Exploring Code-Switching in EFL Classes at ULM: A Comparative Study of Teachers' and Learners' Motivations

Muhammad Muneeb[1], Arooj Fatima[2], Muhammad Shoaib[3] and Tariq Amin[4]

Abstract

The study explores the students' and teachers' reasons behind code-switching and the similarities and differences between their reasons in EFL classes at the University of Lakki Marwat (ULM), Khyber Pakhtunkhwa (KP). The data were collected from teachers and students of the department of English, ULM. Interviews were conducted with both teachers and students. The data were analyzed by following the thematic analysis technique. The study found that the students switch between languages to express ideas easily, expedite the learning process, change from formal to informal and vice versa, understand complex concepts, and make communication smoother. The study also found that the teachers switch from one language to another to enhance students' understanding of language concepts, create more engagement between students and teachers, positively impact the overall learning environment, meet L2 learners' needs, and move from one topic to another. Moreover, the study also revealed that students do code-switching for practical benefits, whereas teachers do it for pedagogical benefits. The study concludes that both students and teachers use code-switching as a strategy in their EFL classes to make the teaching and learning process smoother. The study recommends conducting a comparative study of code-switching by teachers and students of different disciplines in Lakki Marwat and KP higher education institutions. The study is significant in the academic and social sectors by raising awareness of bilingualism. It promotes linguistic diversity and encourages acceptance of multilingualism in society.

Keywords: Code-Switching, Bilingualism, EFL Classes, Teachers and Students.

Introduction

English is a global language and is being used as a lingua franca. Almost every profession and department requires it, which makes it significant in different countries, including Pakistan. It is used in various domains in Pakistan, such as education, media, military, and judiciary. It is being taught as a compulsory subject in educational institutes nationwide. The official and national languages of Pakistan are English and Urdu, respectively. Pakistan is a multilingual country, and the people generally use more than one language to communicate, including in the teaching and learning process in English language learning classrooms. Rahman (2005) claimed that 65 languages are used in Pakistan, whereas Ethnologue (2020) states that 88 languages are used in the country. The exact number of English speakers in Pakistan remains unknown and has yet to be

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[1]*University of Lakki Marwat, Lakki Marwat. Email: muneebxhan219@gmail.com*
[2]*University of Lakki Marwat, Lakki Marwat. Email: aroojmarwat007@gmail.com*
[3]*University of Lakki Marwat, Lakki Marwat. Email: m.shoaib20177@gmail.com*
[4]*Lecturer, Department of English and Applied Linguistics, University of Lakki Marwat, Lakki Marwat. Email: tariq.ktk.733@gmail.com*

discovered. Rahman (2007) estimated that approximately 3 to 4% of the country's population speaks English. As English is not their mother tongue and students' English abilities must improve, teachers and students may switch codes to their national language, Urdu, and other local languages like Pashto, Punjabi, Sindhi, Kashmiri, Balochi, etc. It contributes to and can improve the process of learning and teaching the English language, making this process smoother.

Code-switching is the linguistic phenomenon where the speaker alternates two or more languages or switches from one language to another within the same/single conversation or sentence. Further, it has three main types: inter-sentential, intra-sentential, and extra-sentential. Inter-sentential code-switching happens at the start or the end of a sentence/utterance. Frequently, it is employed by fluent bilingual speakers. In contrast, intra-sentential code-switching means when a speaker switches from one language to another in the middle of a sentence. The third type of code-switching is extra-sentential code-switching. It is also called tag code-switching. It refers to inserting a word or tag phrase from one language into another. In the past, different studies have been conducted on code-switching in language (English) classes (educational institutes); Ryan and Giles (1982) believe that schools are among the most significant settings for code-switching because there are speakers of different language varieties. Hakuta (1986) also believes that schools are linguistically and culturally diverse institutes, and as a result, other varieties of languages are used to communicate with students and meet their needs. Gulzar (2010) is of the view that teachers employ code-switching (CS) in language classrooms to focus and keep the needs and requirements of second language (L2) learners in mind. Other researchers also conducted studies on code-switching in university-level English classes. Now, there lies a gap, and our study is going to fill that gap by investigating when and why students and teachers switch their codes in English as a Foreign Language (EFL) classes at the department of English and applied linguistics, University of Lakki Marwat (ULM), Khyber Pakhtunkhwa (KP), Pakistan, while learning and teaching L2 English. Code-switching is a fruitful area of language research (Martin-Jones, 1995). Students at the department of English and applied linguistics, ULM, have different linguistic and cultural varieties, and other languages are spoken there. Most students cannot communicate solely in English; therefore, it becomes necessary for students to code-switch from English to their local languages in EFL classes.

