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**EXPLORING THE PERCEPTIONS OF TEACHERS AND STUDENTS ON  
THE USE OF CODE-SWITCHING IN EFL CLASSROOM: A CASE STUDY  
OF THE UNIVERSITY OF SINDH JAMSHORO, SINDH, PAKISTAN**

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**ABSTRACT**

*This study delves into the occurrence of bilingualism; specifically language switching or code-switching (CS), within the perspective and background of English as foreign language (EFL) classrooms. Code-switching alludes to the practice of switching from the target lingo i.e. English to an additional language- Sindhi/ Urdu during communication. The primary goals of the current research are to categorize various sorts of code-switching and to discern its functions in EFL classrooms. The empirical data for this study were procured through comprehensive classroom observations, involving the use of audio recordings as well as field notes derived from two distinct EFL classes. Outcome of the analysis revealed the utilization of three distinct types of code switching by both educators and learners: tag-switching, inter-sentential switching and intra-sentential switching. Consequently such forms of switching of codes were observed in various contexts within the classrooms. Additionally, the research highlighted a discrepancy in the occurrence and frequency of code-switching functions engaged by English instructors and their EFL learners across both classes. This discrepancy can be attributed to two fundamental rationales: social functions and pedagogical functions. In the social realm, code switching was identified as a means to (1) convey teacher admonishments, (2) solicit assistance, (3) aid fellow students, (4) respond to unsatisfactory student answers, and (5) foster informal interactions among students. In the pedagogical sphere, switching the codes was brought into being just to serve the following purposes: (1) reiterate or clarify comprehensible utterances that had been previously expressed, (2) assess students' comprehension of newly introduced vocabulary or expressions, (3) provide translations during lessons on grammatical features, (4) rectify personal errors, (5) elucidate misconceptions held by teachers, and (6) initiate questioning. In essence, this study sheds light upon the complex landscape of switching the codes within EFL classrooms. By discerning the various types and occurrence of code-switching, the prevailing study adds to a deeper perceptive of the linguistic dynamics, which underpin the teaching as well as learning process in bilingual educational settings.*

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**Keywords:** Code-switching, EFL classrooms, pedagogical sphere, linguistic dynamics, classroom observation

## **INTRODUCTION**

The treatment of the English language within two distinct categories of 15 disciplines of the University of Sindh, Jamshoro, Sindh, Pakistan is a subject of inquiry in this research. In the majority of Indonesian schools, English is relegated to the realm of an educational verbal communication solely for the area under discussion- English subject. Nevertheless, in the disciplines selected for this study, English serves as the instructional medium across all subjects at the University of Sindh, which is the oldest university of the country established on April 4, 1947. The number of bilinguals rises in tandem with the need for English-language communication. Auer (1984, 1998) noted that mixed language usage is a common occurrence in English as foreign language classrooms, which contributes to some of the studies on bilingualism. That instance, in EFL classrooms, students frequently use mixtures of two or more language types, which results in code-switching as established by Eldgridge (1996). According to Poplack (1980), code-switching is the seemingly haphazard switching of two languages between and within sentences. Gardner & Chloros (2009) established that switching of codes describes how multilingual individuals combine many languages or dialects in a single speech or discourse. Bilinguals who combine two languages in speech do so in an ad-hoc manner (Cantone, 2007). In general, there is general agreement that the definition of code-switching "the alternative use of two or more languages in the same conversation by bilinguals" (Milroy & Muysken, 1995). Hughes, Shauness and Brice, 2006; Labov, 1971) defined that the use of the mother language (ML) in code-switched communication indicates ineptitude and lack of trust. According to Dahl, Rice, Steffensen, Amundsen (2010) established that from a socio-cultural standpoint, however, it actually promotes the capacity to utilize both languages creatively and successfully. For this reason, it's critical to comprehend the nature of switching of codes in order to appropriately evaluate these kinds of events. Fewer studies have been backed by post-observation interviews and surveys, despite the fact that several studies have been conducted on the quantity of code-switching used by instructors and students. There aren't many researches on teacher-initiated code-switching, perhaps because of EFL instructor concerns. Moreover, while research projects have been conducted on sentential

levels, few have examined the quantity of these levels and how they affect language acquisition. Most crucially, the opinions of code-switchers, who may offer distinct perspectives, have enhanced the findings of just a small number of code-switched studies. Therefore, it's important to comprehend how code-switchers see and justify their perception regarding code-switching. Thus, in addition to discourse functions, this study also examines sentential levels, initiation patterns, and code-switchers' views.

