As per the outcomes of the research, the act of CS between noun and verb phrases can be classified into three discrete categories, namely ML Island (pertaining to constituents of the matrix language island), ML+EL (pertaining to constituents of the matrix language in addition to the embedded language), or EL Island (pertaining to constituents of the embedded language island).

CS mostly occurs at sentence levels. However, it can also occur in specific grammatical units, as the study by Knia and Zawrotna (2020) pertained to the insertion patterns of Arabic verbs in English. The study used a corpus of 14,414 distinct sentences from interviews with students at the American University in Cairo. Most of the English verbs that were incorporated (80.17%) exhibited morphological integration into Arabic, which was achieved by adding Arabic tense, gender, and number prefixes. The result was derived from the integration of Arabic prefixes. The study's results indicated the existence of four predominant forms of verb insertion. The linguistic features observed in this study comprise complete morphological integration in the present tense, partial assimilation through the incorporation of the plural suffix "-u," an absence of morphological integration in the past tense, and the non-existence of Arabic clitic suffixation to English verbs.

### **2.3.2. Pragmatic Functions**

Another important aspect of CS in ESL classrooms is the pragmatic functions. These functions usually include actions such as requesting, clarifying, turning, etc. In this context, the phenomenon of CS between Afrikaans and English among students and instructors was examined by Rose (2006). The research employed a mixed-methods methodology, incorporating Myers-Scotton's Markedness Model for Code-switching. The study encompassed classroom observations, audio recordings, and a questionnaire administered to students and instructors in a multicultural and multilingual high school in the Western Cape. The findings of the study revealed that CS was used to perform various functions such as lexical retrieval, disambiguation, elaboration, amusement, affirmation, and interpersonal communication. Similarly, Fachriyah (2016) believed that CS is responsible for a variety of tasks that aid in language acquisition. The researcher claimed that several functions are performed by language teachers, such as offering clarification, confirmation, repetition, repetition, explanation, questioning, translation, checking comprehension, highlighting specific

language components, drawing conclusions, building vocabulary, discussing assignments, providing feedback, alerting, maintaining control of the classroom, and encouraging entertainment. Additionally, it was revealed that CS is a pedagogical approach that enhances the learning environment by fostering constructive discourse and engagement among educators and learners.

Since pragmatic functions are a broad category, they include functions other than those above, such as conversation management, turn-taking, etc. In this regard, Sukarni (2016) aimed to examine the application of CS in English as a Second Language (ESL) instruction. Various student CS roles were identified, including equivalence, floor holding, reiteration, and conflict management. Conversely, the act of instructor CS involved engaging in social interactions, seeking clarification, offering explanations, and ensuring that students thoroughly understand the subject matter. CS served various purposes in the academic setting. Facilitating students' ability to articulate ideas that were more effectively expressed in one language than another has played a role in advancing equivalence. The utilisation of repetition proved advantageous in emphasising or consolidating specific ideas. In contrast, the implementation of conflict control facilitated the resolution of any conflicting viewpoints or misinterpretations that may have surfaced. Conversely, instructors engaging in CS served various purposes, including but not limited to verifying understanding, requesting further explanation, offering elucidation in a non-native language, facilitating translation assistance, and fostering social connections.

Moreover, the phenomenon of CS is not limited to teenagers; rather, it is practised by kids too, and within this context, the research carried out by Reyes (2004) aimed to identify instances of CS in the verbal communication of children who are immigrants and speak Spanish. Pupils aged seven to ten enrolled in schools that provided multilingual education were paired based on gender. The categories for classifying pragmatic functions were social chat, scientific activity on-task talk, and science activity off-task talk. As per the results of the inquiry, CS has been observed to occur intra-turn and inter-turn. The switches employed by older children were used more frequently and in a broader range of contexts than those used by younger children.

On behalf of teachers, CS is used to perform various pedagogical functions in the classrooms; Sadiq (2022) investigated the phenomenon of CS in the context of



English as a Foreign Language (EFL) classrooms, with the participation of both instructors and students. This study aimed to examine the pragmatic functions of CS and to elicit the viewpoints of English as a Foreign Language (EFL) educators regarding its potential pedagogical applications in the classroom context. During the observational and interview phases of the research, the cohort of 25 students was divided into three distinct subgroups.

The research findings indicate that CS serves various functions, such as clarification, solicitation, rectification, and reaction in EFL classrooms. Educators adopted the utilisation of CS as a strategy to effectively handle the dynamics of the classroom while concurrently imparting complex subject matter, posing inquiries, and evaluating students' understanding. Moreover, the findings of the study revealed that teachers used CS, even though they refrained from utilising it in the classroom environment.

Similarly, Ulfah et al. (2021) maintained that CS is practised by English teachers in educational institutions that provide instruction in languages other than the English language. The research was a descriptive and qualitative study that involved the participation of six English teachers. The results of the study revealed the existence of four discrete forms of code-switching. These techniques include intra-sentential code-switching, which is changing words or phrases inside a sentence frequently for translation reasons; tag-switching, which acts as interactional fillers; and inter-sentential code-switching, which introduces new information. CS can be attributed to a variety of things, including rhetorical considerations, social position, changes in etiquette, the allusion to earlier statements or maxims, and lexical deficiencies. Additionally, the study highlighted elements that are pertinent to the classroom environment, such as students with various English proficiency levels, the incidence of CS either intentionally or unintentionally, and the encouragement of student idea exchange.

### **2.3. Perceptions and Reasons for Code-switching**

Since CS is a multifaceted phenomenon mostly found in ESL classrooms, there are a great deal of differences in the perceptions and reasons for CS among ESL classroom participants. Within this context, Abdel Magid and Mugaddam (2013) sought to determine how CS affected students' first language (Arabic) in ESL classes

as well as how it affected interaction. The purpose of the study was to look into the use of CS in classes teaching English as a Second Language (ESL) in Sudan and Saudi Arabia at the elementary, secondary, and tertiary levels. The findings of the study implied that English as a Second Language (ESL) programmes in Saudi Arabia and Sudan actively and frequently use code-switching. According to the study, CS often occurred in classes when the teachers and pupils spoke the same first language. There are several reasons why this phenomenon takes place, such as clarifying complex concepts and vocabulary, aiding in comprehension, imparting instructional material, demonstrating grammatical principles, devising pedagogical strategies, and providing positive reinforcement and encouragement to learners.

Similarly, Asrifan and Syahrir (2021) examined the phenomenon of CS in classroom discourse. The researchers employed an auditory approach to analyse the speech of the instructor and the students at SMP Negeri 2 Parepare. The study aimed to discern the distinguishing features that differentiate teacher speech from other types of discourse. The traits mentioned above encompass formal and interactional attributes, including but not limited to type-token ratio, mean utterance length, queries, criticism, and correction. The instructor endeavoured to cultivate a robust relationship with her students while concurrently delivering comprehensive elucidations and striving to enhance student comprehension. As a result, she frequently interchanged and blended the codes, which aided in creating a conducive learning environment.

It has been observed that teachers and students have particular attitudes towards CS in the classroom; for this purpose, Raki and Sulaiman (2021) examined CS practices among in-service English teachers in Malaysian English Second Language (ESL) programs. The purpose of this research was to examine not only how and why CS is interpreted but also how and why educators feel about the practice. The findings revealed that instructors held a variety of viewpoints about code-switching; nevertheless, the vast majority concurred that it should be employed infrequently and that it was beneficial for students with low skill levels. Most of the time, teachers would swap codes to help their students better comprehend the concepts being covered in class.

Similarly, DeAlwis (2020) investigated the utilisation of CS by English as a second language instructors, particularly those who teach English to speakers of other

languages (TESOL) in Sarawak, Malaysia. The results of the study indicate that CS is prevalent among instructors of English as a Second Language (ESL), and the opinions expressed suggest that it does not hinder the pedagogical process of teaching English as a second language. The research has brought up significant inquiries regarding the function of CS in promoting comprehension and encouraging active engagement in the language acquisition process. Within the Pakistani context, Memon et al. (2021) conducted quantitative descriptive research to examine the attitudes and perspectives of college instructors toward the functional category of CS in bilingual and multilingual classrooms in Pakistan. Based on the data, CS is extensively utilised in English as a Foreign Language (EFL) college courses for diverse purposes, and most instructors hold positive attitudes toward it. The results suggest that educators perceive CS as a pedagogical approach to compensate for students' inadequate proficiency in the language being taught. Similarly, Talal (2022) explored Pakistani college-level EFL students' opinions towards CS. According to the findings of the study, the pupils showed self-assurance, a willingness to learn, and a favourable attitude towards CS. Additionally, the pupils showed a positive attitude towards the use of CS. It was commonly believed that adding CS into teaching strategies might encourage students to be more engaged in their academic work. The attitude towards CS was also more positive in beginner English as a Foreign Language (EFL) students than in students who had progressed further into their second year of academic education.

It is believed that not all teachers are in favour of CS in the classroom, and to investigate such attitudes, Tamene and Desalegn (2022) researched EFL teachers' attitudes regarding CS in Ethiopian English classrooms. The purpose of the study was to understand, from the educators' perspectives, how and why CS should be utilised. The findings of the study showed that four out of every five teachers supported the use of code-switching. One teacher, though, held the opposite viewpoint. The general view among educators is that CS should only be applied sometimes, wisely, and in order to achieve a specific goal. Despite having differing views on its specific applications, they reported favourable attitudes towards CS when it was used for educational, classroom management, and social goals.

The opinions of primary school teacher education students regarding the CS approach used by English as a Foreign Language (EFL) teachers in their courses, as

well as the benefits they derive from it, were examined by Fatsah and Purnama (2022). The findings showed that the students' attitudes regarding the teachers' use of CS in English language classes remained positive. Moreover, the authors have identified various advantages associated with code-switching, such as heightened proficiency in the English lexicon, augmented comprehension of academic concepts, refined English language acquisition, facilitation of academic tasks, and the cultivation of superior oral and auditory aptitudes in English. Similarly, Kumar et al. (2021) investigated the efficacy of CS in language classrooms as perceived by second language (L2) instructors. As per the study results, the prevalent instances of CS in the educational setting encompassed elucidating intricate concepts, resolving queries, obtaining consensus, assessing the pupils' proficiency, and fostering a sense of camaraderie. Furthermore, it was determined that CS was most prevalent in the context of primary education. Using CS within an educational setting was deemed unsuitable and lacking in professionalism.

#### **2.4. Impact of CS on Language Learning**

Scholars in the field of CS believe that CS has positive and negative impacts on the second language learning process. In order to investigate this, Nurhamidah et al. (2018) examined the viewpoints of students and teachers within an English for Speakers of Other Languages (ESOL) classroom regarding the utilisation of code-switching. Based on the research findings, CS was perceived as advantageous, serving various purposes for educators to disseminate information and for students to listen and communicate within the classroom setting. Despite the persistent divergence of opinions, CS has been regarded as a valuable pedagogical approach in English as a Foreign Language (EFL) classrooms because it facilitates effective communication and enhanced comprehension among students. Moreover, Tahang et al. (2022) analysed the various forms of CS employed by students during their interactions within an English as a Foreign Language (EFL) classroom. In their routine interactions, the individuals employed Papuan Malay as their primary means of communication. At the same time, in the educational setting, they utilised English as their target language and Indonesian as their mother tongue. According to the researcher's results, CS by students in English as a Foreign Language (EFL) classroom interactions may be seen in five different ways. Tag switching, intra-sentential switching, and inter-sentential switching are all examples of this linguistic

phenomenon. A clause was the form of changeover that was seen the most frequently, followed by changes in a single word and whole sentences. The people used these techniques to make their arguments more understandable since they frequently restated or attempted to clarify previously presented concepts. Since it can be used as a pedagogical tool or strategy for teaching the English language, encouraging active participation among students in English as a Foreign Language (EFL) classrooms, and assessing their challenges and obstacles, CS has primarily had a positive impact on teaching English as a foreign language (TEFL).

There often needs to be a better understanding of what the teachers claim about CS and the actual impact of CS on the students. In order to investigate this, Ibrahim et al. (2013) looked at educators' viewpoints on the use of CS as a pedagogical technique in Malay learners enrolled at a domestic institution of higher education in Malaysia. Contrary to what the instructors claimed, the findings of the study showed that they actually did use CS as a pedagogical technique during their educational practices. Additionally, the study challenged the widely held notion that instructors should refrain from CS and emphasised the need to understand the benefits and goals of CS in the educational context. According to the findings, CS is a technique that might be used as a productive instructional method to enhance the teaching and learning process for the field of English as a foreign language education.

CS is used to perform various functions in ESL classrooms, and the performance of these functions is motivated by various attitudes towards CS. This phenomenon was explored by Tareen (2022), and the research aimed to examine the factors that influence EFL teachers to practice CS and to suggest mitigation measures. The findings indicated that CS was a common practice in the classrooms, and the students preferred it. Moreover, CS is a pedagogical technique that English as a Foreign Language (EFL) teachers use to improve topic understanding and build connections with their students. Nevertheless, the practice of CS could potentially hinder the acquisition and advancement of language proficiency.

Similarly, there are various perceptions and attitudes towards CS in the ESL classroom and within the Pakistan context; this was explored by Rauf (2017); the focus of the study was on examining the attitudes towards CS as well as its outcomes within the context of English Language Teaching (ELT) classes in Pakistan. The study aimed to examine students' perceptions regarding code-switching, explore the

relationship between CS and its impact on student learning, and assess the influence of Urdu-English CS on students' proficiency in the target language. The findings of the study indicated that the motivation challenges resulting from multilingual CS and the need for a pragmatic approach to English Language Learning (ELL) in the Pakistani context should be duly considered. Moreover, Razak and Shah (2020) aimed to investigate the viewpoints of pre-university students regarding the implementation of CS instruction within English as a Second Language (ESL) classrooms. Based on the research results, it was observed that the students exhibited a favourable disposition towards utilising CS in instructional settings, perceiving it to yield beneficial outcomes in language acquisition.

It is believed that CS affects the particular units of the target language; in this regard, Estremera and Gilbas (2022) conducted a study to examine the frequency, functions, and advantages of codeswitching within the framework of English as a Second Language (ESL) classroom discourse. The research investigation centred on the concealed functions and objectives of language switching from the first language (L1) to the second language (L2) in communication. The research underscored the importance of English as a Second Language (ESL) instructors in promoting practical communication skills, employing the learners' first language (L1) as a means to facilitate the development of fluency in the second language (L2). The findings underscored the significance of codeswitching in establishing parity, stress, transparency, and effective communication in English as a Second Language (ESL) instructional settings.