This research examines the students' and teachers' practices of switching from one code to another at ULM and attempts to explore the reasons behind teachers' and students' use of code-switching. Since teachers and students employ code-switching differently, the study also analyses the similarities and differences between teachers' and students' use of code-switching. Our research, conducted at the department of English and applied linguistics, ULM, is unique in its focus on teachers' and students' rich cultural and linguistic diversity.

Statement of the Problem

Code-switching is the most common classroom phenomenon in English language learning classes. In such classes, teachers and students often switch from one language to another while communicating. At the department of English and applied linguistics, University of Lakki Marwat, teachers and students frequently switch codes from English to other local languages in EFL classes. It raises the question of why code-switching is necessary in English classes at the department of English, ULM, and the underlying reasons for it. To address this question, a research study is conducted to investigate the reasons behind students' and teachers' code-switching and to analyze the role of bilingualism in English classes at the department of English, ULM. The study, therefore, intends to explore code-switching in EFL classes at ULM.

Research Questions
1. What are the students' reasons behind employing code-switching in EFL classes at the Department of English, ULM?
2. What are the teachers' reasons behind employing code-switching in EFL classes at the Department of English, ULM?
3. What are the similarities and differences between students' and teachers' reasons behind employing code-switching in EFL classes at the department of English, ULM?

Literature Review
This section of the literature review discusses the key concepts and themes related to the selected topic. The significant concepts are discussed in four separate parts. Part 1 describes the concept of bilingualism. Part 2 of the section presents code-switching, which is the main focus of this study. Part 3 discusses code-switching in English classes in detail. Part 4 provides a critical overview of previous studies on code-switching. At the end of this section, the earlier studies conducted on code-switching are discussed, and a research gap is identified, which serves as the foundation for this research work.

Bilingualism
Bilingualism is the phenomenon that refers to the ability of a person to use two languages simultaneously and fluently, and such a person is called a bilingual. When a person can speak three or more languages, they are called multilingual or polyglot, and the phenomenon is called multilingualism. Not only individuals but nations like Canada can also be bilingual because, in Canada, English and French are official languages and are commonly used in everyday life across the country. Bilingualism is a common phenomenon as people need to learn many languages to communicate and want to interact with people of different cultural and linguistic backgrounds. Being able to speak more than one language, people do code-switching. Many bilinguals tend to switch from one linguistic code to another when they are talking to others. Bilingualism can lead to code-switching and code-mixing, as it is easier for bilingual and multilingual individuals to mix and switch codes from one language to another. As Kirana (2021) states, "People who can speak more than two languages find it difficult to avoid code-switching" (p. 6).

Code-Switching
Code-switching is the natural linguistic phenomenon where the speaker alternates two or more languages or switches from one language to another within the same or single conversation or sentence. Johansson (2014) defines code-switching as follows "code-switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate" (p. 1). Further, it has three main types: inter-sentential, intra-sentential, and extra-sentential. Inter-sentential code-switching happens at the start or the end of a sentence/utterance. Frequently, it is employed by fluent bilingual speakers.
In contrast, intra-sentential code-switching means when a speaker switches from one language to another in the middle of a sentence. The third type of code-switching is extra-sentential code-switching. It is also called tag code-switching. It refers to inserting a word or tag phrase from one language into another. A person switches codes due to social identity, to understand complex concepts and ideas, to clarify the meanings of complex words, or to give examples, and one can also alternate two or more languages for emphasis.

