



Code-Switching in English as a Second Language (ESL) Classroom Settings: A Strategy or a Problem?

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ARTICLE INFORMATION

Article History:

Received : 07/04/2023

Revised : 30/05/2023

Accepted : 22/06/2023

Published : 30/09/2023

Keywords:

Code-switching; ESL; SLA

DOI:

<https://doi.org/10.46963/asatiza.v4i3.859>

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Abstract

Code-switching, or switching from one language to another, is common in many bilingual and multilingual classrooms. Nonetheless, there have been opposing perspectives on its application in the classroom. While some studies argue that the presence of code-switching is beneficial to teaching language, others regard it as a hindrance to achieving the learning goal of acquiring the target language. This study addresses a research gap concerning teachers' and students' perspectives on code-switching in ESL classrooms, whether it is a strategy or a problem. This research method involves a systematic literature review process that is classified into three stages: planning, implementation, and reporting. Forty-five journal papers were discovered in the initial search string, and 34 were chosen based on inclusion and exclusion criteria for further research. The results of all research contained in journals published from 2012 to 2022 showed that there had been a debate with opposing perspectives over the usage of code-switching in classrooms. The majority of teachers and students perceive the practice of code-switching in ESL classrooms positively. However, many of them are aware of the potential negative consequences. Some individuals are even opposed to code-switching. Furthermore, the data suggested that code-switching might be a useful tool for teachers and students in ESL classrooms, depending on its purposes and functions. This study recommends that teachers use code-switching as needed by considering the purposes and consequences of its use.

How to cite this article:

Anisah, N., & Nasrullah, N. (2023). Code-Switching in English as a second language ESL classroom settings: A strategy or a problem? *Asatiza: Jurnal Pendidikan*, 4(3), 137-155. <https://doi.org/10.46963/asatiza.v4i3.859>.

INTRODUCTION

In countries where English is not the mother tongue, the language is commonly encountered as a subject in both formal and informal educational institutions. A newborn baby would first acquire his or her native language with the assistance of the immediate social setting, such as family. At the following stage, they would acquire a second language in a new social

setting, such as school. At this point, a phenomenon known as bilingualism arises. Bilingualism is "the alternate use of two or more languages by the same individual" (Mackey, 1972). Additionally, a scenario in which English is learned as a second language is called ESL (English as a Second Language).

When two languages coexist in the classroom, it creates a scenario in which codes are exchanged. The phenomenon is

commonly known as code-switching. Sociolinguists first coined the term code-switching (CS) in the 1960s (Albarillo, 2018). In general, code-switching involves shifts in spoken language that occur across and within sentence boundaries (Blom and Gumperz, 1972). Code-switching, also known as using more than one language in a single utterance, is commonplace in a bilingual or multilingual environment. Code-switching is seen as an inevitable byproduct of bilingualism (or, more broadly, multilingualism) (Hudson, 1996; Auer, 1998), as cited in (Hidayati, 2016). Hence, the subject matter of code-switching has peaked a considerable amount of interest from researchers in the area of SLA (Second Language Acquisition).

Given the existence of two conflicting viewpoints regarding the inclusion of the first language (L1) in second language (L2) learning, code-switching in classrooms has sparked much debate in current educational practice. Concerning the negative view, Nurhamidah (2018) states that some experts consider it rooted in a lack of competen, that the presence of the L1 would shadow the learning process, and that classroom learning will be disrupted. This stance finds how the presence of the L1 will cast a shadow over the target of language instruction. In terms of the positive view of code-switching, it should be considered a linguistic advantage rather than a barrier to communication, and its usage in the classroom helps optimize learning opportunities (Skiba, 1997; and Meja, 1998, as cited in Muñoz & Mora, 2006, p. 32). This has resulted in the

widely accepted idea that classroom code-switching benefits both teachers and students. According to Nasrullah et al., (2020), in hopes of guaranteeing the quality of the learning process from each developmental stage, there is a place to reflect on every manner in wherein students learned the language. Therefore, it is required to understand the underlying reasons in order to determine whether code-switching is a learning strategy or a learning problem.

