Code-Switching In EFL Classrooms At The Tertiary Level In Bangladesh

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Abstract

This research aims to show how English as a Foreign Language (EFL) instructors employ code-switching in a classroom with university students. Codeswitching in text messaging, code-switching in spoken communication, and code-switching between university instructors and students in linguistics have generated discussion and attention on its causes and perceptions. Young adults may use code-switching as a way to show off, and some use it as an English practice technique. But when speaking with their professors, college students occasionally or even regularly use code-switching by accident. Research on code-switching is common in spoken communication in EFL classrooms between tertiary-level university students and instructors is scarce, but it is uncommon in written communication. This research aims to show how English as a Foreign Language (EFL) instructors employ code-switching in a classroom with university students. The goal of the research is to determine the reasons, perceptions, effects, and details underlying the code-switching behaviors of EFL teachers and how well they impact student learning in the classroom. The study design employed a qualitative approach, as evidenced by the data gathered from survey-structured interviews with EFL teachers and students and classroom observations. The study's conclusions show that EFL teachers use language switching to help students understand, establish a rapport with them, and give cultural context.

Keywords: Bangladeshi EFL classroom, Linguistics, Sociolinguistics diversity, social implications

Introduction

Code-switching in EFL classrooms at the tertiary level in Bangladesh

To begin, I want to share one of my favorite and most honorable faculty members' informal words from our everyday class: "Kemon acho? ki khobor? Kono Complain nei toh"? This is essentially switching codes within sentences, or intra-sentential switching. From my undergraduate to graduate studies, I have observed that instructors most of the time change the code at the beginning and end of class, but also freely switch code between Bangla and English within their sentences when they converse or engage in gossip with students. "Bilingualism has taken the place of code-switching, the speech pattern used by bilinguals

to switch between languages, in bilingual education. Translanguaging is viewed as a theoretical alternative to deconstructivism, which holds that discrete languages and multilingualism do not exist. By separating linguistic repertoires from grammar and advocating for a multilingual approach to translanguaging, the author makes the case for an Integrated Multilingual Model of bilingualism." (MacSwan, 2022). According to Sert (2005), effective code-switching implementations will foster several noteworthy advantages for both the dynamics of English language learning and the favorable conditions in the classroom. Liebscher and Dailey-O'Cain (2005) noted that no previous research on code-switching in advanced language learning classroom settings had been done. However, some earlier research also indicated that ongoing code-switching implementations will provide significant effects on EFL learning dynamics since second language learners will fully acquire the transfer of learning information.

Code-switching is a common practice among EFL teachers in student-centered classrooms. Code-switching has increased in popularity among young people in Bangladesh in recent years and is now frequently seen in casual conversations. An academic article aims to demonstrate how Bangladeshi university students speak a combination of Bengali and English as their native tongue. In Bangladesh, English is taught at every educational level and through every medium. There is a mix of two languages when university students converse with one another because they frequently use English. The research paper delves further into the potential reasons for code-switching usage and its effects on linguistic behavior. The study gathers information that reveals a variety of factors, including social prestige, self-expression, and the need to effectively communicate in a variety of spheres of life, as the causes behind this practice. Also evaluated the stereotypical patterns that underlie the practice of code-switching. The

study's findings will help to improve understanding of code-switching motivations and attitudes among Bangladeshi university students, as well as how this affects their experiences and results in language learning. Code-switching is an additional method the teacher can use to give the students feedback. Teachers can use it to help students bridge the gap between the language they are studying and their mother tongue. For instance, if a student makes a mistake, the instructor might address the issue and provide a solution in the student's mother tongue. This aids in the student's comprehension of the subject matter and increases their comfort level in the classroom. And lastly, implementing code-switching can help make the classroom more lively and participatory. For instance, when asking questions or giving directions, the teacher may alternate between the student's native tongue and English. This keeps the students interested in the material and motivates them to participate. Nowadays, the use of code-switching by teachers in second-language classrooms has gained increasing attention from all levels of students and expertise as well. Code-switching can reveal various foundations, such as switching between the target language English, and the student's native language like Bangla or Indian, or using a mixture of languages during classroom interactions. This practice has been observed across different educational levels and is the most effective way of learning followed worldwide. The rationale between English teachers and students for code-switching is multifaceted. This research mentions that code-switching serves as a pedagogical strategy to facilitate comprehension, provide linguistic scaffolding, and bridge gaps in students' understanding. Moreover, it refers to a means to establish a bond, create an effective classroom environment, and make cultural inclusivity. However, several backlogs have been raised about the significant negative effects of code-switching, such as hindering students' English language acquisition, reinforcing

dependence on the native language, or impeding the development of proficiency in the target language.