Code-Switching in English Classes

Code-switching refers to alternating two or more languages within the same conversation or sentence. In English language learning classrooms, code-switching may occur between English and the student's native language(s). Teachers and students can employ it for different reasons. English is being taught to students as a subject at schools, colleges, and universities. People use it daily for other purposes. Remembering English words for every common thing is challenging, and code-switching happens. It is common in both formal and informal settings. In EFL classes, teachers switch their codes from English to students' native languages to better understand complex concepts and ideas. They also switch their codes from English to students' native languages to scaffold learning and provide temporary support to build their English proficiency. Students might employ code-switching to express their ideas and concepts more clearly, especially when they face difficulty with English. Code-switching can identify students' and teachers' cultural backgrounds in EFL classes. It can be helpful when used strategically. It is not a sign of weakness but a natural phenomenon used by bilingual speakers.

Earlier Studies

Code-switching is the linguistic phenomenon where the speaker alternates two or more languages within the same/single conversation or sentence. It is also employed by students and teachers in language learning classes. In the past, many studies have been conducted by different researchers on code-switching. Gulzar (2010) surveyed awareness of code-switching and analyzed its utility in bilingual classrooms. He believes that teachers employ code-switching in language classrooms to focus and keep the needs and requirements of L2 learners in mind. They switch codes from English to students' local languages to understand difficult concepts and ideas, clarify the meanings of complex words, or give examples. As we know, the importance of code-switching in EFL and ESL classrooms has increased worldwide, leading to the phenomenon that code-switching serves many pedagogical purposes in both teacher-student interaction and teacher-led classroom discourse. Kirana (2021) analyzed code-switching in teaching and learning English as a foreign language in the Madrasah Tsanawiyah Diniyyah Putri Pesawaran classroom. She identified different reasons for code-switching. She claimed that the speaker does code-switching based on the listener's cultural background, changes in situations with the presence of a third person who doesn't have a similar language, changes from formal to informal, and changes in the topic of conversation. Code-switching can also help with grammar and vocabulary learning (Cook, 2001, p. 414; Jingxia, 2010, p. 21; Kumar & Arenda, 2012, p. 61; Lin, 2013, p. 205). She found that code-switching in EFL classrooms could help overcome miscommunication between teachers and students when teachers speak English.

Code-switching is a natural phenomenon that is irresistible in bilingual societies. Johansson (2014) believes that grammatical functions in English are similar to those in Swedish, and teachers want to use all the grammar knowledge and terminology that students hopefully possess in their mother tongue. She argued that English should be used to increase the input and output of the target language and that the L1 should be avoided to gain proficiency in the target language. Ramzan et al. (2021) conducted a study on code-mixing and code-switching in children's early speech who are Urdu and Punjabi language speakers. They believe that children switch their English, Urdu, and Punjabi codes, which influences smooth conversation in Pakistan. They felt a bilingual person unintentionally decides which language to use while speaking with other bilinguals and to what extent. Ryan and Giles (1982) think that schools are among the most significant settings for code-switching because there are speakers of different language varieties.

Hakuta (1986) also believes that schools are linguistically and culturally diverse institutes, and as a result, different varieties of languages are used to communicate with students and meet their needs. Kumar et al. (2021) researched to find the effectiveness of code-switching in the language classroom in India at the primary level. They explored that code-switching in English classrooms boosts the confidence level of the students, but it indicates that their English vocabulary is limited. They found out that students employ code-switching to overcome the limited English vocabulary problem. Nurhamidah et al. (2018) conducted a study on the pros and cons of code-switching in EFL classrooms. According to them, teachers and students can benefit from using code-switching. Teachers can use code-switching for translation, clarification, comprehension check, procedure and directions giving, classroom management and learning strategy to bridge the classroom level of language proficiency. On the other hand, students can use code-switching for translation, clarification, response, and identity sharing. As such, it is clear that teachers and students perceived code-switching as a helpful asset to bridge the communication gap during the teaching and learning process.