Before researching code-switching in ESL, the researchers evaluated previous studies that have relevance to this research in terms of the problem and findings. Previous research by Fareed et al. (2016), titled "English Language Teachers' Code-switching in Class: ESL Learners' Perceptions" found that students had a positive viewpoint toward teacher code-switching; yet, some students believe that teachers' code-switching limits their exposure to English. While some students contend that teacher code-switching is acceptable and has no effect on their English, others believe that frequent code-switching is damaging to their language skills. Students perceived English as a crucial language, and the classroom was the sole setting where they could practice it. Previous research by Binmahboob (2020), titled "Code-Switching and Attitudes towards in EFL classes from English Teachers' Perspective," shows that students are advised by teachers not to use their mother tongue in class and not to rely as much on their first language. The teachers believe that code-switching has an unfavorable effect on language instruction and should not be used on a

regular basis. Despite the fact that code-switching serves a variety of instructional functions, teachers believe it should only be employed occasionally in the classroom. Previous research by Joseph B. Quinto and Aiza Bheal Kitani (2022), titled "On Code-switching in English Major Courses," discovered that both English majors and English professors had a favorable opinion of the usage of code-switching. English professors, in particular, firmly agreed that they employed code-switching owing to a lack of equivalents in the Filipino language or other local languages, and they relied on code-switching when teaching to assist their students better comprehending English topics. Nonetheless, several professors agree that code-switching should only be done as a last option because it might become a habit. Code-switching may be explored from a number of viewpoints, including its role, impact, strengths and weaknesses, and so on. In this study, the researchers address and discuss code-switching in connection to the perspectives of both students and teachers on its use in ESL classrooms, whether they regard it as a strategy or a problem. Many studies on code-switching employ qualitative research design and a variety of instruments to collect data, ranging from interviews to observations. In contrast to prior studies, the researchers seek to obtain the desired results using a systematic literature review.

Using data from literature studies, the researchers is interested in delving deeper into teachers' and students' perceptions of code-switching in their classrooms, as well as whether they regard

it as a way of improving learning or a problem that hinders their language development.

METHOD

The SLR (Systematic Literature Review) method was chosen and employed in this study. A systematic review commonly consists of five steps: (1) setting review questions; (2) selecting relevant studies; (3) assessing the quality of the studies; (4) summarizing the evidence; and (5) interpreting the findings (Khan et al., 2003). Using this method, researchers review and methodically identify journals, following the processes that have been specified (Triandini et al., 2019).

When exploring relevant literature for the review, the researchers developed a set of selection criteria guided by the purpose of the study. To begin, because most journal publications were subjected to a rigorous peer-review procedure for quality assurance, the researcher limited this review to journal articles. The articles must include both teachers and students who were involved in the English learning process. Second, two-thirds of participants had to have a positive or negative perspective on the results or consequences of code-switching for the articles to be included. Third, research topics have to be relevant and focused on code-switching. Forth, articles were also excluded if they were not published in English. Fifth, the articles must be empirical in nature and must be published between 2012 and 2023. Using the last decade as the time range for literature reviews is a typical practice in social sciences since it allows for adequate coverage of up-to-date

studies while keeping the quantity of reviewed studies acceptable and manageable for in-depth analysis (Petticrew & Roberts, 2008).

Using the above criteria, the researchers collected journal articles containing the keywords code-switching, English as a second language, second language acquisition, or a combination of these terms. Alternative keywords, such as bilingual, were also included. Data was gathered by collecting all of the publications found in this literature review article. By examining the title and the abstract, the researchers found 45 relevant studies. Through several rounds of careful screening, 34 articles from certified national journals Sinta index for ensuring credibility (quality) of selected literatures. In addition, these articles used in this study were retrieved based on the keywords from the following electronic databases: ERIC (Educational Resources Information Centre), ResearchGate, Academia.edu, CORE, Science Direct, JURN, Semantic Scholar, and Google Scholar. The data from the study is provided in a table with the author's name, year of publication, journal name, and research results. The publications chosen are those that have similar research, and they are then analyzed and summarized.

As for the data analysis, thematic analysis was employed in this study. The authors (NA, NN) used a thematic analysis (Braun and Clarke, 2006) to acquaint themselves with the replies, generate initial codes, and organize the data into overarching core themes and subthemes. Because this method was data-driven, it was inductive in nature. The authors (NA,

NN) compared their analyses and coding iteratively until they reached an agreement.