Research Question:

What are the reasons, effects, and perceptions behind university students' code-switching?

Literature Review

Wang (Wang, 2015) reaffirms that when speakers use code-switching, they do so in a nonambiguous, flexible, and contextually freeway and do not view their first language (L1) as a weakness but rather as a tool that helps them figure out how to communicate with each other more effectively.However, it is believed to enable language learners to make mistakes without even recognizing them (Jingxia, 2010).Additionally, it is also believed that using code-switching in L2 instruction causes students to lose interest in learning the language and hinders their ability to guess and infer in unfamiliar L2 contexts (Nordin et al., 2013).Furthermore, research has shown that code-switching not only improves instruction but also acts as an empowering tactic to raise student performance (Maluleke, 2019). Naya Stevens talks about code-switching, which is the act of switching between two languages or dialects during a single sentence or conversation, in a TEDxBrandeisUniversity talk. Stevens talks about her first-year experience at Fresh Air Fun Camp, where she learned to code-switch at the age of nine. Despite her fear and nervousness, she persisted in trying to get to know her host family and their culture. Languages are proxies for identity, according to Stevens, and to express oneself, one must be able to mix and match various languages. She also emphasizes how crucial it is to comprehend and value one's background and culture because doing so is the only way to be true to who you are in the world. Stevens stresses the significance of accepting oneself and not being (TEDx Talks, 2018). Lots of private educational institutes set their policy to

teach their students by interacting and making a creative environment as a medium of learning. Moreover, if the teacher wants to communicate in English in the classroom then he or she needs to make sure the environment is a suitable environment for students and effectively adapt this culture. However, several research and reports mentioned that, sometimes it breaches the teacher and student, because of not implementing and adapting the culture. Sometimes teachers ignored it to use English in the classroom instead of using their Turkish language. Furthermore, several studies show that, in a general way, the mode of bilingual medium stays, where some of the students daily use their language and teachers explicitly force them to use English on several occasions (Ataş & Sağın-Şimşek, 2021). Moreover, interesting findings come to the table that students may engage in the rule of policing which may appear when the Turkish student appears to address their language in the classroom. It will also be more interesting that the pre-service of EFL teachers who might not have an opportunity to create an actual environment in the classroom, follow the way of theoretical pre-service that has better understanding and effectiveness in the classroom. I have found a study online (YouTube video)that looks into how code-switching affects social interactions in ESL classes, especially at Polytechnicotec Nabalu. Ten Polytechnic students participated in structured interviews as part of the qualitative research methodology. The results show that students use code-switching to express their identities, form connections, and offer feedback on tasks or activities. They use it to communicate with friends and translate meanings from different linguistic levels. They also use code-switching to practice speaking English and understand vocabulary words, particularly English ones. Students frequently switch between English and Malay to quickly and steadily explain something. To develop a classroom speaking course, the study aims to show the

benefits of code-switching as an interactive learning strategy because it enables students to interact with one another and maintain excellent oral performance. To create a learning environment where students' identities are easily accepted and their language skills are developed, the study emphasizes the significance of code-switching (Global Academia Network, 2022) another study by Jamila Hani and her team explores code-switching in English language classrooms between Malaysian speaking teachers and students. Code-switching is used for effective teaching and learning, but it can also reveal a lack of English proficiency. (Language in Action, 2021)Several review result shows that EFL teacher has to switch to their language because it is effective to teach and learn by using the English Language as a foreign language. Moreover, the result also provides some information that code-switching is much more effective and beneficial than other methods while teaching English in the classroom (Altun, 2019). However, nowadays, Arabic-taught schools are adopting and communicating in English because of effective ways to switch codes in English. As a result, students get more attachment to learning materials and effectively learn them. Many scholars have used these terms as a general thought of the present paper. However, the term code-switching is expressed as an alteration of large units such as clauses and mixing a code, when we discuss it in an alternative point of view. Code-switching is classified in several ways such as inter-sentential, which is the difference between two separate utterances and two coordinated clauses from the same utterance. Some studies already conducted in the classroom work as code-switching. Those studies always considered code-switching as the most effective classroom strategy. Other studies are related to discovering the relationship between the proficiency level of students or teachers and code-switching. According to (Moghadam & Davoudi, 2016), the higher an Iranian EFL teacher's education level, the more they use the code-switching method in the classroom.