#### **PROBLEM STATEMENT**

English is classified as the standard course, at the same time as the latter corresponds to international classes aligned with the program being offered by the University of Sindh, recognized for its nationally standardized English curriculum. Amidst these divergent contexts, a commonality emerges with respect to bilingualism as it is manifested in EFL lecture hall interactions. In these settings, where the use of English is anticipated, instances arise where Sindhi is employed as an alternate language during the classroom discourse

#### **RESEARCH AIM**

This study aims to explore perceptions of English instructors as well as EFL learners regarding the utilization of code-switching in EFL Classrooms at the University of Sindh, Jamshoro

#### **RESEARCH OBJECTIVES**

- To find different types of language switching techniques utilized by the EFL learners and the English instructors in classroom context at the University of Sindh, Jamshoro, Sindh, Pakistan.
- To know the causes behind linguistic alternation phenomenon by the EFL learners and English instructors in classroom context at the University of Sindh, Jamshoro, Sindh, Pakistan.

#### **RESEARCH QUESTIONS**

RQ1. What different types of code-switching techniques utilized by the EFL learners and the English instructors in EFL classroom context at the University of Sindh, Jamshoro, Sindh, Pakistan?

- RQ2. What are different causes behind code-switching phenomenon by the EFL learners and English instructors in EFL classroom context at the University of Sindh, Jamshoro, Sindh, Pakistan?

#### **SIGNIFICANCE OF THE STUDY**

The focus has often been on the nature and purposes of language switching, by way of concentration to sociological, ethnographical, syntactic and morph-syntactic factors. Nevertheless, an avenue remains largely unexplored: the investigation of linguistic alternation in English as foreign language lecture hall contexts, where English is not the dominant language of social interaction but rather an instructional medium. This study embarks on an exploration of language switching phenomena within EFL classrooms. This seeks to unearth the kinds and tasks of linguistic alternation exercised by EFL learners and English instructors. The exploration is supported by the conviction that the findings will not only illuminate the code-switching phenomenon but also deepen comprehension of contemporary linguistic dynamics. Moreover, it is envisaged that this study will foster awareness about the nuanced role of code-switching within EFL classroom settings. With these considerations, the study endeavors to address questions concerning the kinds of switching of codes prevalent in EFL class halls, while the diverse functions that EFL learners and English instructors switch the codes serve within these environments.

#### **LITERATURE REVIEW**

One of the significant factors contributing to the utilization of linguistic alternation or code-switching in Sindhi conversation within English as foreign language classrooms in Sindh is the lack of vocabulary (Mugheri, N. A., Khan, J., & Siddiqui, A., 2021). They further established that when communicating in Sindhi, individuals occasionally utilize English phrases and words because they are unable to come up with an appropriate Sindhi term that would correspond to the English terms. This relates to prompt credit since it mostly happens when we immediately employ English vocabulary rather than searching for the correct term in Sindhi. (Üstünel & Seedhouse, 2005; Macizo, Reyes, 2004; Bajo, & Paolieri, 2012) defined that from a neuro-linguistics perspective to an educational one, code-switching has been extensively researched. Conversation-related (Myers-Scotton,

1989), socio-linguistic (Gumperz, 1982; Boztepe, 2005), chatty (Auer, 1984, 1998), and other functional techniques have all been used to study code-switching. Hobbs, Matsuo, and Payne (2010) concentrated upon the discourse roles of three language teachers—two Japanese and one British—in their study. Based on the results, they created twelve categories based on the code-switching of the teachers: greeting, warm-up, directions, explanation, understanding check, translation, timekeeping, praise, elicitation, responding to inquiries from the students, and correction. These are overly narrow categories that fall within the more expansive ones this study presents. Ariffin and Rafik Galea (2009) framed their own conceptualization of conversation tasks and identified eleven categories: indicating language preferences and social relationships; avoiding obstacles; outlining conversation; divergent objectification and personalization; passing on culturally communicative note; sensationalizing catchwords; lowering verbal communication obstructions; upholding suitability of background; demonstrating affiliation and connection with others; and repeating messages. Their research showed that code-switched behavior is a negotiation between communication preferences and language usage, not a random activity or an indication of a language deficit. Researcher Huang (2008) conducted a research upon three courses of varying extents with the goal of determining the situations in which code-switching was applied, along with its advantages, limitations, features, and relationship with exposure. Eight tasks of EFL learner linguistic alternation were acknowledged by means of the results: tattle-telling, a language gap, repeating patterns, interpreting, drawing concentration, communicating sentiments, shunning retribution, and using the mother tongue when there are native teachers present. She also discovered that the benefits of utilizing language flipping within a linguistic lecture hall exceeded the drawbacks, with code-flipping declining as exposure to the target language (TL) or second language (SL) increased. Discourse functions have received a common focus when it comes to the special functions of switching the codes, as suggested by the research stated above. This is because code-switching is perceived as a dialogue observable fact wherein orators rely upon fusing several verbal communication structures to transmit their ideas (Gumperz, 1982). English is employed as an element of their Sindhi learning foundation for communicating in Sindhi. Mugheri, N. A., & Lohar, S.