Code-switching is common in almost every setting, but schools are more linguistically diverse. Reyes (2010) examined the code-switching patterns in the speech of immigrant Spanish-speaking children. This study presents data on the discourse characteristics of children's code-switching. She found out that older children switch codes more frequently than younger children and that older children can manipulate their linguistic codes for a wider variety of stylistic purposes and situational demands than younger children. As younger children age, exposure to social and linguistic experiences increases, influencing their ability to switch their codes from one language to another according to different social functions.

Furthermore, Mochacha and Lwangale (2020) investigated the impact of code-switching on the English-speaking skills of secondary school students. They claimed that since students' speaking skills are still developing, code-switching can improve and enhance their communication skills, and it provides an alternative for those who face difficulties in expressing themselves in a single language. Ijudin et al. (2021) examined the role of code-switching in EFL classrooms. They emphasized that code-switching is an essential and unavoidable aspect of language learning and is required in language learning classrooms. It is a choice and a necessary tool in language learning classes. Lee (2016) also explored the attitudes of EFL School teachers towards code-switching types and functions and revealed that most participants prefer code-switching as a method of assisting students in learning English and as a tool to facilitate English language learning. Kumar, Nukapangu and Hassan (2021) conducted a study on the effectiveness of code-switching in language learning classes in India at the primary level. The study's results show that code-switching is a common phenomenon in primary schools and is used in classrooms to understand complicated ideas, translate inquiries, seek information, assess pupils' understanding and foster a sense of unity.

The studies mentioned above approached code-switching from diverse perspectives, such as the difference between code-switching and code-mixing, code-switching in signboards, code-switching and code-mixing in children's speech, and the relationship between code-switching and language learning. However, researchers have yet to give attention to code-switching by students and teachers in EFL classrooms. Moreover, code-switching by students and teachers at the University of Lakki Marwat has yet to be explored. Considering the gap in the existing literature, the study attempts to explore why teachers and students are behind code-switching in EFL classes at ULM.

Research Methodology

This section includes a comprehensive discussion of the current study's research framework. It also outlines the research design, data collection techniques and tools, and data analysis procedures and techniques.

Research Paradigm

The research paradigm for this research work is interpretivism. The data is collected from teachers and students and interpreted while keeping the research questions in view. Therefore, this paradigm best fits the present study.

Research Approach

This study's research approach is qualitative, as it attempts to explore the reasons behind teachers' and students' code-switching. The data is collected from teachers and students through interviews and analyzed qualitatively. The study does not deal with the statistical analysis of the data; therefore, no aspect of the quantitative approach is included.

Participants

The study participants were both teachers and students, all from the Department of English and Applied Linguistics, ULM. A total of 23 participants were selected using a simple random sampling technique: five were teachers, and 18 were students.

Data Collection

The data for this research were collected in two stages: interviews with students and interviews with teachers. Before conducting interviews with participants, all were informed that the purpose of the present study was to explore code-switching in EFL classes at ULM.

Interviews with Students

Interviews were conducted with 18 students, six from each batch, from the department of English and applied linguistics, University of Lakki Marwat. Nine of the 18 students were female, and nine were male. The students were selected using a simple random sampling technique.

Interviews with Teachers

After the students, five teachers, four male and one female, from the department of English and applied linguistics, ULM, were interviewed. The teachers were selected using the same sampling method as the students.

The interviews with teachers and students were recorded on a smartphone, transcribed, and then translated into English for analysis.

Data Analysis

The data collected for this study were analyzed using the thematic analysis technique. The data were analyzed in two stages: in the first stage, interviews with students were analyzed, while in the second stage, interviews with teachers were analyzed.

Data Analysis and Findings

This section mainly focuses on presenting and analyzing the data collected through the semi-structured interviews. It aims to explore the reasons behind code-switching in EFL classes at the

department of English and applied linguistics, University of Lakki Marwat. The collected data is presented in three parts: the first deals with the data from students, and the second deals with the data from teachers. At the same time, the third part of this section presents some similarities and differences between students' and teachers' reasons for employing code-switching.