Sitting in the classroom and learning a foreign language occurs through the interaction process between non-native speakers and the teacher from a foreign language (Hall & Cook, 2012). By following this code-switching process, learners may gain a piece of extensive knowledge and may reach a high level of proficiency in the targeted language. If the teacher wants to solve the low level of English proficiency, then code-switching will be the best method to increase the level of fluency and help to learn about the culture as well. Moreover, native language along with English language proficiency helps to improve better understanding not only in the classroom but also outside the classroom as well. Researchers have found alternating use of the first language and target language as English refers to the fact that teachers in EFL perform various effective functions and activities in the classroom that encourage English language learning as well. Lots of language instructors believe that code-switching is a more effective tool for learning and helps foster the beginning of learning. In these decades, lots of research shows the relationship between individual differences in language background, multilingualism frequency of switching code, and linguistic awareness in young adults of EFL learners. All of these researchers are researching to find out the level of contribution to early childhood bilingualism and second language learning (Allen & Herron, 2003)

Moreover, the behavior of alteration between different languages is known as code-switching (Raschka et al., 2009). the correlation between proximity to code-switching and the psychology of the youths. argues that people sometimes switch codes within a social situation, such as when meeting a new person. Holmes suggests that people usually switch codes subconsciously, and if conscious, they may apologize for mixing or manipulating another

language. Moreover, It implies that because it is uncommon to operate in a single variety of languages, functioning in a diglossic situation necessitates the use of two separate codes.(Neloy & Sarkar, 2019) While both novice and experienced teachers are positive about code-switching in the classroom, they do not often use it. Experienced Teacher, who prefers to use English, may have a preference for it due to their role as a role model. Code-switching affects teachers' decision-making processes and can facilitate understanding of grammar or vocabulary items. However, it is essential to be cautious as it may become a habit for students. Code-switching can be beneficial in EFL classrooms for student development, but it should not be taken for granted. Novice Teacher uses humor to create a supportive learning environment, while Novice Teacher uses L1 for vocabulary explanations. To comprehend classroom code-switching, novice teachers should observe classrooms, consider why L1 and L2 are used in the classroom, and be aware of code-switching instances (İstifci, 2019). When two languages are spoken simultaneously during a discussion, a technique known as "code-switching" is utilized to facilitate mutual understanding. In classes for English for Language Learners (EFAL), where speakers are proficient in both languages, it is frequently employed. By encouraging mutual understanding and inventiveness, teachers can foster healthy interpersonal interactions with students through the practice of code-switching. However, early academics have critiqued code-switching, arguing that it reduces exposure to English and makes L2 more unfamiliar, which is detrimental to good learning processes. However, the focus of this study is on code-switching in French for All Languages (FAL) classes, where teachers employ multiple languages rather than just two. This method can assist students in improving their ability to communicate ideas and enhance the learning environment as a whole. Early scholars

did not view code-switching favorably, especially in school settings, despite its promise (Shinga & Pillay, 2021). The use of two languages by speakers is known as bilingualism, and it depends on exposure to and practical experience with both languages. Code-switching is a key aspect of this process, as speakers aim to shift their language to another to improve fluency. Studies have shown that Chinese learners studying English often face difficulties when using the target language for communication. Teachers should use their mother tongue to facilitate teaching-learning processes. Code-switching can also help low-proficient EFL learners communicate more effectively, gain confidence, and experience a positive learning atmosphere. EFL learners need to incorporate code-switching to facilitate clear communication, maintain solidarity between speakers, and convey emotions and expressions. This helps maintain positive relationships between speakers who are willing to use one language understandably for them(Wijaya et al., 2020)

Due to the necessity of better communication and interaction, code-switching has currently played a vital role and brought up bilingualism and multilingualism all around the globe. Moreover, attitudes and demands towards learning language have become more common in almost all educational institutions all over the world (Azlan & Narasuman, 2013). As a result, students now exchange their culture with others. For example, the teacher comes from an English background and comes to teach Arabic-speaking students in the class. If the teacher follows the code-switching method and practices learning English as a second language, then the student will learn and communicate with all the people around the world. The successful use of bilingualism depends on different types of language learning which is acting as exposure and tangible experience while communicating with other people in the society as well in the classroom. Code-switching is closely related to the speaker. During the class, an EFL teacher acts

