

**AN ANALYSIS OF THE PERCEPTIONS OF STUDENTS AND TEACHERS TOWARDS THE USE OF CODE-SWITCHING IN ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS AT THE UNIVERSITY OF SINDH, JAMSHORO, PAKISTAN**

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**ABSTRACT**

*This study aims to clarify how English teachers and EFL students feel regarding switching codes in English as a foreign language classes where this language of the globe is the primary verbal communication used for teaching and learning. The current research discussed the use of switching the codes within the context of instruction. This research was conducted in the fifteen (15) departments/ institutes/ centers of the University of Sindh, Jamshoro, Sindh, Pakistan, with 550 EFL learners selected based on their age, gender, English learning year, and level of ability. Moreover, as many as 15 English teachers who differed in gender, nationality, and length of teaching experience were also part of this study. For the quantitative portion of the study, EFL students were given questionnaires to complete, which were then evaluated using both descriptive and Chi-square Automatic Interaction Detector (CHIAID) analysis. Teachers were asked interview questions, and their replies were examined to get the qualitative portion's findings. The responses extracted from the recorded semi-structured interviews of English instructors were then empirically analyzed. Specific recommendations have been made regarding the current literature, and the findings have been examined.*

**Keywords:** *code-switching, teaching & learning, qualitative portion, descriptive analysis, CHAID analysis*

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## Introduction

According to Grosjean (2010), a prominent portion of the global populace possesses a bilingual background. As a result, speaking two languages in the same community became the standard worldwide. A multilingual person was referred to as such (Wei, 2000; Valdes & Figueroa, 1994; Mackey, 1962). Hence, Asali (2011) noted that speakers from these civilizations frequently used more than one language while uttering or switching between the lingo, indicating that it was common for people in society to speak two languages in some groups. This tendency, known as code-switching or code-swapping, was shown to be prevalent in nations where two languages are spoken. It was generally acknowledged that some bilingual or multilingual communities used two or more languages in the same discourse. These events are described as "code switching" (Bentahila & Davies, 1992).

According to Wardhaugh (2010), the term "code" refers to a general term encompassing languages, dialects, and styles concerning the larger area of research upon switching the codes or the popularly used term code-switching. In addition, "code" denotes a method two or more people use to communicate. Similarly, code-flipping talks about bilinguals employing at least two or even additional verbal communications in different ways in a solo speech (Milroy & Muysken, 1995). There are a few possible explanations for why people switched codes. For example, some concepts were only understood more clearly when spoken in the new tongue; orators might require completing a word or sentence that has linguistic requirements; speakers may employ flipping of codes or code-switching in capacity of a social as well as a communicative tactic to demonstrate their engagement; they may also be used to indicate group identity, omit someone, or elevate someone in status (Grosjean, 2010).

The current study took a sociolinguistic approach as its goal was to understand why and how people perceive code-flipping when they see it used in EFL classes, as requested by English instructors and EFL learners. The educational institutions of foreign languages have institutionalized the foreign language only policy at numerous Pakistani colleges and universities, including the University of Sindh, Jamshoro, Pakistan. The 15 departments/institutes/ centers of the University of Sindh, where the study was done, have supported this idea

even if it is not included in their written regulations. This research aims to determine if code-switching had pedagogical benefits and contributed to the learning environment in English preparatory schools, as well as why EFL learners and English instructors chose to switch the code to Sindhi. Even though the code-switching is an efficient teaching and learning strategy or method (Ferguson, 2003; Canagarajah, 1995; Anton & DiCamilla, 2004; Cole, 1998; Brooks & Donato, 1994), there was a general lack of confidence in its application. Diverse perspectives exist about code-switching. Positive and negative views are the two general categories used to characterize code-switching. However, code-switching was shown by Skiba (1997) to be an effective means of conveying meaning. Similarly, researchers like Ahmad and Jusoff (2009) expressed a similar viewpoint in addition to asserting other beneficial views of switching the codes, for instance, improving vocabulary and grammatical understanding and calming pupils, both of which improved comprehension. According to the Aurbach (1993) assessment, speaking in one's tongue gives kids a sense of security and empowers them to express themselves. Furthermore, because they valued their first language identities, EFL learners thought code-flipping in the English as a foreign language classrooms helped them teach (Gomez, 2014). However, there may be a variety of explanations for the unfavorable opinions on code-flipping in educational settings. According to Cook (2002), one of the causes was that using a foreign language produced a more dependable and authentic learning environment.