## **2.5. Relevant Studies in Pakistan**

English is the official language of Pakistan, which means that it is used as a second language in classrooms, and it has been observed that CS is inevitable in ESL classrooms. In this regard, Gulzar (2010) shed light on the importance of CS in bilingual classrooms. Eleven different pedagogical functions, such as highlighting, translating, socialising, ease of expression, and clarification, were investigated for this study. The research found that teachers code-switched to meet their students' demands better. The findings of the survey also revealed that educators need to decide whether to use CS in order to meet the requirements of their students. Students and teachers alike need to be familiar with the parameters of Code-switching. Otherwise, children's long-term language development may be negatively impacted by Code-switching.

Similarly, Younas et al. (2020) researched CS in Pakistani English as a Second Language (ESL) classes to determine whether or not these instructional methods contributed positively to the student's overall education. They put a significant emphasis on the adaptability of CS to simplify and streamline the knowledge transfer procedure. Students will have a much easier time understanding even the most challenging lectures if their English as a second language (ESL) teachers use CS in their lessons.

Within the Pakistani context, there are various reasons for CS in the classroom. Nadeem (2018) looked at the factors contributing to CS in Pakistani English as a second language (ESL) classrooms. The researchers pointed out several reasons for the use of both processes by the teachers and students, such as teachers using CS in order to develop a clear understanding of the topic and add emphasis on a particular idea. Students use CS as a result of a lack of confidence and vocabulary in order to improve communication skills. Similarly, CS is one of the major practices in ESL classrooms, and Khaliq et al. (2022) focused on CS in secondary schools in Pakistan. The study results showed that students and teachers like classroom activities involving code-switching. The students' viewpoints on using language revealed that they favoured CS more than a single language as a medium for teaching. The results shed light on whether or not the teachers think that the students have a positive or negative identity in connection to language teaching. Students had a higher degree of respect for teachers who utilise code-switching, which is evidence of how potent CS may be in reframing teaching and teachers.

Like other non-native English learners, Pakistani learners are also affected by CS, and Kashifa (2022) investigated the influence that CS has on students studying English as a second language (ESL). The study found that the education and learning process is much simplified when the second language, in this instance, English, is taught and learned in the learner's first language. Moreover, CS does not pose a risk to the L2 (English language); instead, it assists students in developing their language skills and reduces the stress associated with teaching and learning. Another study by Saeed et al. (2015) found that students in the Urdu (EFL) classes offered in the Okara region of Pakistan had a different perception of how they felt about CS than what was previously thought. Moreover, they believed learning English is easier for them when switching between various code systems. According to the evaluation of results,

students exhibited attentive behaviour while they were in the class. When a teacher can only communicate in English with the class, the students experience boredom and disengagement. According to the researcher, they might communicate with the instructors using a combination of Code-switching. All the students concluded that their professors had provided excellent knowledge and education on CS.

Partial research in the non-academic aspect of CS has been conducted in the Pakistani context, and as per a study on CS in Pakistani advertisements conducted by Khan (2014), Urdu was improving the language via CS; nevertheless, structural and word exploitation for modernism and luxury was also discovered. A new variety of Urdu has evolved that differs from the standard in its phonology, use, and structural makeup. According to the findings, individuals code mix and switch not just because of their aptness and fluency in both languages but also because this behaviour indicates their affinity for the prestige language, which is to say, English, an indication of socioeconomic power and refined elegance is having a command of the English language. Moreover, advertisements in Pakistan use well-known people and elaborate settings to give the impression that a product contributes to a person's beauty and social wealth in a similar fashion. Similarly, Rasool (2013) conducted a study in which he looked for possible instances of CS in Pakistani Urdu magazines. According to the research findings, Pakistani children's magazines that claim that they would encourage the use of Urdu in day-to-day life often modify and mix content initially published in English. Furthermore, it demonstrated how the proliferation of the English language and the process of globalisation had impacted Pakistan's literary legacy. Since the linguistic components of English and Urdu are often interchanged, it could be challenging to tell the difference between them. In addition, the researcher pondered the possibility that the richness of the Urdu language was hindered by practices such as CS and the adoption of terminology from other languages.

According to the findings of a study on prospective teachers and teacher educators conducted by Nadeem (2012), public sector institutions need to teach English to improve the transfer of knowledge and skills inside teacher education programs.

Moreover, several other studies also revealed that prospective teachers and those whose profession it is to educate future teachers have indicated that they would prefer to teach in a combination of English and Urdu rather than in just one language.



This is because using both educators makes it feasible to engage in collaborative education and acquire knowledge and abilities with complete comprehension. Penglish is still spoken in the classrooms despite the university including It on its list of languages that are expressly forbidden to be spoken there.

CS is a complex process, and it can be observed effectively using a survey approach. In this regard, Gulzar (2010) focused on teachers' collaboration, students' behaviours, and ways of responding to questions and statements. This was performed to understand better how students and teachers interact. One qualitative method (an ethnography of partnerships), one quantitative method (student surveys), and one combined method were used in the data collection and analysis processes. The purpose of researching each idea associated with bilingualism, as well as L1 and L2 in the context of schools dedicated to language learning, is to get a knowledge of the importance of these concepts. The investigation results give more evidence supporting the idea that CS is not suitable for use as a strategy or tactic in the classroom but may be suitable in severe circumstances.

## **2.6. Conclusion**

The chapter provided a detailed discussion on the concept of CS in ESL classrooms by discussing the development of the concept, which is followed by studies that focused on the syntactic and pragmatic functions of code-switching. Moreover, it also highlighted reasons for CS in ESL classrooms, such as maintaining a favourable environment for learning, developing a good understanding of a topic, etc. Additionally, it also discussed studies related to the perceptions of ESL classroom participants about CS and its impacts. Lastly, the chapter discussed studies which have been conducted in Pakistan on the concept of code-switching.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

The current chapter discusses the research procedures and methodologies. It presents the procedure through which the research sample was prepared. Additionally, it explicates the instruments used for data collection and the procedures related to data analysis. Moreover, the credibility and consistency of the data within the milieu of validity and reliability have also been discussed.

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

After identifying the research problem, the next step is to develop a research design to direct the study effort. According to Blaikie (2019), the research design is a continuous compendium that encompasses the many research possibilities and explains how those possibilities were selected. The underlying theoretical structure that underpins the processes of data gathering, analysis, and quantification. This approach encompasses all research endeavours, from the formulation of hypotheses and operational plans through the examination of collected data. The usefulness of conceptual frameworks may be seen from the logical structure they possess, as well as the efficient use of time and resources. In addition, the study design directs the researcher by establishing boundaries, limitations, and delineations, which makes it possible for research activities to proceed without interruption.

The present study is survey based and survey research a research method involving the use interviews to collect data about people and their preferences, thoughts, and behaviors in a systematic manner along with other instruments (Bhattacharjee, 2012). Moreover, the research employs a two-pronged approach to data collection to investigate the pragmatic and syntactic functions of code switching in English as a Second Language (ESL) classrooms in the universities of Peshawar. Given its focus, this research uses methodologies that are in keeping with its exploratory character.

#### **3.2. Population**

Population is the entire set of people, texts, and so forth that comprise the focus of a research study (Loewen & Plonsky, 2017). Similarly, Hulley et al. (2013) view the population as a whole group of persons who share certain characteristics, which is

known as a population. The population of the current study includes five universities in Peshawar, i.e., the University of Peshawar, Islamia College University Peshawar, Edwardes College Peshawar, NUML Peshawar campus and CECOS University of Information Technology and Emerging Sciences.

### **3.3. Sample**

The term "sample" refers to a collection of items selected from a population to reflect the characteristics of that population. The goal of sampling is to draw inferences or make predictions about a larger population based on the data that is gathered from the sample (Pandey & Pandey, 2015). According to Blackstone (2012), the sample is a collection of individuals or occurrences that the researcher will utilise as the foundation for data collection. Researchers can make robust claims about populations that exceed the size of their sample by employing certain sampling techniques. Moreover, alternate sampling strategies provide researchers with the potential to make theoretical contributions rather than formulating sweeping generalisations about large populations.

#### **3.3.1. Sampling Technique**

In this study, a sampling technique known as nonprobability convenience sampling is used. When a researcher compiles a convenience sample, the data for the sample come from participants or other pertinent attributes that are simple for the researcher to get.

The research sample comprises the BS English classrooms at the five universities of Peshawar, as mentioned above. The study incorporated a total of 40 classroom observations, and 20 out of 40 teachers were selected for teacher interviews. Moreover, only literature and linguistics classes of the 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> semesters were observed. The classes of 1<sup>st</sup> and 2<sup>nd</sup> semester were not considered because students who are enrolled in the BS English come from a variety of academic backgrounds due to which they needed to be exposed to the English language for some time before exploring the impact of code switching on the English language learning.

### **3.3.2. Participants**

Each classroom had an average strength of 25 students, including both genders. No specific distinction was drawn according to gender or ethnicity because the study required a sample of ESL classroom students.

### **3.3.3. Instruments**

In the pursuit of this study's objectives, two primary research instruments were employed, namely semi-structured teacher interviews and non-participant classroom observations.

Green and Dixon (2008) argue that the process of doing research in ESL classrooms necessitates the undertaking of classroom observations. The utilisation of an survey research approach enables these observations to provide insights into the unmediated dynamics of the ESL classroom. The validity of the findings is enhanced by the examination of instances of code-switching, enabling a comprehensive investigation of the pragmatic and syntactic roles within their natural context. The second method employed for data collection consists of conducting semi-structured interviews with the teachers. The adaptability and concentration of exploring teachers' viewpoints, experiences, and pedagogical issues with code-switching can be facilitated by the semi-structured character of these interviews.

## **3.4. Pilot Testing and Validity & Reliability of the Instruments**

Prior to the implementation of the data collection instruments, a comprehensive assessment of the instrument's validity and reliability was undertaken. The details are as follows:

### **3.4.1. Observation Sheet**

The preparation of the observation sheet was aligned with the underpinning theoretical framework, ensuring its capacity to capture pertinent data. Furthermore, the observation sheet underwent a deliberative review process involving consultation with some relevant teachers. Subsequent to their valuable insights and recommendations, necessary refinements were introduced to enhance the instrument's validity for study application. To validate its applicability, a series of five classroom observations were conducted, verifying the availability of requisite data. The initial pilot study of the structured classroom observation substantiated the feasibility of data collection. Subsequently, informed by both experts' input and the outcomes of the

pilot classroom observation, the observation sheet underwent further refinement and enhancement, rendering it apt for definitive implementation within the classroom contexts.

#### **3.4.2. Interview Guide**

In pursuit of data collection via semi-structured interviews, a comprehensive research guide was meticulously developed. This guide underwent a rigorous revision process, culminating in the finalisation of a research guide tailored to facilitate the conduct of semi-structured interviews. This guide was designed to facilitate data collection from pertinent participants that was aligned with the study's objectives.

### **3.5. Levels of Data Collection and Analysis**

The process of gathering primary data proved to be an arduous and challenging endeavour, spanning over a timeframe of nearly three months. The task was further complicated by security considerations, which presented obstacles to accessing the various institutions. The data collection process adhered to a sequential methodology, occurring within a single phase concurrent with the researcher's visits to the five institutions.

Initially, an outreach effort was made to establish communication with the teachers, aiming to acquire data via classroom observations. The process of conducting these observations posed notable challenges; nonetheless, each observation was conducted subsequent to obtaining requisite permissions from the pertinent authorities. The successful execution of these observations was facilitated by fostering a favourable rapport with the participating educators. Furthermore, the students were adequately informed about the nature of the study, ensuring that the data collection occurred within an authentic and natural academic environment. Subsequently, the acquisition of data entailed conducting interviews with teachers. Adherence to established protocols, encompassing subjects' consent for data collection, ethical considerations, clearance procedures, and methodological convenience and clarity, was scrupulously upheld prior to commencing this endeavour. A comprehensive preparatory phase involved informing the teachers about the study, furnishing them with pertinent details, and fostering a conducive rapport to facilitate the seamless execution of the interviews

### **3.5.1. Procedure of Data Collection**

Initially, data were garnered through non-participant classroom observations. Subsequently, data collection encompassed the conduct of semi-structured interviews. The classroom observations were facilitated by the use of a meticulously prepared structured observation sheet. The pilot study, involving observations of five classes, was assimilated into the final dataset for classroom observations. This cumulative effort culminated in the observation of a total of forty classes across the five university settings.

### **3.5.2. Observations**

The initiation of classroom observations was preceded by a formal letter submitted to the relevant Deans or Heads of Departments. This appeal for permission was executed through the collaborative effort of my supervisor. Upon securing formal authorisation from the university authorities, the teachers were engaged. A consent form was disseminated to the pertinent faculty members through their respective heads of departments to obtain informed consent for participation in classroom observations and interviews. Teachers who provided their consent to engage in classroom observations were subsequently incorporated into the study cohort, contributing to the observation of a total of 40 classes. It is noteworthy that certain teachers, despite their prior consent, expressed reservations about having their classroom sessions observed. Consequently, they were excluded from the data collection process, and their lectures remained unobserved due to their reluctance.

### **3.5.3. Interviews**

Semi-structured interviews constituted the secondary research modality within the ambit of the research. Following the requisite permissions granted by the relevant authorities, a concerted effort was made to establish contact with the teachers to solicit their willingness to participate in the interview process. Interviews were exclusively conducted with those teachers who affirmatively consented to partake in this facet of the study. It should be acknowledged that a minority of teachers, notwithstanding their initial consent, were unable to accommodate interviews due to scheduling constraints. As a result, a total of 20 teachers were selected based on their availability, willingness and convenience and interviewed across the five universities situated within the city of Peshawar.

### **3.6. Data Analysis**

The amassed data underwent analysis in alignment with the tailored analytical framework of the study. This analytical process was executed systematically and sequentially, corresponding to the order in which the data were gathered during the collection phase.