like a speaker and he or she makes it easy and more interesting for better understanding to his or her student. However, Chinese students always face difficulties in learning English as a second language because of culture, ethnocentrism, and less practice in class. The impact of code-switching on the perceptions and identity development of English as a Foreign Language (EFL) teachers has been found in a research study. The study assumes that these two factors have a strong correlation with teachers' perceptions of their own professionalism and professional success. The study also looks at how pre-service teachers' prior experiences shape their identities and how they perceive the L1 or L2 language that is used in EFL classrooms. The study discovered that the only setting for oral English usage and language practice was the classroom, where students frequently voiced differing opinions. The study also determined factors like incompetence, trying to make students understand, and experiencing a new level of neutrality that contributed to teachers' opinions of code-switching. The investigation revealed that the primary themes are the effect of past experiences, perceptions of Gs, and identity development(Mayang Wahyuni, 2020).EFL (English as a Foreign Language) classrooms in Indonesia are the subject of a study conducted by Rita Muttia of the University of Negrimiden Indonesia. Students utilize code-switching as a strategic communication technique because they find it difficult to interact with peers and teachers in English, which makes them second-language learners. Because of the unequal English proficiency of teachers and students, code-switching differs from social code-switching. It can be applied to impart knowledge, maintain discipline, provide instruction, and clarify the organization of knowledge. The purpose of the study is to categorize different forms of code-switching, examine how instructors employ dominant languages, and assess how code-switching works in EFL classrooms. Three

categories of code-switching exist: conversational, metaphorical, and situational. (Asian Scholars Network, 2021). The use of code-switching (CS) by Indonesian EFL teachers is examined in "Teachers' Use of Code Switching in EFL Classroom and its Functions." The purpose of the study is to look into teachers' perceptions of computer science (CS) and how it works in EFL classrooms. It is based on observations and interviews. The results show that teachers choose CS wisely, with inter-sentential switching being the most popular type. Creating and disseminating knowledge, overseeing the classroom, and fostering interpersonal connections are all examples of CS functions. Nonetheless, issues regarding abuse are brought up, which might have a detrimental effect on education (Puspawati, 2018). Cook (2001) looked into the effects of speaking in the mother tongue of the students in the classroom. According to him, using the L1 aids in the organization of the classroom, the clarification of grammatical norms, the clarification of foreign terminology, and the enhancement of both individual and cooperative learning among the students. He continued by saying that first language acquisition can be crucial to the growth of real L2 users and help pupils understand and engage in meaningful conversation.

Methodology

Our main objective is to find out the reasons, effectiveness, and point of view of students and teachers for using code-switching policy in EFL classes. For completing this research, quantitative and qualitative (mixed method)research methods are the ideal and best way to collect the necessary data by conducting surveys and taking audio recordings as interviews with faculty of different universities. Moreover, survey questionnaires containing 16 -17 statements and questions are prepared for collecting data and getting an absolute result of this research. 50 participants filled up the survey form. 20 Students from

Master's level students from North South University, 30 students from other, and 3 faculty members from Private University. Students belong from the age of 25-28 years and most of the students are from the several institutes where code-switching is practiced. Survey forms contain 10-16 questions. This survey was conducted via Google form and data was collected from an online survey. As a result, participants got enough time to think about his or her own opinions and much time to choose the actual option from this survey. A bunch of questions were created for the survey questionnaire, and the majority of them focus on how code-switching benefits students and how it explains what students think about the use of Bengali in EFL classes. This survey also aims to ascertain students' perceptions of code-switching among teachers and why and how it appeals to them favorably. Two different types of written questionnaires were used in the interview study, and questions on the interview were designed for teachers. Some of these questions assume several obvious explanations for the teachers' switching of their codes. These inquiries seek to confirm and establish the veracity of the diagnostic justifications. A few questions are posed to ascertain the teachers' attitudes toward their own and the students' code-switching.

Data Analysis and Discussion:
Quantitative data analysis:

The survey on "Code Switching of English Language at the Tertiary Level of Bangladesh" gave quantitative data analysis that focuses on respondents' attitudes and patterns regarding code-switching. Several survey questions provided insight into various facets of code-switching conduct and attitudes. Online surveys have been used to analyze quantitative data on code-switching in Bangladeshi tertiary institutions. One popular technique is to interview a large sample of students using surveys or questionnaires. Language preferences, code-switching frequency, the value and difficulty of language use, and opinions of Bangla and English have all been covered in these surveys. To find patterns and trends in code-switching behavior, statistical techniques have been used to analyze the data gathered through such surveys. Forty-two (42) tertiary-level students from national, private, and public universities have been gathered by me. When asked how often they switched codes, the results show that a large percentage of the respondents did so regularly. Of the participants, about 40.5% said they switched codes frequently, and 21.4% said they did so occasionally. A significant portion of respondents—33.3%—said they occasionally switch their code, while only 4.8% said they do so infrequently. Bengali is the most commonly mentioned language among those who frequently code-switched between English and other languages (92.9% of respondents). The survey made no mention of foreign languages or code-switching with Sylheti or Chittagonian, two other regional languages.