### **Existing Research on Code-Switching in Pakistani EFL Context and Across the Globe**

Numerous studies were carried out in institutions around the globe, including those in Pakistan. It is a topic that frequently appears in doctoral and master's theses within the milieu of English language teaching (Yletyinen, 2004; Jalal, 2010; Amorim, 2012; Olmo-Castillo, 2014; Sert, 2005; Jakobsson, 2010; Chan, 2007; Auguste-Walter, 2011). These studies were aimed at providing light on English learners' perceptions and attitudes toward utilizing switching of codes in foreign language lecture halls. To research the causes and instances of switching the codes, in addition to the most often used English idioms that EFL learners deployed in Arabic conversations, Hussein (1999) looked into the attitude taken by EFL learners regarding code-switching, along with the functions of switching the codes at one of the Jordanian universities. The results showed that the absence of translations for foreign language expressions was the primary cause of code-switching. In a qualitative study involving EFL students and English

teachers in Iran, Rahimi and Jafari (2011) found that code-switching lent a hand to identify and resolve misconceptions between EFL learners and their English faculty members.

### **Research Methodology**

This section describes the present study's methodology and offers comprehensive details on the research concept, setting, and participants, as well as the study's process, data gathering tools, and data analysis methodologies.

As many as five research questions given below were focused and analyzed for the completion of the current study:

1. What are the EFL learners' perceptions of the use of code-switching in EFL classes at the University of Sindh, Jamshoro, Pakistan?
2. What are the English instructors' perceptions on using code-switching in EFL classrooms at the University of Sindh, Jamshoro, Pakistan?
3. What classroom observations have you made regarding employing code-switching in EFL classes at the University of Sindh, Jamshoro, Pakistan?

Switching the codes has been quantified in different ways in the most recent research projects by the researchers. According to Robert (2011), the mixed methodology aims to collect quantitative and qualitative data to provide a more insightful and reliable set of unrestricted statistics. Furthermore, Brown (1995) emphasized that both approaches are necessary since they can provide the researcher with invaluable information. After considering the information discussed above, it was determined that the best approach to take for the current study would be to combine quantitative and qualitative methods in order to demonstrate how EFL beginners and language tutors view the observance of switching the codes within English as foreign language lecture halls at the University of Sindh, Jamshoro, Sindh, Pakistan. As a result, this is a descriptive study that used various data collection techniques. To put it another way, as many as 550 students hailing from 15 departments/ institutes/ centers of the University of Sindh were requested for completion a analysis using a unvarying Likert type scale in order to get hold of quantitative data, in addition to 15 English faculty members were subsequently interviewed in order to obtain qualitative data. This was done after obtaining permission from the concerned departments/

institutes/ centers to offer the investigator at least two classes from each level. In the following 15 departments/ institutes/ centers, surveys and interviews were conducted:

Table 1.1: Showing the departments/ institutes/ centers chosen for this study's sampling.

<b>Name of the departments/ institutes/ centers</b>	<b>No.</b>
1. Institute of English Language & Literature (IELL)	40
2. Department of Media & Communication Studies (DMCS)	36
3. Institute of Mathematics & Computer Science (IMCS)	38
4. Department of International Relations (IR)	32
5. Department of Political Science	36
6. Department of Criminology	36
7. Department of Sociology	40
8. Department of Zoology	36
9. Pakistan Study Centre	40
10. Institute of Plant Sciences	32
11. Department of Geography	36
12. Institute of Gender Studies	36
13. M.A. Institute of Chemistry	40
14. Institute of Physics	36
15. Institute of Microbiology	36
<b>Total</b>	<b>550</b>

### Setting and Participants

This survey was conducted in the academic year 2023-2024 from the departments/ institutes/ centers listed above in the table. Moreover, fifteen English faculty members (15) and five hundred fifty (550) beginners who willingly participated in this research were used as a sample.