#### **3.6.1. Structured Observation Sheet**

Data from classroom settings were systematically gathered using a structured observation sheet. These data were captured during teachers' instructional sessions. Moreover, the observation sheets observed the ESL classroom participants i.e. teachers as well as students and with respect to the types of interactions, both academic and non-academic interactions were observed. In the current study, interactions refer to the use of L1 in the ESL classroom by the classroom participants. Furthermore, L1 refers to the mother tongue of the students and some students had Urdu and Hindko as their mother tongue while Pashto was the mother tongue of majority of the students. However, majority of the interactions in the ESL classrooms occurred in the Urdu language. The structured observation sheet encompassed a total of nineteen distinct items or statements, with an equitable allocation across the various variables under consideration. Respondent feedback on the observation sheet was captured through binary indicators, denoted as either "yes" or "no." In certain instances, due to various factors, specific items pertaining to a variable could not be readily discerned or observed. Such occurrences were duly documented and subsequently subjected to analysis at the relevant juncture in the analytical process. The structured observation sheet was designed to encapsulate a comprehensive set of three variables. Following the stipulated analytical framework, the data extracted from the observation sheets underwent analysis and percentages were calculated on the basis of observation sheets.

#### **3.6.2. Semi-Structured Interviews**

Data for the study were acquired through individualised, one-on-one interviews. From the entire population under consideration, a subset of 20 teachers was selected for the interview process. In relation to each variable, a comprehensive and all-encompassing question was carefully formulated. Subsequently, the entirety of interviewee responses was transcribed and subjected to meticulous verification to ensure the precision and fidelity of the transcription process. Following this step, the

transcriptions underwent a comprehensive review, wherein passages pertaining to the variables under study were distinctly isolated to facilitate subsequent analysis. Subsequent to this thorough reading and segregation process, the qualitative data extracted from the interviews were subjected to analysis in accordance with the established analytical framework.

### **3.7. Theoretical Framework**

There are various theories related to the concept of CS, as mentioned in the earlier chapter. However, the theoretical framework of the current study has its roots in the structural and sociolinguistic theories of CS. In other words, the theoretical framework for the current study has been tailored from structural and sociolinguistic theories of CS. In the section on structural theories, Poplack's (1980) classification of CS, i.e. intra-sentential, inter-sentential CS and tag switching, is selected as a theoretical framework, and the syntactic functions of noun phrase, verb phrase, adjectival phrase, and adverb phrase are selected from the same research for the current study. Moreover, from the section on sociolinguistic theories, the concepts of marked and unmarked CS from Mayer Scotton's Markedness Model (1984) are selected as a part of the theoretical framework. Still, the pragmatic functions were selected from the doctoral research of Rose (2006) as it used Mayer Scotton's Markedness model (1984) as a theoretical framework to examine the pragmatic functions of clarification, counselling, answers, requests and class introduction.

#### **3.7.1. Classification of Code Switching**

There are various approaches towards the concept of code-switching, as mentioned in Chapter 2 of the study, and one of them is the structural approach. A pivotal contribution in this realm comes from the work of Poplack (1980), where the emphasis is placed on the linguistic proficiency of speakers as well as the extent of integration between the languages involved in the act of code-switching. Poplack's (1980) framework introduces three distinct forms of code-switching: intra-sentential code-switching, inter-sentential code-switching, and tag-switching.

Intra-sentential code-switching unfolds within sentences, occurring at various linguistic tiers encompassing words, phrases, clauses, and even entire sentences. According to Romaine (2009), this intricate process might even involve amalgamation at the level of individual words. Such code-switching holds symbolic



significance within the realm of language processing for bilingual individuals, as articulated by Van Hell et al. (2017). Importantly, this form of code-switching necessitates a profound command over two distinct linguistic systems, thus making its execution more challenging. There exists a risk of transgressing grammatical norms while attempting this form of switching.

On the other hand, the phenomenon of intersentential code-switching comes into play when a sentence comprises two clauses that are composed in different languages. This typically occurs at the boundaries of clauses or sentences and demands a comprehensive grasp of the linguistic conventions inherent to both languages. This level of proficiency extends to recognising linguistic parallels and disparities between the languages. As elucidated by Sankoff and Poplack (1981), this form of code-switching is characterised by the preservation of the grammatical autonomy of each language involved. Notably, individuals who possess fluency in multiple languages and possess multilingual grammatical proficiency can seamlessly transition between languages during their speech.

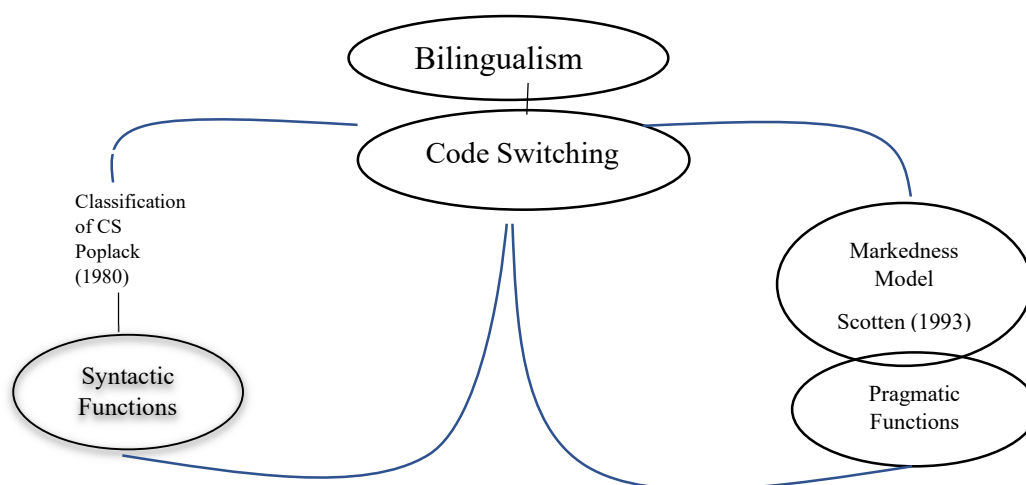
Additionally, Tag switching, the third form of code-switching elucidated by Poplack (1980), involves the transfer of a word or a tag phrase from one language to another. This process is relatively straightforward and does not infringe upon syntactic constraints. Embedding tags within monolingual discourse at distinct junctures within the text is permissible and unobtrusive. Such instances are likely to occur when a speaker seeks emphasis or assurance, often utilising phrases like "Aren't you," "I mean," "Like," and comparable expressions. This mode of code-switching does not disrupt the grammatical coherence of the speech.

### **3.7.2. Mayer Scottons Markedness Model**

Myers-Scotton (1998) posits the existence of multiple languages within virtually every speech community, emphasising that no community remains devoid of at least two distinct speech styles. Furthermore, many communities exhibit multilingualism, often accompanied by the presence of multiple dialects within a language. These diverse linguistic manifestations tend to be associated with particular social groups or situational contexts, leading to a non-uniform distribution of linguistic proficiency and usage frequencies among community members. The Markedness Model, as expounded upon in linguistic theory, delineates a framework wherein individuals when engaging in linguistic expression, are capable of exploiting

established sociolinguistic relationships within their community pertaining to various linguistic varieties. This model leverages the marked versus unmarked distinction as a central theoretical construct to elucidate the social and psychological underpinnings that govern individuals' choices when selecting one linguistic code over another. Importantly, within their inherent linguistic competence, all language users possess an innate predisposition to categorise linguistic codes along a spectrum of markedness or unmarkedness, contingent upon the prevailing social and intellectual contextual factors. Consequently, every individual possesses the cognitive ability to evaluate linguistic codes in accordance with these criteria.

### 3.7.3. The Tailored Framework



## 3.8. Ethical Considerations

Throughout the research process, a comprehensive and rigorous examination of all pertinent ethical considerations was diligently undertaken.

### 3.8.1. Voluntary Informed Consent

During the data collection phase, adherence to the principle of voluntary informed consent was strictly observed as a requisite condition. Specifically, all participants, notably the teachers, were initially approached through formal channels via their respective Heads, Chairpersons, or Deans. Subsequently, formal permission was sought from each participant, affirming their willingness to partake in the research. Importantly, in accordance with ethical standards, participants who declined to provide consent were not coerced in any manner; instead, their voluntary decision

to abstain from participation was duly respected, and they were excluded from the research process at their discretion.

### **3.8.2. Developing rapport**

According to Knight (2009), rapport is the ability to establish and maintain a connection with individuals in a manner that cultivates an atmosphere characterised by trust and comprehension. Additionally, it involves the capacity to demonstrate respect for alternative perspectives and acknowledge and embrace the feelings of others. The researcher developed a rapport with teachers by communicating with them, and they were briefed and informed about the data collection methods.

### **3.8.3. Explanation of the Process to the Participants**

A comprehensive explanation of the strategy and tools was provided to every participant. Moreover, they were apprised of the classroom observations and teacher interviews.

### **3.8.4. Right of Withdrawal**

Despite providing initial consent, participants in the research were not obligated to continue their involvement if they expressed a desire to discontinue. On the contrary, the notion of withdrawal was acknowledged and upheld as a legitimate entitlement.

### **3.8.5. Privacy**

The preservation of data privacy, encompassing both secrecy and anonymity, was regarded as a fundamental principle in the execution of the research. Furthermore, the data will be maintained confidentially.

### **3.8.6. Authorship**

The authors' notable and identifiable contributions have been duly recognised and suitably cited in the references section.

## **3.9. Chapter Summary**

In this chapter, a comprehensive exposition of the study's methods and methodology has been meticulously delineated. Extensive coverage has been afforded to the elucidation of the research design and the research methodology, substantiated by pertinent references. Furthermore, the tools employed for research, as well as the methodologies deployed for data collection and subsequent analysis, have been

expounded in accordance with foundational principles. The intricate processes associated with the development of the interview guide, encompassing the validation, reliability assessment, and pilot testing phases, have been addressed as distinct components within this chapter. Collectively, this chapter offers a thorough and well-rounded portrayal of the study's methodological underpinnings, rendering a comprehensive and lucid account of the research methodology employed in this investigation. Therefore, five universities of Peshawar, in which the BS (Hons) English program is currently running, are selected for the process of data collection. Moreover, during the process of observations, only classes related to literature and linguistics were considered for observation, and the general subjects were excluded. Additionally, only those teachers who had accumulated five years of teaching experience were selected for the interviews, and they taught subjects of literature as well as linguistics.

## CHAPTER 4

### DATA ANALYSIS

#### 4.1. Introduction

In the preceding chapter, a comprehensive discussion on methodology was conducted, wherein the framework and systematic procedures guiding this research were thoroughly explained. In this chapter, the researcher embarks on a meticulous and inclusive examination of the data collected, aligning with the designated methodology. The researcher analyses and discusses the collected data using qualitative and quantitative methods.

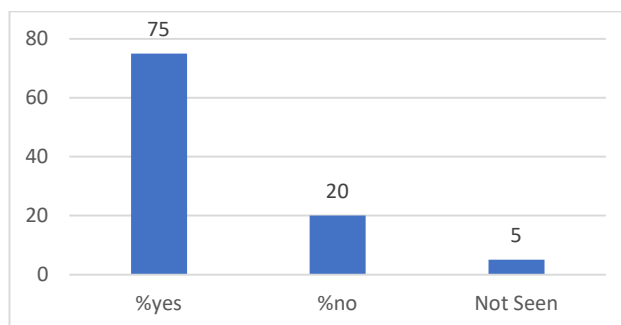
#### 4.2. Structure of Data Analysis

Given the complexity of the study, which entails the use of two distinct data collection methods, the data analysis is conducted in two distinct phases. i.e. the first phase comprises a quantitative analysis of the statements from the observation sheet. In this stage, the researcher used data visualisation techniques to inspect the data generated from the observations. Moreover, the second phase involves a qualitative thematic analysis of the semi-structured teacher interviews.

##### 4.2.1. Categories of Code-switching

A set of six statements was formulated for the first variable. All the statements have been thoroughly examined in the same sequence as in the observation sheet.

**Statement 1: The students practised inter-sentential CS in the classroom.**



*Figure 1 Observation Sheet*

Number of Inter-sentential CS by Students	375

*Table 1*

## Analysis

Figure 1 shows that students practised inter-sentential CS in 75% of the classes. In contrast, it was not practised in 20% of the classes observed due to the uninterrupted lecture delivery by two professors throughout two sessions, with little apparent student interaction. This phenomenon was not seen in 5% of the total courses.

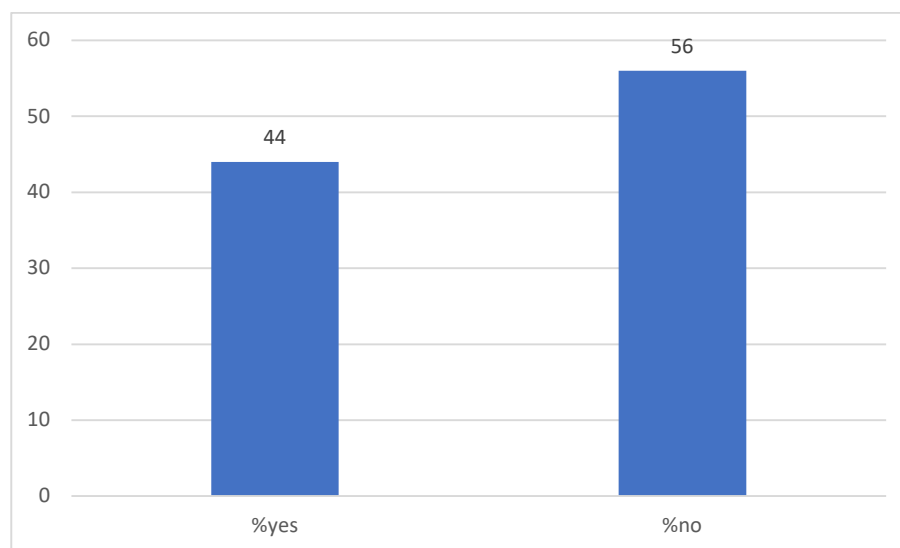
## Discussion

The fact that students in the classroom were found to engage in inter-sentential CS throughout their interactions inside the learning environment demonstrates that the teachers did not set any explicit constraints on this linguistic activity. It would appear that the students engaged in inter-sentential CS of their own will, which indicates the widespread acceptance of this technique in an educational environment (Brice, 2000). This observation raises some critical questions about the participant's level of understanding regarding the potential adverse consequences of inter-sentential CS on language learning. CS may be beneficial on both a social and practical level. Still, when used excessively or carelessly, it can hinder a person's ability to learn a language and become proficient in it, especially in educational institutions (Tran & Thanh, 2023). Primarily when it is used for common statements and interactions too frequently, such as "*timetable may yahi hy.*" (This is the same in the timetable.) (L5). One significant consequence of the higher percentage of inter-sentential CS is its possible impediment to the learners' mastery of each language's linguistic components. Language learning is a multifaceted process that involves the acquisition of vocabulary, understanding grammatical structures, and becoming familiar with idiomatic expressions specific to each language (Poplack, 2000). When ESL learners frequently switch between languages at the sentence level, they may not have sufficient exposure or practice with the full range of vocabulary and expressions in either language (Candilas et al., 2023). Consequently, their vocabulary may remain limited, and they might struggle to express themselves accurately and precisely, leading to incomplete language acquisition. For instance, one of the students said, "*Critical thinking will help to question, but who will question? Hum chahty hain ky koi or question kary or anay wali naslon ky liye sub thek Kary.*" (We want someone else to ask questions and correct everything for the future generations) (L13). Moreover, the regular practice of inter-sentential CS can hinder the learners'

development of a deep understanding of each language's grammar. Grammar is the backbone of a language, providing the rules and structures that govern how words are used and sentences are formed. Frequent CS at the sentence level might prevent learners from fully internalising the grammar rules of each language, as Zimmerman (2020) has noted. As a result, their ability to construct grammatically correct sentences in both languages may be compromised, leading to grammatical errors and reduced language proficiency. Furthermore, idiomatic expressions are integral to language and are crucial to effective communication.