The majority of students (50%) asked about the main motivations or reasons for code-switching in conversation responded that they did so to express concepts more clearly. 16.7% of students claimed to switch codes to communicate with their peers, and a much smaller percentage claimed to do so to express their cultural identity and to fill lexical gaps. Overall, from a rational standpoint, I have discovered that the majority of students (50%)try to express their thoughts or feelings effectively in English, but they reported they were feeling confused or less confident while they did so.

I have also asked about the influences of their code-switching and have found that 15 students (35.7%) said they got influenced by lack of vocabulary, and social reasons, and also from formality Ten students (23.8%) said they switched code only for the lack of vocabulary. And some of them (7.1%) said they switch codes to show formality. According to the survey,

classroom discussions accounted for the largest percentage of settings where code-switching occurs most frequently in English classrooms—57.1%. In addition, formal presentations were mentioned in 28.6% of the responses. Information about code-switching in online or teacher-student interactions was omitted, though.

Divergent opinions were expressed by the respondents about the advantages of code-switching for enhancing English language proficiency. Of those surveyed, 16.7% were neutral, 14.3% expressed a general belief, and 42.9% strongly believed in the benefits. However, 21.4% of respondents said they didn't think code-switching was beneficial. Finally, a sizable percentage of respondents agreed when asked if code-switching ought to be encouraged and accepted more in Bangladeshi educational institutions. In particular, 45.2% agreed and 28.6% strongly agreed. Just 14.3% of respondents were neutral, and 9.5% of respondents disagreed. No respondents who vehemently disagreed with this statement were mentioned in the survey.

A variety of viewpoints regarding the acceptance of code-switching in academic settings can be observed through an analysis of the responses received that I have made as an open-ended question. The responses have been collected from the survey also from oral responses from students and these are broken down as follows:

Encouraging code-switching

Response: Since not everyone is bilingual equally, it should be accepted.

Response : It will enable flexible communication.

Response : Changing codes can help you grasp important terms more clearly.

Response : When it comes to communication and grasping viewpoints, code-switching feels more natural.

Response : By bridging lexical gaps, code-switching helps you better assert your ideas.

Moderate or neutral position:

Response : It can be tolerated, but not widely, as it could interfere with the proper use of the English language

Response : Since code-switching is a novel language practice, it should be accepted to a moderate extent.

Response . It is dependent upon the situation.

Refusing to switch codes:

Response : Using two languages to communicate is not appropriate when using code-switching.

Response : Since it would interfere with opportunities to learn a second language, it should not be approved.

Response : It will have an impact on the target language's proficiency.

Response : Only English-speaking matters for scholarly purposes.

"Code-switching" occurs when speakers of one language or dialect switch between two or more during a single exchange of words. Different people have different opinions about code-switching; some are neutral or unsure, while others are in favor of it or against it. Because not everyone is bilingual, proponents of code-switching contend that it should be tolerated and that it promotes more flexible communication. Additionally, they think that code-switching can help with communication, comprehension of complex concepts, and understanding of various viewpoints. They also claim that code-switching enhances the expression of ideas and thoughts and helps close lexical gaps. While those who take a neutral or moderate position concede that code-switching can be tolerated in certain situations, they advise against using it excessively as it could impede the advancement and usage of the English language. They view code-switching as a novel language practice that ought to be permitted under specific conditions. Opponents of code-switching, on the other hand, contend that it may interfere with opportunities

for learning a second language and is not a suitable method of multilingual communication. They think that code-switching may have a detrimental effect on one's ability to grasp the target language. Lastly, a few responses convey opinions that are ambiguous or unclear, suggesting a lack of knowledge or a firm position on the subject.

The investigation of the submitted responses indicates a wide variety of viewpoints about whether code-switching is acceptable in academic settings. Proponents of code-switching contend that it should be permitted because not all people are equally multilingual, that it increases communication flexibility, helps with understanding important terms, enhances overall communication, and makes it easier to comprehend opposing viewpoints. While they acknowledge that code-switching is a novel language practice, those who take a neutral or moderate position say that code-switching can be tolerated to some extent but advise against its widespread use as it could impede the use of the English language. However, those who oppose code-switching contend that it is an improper method of communication because it requires the use of two languages and may cause opportunities to be missed. For acquiring a second language and being proficient in the intended language. Last but not least, some replies show ambiguity or a lack of understanding of the subject; these people either express hazy opinions or acknowledge that they don't know or disagree with the statement. All things considered, the analysis captures the different viewpoints and factors related to the acceptance of code-switching in the academic setting. It is clear from the analysis that there isn't a definite point of agreement among the respondents. While some contend that code-switching fosters greater inclusivity and understanding, others raise issues with language proficiency and the value of concentrating on a single language for academic purposes.