### ***Data Collection Tool***

In order to collect the data required to arrive at the study's conclusions, qualitative and quantitative methodologies were used. Interviews and the questionnaire were used to collect the data for this investigation. The code-switching questionnaire is the quantitative data collecting tool used in this investigation (see Appendix A). Conversely, the method used in this study to acquire qualitative data is interviewing (see Appendix B). It took 10 weeks to gather and analyze the data. The survey's items—particularly the statements about the purposes of switching the codes—were taken from research by Greggio & Gil (2007), Ferguson (2009), Canagarajah (1995) and Ahmad & Jusoff (1999) and others. The reports, however, are based on the most recent perspectives on switching the codes within English as a foreign language lecture halls documented in the literature. The broad statements on the questionnaire were created to determine how students felt about the purpose and use of switching or flipping the codes. The surveys were administered in only English, allowing students to respond in the language of their choice. There were sixteen items on the questionnaire, which were divided into three main sections. Students were given five prompts and were graded on a Likert scale for each item. The following were the prompts: *Strongly Agree, Agree, Not sure, Disagree, Strongly Disagree*.

In this study, semi-structured interviews were utilized to gather data on instructors' opinions regarding switching the codes in English as a foreign language courses to address the issues related to research. This study interviewed 15 English educators working in the different fifteen departments/ institutes and centers at the University of Sindh, Jamshoro. Each interview was conducted one-on-one; the researcher recorded the audio and made notes. The definition of code-flipping was briefly discussed, along with the researcher's objective of the current research. Semi-structured interviews were used in this study, and all participants were asked the same questions.

### ***Data analysis***

Regarding the qualitative portion of the study, a deductive content analysis method was used to examine the audio-recorded, in-person, semi-structured interview responses from instructors. According to Cohen and Morrison (2007), content analysis identifies and shortens printed, visual, and auditory data to analyze and validate textual material. Researchers like Elo and

Kyngas (2007) established that content analysis might be employed using either an inductive or deductive technique, depending on the study's objectives. In light of this, the data were examined deductively using the framework developed by Apple and Muysken (2006). Founded upon the English instructors' comments about the purposes, attitudes, and justifications for employing code switching, pre-established categories were created, and these were used to show how the instructors felt about the different features of switching switching.

**Table 1.2:** Switching of Codes/ Languages- Assenting or Confirmatory Factor Analysis (CFA)

<b>Measures of confirmation or confirmatory measures</b>	<b>Optimistic confirmatory</b>	<b>Suitable or acceptable confirmatory</b>	<b>Model of measurement</b>
Ratio of the Chi-squared statistic ( $X^2$ ) to the standard deviation ( $X^2/sd.$ )	$0 \leq \chi^2/sd. \leq 2$	$2 < \chi^2/sd. \leq 3$	2,627
Root Mean Square Residual (RMR)	$0 \leq RMR \leq 0,05$	$0,05 < RMR \leq 0,1$	0,042
Goodness-of-fit index (GFI)	$0,95 \leq GFI \leq 1$	$0,90 \leq GFI < 0,95$	0,955
Normed fit index (NFI)	$0,95 \leq NFI \leq 1$	$0,90 \leq NFI < 0,95$	0,962
Comparative fit index (CFI)	$0,97 \leq CFI \leq 1$	$0,95 \leq CFI < 0,97$	0,976
Root mean square error of approximation (RMSEA)	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,08$	0,054
Model fit indices (MFI)	$0,97 \leq IFI \leq 1$	$0,90 \leq IFI < 0,97$	0,976

These figures indicate that the scale has a high degree of reliability. Because they do not make sense with the model, the pragmatic variables for questions 11 and 12 were removed from the scale throughout the analysis. It was calculated that the scale average was 3.923. The scale's adjusted item-total relationships showed no negative connection. It was investigated in the current research whether there was a dissimilarity between the EFL learners' answers to the statements and the instability level. Students exhibited a favorable or pessimistic approach to the issue in the instances where their propensity toward the statements on the scale deviates from a value of 3. The presence of a normal distribution in the scores assigned to the scales' items was evaluated. The Kolmogorov-Smirnov Normality (KSN) analysis revealed that none of the scales'

variables displayed a normal distribution. However, the One-Sample Wilcoxon Signed Rank Test was chosen since the variables did not follow a normal distribution. After determining whether the median value of the replies provided simply to Q15 was not unusual as of 3, it was determined to test whether the median value is 3 (Standardized test statistic 1,026, P=0.305). So, the outcomes are displayed in Table 1.8.