A. (2018) established that similar to Urdu, the Sindhi language has seen several changes and ups and downs since 1857. Arabic, Persian, and Turkish terms thrived in Sindhi. They concluded that the Sindhi language is pure, distinct, challenging, and hard during the lifetime of renowned Sufi Poet of the province of Sindh, Shah Abdul Latif Bhittai, born in 1689 and passed away in 1752, and it was uninfluenced by the languages it now speaks. Due to the language's current state of decline, the younger generation in Sindh is unable to comprehend the poetry of Hazrat Shah Abdul Latif Bhittai as the old terms are used in the verses exactly the same as that of old English, in which thou, thee and such others words at the place of singular pronoun were used.

**Code-Switching:** This phenomenon, wherein teachers and students shift between languages, is referred to as code-switching (CS). Code-switching holds a significant place in the study of bilingual development, particularly within the domain of classroom interactions. It is regarded as a valuable strategy facilitating effective communication and knowledge transfer within the classroom community. Scholars have identified two primary reasons for the occurrence of code-switching: a lack of aptitude in the foreign verbal communication and multifaceted communicative intentions. English is linked to linguistic constraints, as explained by linguistic experts. Similarly, speakers resort to code-switching when they face limitations in expressing themselves in one language.

**Motivation to Switch the Codes:** According to (Tang, 2002), code-switching finds frequent utilization among EFL teachers for the main four reasons, which include issuing clear instructions, clarifying word meanings, elaborating complicated concepts as well as terminology and explaining complex grammatical nuances & their applications. Numerous teachers ascertain that code-switching provides additional time for English practice and enables straightforward explanations to students, thus enhancing their comprehension speed. It's essential to underline that teachers employ code-switching mainly for explanatory objectives, particularly after exerting efforts to convey ideas in the second language, and students still grapple with confusion. Tang (2002) narrates that the intent is for code-switching to play a helpful and encouraging part in the English as foreign language classroom rather than functioning as the primary

mode of communication. Code-switching's deployment also affords students the opportunity to discern cultural and linguistic parallels and distinctions, potentially enhancing the accuracy of translations. Cook (2001) revealed that recognizing such linguistic parallels contributes to the development of interlinked native language (L1) and nonnative language/ foreign language awareness in the learners' brains.

**Language learning in English as Foreign Language Context:**

In accordance with the observations of Lightbown and Spada (1993), the process of acquiring any language presents its own set of challenges, particularly when it pertains to a language not native to the learner. In such circumstances, heightened effort is requisite. In informal second language learning environments, neophyte learners are accorded the privilege of maintaining silence until they feel prepared to engage in verbal expression. Conversely, more advanced learners often encounter a pedagogical imperative to actively engage in spoken communication. Consider the hypothetical scenario of an individual studying English within a constrained linguistic context, where English is virtually absent from daily discourse save for the confines of a contrived classroom setting. In this context, English, at best, serves as a superficial adornment to one's cognitive repertoire. Consequently, one of the central challenges inherent to this situation is the disjuncture between the cognitive processes aligned with the learner's native tongue and the imperative to immerse oneself in the unfamiliar linguistic universe of a foreign language during classroom instruction.