RESULT AND DISCUSSION

For this study, 34 articles on code-switching in ESL were reviewed. These articles address the subject of code-switching from various perspectives. There are some articles that describe code-switching as a broad pedagogical strategy. Chimbanga and Mokgwathi (2012) investigated code-switching in Botswana's senior secondary schools considering Botswana's language-in-education regulation, which asserts that English is the primary language of learning and teaching, and Setswana is the national language used for identification, unification, and pride. The findings show that code-switching between English and Setswana is apparent in subject matters and is used as a pedagogic instrument to demonstrate subject knowledge and reduce the social barrier between the teacher and the student. Likewise, Magid and Mugaddam (2013) investigated if code-switching to students' L1 promotes interaction in their ESL classrooms. The findings indicate that code-switching has been used often, purposefully, and usefully in ESL classrooms as part of the discourse. L1 has been identified as useful in extending the interactivity of ESL study classrooms to facilitate ESL teaching and learning activities. Similarly, Simasiku (2016) sought to determine whether utilizing one's native tongue in English medium classrooms increased students' academic achievement. The study revealed that teachers considered code-switching as a way to enhance academic

achievement since it supported students' English language acquisition, how students answered questions, and the overall teaching and learning of ESL. Additionally, Narayan (2019) explored the role of code-switching in students' L1 in ESL classrooms and if it increases interaction. According to the findings, code-switching should have been regarded as a valuable language learning strategical approach as part of the ESL classroom discourse. Furthermore, Younas et al. (2020) assessed the application of English code-switching in university-level teaching in Pakistan. The article concludes that code-switching flexibility facilitates successful knowledge transfer. Teachers should use code-switching in the classroom to help students understand an ESL lesson's technical and unclear aspects. Furthermore, it encourages favorable outcomes among students and fosters a welcoming environment in the classroom.

To study the practice of code-switching in the classroom, solid data from the class participants themselves, both teachers and students, is required. Many studies raise the views of teachers and students regarding the use of code-switching in the classroom. First, Nordin et al. (2013) aimed to discover how ESL students perceive code-switching functions utilized by tertiary English language teachers. According to the findings, the majority of ESL students are pleased with code-switching. The findings imply that code-switching is valuable when the situation calls for students to gain confidence in understanding English in the classroom. Second, Gulzar (2014) attempted to discover and demonstrate

whether or not a teacher's code-switching to L1 has any role in Pakistani ESL classrooms. The study's findings indicate that code-switching is significant in the English as a Second Language classroom. All participants, both teachers, and students, do not want to renounce this strategy and see it as a helpful instrument in English learning. Third, Simasiku (2016) desired to see if using the native language in English medium classrooms increased classroom participation. According to the findings, using the students' native language in English medium classrooms did not hinder their knowledge of the lesson's material but encouraged classroom participation. According to the findings, the teachers agreed that code-switching improved their students' participation in English medium classrooms. Next, Alang and Idris (2018) researched university students' perceptions of their lecturers' code-switching practices.

As per a review of 45 confirmation understudies from three separate resources, students generally rate their lecturers' code-switching practice favorably. It makes the lesson more enjoyable, makes students feel more at ease, and provides them with more information about the subject. In terms of topic understanding, the majority of them believe that the lecturers' code-switching exercise has helped their performance since they are able to notice their errors, acquire new vocabulary, and respond to questions from the lecturers. On the other hand, students have never seen code-switching as an indication of their lecturers' linguistic incompetence; they

believe it is done solely to assure their grasp of the lecture and to clarify explanations, and code-switching is deemed necessary to achieve these aims. Following, Von & Yoong (2019) looked at how teachers perceive and employ code-switching in Malaysian Chinese Independent School (MCIS) English classrooms to achieve communicative goals and establish a feeling of belonging among students. Through classroom observations and transcription analysis, the investigation found that all teachers regularly employed Chinese in their respective English language classrooms.

The analysis discovered an important duty that code-switching serves not only as an educational tool but also for coping with relational correspondence in class. Later, Elias et al. (2022) focused on students' perceptions of code-switching and its functions in speaking abilities in the English classroom. According to the findings of the study, 68.8 percent of participants claimed that code-switching helped their understanding of English, and learners had positive attitudes regarding code-switching in the English classroom. It reveals that code-switching is widely favored by students and can aid in the success and quality of teaching and learning. In the same year, Sarwat and Qadir (2022) also evaluated teachers' and students' views toward code-switching in Pakistani English language schools. According to their responses, students like to code-switch into their most remembered language for more prominent understanding and contribution in class. According to the findings, students chose English only for exam instructions, results,

and grammatical principles. A large percentage of students stated that when their teachers code-switched into their original language, they studied more efficiently.

The necessity to perform code-switching in the classroom is unquestionably justified. Numerous circumstances can encourage both teachers and students to undertake code-switching. Makulloluwa (2013) investigated how teachers integrate their L1 in ESL classrooms at Sri Lanka's University of Colombo. The study found that students' L1 is used in the ESL classroom for pedagogical, administrative, and interactional purposes and that instructors teaching at lower proficiency levels used the L1 in significant quantities as a strategy to accommodate students' low language proficiency as well as to create a less threatening classroom environment. It was largely utilized for interaction at higher proficiency levels.