**Table 1.3:** One-Sample Wilcoxon Signed Rank Test

<b>Item</b>	<b>No. of respondents</b>	<b>Median (<math>\eta</math>)</b>	<b>Test statistic (standardized)</b>	<b>P-Value</b>
Question 1	550	4	14,128	,000
Question 2	550	4	15,825	,000
Question 3	550	4	13,152	,000
Question 4	550	4	12,985	,000
Question 5	550	4	15,572	,000
Question 6	550	4	13,981	,000
Question 7	550	2	-9,610	,000
Question 8	550	2	-3,916	,000
Question 9	550	4	11,611	,000
Question 10	550	2	-12,126	,000
Question 13	550	4	11,521	,000
Question 14	550	4	10,226	,000
Question 15	550	3	1,026	,305
Question 16	550	4	12,004	,000

However, the point assigned to each statement was first tallied as scores before the study. The average values were determined by isolating the entire score by the number of elements on the scale. The replies to every question on the scale and the average score values were examined to see if they had a normal distribution. Table 2 displays a positively skewed distribution for the

student variables and the teacher positive variable, whereas the teacher negative variable exhibits a unconstructively slanted distribution.

**Table 1.4:** Tests of Normality and Descriptive Statistics

			Std. Deviation	Skewness		Kurtosis		Kolmogorov-Smirnov		
	No. of partakers	Mean		Statistic	Std. Error	Statistic	Std. Error	Statistic	df	Sig.
English Instructor-P	15	3,9234	,99205	-1,110	,104	,759	,208	,155	550	,000
English Instructor-N	15	2,4248	1,05290	,649	,104	-,135	,208	,129	550	,000
EFL Learners	550	3,5259	,89684	-,363	,104	-,179	,208	,094	550	,000

***First Research Question’s Findings***

According to the results extracted from the first research question, most EFL learners’ impressions are good, according to an examination of the questionnaire data. Most EFL beginners believe that the teachers' use of computers enhances the enjoyment of EFL sessions, as indicated by the proportion available. Many EFL learners think that when English instructors utilize computers in the classroom, it gives them more confidence to study English. Many EFL learners discovered that when English faculty members utilize code-switching, it increases their drive to study the language. EFL learners think that even when presented with unfamiliar target language elements, the EFL instructors’ utilization of computer aids in keeping them focused on the course. Several EFL learners discovered that the English faculty’s code-switching motivated them to engage fully in class activities. As can be seen from Table 4's percentages, most EFL learners expressed a desire for the English teacher to utilize code-switching during English classes. The information showed that EFL learners had favorable opinions about code flipping in EFL classes. Table 6 presents the findings together with the percentages.

**Second Research Question’s Findings**

“What are teachers' perceptions on using code-switching in EFL classrooms at the University of Sindh, Jamshoro- Pakistan?” This was the following research question, which was attempted to address in the prevailing research. The Mann-Whitney U test was employed to investigate potential statistically significant variations in EFL learners’ outlook rather than attitude regarding English instructors’ use of code-switching based on gender. The results indicated no significant differences ( $z = -.396$ ,  $p = .692$ ). However, the Mann-Whitney U test results are shown in Table 4..