Moreover, the higher occurrence of inter-sentential CS might indicate that learners rely on using expressions or phrases from one language while conversing in the other, overlooking the unique idiomatic expressions that contribute to more natural and native-like language use. This is consistent with the point highlighted by Poplack (2000), which is that speakers of a language practice inter-sentential CS when they cannot express themselves completely in the target language. This could result in stilted or awkward communication, hindering the learners' ability to convey their thoughts and ideas accurately.

**Statement 2: The teachers practised inter-sentential CS in the classroom.**



*Figure 2 Observation Sheet*

<b>Number of Inter-sentential CS by Teachers</b>	<b>220</b>

*Table 2*

## Analysis

Figure 2 highlights that teachers practised inter-sentential CS in 56% of the classes observed, compared to 44% of the total classes observed.

## Discussion

It has been observed that teachers using inter-sentential CS in educational settings present a multifaceted predicament due to its potential impact on linguistic dominance imbalance. Essentially, this method inadvertently establishes CS as a standard within the educational environment (Ali & Ihsan, 2023), prompting inquiries into its impact on students' linguistic development and academic achievements. Frequent CS by teachers during lessons may lead students to perceive it as a typical practice, as also highlighted by Reyes (2004), thereby hindering their ability to achieve proficiency in any one language. Continuous exposure to linguistic changes might hinder students' cognitive and language development (Sami & Yunus, 2023), making it challenging for them to grasp the intricacies and complexities of each language. For example, one of the teachers said, *"People are stuck. There are buses lekin phir gali dety hain baad may."* (There are buses, but they abuse them later.) (L9). Such sentences deprive students of gaining command over the English language as it can be seen that the code-switched part of the sentence has different connotations if said in English, and it has different connotations in the current state. CS is frequently observed within educational settings, raising concerns regarding the efficacy of language teaching. Furthermore, CS can also create a barrier to effective classroom communication (Villanueva & Bert, 2023). Students often rely on CS as a crutch instead of developing a solid understanding of each language. This dependence on CS can hinder their language progression and their ability to truly master any language. For instance, one of the teachers practised inter-sentential code-switching during their class, such as, *"Now he is in an interaction with the donkey, donkey ko kia pata ky ye kon hy."* (What does a donkey know about who this is?) (L9). Such CS creates an environment that encourages this practice, and it can be noticed that no complex or intricate idea is being explained in the sentence. This was also proven by Modupeola (2013), who suggested that classroom CS should be minimised.



**Statement 3: The students practised intra-sentential CS in the classroom.**

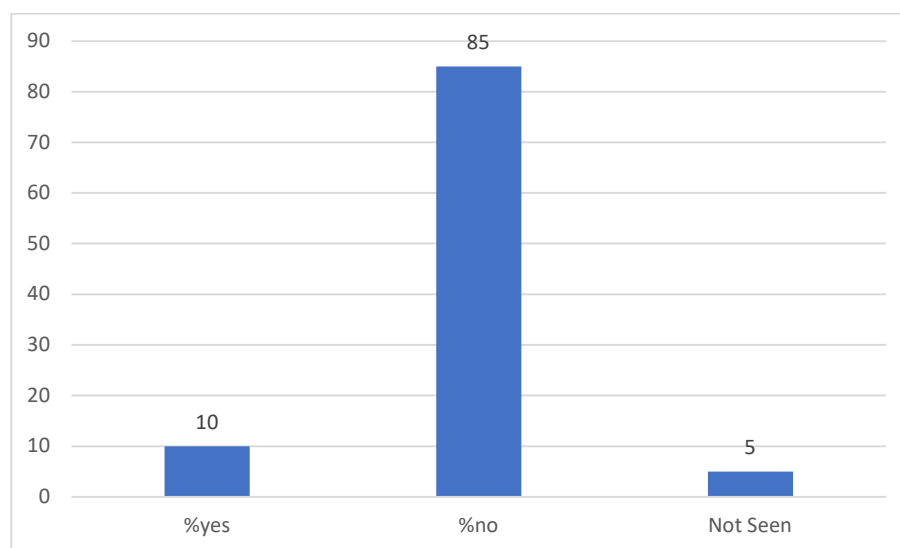


Figure 3 Observation Sheet

Number of Intra-sentential CS by Students	50

Table 3

**Analysis**

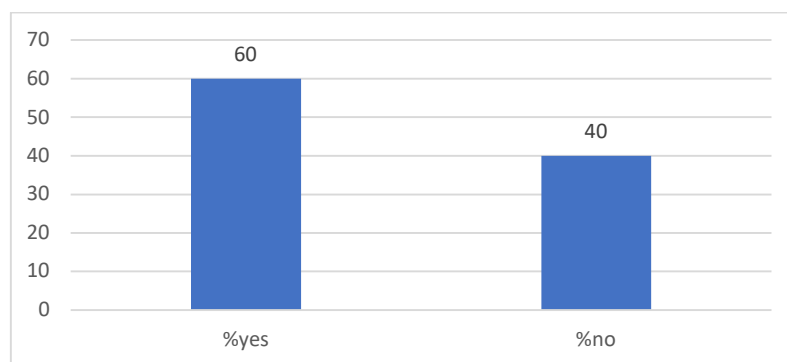
According to Figure 3, the students refrained from intra-sentential CS in 85% of the total classes, while the students practised it in 10% of the classes observed. However, intra-sentential CS was not seen in 5% of the total classes because of the lecture-oriented nature of the two classes in which the students did not interact.

**Discussion**

Due to their predominant dependence on inter-sentential code-switching, it was observed that students in ESL classes often avoid practising intra-sentential code-switching, as also noted by Ismail and Narasuman (2013) in their study on Malaysian students. Students frequently use entire phrases or ask questions to communicate in a school context. So, instead of choosing intra-sentential code-switching, they frequently choose inter-sentential code-switching. However, it is essential to remember that pupils occasionally switch between sentences, which might be problematic for their language development. One of the primary consequences of frequent CS within sentences is the risk of introducing grammatical errors, as one of the students said, "*Cosmopolitan ko italic kia gia hy.*" (Cosmopolitan has been italicised). (L13) When this example is stated in English, many grammatical changes

are involved, such as *being* changed to "italicised" with the addition of "has been". Each language has its own unique set of grammatical rules and structures. When learners switch between languages within a sentence, they may unknowingly blend incompatible grammatical elements, as Blaikie and Priest (2019) pointed out. For instance, verb conjugations, noun-adjective agreements, word order, and sentence patterns may differ between languages, and when these rules are mixed, it can lead to grammatical inaccuracies. The introduction of grammatical errors can impact learners' language proficiency and comprehension. According to Chen (2023), for the learner, it may become challenging to distinguish correct grammatical structures in each language if they frequently rely on code-switching. This can hinder their ability to express themselves accurately and to understand the grammatical intricacies of each language independently (Chen, 2023), and this is highlighted in the theoretical framework, as well as the fact that intra-sentential CS demands efficient command over both languages. Relying heavily on intra-sentential CS may become a reflexive habit, making it challenging for learners to resist mixing languages even in monolingual contexts. This can lead to fragmented and unclear expression, as learners may struggle to articulate their ideas without incorporating elements from the other language.

**Statement 4: The teachers practised intra-sentential CS in the classroom.**



*Figure 4 Observation Sheet*

<b>Number of Intra-sentential CS by Teachers</b>	<b>300</b>

*Table 4*

## Analysis

Figure 4 posits that the teachers practised intra-sentential CS in 60% of the total observed classrooms while refraining from it in 40% of the classes observed.

## Discussion

Teachers of ESL students frequently find themselves having to explain various ideas and concepts that may not necessarily be immediately connected to the English language. Furthermore, there is a generally held assumption that learning will be more successful when a subject is connected to indigenous culture. Incorporating culturally relevant content into the curriculum can enhance students' engagement and motivation (Mukti & Muljani, 2017). Teachers can create a more inclusive and meaningful learning environment by connecting the subject matter and students' cultural backgrounds. However, this practice is harmful to the students' language-learning process (Sampurna, 2023). For instance, one teacher said, "*That is not like the level of insanity*". (This is not the level of humanity) (L13).

Similarly, the teacher said in another instance, "*Ok, is ky peachy agenda kia hai? (What is his agenda behind this) You see now. His point of view was to answer the colonised world.*" (L10). By practising such intra-sentential code-switching, the students are deprived of learning about the singular units of the target language and vocabulary. Additionally, incorporating indigenous culture into ESL lessons fosters respect and appreciation for diversity (Moore, 2002), promoting a more inclusive society. For this purpose, teachers in ESL classes commonly use intra-sentential CS to help students make this link. However, despite its good intentions, this practice negatively affects pupils' attempts to learn English.

### Statement 5: The students practised tag switching in the classroom.

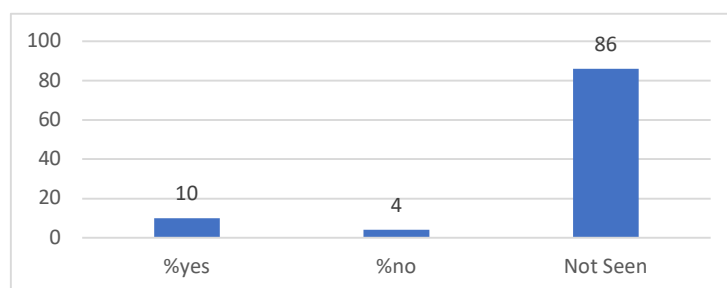


Figure 5 Observation Sheet

<b>Number of Tag-switching by Students</b>	<b>50</b>

Table 5

### Analysis

In the context of tag switching, Figure 5 highlights that this phenomenon was not observed in 86% of the total classes because question tags are not usually a part of classroom interaction. In only 10% of the total classes, the students practised tag switching, and they refrained from it in 4% of the classes observed.

### Discussion

In the ESL classrooms under study, tag switching was a sporadically seen event congruent with the general pattern of Pakistani ESL instruction, where such linguistic alterations are uncommon. This phenomenon might be related to the structure of classroom communication, which often centres upon educational material and academic discourse and restricts the usage of question tags. Opportunities for tag switching are lessened in these situations (Poplack, 2000), where teaching and learning are the main priorities, because there is less demand for agreement or explanation through question tags. However, practising tag switching affects the efficiency of grammar skills. For example, one of the students said, "*Sir, he could have driven his car right past the donkey, nahi kar skta tha?*" (couldn't he?) (L17). For a language learner, it is essential to know that this tag-switched section will be replaced by "couldn't he?" in English, but by practising tag-switching, the student did not learn about this.

### Statement 6: The teachers practised tag switching in the classroom.

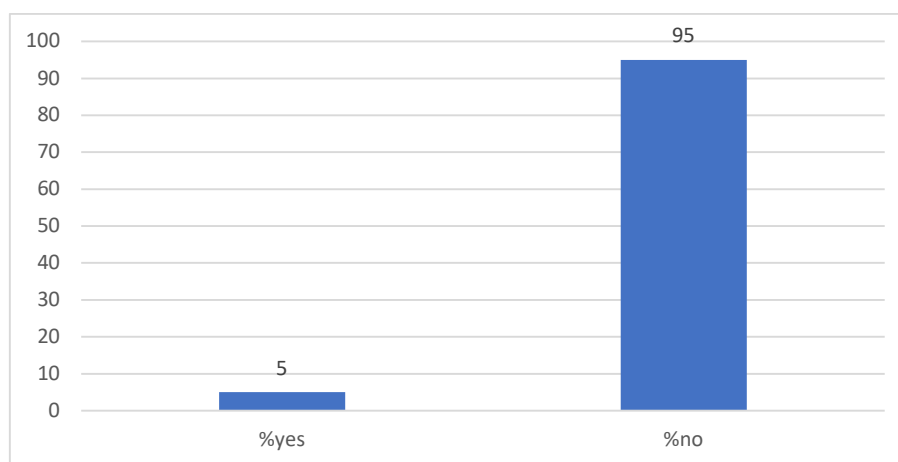


Figure 6 Observation Sheet

<b>Number of tag switching by Teachers</b>	<b>25</b>

Table 6

### Analysis

According to Figure 6, the teachers practised tag switching in 5% of the classes and refrained from it in 95% of the classes.

### Discussion

Teachers showed a somewhat greater rate of tag-switching than their pupils in the examined ESL classrooms. This propensity might be traced to the particular purposes of question tags, which are frequently used as instruments to emphasise and focus the addressee's attention. Teachers regularly use question tags in the educational setting to emphasise points and promote an interactive learning environment (Mukti & Muljani, 2017). These linguistic techniques are valuable for teachers because they support preserving an interactive, engaging environment that promotes efficient teaching and learning. In a few of the classes observed, the teachers repeatedly used tag switching for emphasis, but its impact was insignificant, such as "*She was saved by the man near the train station, thek hai?*" (ok?) (L14).

### Conclusion

The analysis of the types of CS in ESL classrooms reveals several significant consequences for language learning and communication. It points to potential challenges related to incomplete language learning, language dominance imbalance, linguistic insecurity, and limited language expansion. Learners who frequently switch between languages at the sentence level may struggle to fully master each language's vocabulary, grammar, and idiomatic expressions, resulting in incomplete language acquisition. Moreover, they may prefer one language over another, leading to uneven proficiency levels and hindering their ability to achieve balanced bilingualism. Linguistic insecurity can also arise, causing learners to lack confidence in expressing themselves in the target language and hindering their participation in language-rich interactions.