Students' Reasons Behind Employing Code-Switching in English Classes at the Department of English, ULM

Different reasons were found based on the detailed data analysis of the interviews conducted with students. They are given below;

- **Expressing Ideas Easily**

When the students were asked if they feel more comfortable expressing specific ideas or concepts in a language other than English, most of them added that they feel more comfortable expressing their ideas and opinions in Pashto and Urdu instead of English because they are fluent in these languages and find it easier to understand and convey complex concepts? Only one student, MSB1-E, prefers English for expression over other local languages. For the participants, code-switching is a preferred and comfortable way of communication. For most of them, English is not the preferred language for expression because they are not fluent and face many difficulties while speaking. This highlights the importance of linguistic diversity and recognizing the value of mother tongues and national languages in communication.

- **For Better Understanding of Course Materials**

When students were asked if they noticed any differences in their understanding of course materials when taught in English versus other languages, some added that they could better understand the course materials when taught in languages like Pashto and Urdu other than English. They have shared their experiences and opinions on the impact of language on learning course material. Most of them agreed that code-switching positively impacts learning in EFL classes. They argued that course materials in English could be more challenging for them. In contrast, only a few participants expressed that it has a negative impact on our learning. Code-switching plays a crucial role in understanding learning material but hinders students' ability to acquire English language skills. It suggests that students must consider both languages, i.e., English and their native language or mother tongue. This will help them understand the basic concepts and ideas and allow them to speak effectively in English.

- **For Positive Effects on Learning in EFL Classes**

When students were asked how they think code-switching affects their learning experience in EFL classes, their responses were different. They have mixed opinions about the impacts of code-switching on language learning classes. Few of them suggested that it positively affects EFL classes because it helps students understand topics and promotes comfort and engagement in the learning process. It also enhances English language skills, builds confidence and makes learning easy. Some argue that code-switching has a negative impact on English learners because it hinders students' English language learning skills and distracts learners from the target language. Few of them expressed that code-switching has positive and negative impacts on learning, as it can be beneficial in the early stages and may hinder students' ability to learn English later.

- **Expedite the Process of Learning in EFL Classes**

When students were asked if code-switching is a useful phenomenon in English language learning classes, different students had different opinions regarding the usefulness of code-switching. Most agreed that code-switching is useful in EFL classes, highlighting its importance in facilitating students' learning, improving comprehension of intricate subjects and promoting effective communication. It is an alternative where only an English environment is not feasible, encouraging learners' competency and improving vocabulary and sentence structure comprehension. One student, FSB1-C, added that teachers should consider the needs of the learners while using code-switching and recommend a careful approach to its application. In contrast, some students expressed that code-switching is not helpful in EFL classes, and they gave different reasons as the participant, FSB3-F, argued that English should be used as a primary language because it is a target language. Some students valued its practical applications, while others prioritized using the target language.

- **Change from Formal to Informal or Conversely**

When students were asked whether they employ code-switching if they go from formal to informal or conversely in an EFL class setting? Most replied that they switch their codes from English to Pashto and Urdu from formal to informal or, conversely, in an EFL class setting. On the contrary, one participant, MSB3-D, stated that while going from formal to informal settings, i.e., with friends, I try to avoid CS and speak solely in English to be fluent and confident in class. One other participant, FSB3-F, does CS in an informal setting only. This demonstrates that different students use code-switching differently depending on the situation: some rely on it for effective communication, while some avoid it to increase their English language competence.

- **Changing the Topic of Conversation or Discussion**

When students were interviewed, most of them stated that they also switch codes when they change the topic of conversation or discussion in EFL class. On the contrary, one student, FSB3-A, did not employ CS when changing the topic of conversation or debate. Other participants, like MSB2-D, MSB3-D and FSB3-F, stated that in such situations, the usage of CS depends on the subject and audience. Their answers imply that some students use CS as a valuable technique for effective communication. In contrast, others might use it deliberately, taking the audience and topic of conversation into account.

- **Understanding Difficult Concepts, Clarify Meanings of Complex Words and Giving Examples**

During interviews, all students stated that when they cannot communicate in English, they employ code-switching to understand difficult concepts, clarify the meanings of complex words and give examples. They employ code-switching as a strategy to overcome communication barriers in English.