**RESEARCH METHODOLOGY**

The current research adopted a qualitative methodology in order to facilitate the organic capture of unscripted interactions among participants. This study focuses on the observation of the authentic dynamics of lecture hall interactions. According to Locke & Silverman (1993), the complicated observations, contextual descriptions, and verbatim accounts of discourse provided the foundation for an inductive analysis approach, which is geared towards generating theory from data, rather than fitting data into predefined hypotheses. The current study was carried out at the Institute of English Language & Literature (IELL), University of Sindh Jamshoro, Sindh-Pakistan. This particular institution stood out for its notable involvement in

extracurricular activities compared to other Universities of Pakistan. The research participants consisted of 100 undergraduates and two instructors hailing from two multilingual classrooms setting at IELL where three programs- BS in English Linguistics, BS in English Literature and BS in English Language Teaching are being offered. The undergraduates that seek admissions to this institute are in the age range of 18 to 21 years. So in the standard class, the cohort consisted of 100 undergraduates, comprising 40 female and 60 male. Therefore, in these two EFL classes at IELL, the total students selected for the study were 100 including that of 40 female and 60 male undergraduates. However, McMillan, (1992) said that the overarching objectives of analyzing data is to discern patterns, thoughts, elucidations, insights and ideas. It is noteworthy that the analytical process within qualitative research is inherently interconnected and mutually influential. In light of this, the data analysis for this study was conducted concurrently with ongoing data gathering and subsequent to statistics compilation. The data was gathered through observations, encompassing the utilization of audio recording devices and the meticulous recording of field notes. These raw records were subsequently transcribed into written form, yielding transcripts. These transcripts were subjected to multiple readings, during which marginal notations were made to identify instances pertinent to the research inquiries. Subsequently, a coding process was executed to systematically categorize these instances. The resultant codes were further classified based on initial themes. In the initial phase, the recorded classroom interactions were meticulously listened to carefully and noted down accordingly.

#### **DATA ANALYSIS AND DISCUSSIONS**

**Kinds of Code-Switching:** For the purpose of categorizing the diverse forms of linguistic alternation employed equally by English instructors and EFL students in this study, the framework delineated by Poplack (1980, as referenced in Hanna; too examined by Nieken, 2007; Chaiwician, 2007 and Ene, 2007) has been adopted. The proposed classification comprises three distinct categories: tag switching or emblematic flipping, inter-sentential switching and intra-sentential switching.



**Inter-sentential Switching:** Pollack (1980) as referenced by Hanna (2004), inter-sentential switching/alternation occurs between phrase structure and clauses. The data analysis revealed that this form of code-switching cropped up sixty times in the BS English linguistics classes. Specifically, the normal class exhibited 33 instances of intra-sentential switching, while the English Program class displayed 27 cases of inter-sentential switching. This type of switching was observed when teachers translated or explained grammatical concepts, and when students engaged in classroom exercises. An illustration of inter-sentential switching is evident in extract 1, where the teacher used this technique to inquire whether students will be able to interpret a sentence from simple past tense into the Sindhi language. Notably, the Sindhi language was employed for posing the question, whereas English was used while analyzing sentences from the textbook, like it is observed in moves 1 and 3 of the extract. The classification of inter-sentential switching, as per Poplack's definition (1980 in Hanna, 2004), is applicable to the instances in moves 1 and 3. Thus, Move 1 demonstrates inter-sentential switching, which takes place in the sentences, identifiable by the presence of full stops. Similarly, move 3 showcases inter-sentential switching taking place amid different clauses, marked by pause. However, the second extract or extract 2 further illustrates inter-sentential switching among sentences within the BS in English language classes. The conversation between the learners and their instructors in the EFL classrooms unveils the utilization of inter-sentential flipping at the syntax extent in moves 1 and 8. It is evident from the data that inter-sentential switching is apparent. In accordance with the observations furnished by Ene (2007), the inter-sentential switching is straightforward to be acquainted with, occurring at the sentence extent where syntactic limitations can be distinctly evident. A commonly held perception is that such sort of language switching or linguistic alternation is predominant in less fluent bilingual speech because of its involvement in minimal syntactic complexity.

**Tag-switching:** Tag-switching, also known as "emblematic switching" (Ene, 2007), is the introduction of a tag as of a particular verbal communication to a speech of a new lingo (Poplack, 1980 in Hanna, 2004 & Nieken, 2008). Such as, when the language of the base is Sindhi, an English tag may be included into a Sindhi statement;

conversely, a Sindhi language tagging can be incorporated into an English phrase when the target language is lingua franca. Because there are no grammatical constraints, these tags can be placed wherever inside a phrase (Romaine, 2001; Hanna, 2004). Tag-switching or emblematic switching is defined by Dumitrescu (1993, in Ene, 2006) as occurring at the level of tags and covering a minimum of two kinds: single nouns (e.g., high-frequency terms, routine expression, culture-specific words such as "sweetie", "in good health", "acceptable", "all right", and "sure") or, more commonly, short sentential strategies (e.g., "are you joking", "give me a break". This type of code-flipping appeared fifty times in the two standards and English language classes throughout the data analysis. Tag-switching took place thirty two times within the usual lecture hall and eighteen times in the English language class. Extract 3 illustrates instances of "tag-switching" or "emblematic" code-switching, specifically inside the regular class.