In the end, a variety of factors, including the institution's objectives, the linguistic diversity of the faculty and students, and the particular context in which code-switching is used, will determine whether or not code-switching is accepted in the academic setting. Achieving a balance between communicating academic content and ensuring effective communication is crucial.

Qualitative Data Analysis:

The purpose of this qualitative analysis report was to explore the perspectives and insights of an educator regarding the use of code-switching in the English language classroom. The results of that interview are presented here. Three English department faculty members from three different private universities who participated in the interview shared their opinions on the value, consequences, justifications, acceptability, and difficulties of code-switching in the classroom. The purpose of the report is to give readers a thorough understanding of the subject based on the interview dialogs.

Importance of Code Switching

The majority of them agreed on the importance of code-switching and acknowledged its importance in the English language classroom, especially in considering the presence of students from non-native regions and nations. They emphasized that code-switching aids in understanding for non-native English speakers and fills in linguistic gaps. Additionally, switching between codes makes it easier for learners to understand, especially those from various linguistic backgrounds. Additionally, it supports both cultural integration and language learning. One of them added that code-switching can improve understanding and expression, encourage inclusivity, and produce a rich linguistic environment. He did add, though, that excessive or improper use of code-switching could prevent the growth of language proficiency.

Reasons of code-switching

When asked about the reasons for code-switching, they provided a similar response. As an illustration, aging, comprehension, expression, concept clarification, cultural identity, and accommodating multilingual students are a few reasons for code-switching.

Acceptance of Code Switching in the Classroom:

When asked if code-switching should be accepted or permitted in the classroom, language teachers responded that, while it may be allowed at the primary level, it should not be permitted between teachers and students at the intermediate or upper levels of education. However, they point out that code-switching should not be allowed as students gain proficiency in the target language.

Importance of Teachers Learning Codes:

The majority of the teachers emphasized the value of teachers becoming familiar with different coding systems to understand the linguistic backgrounds of their students better. Teachers are aided in facilitating language learning by this knowledge. Learning codes enable students to connect with the social and cultural context and aid teachers in guiding their students as they learn languages.

Impact on Teachers and Students:

They asserted that both teachers and students gain from code-switching. It enhances comprehension, promotes communication, and cultivates intellectually exciting linguistic situations. They did, however, also note that excessive or improper code-switching could impede the advancement of English language skills.

Effectiveness of Code Switching:

According to the interviewee, there are several advantages to code-switching in the classroom, such as reducing linguistic strain, improving comprehension, and offering pupils support. They claimed that code-switching is advantageous in the classroom because it promotes language pattern detection, enhances comprehension, and offers support. Additionally, the advantages of implementing code-switching in the classroom were emphasized, with the claim that it aids teachers in understanding the social and cultural backgrounds of their students. Additionally, code-switching helps teachers and children communicate more effectively, which advances language development.

Challenges of Code Switching:

One respondent claimed that code-switching led to issues with linguistics, security, and communication. According to two of them, maintaining linguistic dominance, the possibility of misunderstandings and disruptions in the comprehension process, and the constraints of speaking just one language are some of the difficulties associated with code-switching. They discussed a variety of potential problems, including poor language proficiency, interrupting someone in the middle of a conversation, miscommunication, and language domination.

Disadvantages of Code Switching:

The majority of them noted that code-switching has drawbacks, including diminished emphasis on the target language, increased reliance on semantic language, and potential difficulties with suspension and standardization.

Overall, the teachers' interview produced insightful information about the significance, consequences, justifications, difficulties, and drawbacks of code-switching in the English language classroom. Even three of them highlighted the advantages and drawbacks of code-switching in the context of teaching English. The interviewees concurred on the significance of code-switching for comprehension and expression, but they had

different views on whether it was acceptable and what drawbacks it had.

Code-switching was used to increase students' understanding—was highly agreed upon by respondents. They emphasized the value of code-switching for reviewing and repeating previously taught material, which enhances students' comprehension of English lessons and helps with understanding reinforcement. This is by research by Mochacha and Lwangale (2020) and Puspawati (2018), who discovered that when teachers switch to L1, students understand L2, particularly those with limited L2 proficiency.