Intra-sentential code-switching, although less prevalent, presents its own set of complications. Frequent mixing of languages within a single sentence can lead to

confusion for communication recipients, as well as grammatical inaccuracies that may impact language comprehension and perception by listeners. Moreover, learners' limited language autonomy may hinder their ability to express themselves independently in one language and integrate effectively into monolingual settings.

The infrequent use of tag-switching suggests that its impact on language learning might be less than that of the other two CS types. However, further research is still warranted to gain a comprehensive understanding of its effects. The ensuing segment delves into the pragmatic functions of code-switching, elucidating the revelations gleaned from the amassed data. Subsequently, the findings and discussion section succeeded.

#### 4.2.2. Pragmatic Functions of Code-switching

This section corresponds to the second research question, examining and discussing the pragmatic functions of code-switching.

##### **Statement 7: The classroom participants used CS for clarification.**

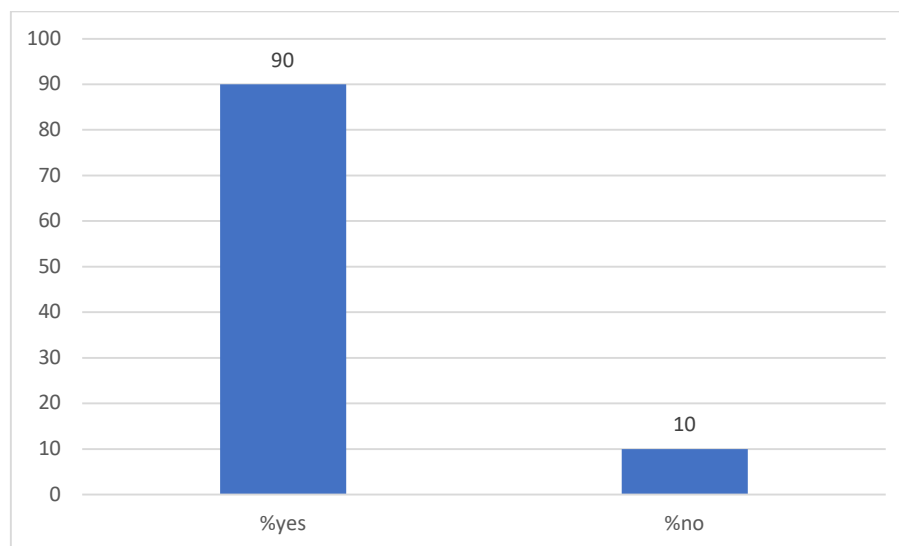


Figure 7 Observation Sheet

<b>Number of CS Instances for clarification</b>	<b>450</b>

Table 7

#### **Analysis**

According to Figure 7, in 90% of the classes observed, participants, teachers, and students practised CS while clarifying or explaining a particular point. Meanwhile, in 10% of classes observed, the participants refrained from it.

## Discussion

Classroom participants employ CS to seek clarification on various topics or concepts (Then & Ting, 2011). While CS might provide immediate clarity, it can harm ESL learners' language development. Relying excessively on the native language for clarification hinders the learners' engagement with English, limiting their exposure to the target language. As a result, students might become overly dependent on their native language, hindering their ability to use English. Moreover, when teachers practice such code-switching, it also encourages the students. For instance, the teacher said, *"He wants to highlight the ongoing corruption to make the state free and for all, and this is what he is trying to highlight the problem, and if I do not, I am becoming a part of it. Ye labour class ye worker class jb hum isko dekhty to phir sif Marxist he reh jata hy. (When we look at this labour class and this worker class, then only Marxist is left behind). They are the dominant masters."* (L14). Such a practice encourages the students to use CS when explaining something in several sentences.

Furthermore, CS for clarification might not always encourage students to actively engage in problem-solving or language practice, as they can easily fall back on their native language for support. This was observed in one particular incident when the students were discussing their teacher, and one of them tried to clarify the academic subject of the teacher by saying, *"dagma teacher linguistics department wala day"* (That teacher is from the linguistics department) (L19). Over time, this could hamper their language proficiency and confidence in using English independently. Moreover, research has shown that participants resorted to CS while undertaking the pragmatic function of clarification, consistent with Myers-Scotton (1993b). This practice poses a challenge for the teachers, inadvertently encouraging students to adopt code-switching. However, on the students' side, seeking or offering clarifications necessitates using distinct sentence structures and precise vocabulary.

### Statement 8: The classroom participants used CS to make requests.

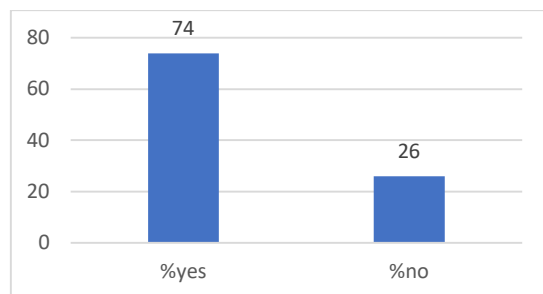


Figure 8 Observation Sheet

<b>Number of CS Instances for Requests</b>	<b>370</b>

Table 8

### Analysis

Figure 8 highlights that the ESL classroom participants practised CS while making requests in 74% of the classes, and they refrained from it in 26% of the total classes.

### Discussion

Statement 8 indicates that classroom participants use CS to make requests, which can harm language learning. It should be noted that the students primarily practised CS in this case, and there were few instances in which the teacher practised code-switching, as also pointed out by Rose (2006). When learners use CS to make requests, they might not be motivated to develop their communication skills in English. Relying on the native language to express needs and desires could reduce the learners' incentive to improve their English-speaking abilities. For instance, one of the students said, "Sir, is kesay karna hy?" (Sir, how do I do this?) (L4). The sentence, if uttered in English, involves a complex structure of a grammatical unit called "do", but the student code-switched and was deprived of learning this particular structure. As a result, students might miss out on valuable opportunities to practice and refine their English communication skills, hindering their language learning progress. Moreover, the teacher practised CS in requests, such as "Kon bol rha hy?" (Who is talking?) (L4). Such excessive CS for requests might lead to a communication imbalance in the classroom, where English becomes limited to instructional content while non-instructional interactions occur primarily in the native language.

### Statement 9: The classroom participants used CS for answering.

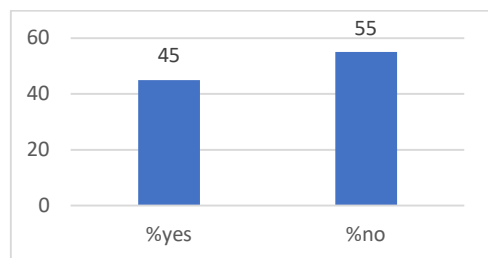


Figure 9 Observation Sheet



<b>Number of CS Instances for Answering</b>	<b>225</b>

Table 9

### Analysis

In the context of the pragmatic function of answering, figure 9 shows that the classroom participants practised CS in 45% of the total classes while they refrained from it in 55% of the total classes observed.

### Discussion

According to Myers-Scotton (1993b), classroom participants practice CS to perform various pragmatic functions. Similarly, statement 9 reveals that classroom participants used CS to answer or provide explanations, which is one of the significant pragmatic functions (Rose, 2006). While this may seem helpful initially, relying heavily on CS for explanations can harm ESL learners' language acquisition. Frequent CS for explanatory purposes might hinder students' exposure to English sentence structures, vocabulary, and discourse patterns crucial for language development. For instance, one of the participants said, "*Ye jo theft ka concept hai or hamary han isko aesy picture kia jata skta hy jese yahan khwarak ki qilat hai.*" (This concept of theft is depicted in our context in such a way that food is scarce) (L14). This sentence involves Students who might miss opportunities to immerse themselves in authentic English language usage and might not fully grasp the nuances and complexities of the target language. Additionally, excessive CS for explanations might lead to a fragmented learning experience, where students struggle to form cohesive connections between English concepts and their native language. Moreover, on the teacher's front, the predicament arises from inadvertently encouraging students to embrace CS further. Though well-intentioned, teachers resort to this practice when grappling with intricate topics that demand clarity or relate to the native culture.

### Statement 10: The teacher used CS during the class introduction.

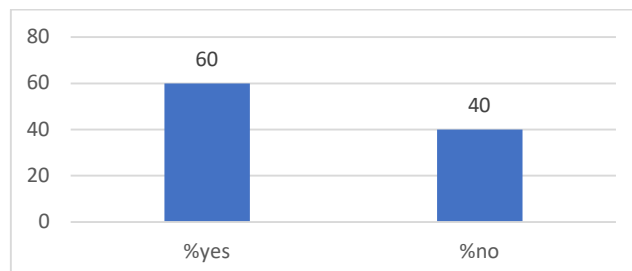


Figure 10 Observation Sheet

<b>Number of CS Instances for Introduction</b>	<b>300</b>

Table 10

### Analysis

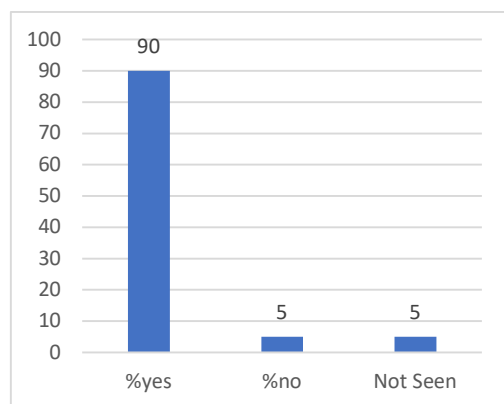
According to Figure 10, the teachers practised CS during the class introduction in 60% of the total classes while refraining from it in 40% of the classes observed.

### Discussion

When teachers frequently code-switch, students may become overly reliant on their L1 for comprehension and expression, leading to a lack of motivation to engage with the target language (Kumar et al., 2021). Moreover, Rose (2006) highlighted that classroom participants enhance their communication abilities by code-switching. Teachers allegedly employ CS for class introductions in the same context, as indicated in statement 4. However, frequent CS during the introductions to the class might harm the English language proficiency of ESL students. When teachers predominantly employ CS for class introductions, it might unintentionally convey the expectation that English is less important in some elements of the classroom setting. For instance, in one non-academic interaction, the teacher said, 'Attendance shaway dy?'. (Has the attendance been taken?) (L4).

Similarly, in another class introductory session, the teacher said, '*Linguistic pluralism may to Pakistan bhe ayega*'. (Pakistan is included in linguistic pluralism) (L17). This is crucial since class introduction is only one component of language usage but is also connected to other parts. If learners are not entirely engaged with English during crucial classroom activities, this will hinder their overall language development. Moreover, CS during class introductions could lessen the English-rich environment in the classroom, resulting in missed possibilities for immersive language learning experiences.

**Statement: 11 The teachers used CS for counselling the students.**



*Figure 11 Observation Sheet*

<b>Number of CS Instances for Counselling</b>	<b>450</b>

*Table 11*

### **Analysis**

Figure 11 highlights that the teachers practised CS for counselling the students in 90% of the total classes while they did not practice it in 5%. Moreover, counselling was not seen in 5% of the classes.

### **Discussion**

According to Statement 11, teachers employ CS for counselling. This practice might harm the process of learning a language for ESL learners. While CS during counselling sessions may unintentionally hinder learners' language progress, counselling is crucial for aiding students academically and emotionally. Learners are encouraged to practise CS for purposes other than academics when teachers provide instruction or support in their native language (Then & Ting, 2011). Because they believe that English cannot address personal difficulties, students may become less motivated to improve their English language competency. For instance, one of the teachers reprimanded a student by saying, 'Da ta zan na sa shay jor kary day Dekhwa kena'. (Behave yourself and sit here) (L4). As a result, this can lead to learners depending even more on their mother tongue, hindering their ability to acquire English as a second language.

Moreover, for language learners, exposure to diverse language usage scenarios holds paramount importance (Tahang et al., 2022). Engaging in real-life situations

where the language is prevalent allows learners to practice the target language, fostering their confidence in its application. However, the research findings unveiled a concerning practice among teachers, who resort to CS while introducing the class and discussing topics. This proves detrimental to the student's language development as they miss opportunities to encounter English in different contexts. Consequently, their confidence in speaking the English language becomes compromised.

### **Conclusion**

In conclusion, investigating the pragmatic functions of CS in ESL classrooms reveals several harmful consequences associated with its practice. The analysis of statements and graphical data sheds light on the prevalence and impact of CS during various interactions. The heightened use of CS during explanations poses challenges for teachers and learners. While teachers resort to CS with good intentions to clarify intricate concepts, it inadvertently encourages students to rely on their native language, hindering their target language proficiency. Similarly, CS during clarification moments hinders learners' ability to use distinct sentence structures and precise vocabulary, impairing their language development.

Additionally, CS during interactions involving seeking assistance and providing guidance hinders the development of communication skills, as learners miss out on opportunities to practice using English confidently in diverse situations. The findings also reveal a concerning practice among teachers, who resort to CS during class introductions and topic discussions, limiting learners' exposure to the target language and compromising their confidence in speaking English. The study highlights the inapplicability of target language knowledge, underdevelopment of language aspects, communication skills, and confidence in speaking the target language as crucial areas affected by CS in ESL classrooms.

#### **4.2.3. Syntactic Functions**

This section corresponds to the third research question, examining and discussing the syntactic functions of code-switching.

**Statement 12: The teachers practised CS in noun phrases.**

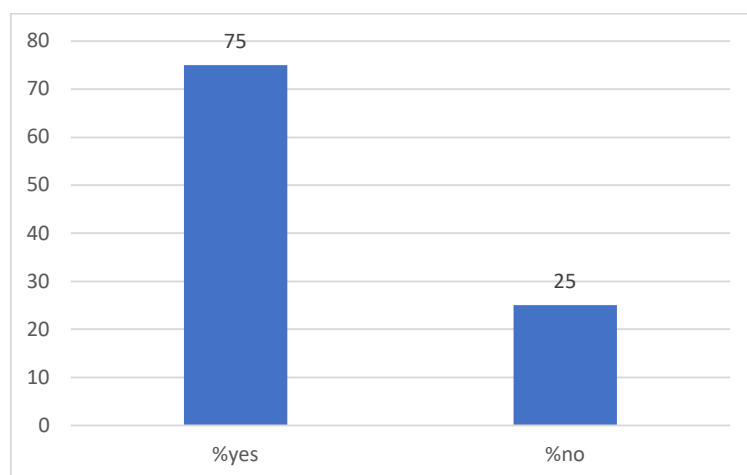


Figure 12 Observation Sheet

Number of CS Instances in Noun Phrases by Teachers	375

Table 12

**Analysis**

According to Figure 12, the teachers practised CS in noun phrases in 75% of the classes observed, while they refrained from it in 25% of the classes observed.