The discourse in extract 3 unfolded during a discussion on vocabulary in the regular English class. The English teacher initiated this conversation in Sindhi, employing the English word "all right" as the opening tag of his sentence. This case showcased tag-switching at the commencement of an utterance. Notably, a student (S4) also utilized this form of code-switching at moves 2, 5, and 7, with the tag occurring at the outset of their sentence in moves 2 and 5 and at the end in move 7. This exemplified the fluid movement of tags within sentences, devoid of "syntactic constraints" (Romaine, 2001 in Alenezi, 2006). In extract 4, instances of tag-switching involving different languages are noticeable. At move 3, the English teacher utilized the English phrase "as you are aware" at the beginning of a Sindhi utterance. Moreover, at move 6, a student employed the Sindhi word "Na" means (No) at the end of their English sentence. Extract 4 presents an instance where, after listening to an audio segment on various types of individuals, the teacher inquired whether any students in the class were interested in machinery. Moves 1 to 3 denoted the teacher's facilitation of the lesson continuation. At move 4, the student responded to the teacher's question using a Sindhi word within their English utterance. Lastly, at move 7, the student concluded their sentence with a Sindhi word. In essence, tag-switching or emblematic

switching showcased the versatile interplay of tags across languages, enabling flawless integration into sentences for enhanced expression.

**Intra-sentential Switching:** This form of linguistic alternation, called intra-sentential switching was defined as by Poplack (2002 in Chaiwichian, 2006) involved code-switching within the boundaries of a clause or sentence. This type of code-switching is often associated with fluent bilinguals due to its requirement for complex integration within a group of phrase structure (Romaine, 1991 in Nieken, 2008). The researcher Romaine contended that such type of flipping carries the highest syntactic complexity and is frequently undertaken by the most proficient bilinguals; especially, intra-sentential switching is also a natural occurrence in classroom discourse among EFL teachers and students (Hanna, 2004). Within the present dataset, intra-sentential switching occurred fifty one times, slightly fewer in frequency compared to inter-sentential switching. In the regular class, intra-sentential switching took place twenty eight times, while in the English language class, it appeared twenty three times. Extracts 5 and 6 illustrated the instances of this type of switching the codes during grammar exercises. In such situations, the base language used by students was often Sindhi, while the grammar exercise was presented in English. Extract 5 showcased the utilization of intra-sentential switching, requiring teachers and students to have a grasp of grammar in both languages Sindhi and English used within the utterance. In this instance, the teacher provided instructions in English to the students, accompanied by a puzzle. The teacher employed intra-sentential switching by inserting the Sindhi words "ji surat mein" (in the shape of) when instructing students to read sentences, as observed in move 1. In another illustration of intra-sentential switching, as seen in extract 6, the English teacher taught adjectives to the EFL learners. Here, the English instructors interwove a Sindhi word within his English utterance and vice versa. For instance, the English teacher inserted s English term "slight" in his Sindhi speech in move three, and incorporated the English terms "slighter or slightest" into his last Sindhi conversation in move four. The occurrence of intra-sentential switching was particularly noticeable in extract seven, where the English instructor introduced English words into Sindhi sentences and vice versa; especially, a unique instance emerged where English words were embedded within Sindhi inflections, also referred to as "affix

word" forms, denoting a fusion of languages at the word level (Hanna, 2004). The synthesis of extracts 5, 6, and 7 yields three distinct scenarios of intra-sentential switching. Firstly, this type of switching became known when an orator introduced a Sindhi term while speaking in English (Extract 5). Secondly, this happened at the time when an English term was introduced within a Sindhi utterance (Extract 6). Lastly, an English term was combined with a Sindhi suffix in addition to a Sindhi sentence being inserted into English conversation (Extract seven). Intra-sentential switching, put simply, is the complex interaction of many languages within a single sentence or clause. This activity demonstrated the flexibility and adaptability of multilingual communication by requiring a strong grasp of the syntactic structures and linguistic subtleties of both languages involved.