Additionally, Edvinsson (2015) explored how and why one teacher's code-switching occurs in upper secondary English as a second language (ESL) classrooms in Sweden and for what purpose. According to the study, the teacher mostly code-switched when performing classroom management by issuing instructions or describing procedures, such as filling out the attendance list. Additionally, code-switching was employed as a learning scaffold in which cognitively challenging topics were presented, new vocabularies were introduced, and instructions were clarified. Finally, code-switching was utilized to initiate a transition to another discourse,

such as from a more formal school discourse to a less formal social discourse. Correspondingly, Muthusamy et al. (2020) identified the variables that may affect code-switching in a Malaysian college classroom. According to the study's findings, incompetence in the second language was the leading reason for code-switching among students. Other characteristics that might explain code-switching include the ease of conversing in the native language vs speaking English, the capacity to prevent misunderstanding, and unfamiliarity with equivalent English words. As a result, code-switching was discovered to be a reasonable strategy used by students in classroom interactions to convey information to other students and clarify their intended meaning.

Junaidi (2019) also attempted to describe the factors affecting students' use of code-switching and the benefits and communicative functions of code-switching. According to the findings, students who are permitted to code-switch in the classroom are better able to communicate their topic knowledge to their classmates and teachers. It has also been discovered that the major cause of code-switching is a lack of proficiency in a second language.

Other characteristics observed were maintaining privacy so that others would not understand; ease of communication; avoiding misunderstanding; sharing information; being unfamiliar with equivalent terminology in English; emphasizing being stylish or being thought bright. Zaroni (2016), on the one hand, looked into how students' code-switching is used in CLIL (Content and

Language-Integrated Learning). The class mostly code-switched 'to show identification with a group: they knew perfectly well that both the teacher and their classmates understood everything they said in Italian. The second most prevalent communicative purpose of code-switching is 'habitual experience'. The recorded sample had six occurrences of code-switch made 'to emphasize a point'. Finally, it was discovered that students tend to switch to English 'for pragmatic reasons.' Moreover, Tabassum et al. (2020) looked into the many causes for which the code-switching phenomenon is used. According to the findings of the study, teachers used code-switching to cope with students' language incompetence and to explain concepts that did not have an equivalent fit in English, whereas the majority of students changed their language code to handle their incompetence in English.

In more recent research, Shinga and Pillay (2021) investigated the root causes for teachers' code-switching in FAL classes in four rural high schools in KwaZulu-Natal, South Africa. The findings indicate that FAL teachers employ code-switching to clarify difficult concepts, improve knowledge of the subject taught, and keep students interested throughout classes.

Numerous research studies have also examined what functions code-switching serves in the classroom. For example, Bashir and Naveed (2015) assessed the discourse functions of code-switching as practiced by ESL teachers in Pakistani university classrooms. It was discovered that code-switching was employed for

various purposes in diverse forms. The most striking finding from the data on teachers' use of code-switching is that, while English is naturally used during content delivery, they tended to switch to Urdu when they were managing the overall classroom discipline, making them understand, giving examples, creating a sense of humor and turn the mood of the class, and so on. Similarly, Memon et al. (2016) looked into the patterns and functions of code-switching in English language classrooms at the University of Sindh, Jamshoro. Code-switching was revealed to be used for a variety of functions, including translation, repetition, clarification of instructions, and socializing. The study also discovered that no policy is communicated to teachers about the practice of code-switching in their classrooms.

Hidayati (2016) also described code-switching functions in both foreign and second-language classrooms. According to the review, each study recommends using the first language in the classroom since it has been proven to give multiple roles that support students in achieving the language learning objectives. It also demonstrates that various research offered comparable code-switching functions to one another. More than one researcher has identified five general functions of code-switching: equivalence, floor holding, metalanguage, reformulation, and private speech. In the same way, Fachriyah (2017) looked at how a lecturer uses code-switching to teach the students during exchanges in English teaching and learning. According to an analysis of data, code-switching has been employed in the

ESL classroom to improve engagement while learning. The analysis found that the lecturer's code-switching functions in class include clarifying, reiterating, explaining, asking, translating, checking for comprehension, highlighting a language element, drawing inferences, developing vocabulary, discussing student tasks, giving feedback, assisting Memory, managing class, entertaining, as well as communicating in general. For the same reason, Hasibuan and Sari (2018) presented the functions of code-switching in bilingual education programs, specifically second language acquisition in the classroom. The researcher discovered many examples of code switching's functions during Arabic learning class after observing class XI of Islamic Bilingual School Batu, including reinforcing students' understanding, expressing feelings during the learning process, disciplining the class, relieving tension, and injecting humor into a conversation.