Recommendations:

Drawing from the viewpoints expressed by the educators, it is vital to emphasize the advantages of implementing code-switching within the English language classroom. Its importance should be emphasized to educators, particularly when instructing non-native English speakers. By filling in linguistic gaps, facilitating understanding for students from a variety of linguistic backgrounds, promoting cultural integration, and creating a rich linguistic environment, code-switching can improve comprehension. It should be noted, though, that using code-switching incorrectly or excessively can impede the development of language proficiency. To strike a balance and use code-switching properly, educators should receive training. Sometimes code-switching methods become difficult for the student in the classroom. Because students are more used to their native language. Therefore, it is becoming more difficult for the student to understand the lecture. Therefore, Teachers need to make the lesson and course material much easier for the student. Moreover, when students have difficulties understanding lectures in English, teachers need to switch to the native language. Furthermore, make the lesson more understandable to the student by using a code-switching method.

According to our survey, a large number of people responded that the code-switching method is more convenient than the traditional method. It is more helpful for communication and interaction as well. Therefore, make sure that the student understands the process of code-switching and encourage the student to practice in the classroom simultaneously. The various justifications for code-switching in the classroom should be known to educators. Age, understanding, expression, concept clarification, cultural identity, and accommodating multilingual students are some of these reasons. Teachers can support their students more effectively and foster an inclusive learning environment by being aware of these causes.

Teachers need to follow up on how often students use this method and help to correct it while speaking and writing English. Moreover, make sure that they will not rely much more on, it because it will discourage the student from using this method. Divergent opinions regarding the acceptability of code-switching in the classroom were voiced by the interviewees. Some thought it ought to be permitted in elementary school, while others thought it ought to be limited as pupils become more fluent in the language of instruction. It is advised that teachers hold discussions and create rules or policies regarding increasing the level of proficiency in English and learning ways as well. Moreover, teachers need to be open-minded and much more professional in the appropriate use of code-switching. Most of the classroom teachers emphasized how crucial it is for teachers to learn about various coding systems. With this information, educators can help students learn languages more easily by having a deeper understanding of their linguistic backgrounds. Teachers should have access to professional development opportunities to improve their comprehension of various codes and their capacity to effectively guide students.

It is important to inform teachers and students of the advantages of code-switching in

the classroom. It supports students in their language learning process, eases linguistic tension, and strengthens comprehension. Code-switching improves comprehension, encourages the recognition of linguistic patterns, and helps teachers and students communicate effectively. Teachers can be encouraged to properly implement code-switching into their lesson plans by highlighting these advantages. Teachers need to be ready to discuss the difficulties and drawbacks of code-switching. Potential confusion, interruptions to the flow of comprehension, the reinforcement of language dominance, and limited language proficiency are some of these difficulties. Instructors ought to receive training on how to overcome these obstacles and create plans that lessen the harmful effects of code-switching. Achieving a balance between making effective use of code-switching and staying focused on the target language is crucial.

Different viewpoints on code-switching in English language classrooms are revealed by the analysis. To enhance comprehension of this subject, it is advised that educators have conversations and conduct additional research. This could result in the creation of best practices and methods for implementing code-switching in language instruction.
Overall, the results of the qualitative and quantitative data analysis offer insightful information about the importance, ramifications, defenses, challenges, and disadvantages of code-switching in English language instruction.

Conclusion

This study suggests that, when done properly, code-switching between students and English as a foreign language (EFL) teachers can be a useful teaching technique. Even though a lot of publishing is in English and it is advised that students improve their language skills, code-switching can act as a bridge to make the content easier for students to understand and engage with.

Additionally, when EFL teachers work with diverse classes of students from different language backgrounds, code-switching can be a useful strategy to enhance students' comprehension and communication skills. However, teachers can create a more welcoming and encouraging learning environment by integrating the student's original language or languages into the teaching process. Additionally, code-switching is required to help students learn, justify ideas, and make complex concepts easier to understand. Building a bridge between students' home language and the foreign language of English facilitates their assimilation of new ideas and knowledge. This method of instruction encourages students to actively participate in class discussions and fosters a deeper comprehension of the subject matter. However, code-switching should only be used sparingly by EFL instructors. Over-reliance on code-switching can impede students' language acquisition and deter them from using their language abilities in real-world situations. When implemented properly, code-switching encourages diversity, overcomes communication gaps, and creates opportunities for meaningful interactions in the classroom. But it should only be employed sparingly, with an emphasis on progressively lowering code-switching as student improve their command of the language. The ultimate objective should be to enable students to become self-assured English speakers while honoring and appreciating their linguistic heritage.