**Functions of Teachers' and EFL Learners' Linguistic Alternation/Code-Switching:** The research's current section examines the designated duties and functions of code-switching as they are seen in EFL classrooms. The study distinguishes several purposes and assignments of language flipping that are utilized equally by English instructors and their EFL learners in two different EFL classroom environments: the general classroom and the English language classroom. This part of the paper focused in particular on elucidating the roles that code-switching is said to play in improving classroom interaction and pedagogical engagement. When an English instructor uses language switching, a variety of functions become visible, such as explanation, understanding validation, grammatical translation, and admonition. Conversely, EFL students use linguistic alternation for cooperative learning, self-correcting mistakes, clearing up misunderstandings, and starting class discussions. The categorization of code-switching functions utilized in this study is influenced by the all-encompassing frameworks put forth by Hanna (2004) and Canagarajah (1995). These frameworks specifically highlight the diverse functions and objectives of code-switching or linguistic alternation in the context of educational discourse.

**The Occurrences of Code-Switching Functions:** The observational data has revealed a comprehensive compilation of Sindh University's 15 departments functions associated with Code-Switching (CS). These functions have been observed to manifest in varying

frequencies within the two classroom settings under scrutiny: the regular class and the English language class. This section is dedicated to the particular presentation of these ten code-switching functions, accompanied by their respective occurrence frequencies within the aforementioned EFL classroom contexts. So as to facilitate a vivid understanding of the distribution, the subsequent table summarizes the frequencies of these functions across both classes, coupled with their corresponding percentages.

**TABLE 1.1**  
**THE HAPPENING OF CODE-SWITCHED FUNCTIONS WITHIN TWO**  
**ENGLISH AS FOREIGN LANGUAGE CLASSROOMS**

| S. No.                           | Functions of language/ code-switching                   | Usual class  | English language | Frequency/ occurrence | Percentage/ Proportion (100) |
|----------------------------------|---|--------------|------------------|-----------------------|------------------------------|
| 1                                | <b>Instructor:</b> <i>clarification</i>                 | 6            | 1                | 7                     | 1186%                        |
| 2                                | <b>Instructor:</b> <i>examination for comprehending</i> | 2            | 1                | 3                     | 526%                         |
| 3                                | <b>Instructor:</b> <i>Grammar Translation</i>           | 6            | 1                | 7                     | 1186%                        |
| 4                                | <b>Instructor:</b> <i>reprimands/ admonitions</i>       | 6            | -                | 6                     | 1052%                        |
| 5                                | <b>EFL learners:</b> <i>asking for assistance</i>       | 4            | 1                | 4                     | 702%                         |
| 6                                | <b>EFL learners:</b> <i>Assisting one another</i>       | 4            | -                | 4                     | 702%                         |
| 7                                | <b>EFL learners:</b> <i>Self-mending</i>                | 7            | 2                | 8                     | 1403%                        |
| 8                                | <b>EFL learners:</b> <i>informal communication</i>      | 7            | 2                | 9                     | 158%                         |
| 9                                | <b>EFL learners:</b> <i>Clearing misapprehension</i>    | 4            | -                | 4                     | 702%                         |
| 10                               | <b>EFL learners:</b> <i>EFL learners' initiation</i>    | 3            | -                | 3                     | 526%                         |
| <b>Total number of happening</b> |   | <b>49</b>    | <b>8</b>         | <b>57</b>             | <b>100%</b>                  |
| <b>Percentage (100%)</b>         |   | <b>855pc</b> | <b>145pc</b>     |                       |                              |

## FINDINGS

Summarizing the outcomes derived from the analysis as well as debate of code-switching kinds and their tasks, it became evident that the three kinds of code-switching exhibit varying frequencies of occurrence within the observed EFL classroom interactions; particularly, the inter-sentential switching type emerged as the most