Later, Jumal et al. (2019) also examined to close the gap the relevant literature by investigating the functions of code-switching by teachers and students in ESL classrooms in Tawau, Sabah. The study's most noteworthy finding was that code-switching occurs and is used by both secondary school teachers and students in ESL classrooms in Tawau, Sabah. According to his research, teachers employ code-switching as a topic switch, repetitive functions, and affective functions. On the other hand, students employ code-switching for floor holding, reiteration, equivalence, and conflict control. Altun (2021), on the one hand,

aimed to investigate the potential benefits of code-switching in L2 classrooms. The findings revealed that, while teachers are still cautious about employing L1 in L2 classrooms, L1 plays an important role in foreign language acquisition to compensate for deficiencies and promote language competency. As a result, teachers employ code-switching in L2 learning contexts to boost learning performance. In the language classroom, code-switching serves several purposes, including maintaining the flow of conversation and facilitating communication, assisting learners in understanding linguistic forms, maintaining learners' attention to lessons and encouraging engagement in activities, creating a social classroom environment, and establishing interpersonal relationships between teachers and learners. In more recent research, Fe Enriquez et al. (2022) set out to investigate the different types and functions of the frequent phrases the participants code-switched. The four most popular code-switching terms in spontaneous presentations were discovered through analysis. These are the words *ahm*, *ah*, *kanang*, and *ay*. Inter-sentential, intra-sentential, intra-word, and tag-switching are all examples of code-switching words. These code-switched words also serve as fillers, hesitations, discourse markers, literary translations, and word repetition.

To this day, the practice of code-switching reaps both pros and cons. Although more individuals are tolerant of code-switching as a learning strategy, some of these research have discovered teachers and students who are opposed to

using code-switching in their classes. Modupeola (2013), for example, conducted research to critically evaluate the code-switching phenomena in order to determine its significance for the English language and other subjects taught in Nigeria. The study argued that code-switching should be regarded as a useful strategy for engaging students in the classroom if the purpose is to make meaning understandable and to transfer information to students efficiently. Nonetheless, to ensure that the target language receives the appropriate attention, the code-switching strategy in the English language learning setting must be limited.

On the other hand, Azlan and Narasuman (2013) investigated how code-switching works as a communication medium in an ESL teacher education class at a Malaysian university. The study discovered a number of predictable and systematic variables that cause code-switching in the classroom. Nonetheless, the majority of participants were aware of the risks of code-switching. Apart from this, Mareva (2016) studied secondary school English teachers' perceptions of students' code-switching while studying English. It may be concluded that ESL students actively code-switch in Zimbabwean secondary schools, and teachers see it as a helpful L2 learning tool, despite the likelihood of negative consequences in the L2 classroom.

Moreover, Memory et al. (2018) studied the effect of code-switching on English teaching and learning. It has been shown that code-switching benefits both students and teachers. That is not,

however, ideal since learners may develop habituated to only being taught in their native language. Additionally, May and Aziz (2020) looked at teachers' perspectives on code-switching and how they employ it in ESL classrooms. The findings demonstrated that teachers had neutral or mixed views about the use of code-switching in ESL classrooms based on their perceptions. They all agreed that using code-switching might help students grasp English lessons better. However, code-switching should be utilized only when absolutely necessary.

Later, Dema and Dorji (2022) explored the reasons for code-switching and English teachers' and students' attitudes and views of code-switching. The researcher identified major issues such as difficulties understanding new concepts, pronunciation, and new vocabulary and encouraged students to engage in class, resulting in the usage of L1. It was also discovered that teachers and students support code-switching as a strategy for teaching short tales to grade X students in an English as a Second Language classroom. Participants did, however, report some unpleasant emotions. In the same year, Pontillas et al. (2022) also investigated the various types of code-switching and their impact on online English Language Learning (ELL) at Camarines Sur Polytechnic Colleges. The most prevalent form of switching used by English Language Studies students is tag switching, followed by intra-sentential code-switching and inter-sentential code-switching. Code-switching has both positive and negative effects. Because code-switching assists students in

improving their critical thinking skills, the positive outcomes are considered as prominent. Nevertheless, code-switching harms English majors since it impairs their English language competence.