Code-switching is a common linguistic phenomenon with both positive and negative effects on language learners based on research on the topic at the tertiary level in Bangladesh. This study investigated the variables influencing Bangladeshi tertiary students' code-switching behaviors and the effects these practices had on their language learning and communication abilities. The results imply that several variables, such as pedagogical approaches, language policy, social identity, and language competency, affect

code-switching in the classroom. Pupils frequently switch between Bengali and English by code, using both languages as tools to negotiate meaning, express ideas, and build relationships with others. It acts as a linguistic tool to help them close the gap between their proficiency in their first and second languages (L1 and L2) Code-switching benefits language learners in several ways. It makes ideas easier to understand, gives students a sense of community, and helps them feel like they belong. It facilitates peer cooperation and collaboration and helps them communicate complex ideas more effectively. Additionally, code-switching supports students in preserving their linguistic and cultural identities, especially in settings where English is regarded as the dominant language.

On the other hand, code-switching might also be harmful. Fluency and development of the English language can be hampered by an overreliance on code-switching. Students may become confident when speaking in English only as a result, which could hinder their capacity to interact successfully in both academic and professional settings. Moreover, the practice of code-switching has the potential to strengthen linguistic disparities and sustain English's superiority over other languages. Establishing a welcoming and inclusive language learning environment is essential to addressing the difficulties posed by code-switching. Both Bengali and English language proficiency should be valued in language policies and educational practices that support balanced bilingualism. Instructors can be crucial in helping students use code-switching strategically by encouraging them to progressively rely less on their native tongue and by giving them lots of opportunities to practice speaking English. And, code-switching is a complicated linguistic phenomenon that is influenced by a variety of factors among Bangladeshi tertiary students. It

has advantages for understanding, sociability, and identity preservation, but it also presents difficulties for language dominance and proficiency. By implementing effective pedagogical strategies and a balanced approach to language learning, educators can facilitate the development of strong language skills in students. In an educational context, code-switching can have both advantages and disadvantages. On the one hand, it helps teachers and students from diverse linguistic backgrounds communicate and understand one another. However, excessive or improper code-switching can impede the development of one's language skills and academic performance. Students' and teachers' opinions on code-switching in higher education are not all the same. While some see it as a useful tool for expressing one's culture and learning a language, others see it as a barrier to academic rigor and language proficiency. In Bangladesh, code-switching is a common linguistic practice among tertiary students. It serves a variety of functions, including improving the way a concept is expressed, showcasing language ability, and identity negotiation. The two main languages used in code-switching at the tertiary level are Bengali and English. The subject matter, social dynamics, and individual language proficiency are some of the variables that influence language choice.

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Appendix A

Survey Questionnaire

1.Do you often switch between English and Bangla or another language while speaking?
Very often
Often
Occasionally
Rarely
Never
2.If you switch codes then what are the primary reasons for code-switching in your conversations?
Expressing concepts more effectively
Filling lexical gaps
Interacting with peers
A display of cultural identity
Citing experts and sources
All of above
None
3. Which language(s) do you most frequently code-switch with alongside English?
Bengali
Sylheti
Chittagonian

Other regional languages
Foreign languages
4. In an English classroom, which settings do you find yourself code-switching the most?
Classroom discussions
Casual conversations with friends
Formal presentations
Teachers interactions
Online communication
 5. How comfortable do you feel while code-switching?
Very comfortable
Comfortable
Neutral
Uncomfortable
Very uncomfortable
6. Do you believe code-switching is beneficial for improving your English language skills?
Strongly believe
Believe
Neutral
Disbelieve
Strongly disbelieve
7. Are you concerned that excessive code-switching might negatively impact your proficiency in either language?
Very concerned about English proficiency
Somewhat concerned about English proficiency
Neutral
Somewhat concerned about native language proficiency
very concerned about native language proficiency
8. Do you feel that your teachers' attitudes towards code-switching in the classroom are supportive?
Very supportive
Supportive
Neutral
Not very supportive
Not at all supportive
9. To what extent do you think peer influence affects your decision to code-switch?
Strongly influences

Moderately influences
Slightly influences
Does not influence
10..Do you think that code-switching should be more accepted and encouraged in educational institutions in Bangladesh?
Strongly agree
Agree
Neutral
Disagree
Strongly disagree
11. How important is it for you to maintain your cultural identity while using the English language?
Very important
Important
Neutral
Not very important
Not at all important
12. What are the main reasons that influence your decision to code-switch?
Social reasons
Lack of vocabulary
Formality
All of above
None
13. In your opinion, should code-switching be more widely accepted within the academic environment? Why or why not?

Appendix B

Interview Questions:

1. Do you use code-switching in your classroom?

2. Why is code-switching crucial in the English language classroom?

3. How does code-switching impact both teachers and students?

4. What are the reasons for code-switching?

5. Should language teachers accept or permit code-switching in the classroom?

6. Do you think teachers must learn codes?

7. What is the effectiveness of code-switching in teaching?

8. What are the challenges of code-switching?

9. What are the disadvantages of code-switching in teaching