**Table 1.5:** EFL learners’ perceptions of English instructors who swap codes based upon gender

	<b>Sex/ Gender</b>	<b>No. of participants</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>z</b>	<b>p</b>
InstructorP	Female	06	3,9674	,90902	-,396	,692
	Male	09	3,8970	1,03899		
InstructorN	Female	06	2,3576	,97278	-,885	,376
	Male	09	2,4651	1,09749		

In order to determine if a statistically significant difference existed (test statistic = 10.055,  $P = 0.040$ ) between EFL learners’ favorable views regarding their English instructors' employment of switching the codes, as well as their age, a Kruskal-Wallis test was used. Several tests of comparison to identify which groups had these differences, Bonferroni testing was the chosen method. The favorable views of 20-year-old EFL learners about English faculty members' use of code-switching in English classes are significantly different from the attitudes of 22-year-old EFL learners, etc., according to Bonferroni's multiple comparisons test results. According to the data, EFL learners who were 22 years old and older had a higher likelihood of participating (test statistic = -2.306,  $P = 0.021$ ). EFL learners aged 20 and 21 are claimed to have quite different positive sentiments about English instructors who switch codes during English lessons. According to the findings, EFL learners who were 21 years old had a higher likelihood of taking part (test statistic = -2.402,  $P = 0.016$ ). Therefore, it was discovered that the favorable opinions of 18-year-old EFL learners and the opinions of 21-year-old beginners upon the observance of switching the codes by language orators within English classes change significantly. According to the findings, EFL learners who were 21 years old had a higher likelihood of taking part (test

statistic = -2.111, P = 0.035). A Kruskal-Wallis test was used to determine if there was statistically significant variation in the unfavorable views of EFL learners about their faculty members' usage of code-switching based on age. There was one. With test statistics, p = 0.019 (11.819).

**Table 1.6:** Classroom Observation

	Age of participants	No. of EFL learners	Mean	SD	Test statistic	p
InstructorP	18	132	3,8387	1,05221	10,055	,040
	19	192	3,9516	,89609		
	20	144	3,8274	1,02598		
	21	41	4,1882	1,00124		
	22+	41	4,1359	1,05024		
	<b>Total</b>	<b>550</b>	<b>3,9234</b>	<b>,99205</b>		
InstructorN	18	132	2,4545	1,04624	11,819	,019
	19	192	2,3333	1,03178		
	20	144	2,6181	1,11008		
	21	41	2,0976	1,01446		
	22+	41	2,4065	,90833		
	<b>Total</b>	<b>550</b>	<b>2,4248</b>	<b>1,05290</b>		

A Kruskal-Wallis test was used to settle on whether statistically significant dissimilarity/ difference is there between EFL learners' favorable opinions regarding English instructors' usage of switching the codes and the number of years that English instructors have been teaching language. On the other hand, no statistically significant difference was discovered (P = 0.498; statistical test = 2.378). Despite conducting the Kruskal-Wallis test to determine whether EFL learners' pessimistic approaches toward English instructors' use of code-switching are

statistically different based upon the year that English language instruction is taught, no statistically significant difference was discovered (statistical test = 1.710, P = 0.635). Table 6 displays the acquired results.

**Table 1.7:** EFL learners’ approach towards English instructors’ switching of codes based on language erudition year

	<b>Duration of Language Learning</b>	<b>No. of participants</b>	<b>Mean</b>	<b>Standard Deviation (SD)</b>	<b>Test statistic</b>	<b>p-value</b>
InstructorP	1-2	117	3,9243	1,08628	2,378	,498
	3-5	35	4,0204	1,08196		
	6-9	198	3,8918	,91888		
	10 +	200	3,9371	,99425		
	<b>Total</b>	<b>550</b>	<b>3,9234</b>	<b>,99205</b>		
InstructorN	1-2	117	2,4815	1,06264	1,710	,635
	3-5	35	2,3905	1,24849		
	6-9	198	2,3704	1,01860		
	10 +	200	2,4517	1,04926		
	<b>Total</b>	<b>550</b>	<b>2,4248</b>	<b>1,05290</b>		