Teachers' Perception towards the Use of Code-Switching in ESL Classrooms

Based on 34 studies collected and examined by the researcher, these articles reach comparable conclusions on teachers' and students' perceptions regarding the application of code-switching in the expanding experience in English as a second language classrooms. According to the results, the majority of ESL teachers and students are in favor of code-switching. Magid and Mugaddam (2013) revealed that while the use of L1 has been critiqued in the present literature, it has been accepted by ESL teachers, showing that L1 use is inevitable at the primary, secondary, and tertiary levels in Sudan and Saudi Arabia. In accordance with this, Zanoni (2016) discovered that, while there may be reasons against learners using their mother tongue, code-switching appears to be an essential tool to ease communication and transmit an understanding of the subject matter.

In the same year, a study conducted by Simasiku (2016) revealed that despite some ESL teachers claiming that there were no educational terminologies in the mother tongue for them to use as a teaching medium, code-switching was common in the Zambezi Education Region English medium classrooms because it smoothed the environment for classroom participation among learners. This indicates that code-switching is not entirely regarded as an interference in the

learning process but rather as a tool that plays a significant role in the process of learning.

Although most teachers view code-switching positively, many are concerned about the potential negative effects. For example, research by Mareva (2016) indicated that while instructors regard it as a beneficial L2 learning tool, they are also aware of the phenomenon's potentially negative influence in the L2 classroom. The majority of them have mixed feelings about the practice of code-switching in their classrooms. 2 out of 4 interviewed instructors appear to have a high tolerance for code-switching in their classrooms, which tends to be influenced by Additive Bilingualism, which supports the growth of both the L1 and L2 and fosters users' flexibility in both (Baker, 2006). 1 in 4 instructors believes that when it is acceptable for learners to use L1 in class, it is preferable for them to use English only in English lessons, which appears to sync up with what Macaro (2001) refers to as the "maximal" position on code-switching, in which the teacher agrees in a concept that all teaching and learning must be in the target language, but unwillingly admits that the L1 will be used in practice.

The last instructor, on the other hand, appears to believe in Krashen's Input Hypothesis (Krashen, 1985), the Direct Method (Richards and Rodgers, 2007), and the Natural Approach (Krashen and Terrell, 1995), all of which argue for disregarding the learners' L1 in L2 learning. Similarly, some instructors in Memory et al.'s (2018) study claimed that while code-switching helps learners grasp more on the subject, it is not desirable

since learners may become accustomed to only being taught in their native language, which would harm their English learning skills. One instructor even pushed the government to develop a curriculum for lower primary learners to be taught in English in order for schools to have a solid foundation. Apparently, while being proven to aid in the learning process, code-switching is still seen as a barrier to L2 acquisition.

Several studies have also found that teachers favor code-switching under certain conditions. Modupeola's (2013) study, for example, reported that in the English language learning environment in Nigeria, the code-switching strategy should always be limited to ensure that the target language- English language- obtains the attention it needs. Teachers must identify when to use the first language (L1) and when to use the second language (L2) in order for code-switching to be effective (Simasiku et al., 2015). Zanoni (2016) suggests that, if supervised and observed by the instructor, students' code-switching appears to be a vital tool to ease communication and transmit an understanding of the subject matter. Similarly, all of the instructors in May and Aziz's (2020) study acknowledged that adopting code-switching could help students understand English lessons better. However, code-switching should only ever be used when strictly necessary.

Sarwat and Qodir (2022) also revealed that most teachers opposed using L1 in English courses more than students. Except in rare situations, such as for comedic relief, the majority of teachers do not want to speak Urdu during lectures. As

a result, it is reasonable to assume that code-switching will be effective as long as the target language remains dominant.

Students' Perception towards the Use of Code-Switching in ESL Classrooms

Students, like teachers, generally support the use of code-switching. Most ESL learners in Nordin et al.'s (2012) study had positive perceptions about code-switching as they believe it helps them grasp the target language better. In Alang and Idris' (2018) study, 45 diploma students rate their lecturers' code-switching practice positively because it tends to make the lecture more pleasant, helps them feel more relaxed and provides them with more knowledge about the subject. Furthermore, they have never misunderstood code-switching as an indication of their lecturers' lack of language proficiency; the students feel it is done only to check their grasp of the course and to clarify explanations, and code-switching is believed required to accomplish these objectives. Most learners agreed that code-switching is a very efficient learning strategy that should be continued since it allows students who do not speak English to comprehend more about the subject (Memory et al., 2018). In accordance with this, 68.8 percent of participants in Elias et al.'s (2022) study learners had positive attitudes about code-switching in their classes. They all agreed that code-switching should be used in English classrooms since it has various advantages. In Sarwat and Qodir (2022), students also revealed that they prefer to use L1 while examining grades with their educators. Additionally, they prefer to communicate with their teachers in a

combination of both English and Urdu. Thus, it may be asserted that learners' positive perceptions regarding code-switching stem from its contribution to making the target language easier to understand.