recurrent, frequently transpiring during instances of grammar instruction, and serving multifaceted purposes such as explanation, requesting assistance, and informal interactions. This phenomenon proved particularly advantageous within the context of EFL lecture hall lessons and erudition dynamics, facilitating the practice (Gregio, 2007). Furthermore, the findings unveiled that inter-sentential switching typically transpired within a singular conversational turn, allowing students to switch into Sindhi when seeking help amidst English-speaking exchanges. This natural choice of inter-sentential switching offered students the advantage of not requiring proficiency in both English and Sindhi grammar for producing grammatically sound utterances. Intra-sentential switching emerged in grammar-focused educational scenarios, signifying the interplay between Sindhi mode of instruction and English examples or vice versa. Interestingly, the data revealed instances where both teachers and students combined English and Sindhi within a single word, resulting in what can be termed as "affixed words". On the other hand, tag-switching demonstrated a comparatively lesser prevalence, possibly attributed to the structured nature of EFL classroom activities. In such environments, where teacher-led discussions controlled the flow and turn-taking, students primarily concentrated on accurate sentence production rather than engaging in free-form conversation. The study spotlighted four code-switched tasks used by the regular class teacher, encompassing checking understanding, explanation, grammar translation, elucidation, and reprimand. Meanwhile, in the English teaching class, the English instructor utilized three code-switching functions: explanation/clarification, checking understanding, and grammar translation. Among students, six functions were observed in the regular class—requesting help, peer-assistance, self-correction, informal interactions, clearing misunderstandings, and student initiation. In the English teaching class, students employed three CS functions: seeking help, clarifying misunderstandings, and self-correction, consistent with Hanna's categorization (2004). Additionally, code-switching was contextualized within various learning contexts, encompassing grammar discussions, chapter exercises, and discussions. Furthermore, students predominantly employed English in material-dependent discourse, adhering to the task or textbook demands, aligning with Canagarajah's findings that

English served material-based communication, reserving the native language (NL) for other actions. This echoes the observation of Tonbury (2005) that code-switching operates as a communication strategy, enhancing comprehension of lessons and concepts within the EFL classroom community.

#### **CONCLUSION AND SUGGESTIONS**

This study explored the complex phenomenon of switching the codes within EFL classrooms, scrutinizing both the typologies of code-switching manifesting during EFL classroom interactions and the assorted functions attributed to such linguistic shifts among both teachers and students. The findings underscored the prevalence of three distinct sorts of flipping the codes, which include: tag-switching, intra-sentential and inter-sentential linguistic alternation. In particular, inter-sentential switching emerged as the dominant form of CS across both EFL classrooms. This discrepancy in occurrence suggested that the participants within the regular class exhibit a relatively lesser degree of bilingual fluency compared to their counterparts in the English language class. This observation aligned with the theoretical proposition advanced by Ene (2007) and corroborated by Gregio and Gil (2006), positing that linguistic alternation tends to be more frequent in the discourse of a smaller amount proficient polyglot. In addition, this heightened inter-sentential switching engendered an environment conducive to enriching the instruction and erudition process within the EFL lecture halls (Gregio, 2007). The functions of code-switching materialized in diverse capacities, encompassing explanation (11.86%), checking understanding (5.26%), grammar translation (11.86%), admonition (10.52%), requesting help (7.02%), mutual assistance (7.02%), self-repair (14.3%), informal interaction (15.8%), clearing misunderstandings (7.02%), and student-initiated interactions (5.26%). Notably, the most frequently observed function was informal interaction, attributed to students, whereas the least prevalent functions included inspection for comprehending (English instructor function or task) and student initiation (EFL learner function/task). Moreover, the statistics evidenced a higher frequency of code-switching functions within the usual class as opposed to the English language class. This finding further reinforced the proposition set forth by Ene (2007) and corroborated by Gregio and Gil (2006)

regarding the heightened occurrence of switching the codes among less proficient bilinguals. This suggested that participants within the usual class exhibited comparatively lower English proficiency levels than their counterparts in the English language class, as evidenced by the stark divergence in the number of code-switching functions under the student category. Drawing upon the findings, it is proposed that selective employment of Sindhi within an English pedagogical context can serve as a strategic means of enhancing students' comprehension. This strategic integration facilitated students' confidence in utilizing code-switching as a communication tool. However, it is imperative to exercise caution in the sporadic application of code-switching, as indiscriminate use can lead to student perplexity in making sense of the intended message. A prudent approach involves introducing code-switching strategies to students, thereby harnessing the potential for constructive teacher-student interactions in English. Future inquiries pertaining to switching of codes could explore in additional facets of CS functions. Exploring students' perceptions regarding the usage of code-switching within EFL classrooms holds considerable potential. Such investigations could elucidate the pivotal role code-switching plays in facilitating students' learning experiences. In conclusion, this study contributed to the comprehension of the multifaceted code-switching phenomenon and its implications within educational contexts, serving as a resource for researchers in their pursuit of a deeper understanding.

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