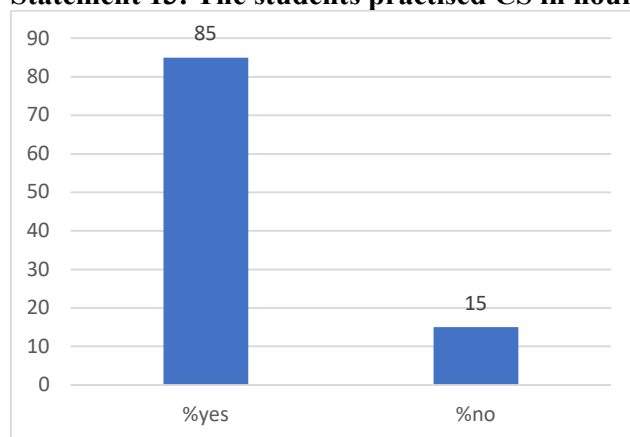
**Discussion**

CS inside noun phrases is a complex phenomenon that affects communication when used by ESL teachers in classroom settings (Brice, 2000). In order to achieve diverse communication goals, this activity entails the smooth switching between two or more languages or linguistic codes inside a single conversation (Poplack, 2000). The need to explain various culturally based concepts commonly occurs in the ESL classroom setting (Khaliq et al., 2022), motivating teachers to include pertinent examples from their students' home cultures and improving their understanding of the subject matter. Examining potential adverse effects and how they may significantly affect language learning is necessary. One of the adverse effects is students' poor vocabulary exposure (Petter & Gumperz, 2020). As one of the teachers said, "*Now wo bach age, and she has to go back to her family.*" (Now she has survived) (L14). In the sentence, *bach gae* has its English equivalent (survived), but the students are not exposed to such vocabulary due to code-switching.

Similarly, another teacher said, '*You must reach the destination ab jab har chez mehngi hy to oska koi response bhi ata hy.*' (Now, when everything is expensive, there

is a response to that as well.) (L10). Moreover, teachers must be aware of the tension between cultural enrichment and its possible threat to student's language learning and cognitive development when using CS to close cultural gaps and promote comprehension. It is crucial to balance cultural enrichment and language learning, also claimed by Nguyen, 2017), to support kids' general cognitive development.

**Statement 13: The students practised CS in noun phrases.**



*Figure 13 Observation Sheet*

<b>Number of CS Instances in Noun Phrases by Students</b>	<b>425</b>

*Table 13*

**Analysis**

In the context of the students, figure 13 shows that they practised CS in noun phrases in 85% of the classes, while they refrained from it in 15% of the classes observed.

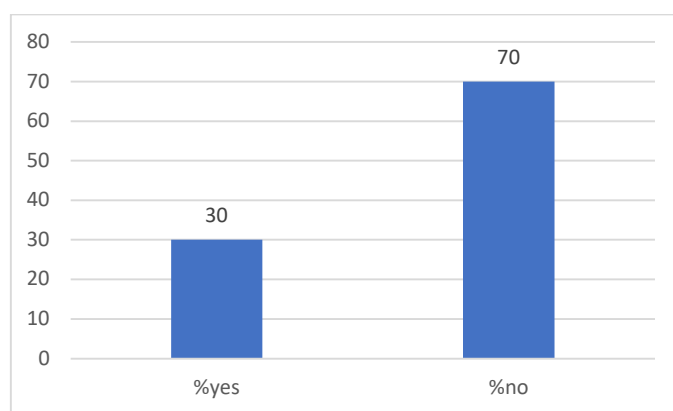
**Discussion**

Noun phrases, which generally include a noun and any modifiers that go with it, are essential units of language that make it easier to recognise and describe objects and ideas (Brice, 2000). The fact that students use CS noun phrases raises questions about their vocabulary knowledge (Raki & Sulaiman, 2021). Using CS in this context may indicate that speakers of the target language, English, are having trouble filling in vocabulary gaps or finding appropriate terms. For instance, one of the students said, '*Aj to chuti krny ka din hy*'. (Today is a day to take a break.) (L15). The problem with such sentences is that the students do not know their English equivalent and keep practising CS in such situations. CS inside noun phrases may exacerbate the language restrictions already in place (Rathert, 2012). It may be difficult for learners to actively

work on growing their English vocabulary if they often use terms from their home language or another one with which they are familiar. For example, the students said, "*We said that ky hamari madri zuban hai.*" (We said that it is our mother tongue) (L15). They could use CS as a quick way to express themselves rather than struggling to acquire new terms and their subtleties. The more frequent usage of CS inside noun phrases suggests that learners' lexical repertoires in English may be lacking, which may cause them to revert to terms from other languages they are more accustomed to (Brice et al., 1997). The incidence of CS in noun phrases can affect language acquisition in both the short- and long-term (Razak & Shah, 2020). Soon, this approach could offer students a speedy way to explain a particular idea or thing.

Nevertheless, it could prevent them from expanding their vocabulary in English (Sakaria & Priyana, 2018). Learning possibilities are lost when students often employ terms from another language instead of learning, internalising, and actively using new English words. As a result, their reliance on their mother tongue or other languages may continue to grow, making it more difficult for them to communicate successfully in English.

**Statement:14 The teachers practised CS in verb phrases.**



*Figure 14 Observation Sheet*

Number of CS Instances in Verb Phrases by Teachers	150

*Table 14*

**Analysis**

Figure 14 shows that the teachers avoided CS in verb phrases in 70% of the total classes while they practised it in 30% of the classes. This is because, as

mentioned earlier, teachers practised intra-sentential CS more than inter-sentential code-switching.

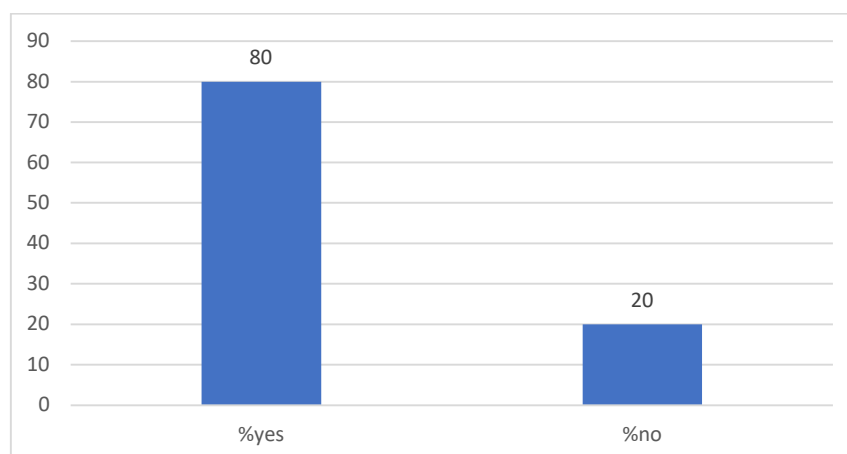
### **Discussion**

It is essential to recognise that teachers provide explanations and instruction linked to the topic. Since the subjects being covered are intrinsically English-based, it stands to reason that the teachers' explanations will likewise tend to use English as their primary language of instruction. The need for CS inside verb phrases is reduced by this congruence between the language of instruction and the material being delivered (Rasouli & Simin, 2015). Additionally, classroom observations have highlighted a crucial element affecting teachers' predisposition to avoid verb phrase code-switching: the smooth transition of their lectures. The coherence and flow of the teacher's discourse are crucial in the educational setting because they directly affect how well pupils can understand and internalise the subject matter. CS can break this carefully crafted flow inside verb phrases (Sukarni, 2016), which may entail switching between languages or linguistic codes. This could cause confusion and difficulties for the pupils in understanding. However, there were some instances in which the teachers practised CS in verb phrases while counselling the students, such as "*dalta na akhwa sha*". (Get away from here) (L15).

Similarly, on another occasion, the teacher said, "*Ap q bol rahay hain*". (Why are you talking?) (L15). Moreover, teachers recognise the fine line between ensuring that students understand through multilingual explanations and maintaining the linear flow of their lectures. Therefore, they employ CS sparingly (Chacón et al., 2017). As a result, CS may be a helpful teaching technique for improving students' comprehension of complex concepts and bridging language divides. Still, its application inside verb phrases depends on the particular context, subject matter, and educational goals (Tamene & Desalegn, 2022). For instance, while explaining the concept of standard language, one of the teachers said, "*To kia karty hain, they select a single language*". (What they do is select a single language) (L17). Therefore, the observed pattern of teachers primarily using English in verb phrase explanations highlights their dedication to upholding coherence and clarity in the classroom, ensuring that students can successfully negotiate the complexities of English language instruction.



**Statement 15: The students practised CS in verb phrases.**



*Figure 15 Observation Sheet*

Number of CS Instances in Verb Phrases by Students	400

*Table 15*

**Analysis**

According to Figure 15, the students practised verb phrases in 80% of the classes, while they refrained from it in 20% of the classes observed. This is because the students practice inter-sentential CS more than intra-sentential code-switching.

**Discussion**

One negative impact of CS in ESL classrooms is the potential hindrance to target language acquisition. Critics argue that CS may interfere with students' ability to fully immerse themselves in the target language and develop proficiency (Sakaria & Priyana, 2018). Statement 15 highlights the usage of CS inside verb phrases by students in the ESL classroom. According to Brice (2000), we can better grasp how students navigate the subtleties of verb tenses, use, and sentence structure by understanding CS in this area of syntactic structure. Understanding the effects of CS in verb tenses is essential to evaluating its potential impact on language learning. CS between verb tenses may indicate that students' grammar and comprehension of verb-related concepts, such as tense and agreement, require improvement (Tahang et al., 2022). For sentences to have meaning, verb structure is necessary, and verb usage is critical for effective communication. For example, one of the students practised CS in verb phrases, 'Da landi wala option akhwa ka.' (remove the option below) (L14), such practice is detrimental to their command over grammar and affects their ability to

communicate in English. CS between verb tenses may have several detrimental effects on a learner's language development (Tarlowski et al., 2012). First, it makes it more difficult for learners to utilise the appropriate tense regularly. Since other languages usually have distinct tense systems, CS may confound learners and prevent them from fully comprehending English verb tenses nuanced temporal relationships. For instance, while talking about the teacher, one of the students said, '*Sir bhool gya.*' (Sir has forgotten) (L3). In such situations, the Urdu word remains as it is no matter the tense, but if it is uttered in English, the verb *bhool* will have different forms, of which the students are deprived due to code-switching. Second, the development of sentence fluency could be inhibited by verb phrase code-switching.

Moreover, inaccuracies in communicating time-related information may result from replacing verbs with familiar counterparts from other languages since tense systems can vary significantly between languages (Then & Ting, 2011). As a result, learners may find it difficult to articulate time subtleties accurately, hindering their capacity to communicate exact meanings. Using the proper verb tenses and forms to construct sentences is a critical language-learning ability. Due to frequent code-switching, children could find it challenging to organically incorporate verbs into their speech, which could cause sentences to become disjointed and uncoordinated.

**Statement 16: The teachers practised CS in adjectival phrases.**

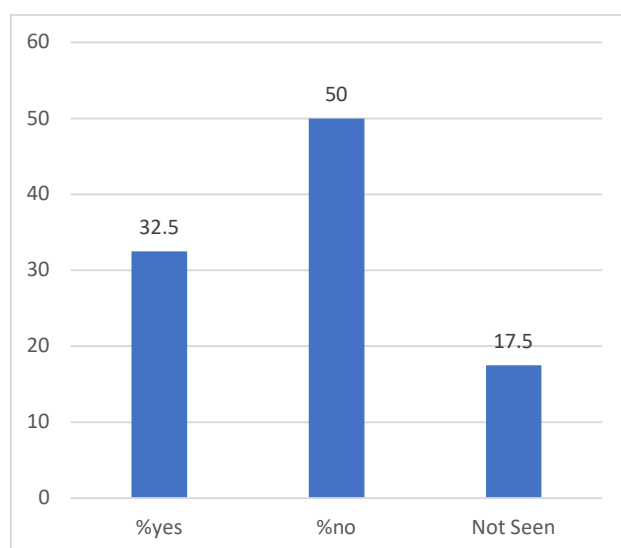


Figure 16 Observation Sheet

Number of CS Instances in Adjectival Phrases by Teachers	162.5

Table 16

## Analysis

In the context of CS in adjectival phrases, figure 16 shows that the teachers avoided CS in 50% of the classes while they practised it in 32.5% of the total classes. Moreover, in 17.5% of classes, it was not observed.

## Discussion

Teachers are crucial in language teaching as role models for proper linguistic usage and communication standards. In this situation, teachers' tactical decisions regarding code-switching, particularly inside specific grammatical structures like adjectival phrases, can significantly affect students' perceptions and attitudes towards the suitability of CS methods (Rasouli & Simin, 2015). In the present study, adjective phrases were used infrequently in the ESL classrooms under observation, with teachers only using them when required. It is important to note, though, that teachers did use CS when integrating adjective phrases into their lessons in cases where they were judged necessary. For example, while explaining a person's personality, the teacher said, "*He was a shareef insan*". (He was a decent person) (L2). However, the teachers' CS in adjectival phrases may impact the classroom setting and the student's language learning experiences (Ulfah et al., 2021). Instead of encouraging pupils to improve their English language abilities, this impact can unintentionally push them to rely on code-switching. As pointed out in the above example, the students were not exposed to correct English adjectives in the sentence.

### Statement 17: The students practised CS in adjectival phrases.

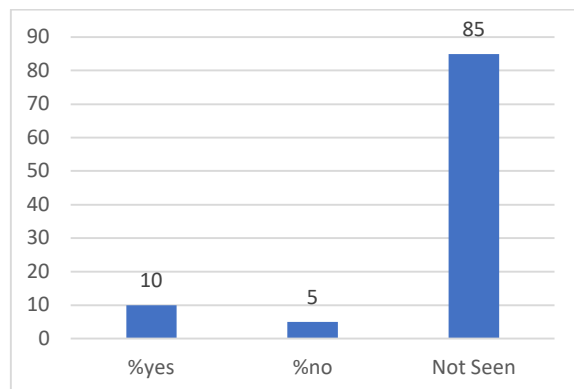


Figure 17 Observation Sheet

Number of CS Instances in Adjectival Phrases by Students	150

Table 17

## Analysis

According to Figure 17, the students practised CS in adjective phrases in only 10% of the classes while refraining from it in 5% of the classes observed. Moreover, this phenomenon was not seen in 85% of the classes, as students rarely use adjectival phrases during classroom interactions.