As teachers, learners are also aware of the negative effects of code-switching. Azlan and Narasuman (2012) discovered that the majority of learners agreed that code-switching would have consequences on their English. Some of the arguments advanced were the possibility of a reduction in vocabulary and poor sentence building in the English language. Some learners voiced worry about the impact of code-switching by confessing that they became "bored" when they had to code-switch with their classmates. Some of them even stated that TESL lecturers at the faculty ought to be stricter in ensuring that students always utilize English. Similarly, a learner in Memory et al.'s (2018) study mentioned that while code-switching helps learners comprehend better during English classes when they are exposed to it, it has a damaging effect on both learners and instructors when the instructor does not understand the native language and the learner is also not proficient in English. A teacher further stated that some learners despise it in his class when their teacher or fellow classmates switch their code. As can be shown, code-switching is not always advantageous to learners as well.

Code-Switching as a Learning Strategy

Based on 34 articles collected and analyzed by the researcher, all of these articles reach similar conclusions concerning code-switching as a strategy in the learning process in English as a second

language classrooms. According to these studies, instructors used code-switching the most for social interaction. Makulloluwa (2013) proves this by revealing that code-switching was mostly used for interaction at higher proficiency levels. Later, Fachriyah (2017) also found that code-switching was adopted in the ESL classroom to increase interactions throughout the learning process. According to Junaidi (2019), code-switching may be an effective way to communicate with students in the classroom if the objective is to transfer knowledge and clarify meaning quickly. In a similar line, Muthusamy et al. (2020) discovered that students employed code-switching in classroom interactions to clearly express their intended message and pass some information to other students. This highlights the importance of code-switching in classroom interactions.

It was discovered that code-switching is also widely utilized for pedagogical purposes. Chimbganda and Mokgwathi (2012), for example, stated that code-switching serves as a pedagogical tool to demonstrate subject knowledge and is common in content areas. This is further supported by Edvinsson (2015), who found that code-switching was utilized not only as a learning scaffold but also to initiate a change to a different discourse, such as from a more formal school discourse to a less formal social discourse. Narayan (2019) added that code-switching serves many purposes, including clarifying meaning and vocabulary, facilitating interpretation, transferring instructional material, and displaying grammatical

principles. Instructors also use code-switching in Shinga & Pillay (2021) to clarify complex topics, increase mastery of the material presented, and motivate learners during courses. As can be seen, most instructors employ code-switching to facilitate the classroom instruction process.

Many studies have also discovered that code-switching assists teachers in classroom management. Instructors had a propensity to switch to the native language while managing general classroom discipline, making learners fully understand, providing examples, establishing a sense of humor, and turning the mood of the class (Bashir & Naveed, 2015; Hasibuan & Sari, 2018).

A study by Younas et al. (2020) found that it produces a satisfactory response on the part of the learners and fosters a pleasant environment in the classroom. Likewise, Von and Yoong (2019) demonstrate how CS is a purposeful strategy for instructors to improve the learning and teaching environment.

Similar findings can be found in a study conducted by Altun (2021) which revealed that code-switching provides numerous functions, including encouraging participation in activities, building a positive classroom environment, and constructing interpersonal relationships among instructors and learners. The importance of interpersonal relationships between instructors and learners in the teaching and learning process might be highlighted here.

Several other studies have also emphasized the role of code-switching in this regard. According to Chimbanga and Mokgwathi (2012), code-switching between English and Setswana is fairly common in order to bridge the social gap between teachers and students. May and Aziz's (2020) study backed up the instructors' use of code-switching to develop strong relationships with students and minimize their anxiety about learning English. Code-switching would occasionally be used to make the students feel at ease. However, codeswitching was utilized outside the classroom to foster positive connections with learners.