- **For Emphasis**

When students were interviewed, most said they code-switch to emphasize their points and get the audience's attention in EFL classes. On the contrary, MSB3-D, FSB3-E and FSB3-F added that they do not employ CS for such purposes. To conclude, most students acknowledged that they do CS for emphasis to grab the audience's attention, while some disagreed that they do not use such a strategy.

- **Lack of Vocabulary**

During interviews with students, all of them stated that when they lack an English vocabulary and forget specific words at the moment to express one idea, they also employ code-switching. This demonstrates that CS serves as linguistic support, helping students bridge lexical gaps and memory failure to communicate effectively in EFL classes.

- **Make Communication Smoother**

All participants said that code-switching makes communication smoother between them and their teachers in EFL classes. It facilitates smoother communication. By switching between different languages in EFL classrooms, students can communicate more effectively, make complex ideas and concepts easier to understand and overcome linguistic barriers. This demonstrates that CS allows students to gain knowledge, participate in class discussions and foster the bond between teachers and students.

Teachers' Reasons Behind Employing Code-Switching in English Classes at the Department of English, ULM

Different reasons were found based on the detailed data analysis of the interviews conducted with teachers. They are given below;

- **For Better Understanding of Students**

When teachers were asked what prompts them to intentionally switch codes from English to other languages like Pashto and Urdu during a lesson and what they hope to achieve with this strategy, most said they employ code-switching for engagement and a better understanding of students in EFL classes. They observed that code-switching positively impacts students' engagement and comprehension in EFL classes. They emphasized the following points:

Code-switching allows for a deeper understanding of concepts and ideas.

It aids students who find it difficult to follow lectures in English.

It allows for the clear transmission of ideas and concepts among students of different IQ levels.

In general, these teachers agreed that CS is an important pedagogical technique that helps students in learning and fosters productive skills in EFL classes.

- **Specific Situations for Employing Code-Switching**

When interviews were conducted with teachers, they were asked mainly about the situations in which they employ CS in their teaching practices, and their responses were unique and different. All teachers have shared various situations where they use code-switching in their teaching practices. Some of them are as follows:

1. When learners find it challenging to comprehend English lectures.
2. When the learner's social and cultural background needs to be accommodated.
3. When students ask for an explanation in their native language.

It reveals that the pedagogical method of code-switching is flexible and adaptable, enabling teachers to meet the needs of the students. It thus facilitates productive communication in EFL classes.

- **For Positive Impacts on Overall Learning Environment**

When teachers were asked how they think code-switching impacts the overall learning environment in their English classes, they gave different answers based on their individual experiences. The teachers had different opinions about how code-switching affects the overall learning environment of EFL classes. Some of them (MT1, FT3 and MT4) thought that it positively impacts students' learning in English language learning classes. They observed that it promotes comprehension and helps students unable to speak English. One teacher, MT5, thought that it has both good and negative impacts depending on the learning stage, while another teacher, MT2, believed that it has a negative effect on learning. To develop an encouraging and engaging learning environment, teachers must first consider the advantages and disadvantages of code-switching.

- **For L2 Learners' Needs**

When teachers were asked if they employ code-switching in EFL classes to focus on and consider the needs of L2 learners, all of them answered that they employ code-switching while considering the needs of L2 learners. They thought it was a vital phenomenon in assisting students in language learning. Teachers who use code-switching in their lectures show they are committed to their learners' needs. In this way, they can develop a welcoming and encouraging language learning environment.

- **Change from Formal to Informal or Conversely**

When teachers were asked whether they employ code-switching if they go from formal to informal or conversely in an EFL class setting? They all replied that they switch their codes from English to Pashto or Urdu from formal to informal or, conversely, in an EFL class setting. They added that joking with students and creating a friendly environment for students to understand course materials better became the priority of teachers. This creative application of CS shows how teachers can use different languages to foster a positive learning environment.

- **Changing the Topic of Conversation or Discussion**

When teachers were interviewed, they all stated that they do code-switching when they change the topic of conversation or discussion in EFL classes. This suggests that teachers can use code-switching as a purposeful technique that will foster student engagement, help in better understanding and aid in comprehension of complex topics and concepts.