## Discussion

CS in phrases is a common phenomenon which is usually practised by learners of the target language when their knowledge of the target language is insufficient (Tarlowski et al., 2012). Moreover, as discussed in the preceding section on pragmatic functions, student participation in ESL classrooms frequently revolves around using straightforward phrases or questions. Consequently, mainly because basic communication patterns are so prevalent in the classroom, students hardly ever employ adjective phrases in their exchanges. Additionally, due to the restricted communication between students in a classroom setting and the teacher's explanation of the material, the students did not practice CS in adjectival phrases.

### Statement 18: The teachers practised CS in adverb phrases.

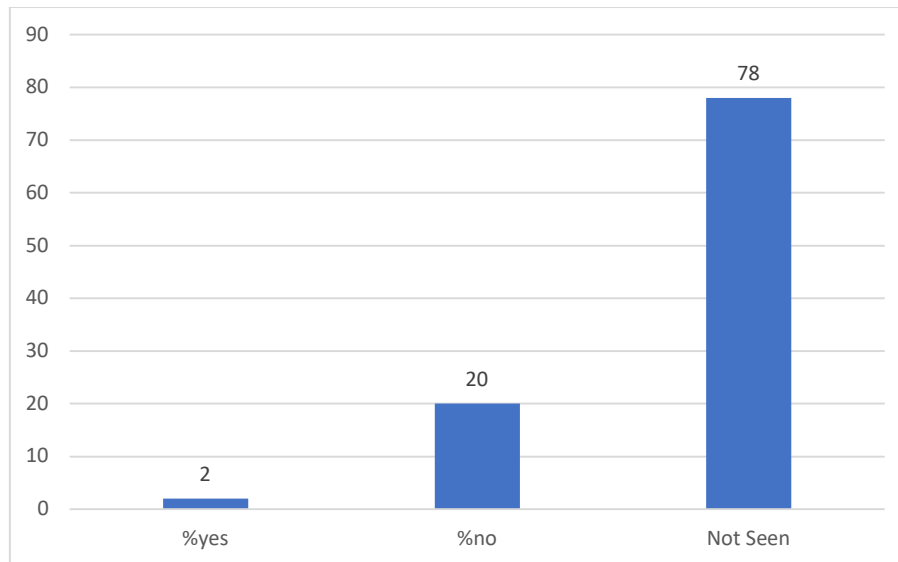


Figure 18 Observation Sheet

<b>Number of CS Instances in Adverb Phrases by Teachers</b>	<b>10</b>

Table 18

## Analysis

CS in adverb phrases by the teachers was not seen in 78% of the total classes. Moreover, in 20% of the classes, the teachers avoided CS in adverb phrases, while it was practised in 2% of the classes by the teachers, as exhibited in Figure 18.

## Discussion

Primary conversational subjects in ESL (English as a Second Language) classrooms frequently focus on content-area conversations and educational goals to improve students' comprehension. It is crucial to remember that compared to more casual and socially oriented language patterns, academic speech typically shows a tendency for less expressiveness (Younas et al., 2020). Consequently, there was a noticeable decrease in the usage of adverbial words at the educational institutions where the inspections were made. Adverbial phrases, which add details about activities to sentences, are frequently used in language to communicate subtlety, highlight key points of communication, or make sentences more richly descriptive. This constraint was caused mainly by the prevailing preference for more straightforward language that strongly emphasises academic goals. Teachers usually used a linguistic style that valued simplicity and clarity in the study's contexts. This strategy attempted to make it easier for a diverse student body, many struggling with English as a second language, to understand academic topics. As a result, adverbial phrases in instructional speech were still somewhat limited.

### Statement 19: The students practised CS in adverb phrases.

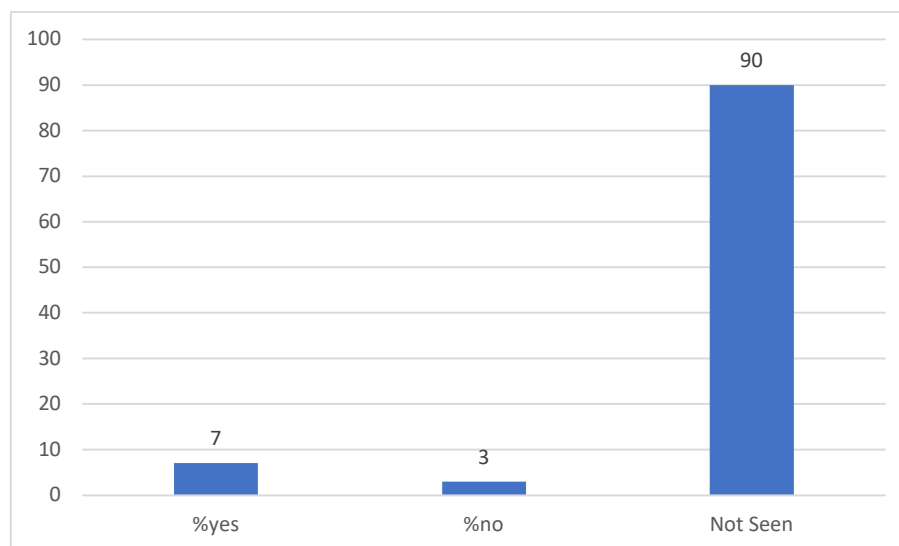


Figure 19 Observation Sheet

<b>Number of CS Instances in Adverb Phrases by Students</b>	<b>35</b>

*Table 19*

### **Analysis**

According to Figure 19, the students did not use CS in adverb phrases in 90% of the classes, while they practised it in 7% of the total classes and refrained from it in 3% of the classes.

### **Discussion**

As stated in the earlier sections, the classroom interactions are focused on the topic and rarely involve any form of expression. Since adverb phrases are usually associated with adjective phrases in sentences, and it has been mentioned earlier that there is a scarce presence of adjective phrases in ESL classroom interactions, the presence of adverb phrases is also negligible in the observations. This lack of adverb phrases in classroom interactions further reinforces the notion that the focus is primarily on the topic. Students seem more concerned with understanding and discussing the content than expressing their opinions or emotions. The absence of adverb phrases also suggests a limited range of linguistic variation and complexity in their speech (Modupeola, 2013), which may hinder their overall language development. Additionally, the lack of adverb phrases could indicate a more teacher-centred approach to instruction, where students are expected to primarily listen and absorb information rather than actively engage in language production.

#### **4.2.4. Interviews**

This section corresponds to the fourth research question and examines and discusses teacher perceptions regarding code-switching.

#### **CS at Sentence Level**

Data from the interviews show that CS at the sentence level occurs in ESL classrooms. This activity negatively impacts the language learning process even though the teachers gave specific reasons for CS in their classrooms, and both teachers and students actively code-switch at the sentence level in the classroom. As one of the teachers said, "I believe that it depends on the English level of students. If they are good at it, then they should speak English; otherwise, indigenous languages are used in the classroom" (C1). This also shows that the teachers allow students to practice CS in the classroom if they are weak in English instead of discouraging them.

This is problematic because teachers deliver lectures and set the classroom's decorum and environment. If the teacher does not discourage code-switching, even if some students are weak in English, it will become a common practice, and their language improvement will be hampered.

On the other hand, some teachers were in favour of CS as they said, "I am a strong advocate for incorporating indigenous languages in the ESL classroom, as it fosters cultural appreciation and aids understanding" (C2) and "I am of the view that incorporating indigenous languages into the ESL classroom can enrich the learning experience and create a diverse environment" (C6). Similarly, another teacher said, "I think indigenous languages can be integrated into the ESL classroom to offer students a deeper connection to the culture while maintaining English learning" (C9). These and the views of some other teachers indicate that CS is necessary for the classroom environment to retain their connection to native culture and link to the target language. However, this points out that the teachers are unaware of the harmful effects of CS on English language learning.

On the other hand, some teachers believe it is impossible not to practice CS in the classroom, and it should be a part of ESL classrooms to a certain extent. They believe that uncontrolled CS in the classroom is detrimental to target language learning as they said, "Generally, I believe that indigenous languages should be used sparingly in the ESL classroom to maintain the focus on English language proficiency" (C3) and "The use of indigenous languages in the ESL classroom can be beneficial for students struggling with English, but it should be controlled" (C4). They provided several reasons for this minimal practice of code-switching, such as the fact that there are different levels of students, and to make them understand some novel concepts, CS is necessary. As one of the teachers said, "I believe that indigenous languages should have a limited role in the ESL classroom, primarily used for enhancing comprehension in certain situations" (C11). One of the teachers pointed out a significant aspect regarding CS in ESL classrooms: "The use of indigenous languages in the ESL classroom should be approached cautiously, ensuring it enhances rather than detracts from language learning". This view benefits language learning because this CS practice is directed towards improving the language, not the classroom environment or lecture delivery.

### **Underdevelopment of Fluency and Self-Expression**

Many teachers related to ESL classrooms believe that CS in the ESL classroom by the students is detrimental to their language learning process when they were asked about the impact of CS on the language learning process. Some of the teachers responded "Yes, there are some disadvantages, and the major one is that their language learning processes are harmed by it at many levels" (C1), "Yes, a notable disadvantage is that the language learning process can be disrupted when students frequently switch to indigenous languages in ESL classroom interactions" (C2) and "The major drawback of students using indigenous languages in ESL classroom interactions is that it might hinder their English language development over time" (C3). The teachers' responses show that they know that CS has adverse effects on the student's language learning process at various levels, such as grammar, fluency, and expression.

Similarly, some other teachers believed that CS in ESL classrooms by the students hurt the confidence and fluency of the students speaking English skills. One of the teachers said, "Yes, a notable drawback is that excessive use of indigenous languages in ESL classroom interactions might limit students' confidence in expressing themselves in English" (C6). Another teacher pointed out that when the English classroom environment changes from English-speaking to indigenous languages due to code-switching, it is difficult to return it to an English-speaking environment, "A disadvantage of students using indigenous languages in ESL classroom interactions is the potential difficulty in transitioning back to English-focused discussions" (C5). Another aspect is that communication is a critical element of any language speaking skills, and one of the teachers responded to the use of CS in ESL classrooms by saying, "The potential downside of students using indigenous languages in ESL classroom interactions is that it might hinder the development of nuanced English communication skills" (C9). Similarly, another teacher said, "Overreliance on indigenous languages in ESL classroom interactions might hinder students' ability to think and communicate fluently in English, posing a clear disadvantage" (C12). Hence, it can be said that most teachers believe that CS in ESL classrooms is harmful to the speaking skills of English language learners.



### **Underdevelopment of Syntactic Aspects of the English Language**

The teachers' interview responses highlight concerns about the potential adverse effects of CS on students' grammar and vocabulary development. The overarching sentiment is that CS, when overused or misapplied, can hinder the growth of essential language skills. As one of the teachers said, "I believe that there are disadvantages when students switch to indigenous languages only if they overuse it. Then, it will affect any area of the target language, but I have noticed that students switch while naming things, which may be because of their insufficient vocabulary" (C19). A noteworthy observation is the tendency of students to switch languages when naming objects or discussing inflexions and derivations, particularly in phrases. According to one of the instructors, "I have been teaching English V and English IV to various semesters, and I have seen that students switch to local languages when they discuss inflexions as well as derivations, which are frequently linked to phrases. Therefore, I think that code-switching will affect the vocabulary and syntax in the English language (C18). This tendency could stem from an inadequate English vocabulary, compelling students to substitute indigenous terms. This phenomenon is particularly relevant when discussing linguistic elements that involve nuances such as inflexions and derivations, which are intricately connected to phrases and context. However, several teachers believed that CS is not harmful to language learning. Instead, it helps the students understand and learn the target language. As one of the respondents said, "I think there are no disadvantages to switching to indigenous languages because it helps develop the understanding of the students when they code-switch. For example, they do not know the meaning of a word, they will get it know the meaning by switching" (C20). Similarly, another teacher pointed out, "There are no such disadvantages because I believe that students switch only if they feel the need and when they acknowledge the usage of the target language at that particular instance, then next time, they do not code switch" (C19). Such opinions may stand true when there are only a few instances of code-switching. Still, the findings of this study have shown that there is a significant percentage of CS in ESL classrooms, making these opinions invalid.

### **Conclusion**

The conclusion of the chapter underscores the detrimental influence of code-switching—a phenomenon involving the alternation between multiple languages—on

the intricate process of language acquisition in English as a Second Language (ESL) classrooms. This influence permeates various layers of linguistic development and communicative competence, extending beyond surface-level manifestations. While the negative impact is notably observed in impeding students' mastery of foundational English language components, such as grammar and vocabulary, its implications are more profound, complexly affecting practical language application across diverse communicative contexts. This tendency is not confined to students alone, as educators also contribute to its perpetuation, often justifying its usage for inclusive and relatable instruction or navigating intricate linguistic concepts. While acknowledging the acknowledged negative consequences, a subset of educators and researchers advances the notion that controlled and strategic CS might offer unforeseen cognitive and linguistic advantages, aiding the transfer of language competencies between native and target languages. In conclusion, the intricate interplay of code-switching's detrimental effects and potential advantages necessitates a comprehensive reconsideration of instructional approaches, aiming to strike a balance between harnessing its benefits and mitigating its downsides, ultimately fostering an ESL learning environment conducive to linguistic empowerment and communicative excellence.

## **CHAPTER 5**

### **CONCLUSION, FINDINGS AND RECOMMENDATIONS**

The researcher has precisely undertaken an inclusive examination, encompassing the introduction, methodology of the research, analysis of the collected data, and interpretation in the previous chapters. The current chapter involves answers to the research questions, findings of the study, and recommendations.

#### **5.1. Findings**

The present study investigates the pragmatic and syntactic functions of CS within the context of second language instruction at the undergraduate level. The research was conducted across five distinct universities in Peshawar, characterised by a diverse student body representing various ethnicities, cultures, languages, and nationalities. The juxtaposition of such a diverse student population inherently leads to the inevitability of CS within the ESL classroom.

The researcher is prepared to delineate the critical findings following a careful and thorough analysis of the data collected across different study phases. These findings are presented individually for each question under examination.