According to these studies, code-switching serves a number of functions for both teachers and learners. Most learners practice code-switching for reiteration, equivalence, floor holding, and conflict control (Hidayati, 2016; Jumal et al., 2019; Tabassum et al., 2020). Teachers, on the other hand, use code-switching to switch topics, translate, repeat, and clarify instructions, socialize, check for comprehension, emphasize a language element, draw inferences, build vocabulary, have class discussions about student tasks, provide feedback, and assist students in memorizing information (Memon & Altaf, 2016; Hidayati, 2016; Fachriyah, 2017; Tabassum et al., 2020; Enriquez et al., 2022). As a result, most teachers and students do not want to abandon this strategy and consider it a valuable tool in English learning (Gulzar, 2014).

Code-Switching as a Learning Problem

Notwithstanding the upsides of L2-L1 code-switching discussed above,

various reasons have been presented against code-switching in ESL. Based on 34 articles collected and analyzed by the researcher, some teachers and students raised concerns about the potential negative consequences of code-switching. They believe the target language should be used as often as possible, particularly in communication activities. As a result, they are opposed to code-switching in the classroom, when students are most likely to be exposed to the target language.

Several studies have proven the negative effects that code-switching might cause. A study done by Mareva (2016) found that teachers voiced some worries about their students' code-switching, supporting the ideas of scholars such as Eldridge (1996), Cook (2002), and Siegel (2009). According to Eldridge (1996), if learner code-switching continues in the classroom, it may result in fossilization. In line with this, Siegel (2009) argues that code-switching may be related to the concept of negative transfer. Cook (2002) is also concerned about classroom code-switching when participants do not share the same L1. It may cause issues since certain students may feel excluded from the teaching and learning process. Pontillas et al. (2022) also argue that while code-switching had a favorable effect on students' needed thinking abilities because it fosters students' critical thinking skills by allowing them to communicate their thoughts effectively, it was not advantageous to the progressive growth of ELL students. The students judged code-switching to be damaging to their English competence. Dema and Dorji (2022) argue that code-switching is detrimental since it

enables students to use inappropriate language, potentially lowering English standards. Students consider their exposure to the target language to be an important element in determining their success in learning the language. This implies that many people are still concerned about code-switching as a barrier to students attaining linguistic competency.

Although most learners and teachers support it, the existence of code-switching may cause more harm than good in some instances. Memory et al.'s (2018) study indicated that when the teacher code is switched to Silozi, students are more likely to make noise rather than pay attention to the teacher; nevertheless, they pay attention when the teacher begins teaching in English. Azlan and Narasuman's (2012)'s study found that students code-switched in practically every sentence they uttered, even in formal class presentations during which they were graded. Throughout the interview sessions, many grammatical errors were also made. This illustrates that teachers who allow code-switching may set a terrible example for their students. Therefore, teachers should be more careful when code-switching starts to override the target language in the classroom.

Code-switching is also considered problematic because of the roots of its use. Modupeola (2013) argues that it is obvious that the reason for switching languages is owing to the teacher's difficulty expressing himself/herself in one language; hence switching to another language to make up for the shortage has the potential to send the wrong message to the learners. Simasiku (2016) states that code-

switching is a scaffold for learners not skilled enough in the target language. According to some of the teachers in the study, code-switching required a new learning process, did not instil bravery, fostered reliance, and did not allow for problem resolution, impeding the learner-centred approach. The notion that a lack of linguistic competence causes code-switching casts doubt on its function in the second language acquisition process.

CONCLUSION

The current study focuses on teachers' and students' perceptions of code-switching. Code-switching is recognized as a significant tool in language acquisition. Nevertheless, due to two opposing viewpoints regarding applying the first language (L1) in L2 acquisition, using code-switching in the classroom has sparked much debate in current educational practice. As a result, the researcher was interested in conducting a systematic literature review that summarizes teachers' and learners' perceptions of code-switching and how they see it; as a strategy or a problem.

According to the study's findings, most teachers and students agree with code-switching in ESL classrooms. However, many are aware of and concerned about the possible negative effects. Hence, some individuals strongly oppose the presence of code-switching throughout the learning process. Concerning its use as a learning strategy, it was discovered that code-switching serves various purposes and functions in the classroom. It is utilized in the ESL classroom for engagement, pedagogy, and classroom management. Code-switching

has also been shown to serve various purposes that differ between teachers and students.

To summarize, based on the general perceptions of teachers and students, code-switching is highly favoured by them. It can be valuable in making teaching and learning effective and quality-based. Nonetheless, excessive code-switching in the classroom might overtake the role of the target language and cause problems in the learning process. Therefore, it is preferable to use code-switching in accordance with the goals and objectives to guarantee that the target language, in this case, English, receives the attention it deserves. It is intended that future studies will delve more into the potential issues of adopting code-switching in ESL classrooms.

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