**Third Research Question’s Findings**

“What are the classroom observations regarding the use of code-switching in EFL classrooms at the University of Sindh, Jamshoro- Pakistan?” was the research topic that this study set out to address. A Kruskal-Wallis test was used to find a statistically significant difference in response to this question (test statistic = 30.936 P < 0.0001). To make it clear that in which group these variations go. The multiple comparisons Bonferroni test was applied. The favorable attitudes of lower-level pupils and medium-level pupils about English instructors’ utilization of code-switching within English classes differ significantly, according to the findings of Bonferroni’s

multiple comparison tests. ( $P = 0.0001$ ; test statistic = 4.38). According to the data, EFL learners at the medium level were more likely to participate. The results demonstrated a significant difference in the favorable attitudes of advanced-level EFL learners and lower-level EFL learners about the usage of code-switching by English teachers (test statistics = 4.415  $P < 0.0001$ ). As a result, we discovered that higher-level students had higher participation rates. Her basic level pupils' optimistic outlooks regarding using switching codes by teachers in groups of students differed significantly from those of her middle level basic level pupils (test statistics = -4.937  $P < 0.0001$ ). It was shown that the pupils of different disciplines have a higher participation rate. The favorable attitudes of basic-level students and basic-level learners at the advanced level on the usage of code-switching by teachers in English classrooms differed significantly (Test statistic = -5.308  $P < 0.0001$ ). As a result, we discovered that participation rates were higher for intermediate-level pupils. Table 6 presents the conclusions. It was demonstrated that there is a substantial variation between middle-level learners' unfavorable attitudes regarding instructors' usage of switching of codes within English classrooms and their fundamental approaches and attitudes (test statistics = - 4.822,  $P = 0.0001$ ). Consequently, we discovered that pupils at the basic level had a higher participation rate. The "negative attitude towards the teacher" of the advanced level students was significantly different from that of the basic level students about using code-switching in English lessons (test statistics amount = -4.281  $P = .0001$ ). It was established that pupils at the basic level were more inclined to participate.

## **Discussion**

This current research aims to learn and explore English instructors' and EFL students' perceptions, approaches and attitudes on the usage of linguistic alternation or code switching in EFL classes. This research concluded that the EFL learners and their English instructors are thrilled and pleased regarding using Sindhi code-switching within EFL courses at the University of Sindh, Jamshoro, Sindh, Pakistan. English faculty members employed code-switching for emotional objectives because they believed it was a valuable strategy for supporting the pedagogical processes. English instructors have a good sense of balancing the amount of code-switching according to EFL learners' knowledge and ability level. They were also aware of the procedures involved in code-switching. English instructors disagreed upon the negative aspects or adverse features of flipping the codes and how it affected the erudition of a foreign language,

although acknowledging the advantages and disadvantages (benefits and drawbacks) of the practice within nonnative language classes. It has been shown that English faculty members' code-flipping is an essential strategy for resolving problems in English language classes. Thus, all functions of linguistic alternations in the current research project have been outlined and recapitulated in detail. English instructors mostly used functions as a tool for curricular access to teach vocabulary, structures, and language. With the purpose of improving EFL learners' participation in classroom activities and promoting their excitement and confidence in studying foreign languages, i.e., lingua franca, English faculty members have also employed code swapping to promote interpersonal interactions. EFL learners thought positively of their English instructors' code-switching and identified several advantages, such as improving EFL learners' understanding in class and providing emotional support by encouraging participation and igniting their interest in studying a foreign language. However, there were vast differences in how EFL students felt about code flipping in the language erudition classroom. The EFL pupils decided to restrict the use of code swapping. There might be a variety of causes explaining the differences in students' opinions of using linguistic alternations in the language learning classrooms. EFL learners' impressions of switching the codes varied and asserted; however, it might be an effective method for EFL learners with restricted skill levels to overcome communication difficulties while attempting to express themselves in their second language. EFL Students used code flipping when talking to their fellows, particularly by combining group deliberations. In this milieu, students swapped the codes to provide a common direction and support with assignment completion. According to Mugheri & Panhwar (2024) code-switching promotes EFL learners' educational experiences and develops quick learning habits. The EFL learners also used code-switching as a self-revision approach to keep track of their language erudition.

**Conclusion:**

The findings revealed that employing code-switching in the language learning classroom and the perspectives of English instructors and EFL learners were satisfactory enough to include code-switching when developing policy. English instructors and their EFL learners agreed that code-switching or linguistic alternations in classrooms of English as a foreign language should be minimized and used only when required to aid the learning process or introduce or define new

vocabulary items. Compared to the literature, code-switching revealed a range of favorable attitudes in the classroom milieu.

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