##### **5.1.1. Classroom Participants and Types of CS**

- 1) Teachers played a significant role in CS during ESL lectures. They frequently incorporated intra-sentential CS into their teaching practices to aid student comprehension and explain complex concepts.
- 2) Teachers practised inter-sentential CS at a much lower level than intra-sentential code-switching. This was because they primarily focused on lecture delivery and mostly code-switched individual units when needed.
- 3) On the other hand, students used inter-sentential CS much more than intra-sentential because they mostly code-switched complete or half sentences instead of only individual units. This indicates that the students do not have good command over the target language.
- 4) The teachers and the students in the classrooms rarely practised tag switching.

##### **5.1.2. Pragmatic Functions and Impact on Language Learning**

- 1) During classroom observations, a recurring pattern emerged where students frequently resorted to CS when seeking clarification or explaining concepts.

However, in some instances, teachers refrained from CS entirely. This observation highlights that students predominantly used CS for pragmatic functions like clarification. This practice was found to be potentially harmful to students' language proficiency, as CS hindered their development of language efficiency in such instances.

- 2) The study revealed that class introductions, a crucial component of the classroom environment, were predominantly characterised by teacher-initiated CS in many observed classes, with only two exceptions. This observation is important because class introductions are analogous to introducing oneself or presentations, representing everyday situations for language use. When teachers engage in CS during introductions, it deprives students of exposure to English in diverse contexts, ultimately impeding their language learning progress.
- 3) A recurring pattern emerged during observations where students frequently employed CS when explaining concepts/answering something, while teachers seldom did so. Consequently, when students encountered difficulties expressing themselves in English while explaining, they resorted to code-switching. This practice, in turn, hindered their development of language proficiency.
- 4) During non-academic interactions, such as warnings, appreciations, affirmations, and negations, it was observed that teachers engaged in code-switching. This tendency suggests that teachers' language choices were primarily influenced by the lecture's requirements rather than a focus on language learning. This practice is detrimental to students as it restricts their exposure to English language usage across diverse situations, impeding their overall language development.

### **5.1.3. Syntactic Functions and Impact on Language Learning**

Within syntactic functions, examining CS patterns revealed a noteworthy contrast in its usage between students and teachers. Students predominantly engaged in CS for interpersonal purposes, whereas teachers primarily employed this linguistic phenomenon as a pedagogical strategy during instructional sessions. Despite this overarching pattern, specific findings of significance emerged, such as:

- 1) The findings underscore that students predominantly employed CS within noun and verb phrases. The ramifications of this linguistic behaviour are expounded upon in the subsequent discussion section of Chapter 4. However, a salient observation is that, in most classes, teachers engaged in this practice primarily during instructional delivery rather than in non-academic interpersonal interactions.
- 2) Another noteworthy observation was the infrequent CS within adverb phrases across most classes. Both students and teachers consistently utilised English adverbs when required, thus demonstrating a shared tendency to maintain linguistic consistency within this specific syntactic domain.
- 3) Similarly, it was observed that students infrequently engaged in CS within adjective phrases, primarily due to their limited use of adjectival phrases in general. Using adjectival phrases in English was notably confined to a few classes. Conversely, teachers predominantly employed English-language adjectival phrases solely within the context of literature-related explanations during lectures. This practice reflected the differentiated approach to CS within specific linguistic contexts.

#### **5.1.4. Views of Teachers about CS in the Classroom**

CS within ESL instructional settings is inherent, yet its prevalence is contingent upon the teacher's attitudes and perceptions towards this linguistic practice.

Noteworthy research findings in this context include:

- 1) Many ESL classroom teachers highlighted their use of CS as a pedagogical strategy to elucidate cultural nuances to students.
- 2) Nonetheless, it was noted that two teachers refrained entirely from CS when elucidating cultural facets. Instead, they provided students with detailed descriptions of these cultural elements to facilitate a comprehensive understanding of the nuances involved.
- 3) Furthermore, the prevailing perspective among most ESL classroom teachers is that CS should be restricted and, when employed, done so judiciously and under controlled circumstances. This collective viewpoint is predicated on the belief that unchecked CS can hinder students' language learning proficiency.
- 4) Teachers held divergent perspectives regarding the use of CS in ESL classrooms. Some staunchly opposed its use, advocating its exclusion.

Conversely, a subset advocated for its limited application, while a minority strongly supported its pervasive use. Nearly all instructors implemented CS to varying extents in their classroom practices.

## **5.2. Answers to the Research Questions**

In the preceding chapter, the data analysis process was conducted across two distinct phases, aligning with the research's overarching objectives to derive answers to the research questions. The data were analysed consistently using their respective collection modes following the research design. Initially, the structured observation sheets were subjected to quantitative analysis. Subsequently, the interviews were meticulously examined, employing a thematic analysis approach.

The research questions primarily examined the types of CS in ESL classrooms, the pragmatic functions of code-switching, the syntactic functions of CS, and the teachers' perceptions of CS in ESL classrooms.

### **5.2.1. Types of CS in the ESL classroom**

The primary objective of the initial research question was to assess the prevalence and scope of CS observed within ESL classrooms. Notably, ESL classrooms typically comprise students from diverse linguistic backgrounds, thereby rendering CS an inherent and inevitable phenomenon. Moreover, the findings and empirical data obtained from the study unequivocally affirm the widespread utilisation of CS within ESL classroom contexts. During classroom observations, it became evident that both teachers and students engaged in various forms of CS within ESL classrooms. The quantitative and qualitative analysis of the data further illuminated several noteworthy patterns. Specifically, it was observed that students practised inter-sentential CS more than intra-sentential code-switching, while the teachers exhibited the opposite behaviour. The reason for such behaviour was that the students relied more on indigenous languages than English, which hindered their English language proficiency.

Additionally, the data unveiled that intra-sentential CS was practised more by the teachers than inter-sentential code-switching, and the reason behind this was that the teachers delivered lectures in the English language. However, they had to CS individual units for explanatory reasons. Moreover, tag switching was rarely practised

by teachers and students as ordinary classroom interaction does not involve much use of tag switching.

The research findings underscore the prevalence of diverse forms of CS within ESL classrooms. Importantly, it is highlighted that such practices are detrimental, as the development of fluency in a language requires mastery over its grammatical structures, and frequent CS may impede the acquisition of this proficiency.

### **5.2.2. Pragmatic Functions**

As previously elucidated in earlier chapters, CS serves a multi-faceted role within the classroom context, with one of its principal functions being pragmatic. It is an established reality that the primary emphasis within the classroom environment is on knowledge dissemination and effective lecture delivery. However, it is imperative to acknowledge that cultivating proficiency in the target language represents a pivotal dimension within ESL classrooms; unfortunately, CS often hinders this linguistic development.

The second research question was designed to elucidate how CS is employed to fulfil its pragmatic functions within the ESL classroom. Furthermore, it sought to ascertain the subsequent repercussions of this practice on the development of English language proficiency among learners. During classroom observations, a significant pattern emerged wherein code-switching, particularly among students, was frequently employed to seek clarification. This recurrent usage of CS for clarification underscored a notable aspect: the learners' limited proficiency in the target language. Moreover, this habitual reliance on CS for clarification appeared to have a detrimental impact on the development of their language proficiency.

Furthermore, teachers were observed to employ CS when offering guidance and counselling to students. Drawing on Scotten's (1980) insights, it can be surmised that this practice of CS in counselling situations may inadvertently contribute to perceiving English as an "other" language rather than an integral component of everyday communication for ESL learners. This phenomenon potentially hinders the normalisation of English language use within the ESL context. Additionally, making requests represents a fundamental aspect of oral language skills. Interestingly, the observations revealed that CS was prevalent when students made requests within the ESL classrooms. This recurring practice of CS in such communicative acts

underscores its pervasive presence and raises concerns about its impact on language development. From the teachers' perspective, it came to light that they engage in CS primarily when students encounter difficulties comprehending specific situations or topics. In these instances, teachers resort to CS as a pedagogical tool to facilitate a clearer understanding of the subject matter or context for the students. Similarly, the teachers resorted to CS while counselling the students, which adversely affected the students' target language proficiency.

### **5.2.3. Syntactic Functions**

Within spoken English, the importance of grammar and syntax, particularly in the context of noun phrases and verb phrases, is undeniable. As previously underscored, the prevalence of CS within ESL classrooms is well-established. Insights from classroom observations on the third research question shed light on this phenomenon. It was observed that CS occurred prominently within noun phrases, followed by verb phrases, and subsequently extended to other categories of phrases. This observation accentuates the salience of CS and its notable occurrence within specific linguistic constructs, underscoring its impact on language dynamics within ESL classrooms.

As previously detailed in earlier chapters, the substantial prevalence of code-switching, especially within noun and verb phrases, raises concerns about its potential adverse effects on students' language development. This practice of extensive CS can impede their progress in mastering English sentence structures. By frequently resorting to code-switching, learners miss opportunities to reinforce their understanding and usage of English syntax and grammar, which are crucial components of language acquisition and development. During ESL classroom observations, a noteworthy observation was the conspicuous absence of CS in adverbial and adjectival phrases. This phenomenon was attributed to a discernible pattern: participants' limited usage of adjective and adverb phrases during academic and non-academic interactions within the classroom setting. Consequently, the infrequent utilisation of these linguistic constructs naturally led to a corresponding absence of CS within adjectival and adverbial phrases.



### **5.3. Recommendations for Future Research**

- 1) Future research could adopt a longitudinal design to track the long-term effects of reduced CS on students' language proficiency and academic performance, providing deeper insights into the efficacy of intervention strategies.
- 2) Compare the use of CS in ESL classrooms across different countries with similar linguistic landscapes. This could provide a broader understanding of how cultural, educational, and policy contexts shape the role of CS in language acquisition.
- 3) Investigate the impact of comprehensive teacher training programs focused on reducing CS and promoting effective English language teaching methodologies. This would help in assessing how changes in teacher practices influence student outcomes.
- 4) Explore the sociolinguistic dynamics of CS in classrooms with varying degrees of linguistic diversity. Examine how factors such as ethnic composition, socioeconomic status, and prior educational background influence CS patterns and language learning.
- 5) Explore the cognitive implications of CS, particularly how frequent switching between languages affects cognitive functions such as memory, attention, and executive control. This can provide a deeper understanding of the broader cognitive impacts CS on students.

### **5.4. Practical and Educational Implications of the Study**

- 1) The prevalent use of CS by teachers to facilitate comprehension suggests a need for targeted professional development. Training programs should equip teachers with strategies to minimize CS, encouraging an immersive use of the English language in the classroom.
- 2) Curriculum developers should consider integrating structured opportunities for students to practice English in various syntactic contexts, particularly focusing on noun and verb phrases where CS is most frequent.
- 3) Enhancing the curriculum to include more activities that promote the use of English in non-academic interactions could reduce the reliance on CS, thereby improving overall language proficiency.
- 4) The teaching strategies should focus on developing students' ability to express complex concepts in English without resorting to CS.

- 5) The varied perspectives among teachers regarding CS use highlight the need for a unified approach to language instruction. Creating forums for teachers to discuss and align on best practices could lead to more consistent and effective use of English in the classroom.
- 6) Policymakers should consider implementing guidelines that balance the use of CS with immersive English instruction. Policies could mandate regular teacher training on the impacts of CS and the importance of minimizing its use to foster better language acquisition.

The present study examines CS within ESL classrooms, specifically scrutinising its pragmatic and syntactic functions. Additionally, the research scrutinises the structural manifestations of CS and investigates teachers' perceptions of it as a distinct variable. Within the ESL classroom context, the role of the teacher emerges as profoundly significant in regulating language usage. The language employed by teachers can either foster or deter students from engaging in CS practices. Teachers are advised to exclusively employ the English language in the classroom to cultivate an optimal learning environment. This approach encourages student participation while mitigating CS tendencies, should they arise.

Furthermore, teachers can directly discourage CS by abstaining from acknowledging student interactions that employ this practice. Additionally, students should receive guidance on the repercussions of CS on their language learning progress to enhance their awareness of its implications. The ESL classrooms in the culturally diverse city of Peshawar draw students from various regions across the province, making CS inevitable in such multicultural settings. Extensive research has substantiated that CS obstructs students' language-learning endeavours. It is noteworthy that language classrooms fundamentally differ from other instructional settings in several respects. In language classrooms, the emphasis is not solely on conveying subject matter but also on delivering content and language skills in the target language. Consequently, CS is deemed detrimental to the language learning process within these classrooms and should be minimised.

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## Structured Observation Sheet



**National University of Modern Languages, Islamabad**

Observation Sheet for MPhil

Study on “Syntactic and

Pragmatic Functions of Code

Switching in Undergraduate ESL

Classrooms: A Survey Study”

Key: Y= Yes, N= No,
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### Statements

#### CODE SWITCHING

Sr. no	Statements	Y	N
01	The students practised inter-sentential code switching in the classroom.		
02	The teachers practised inter-sentential code switching in the classroom.		
03	The students practised intra-sentential code switching in the classroom.		
04	The teachers practised intra-sentential code switching in the classroom.		
05	The students practised tag switching in the classroom.		
06	The teachers practised tag switching in the classroom.		

#### PRAGMATIC FUNCTIONS

Sr. no	Statements	Y	N
01	The classroom participants used code switching for clarification.		
02	The classroom participants used code switching to make requests.		
03	The classroom participants used code switching for answering.		
04	The teacher used code switching during the class introduction.		
05	The teachers used code switching for counselling the students.		

**SYNTACTIC FUNCTIONS**

<b>Sr. no</b>	<b>Statements</b>	<b>Y</b>	<b>N</b>
01	The teachers practiced code switching in noun phrases.		
02	The students practiced code switching in noun phrases.		
03	The teachers practiced code switching in verb phrases.		
04	The students practiced code switching in verb phrases.		
05	The teachers practiced code switching in adjectival phrases.		
06	The students practiced code switching in adjectival phrases.		
07	The teachers practiced code switching in adverb phrases.		
08	The students practiced code switching in adverb phrases.		

## Interview Guide

1. How far is L1 part of the ESL classroom?
2. What do you think about the use of L1 in the ESL classroom, in general?
3. Are there times and situations when you speak L1 in the ESL classroom?  
When and why?
4. Are there advantages and disadvantages in changing the English language to L1 in the ESL classroom? If so, what are those?
5. Are there advantages when students switch to L1 in the ESL classroom interactions?
6. Are there disadvantages when students switch to L1 in the ESL classroom interactions?
7. Are there situations when students switch to L1 in the ESL classroom interactions?