- **For Emphasis**

When teachers were interviewed, all of them stated that they also do code-switching for emphasis to get the attention of the audience in EFL classes. It was revealed that they use code-switching to grab their students' attention. This suggests that they employ CS strategically as a rhetorical device to engage students and build their concentration.

- **Lack of Vocabulary, Confusion, Less Fluency and Topic's Explanation**

When teachers were asked if there were any specific situations where they encouraged students to employ code-switching, most of them added that when students lack vocabulary, get confused, or are less fluent in the English language and during topic the topic explanation, they encourage students to employ code-switching in EFL classes. This will help students gain educational success.

- **Make Communication Smoother**

All the teachers stated that code-switching makes communication smoother between them and their students in EFL classes. It helps them bridge linguistic and cultural gaps, enabling students to comprehend complex concepts and participate effectively in EFL classes.

Similarities and Differences between Students' and Teachers' Reasons behind Employing Code-Switching in English Classes at the Department of English, ULM

When interviews were conducted with students and teachers, they shared their reasons for employing code-switching in EFL classes at the Department of English, ULM. There are some similarities and differences between their reasons for employing code-switching. They are given below;

Similarities

The similarities between students' and teachers' reasons behind code-switching are;

Both students and teachers employ code-switching in EFL classes to better understand course materials, emphasize getting each other's attention, highlight key points or ideas, and make communication smoother. Both of them also switch their codes from English to other local languages like Pashto and Urdu when they go from formal to informal or change the topic of conversation or discussion in an EFL class setting. Both students and teachers switch codes from English to their local languages to understand difficult concepts and ideas, clarify the meanings of complex words, and give examples. They both employ it to recognize the positive impact on the learning environment. Lack of vocabulary is a common reason for code-switching among students and teachers.

Differences

The differences between students' and teachers' reasons behind code-switching are;

Students tend to focus more on the practical benefits of code-switching, such as expressing ideas easily, expediting the English language learning process, and clarifying complex words and concepts.

On the other hand, teachers focus more on the pedagogical benefits, such as enhancing students' understanding of English language concepts, creating engagement, and fulfilling the needs of L2 learners.

Students may use code-switching more frequently due to language proficiency limitations, while teachers may use it strategically to support teaching and learning.

Teachers aim to address students' needs in understanding topics thoroughly, while students focus on immediate communication challenges.

Discussion

The present research findings reveal that both students and teachers of the department of English and applied linguistics, ULM, use code-switching in EFL classes and employ it for different purposes. The findings of the present study align with previous research on code-switching. Its findings support earlier research on code-switching in language learning contexts and highlight its importance in EFL classrooms. Code-switching is a compelling linguistic phenomenon for students and teachers to facilitate effective communication, clarify complex concepts and words, and create more engagement. The study suggests that teachers and students should be aware of the advantages of code-switching and use it effectively in EFL classes to improve foreign language

learning outcomes. The findings of the present research work, all students of the department of English and applied linguistics stated that when they are unable to communicate in English, they employ code-switching in EFL classes to understand difficult concepts, clarify the meanings of complex words and give examples, support previous studies conducted on code-switching in the past in language learning contexts. Its findings support Gulzar (2010) and Kirana (2021), who found that code-switching helps students understand difficult concepts and clarifies the meanings of complex words. The study's results align with Reyes's (2010) findings that older children switch codes more frequently than younger children. The findings also parallel those of Nurhamidah et al. (2018), who investigated that code-switching is helpful for teachers and students in EFL classrooms.

However, the present study's outcomes challenge Johansson (2014), who claimed that the use of L1 (Native language) should be avoided to enhance and develop a high level of proficiency in the target language. She viewed a language classroom as the only place where students can be exposed to the target language (English), and if the mother tongue is used frequently in classrooms, the students need a better model for learning English. The present study reveals that using native language/L1 (Local languages) enhances students' understanding and facilitates the learning environment in EFL classes. It demonstrates that code-switching is common in bilingual and multilingual societies and serves many pedagogical purposes. In this way, its findings challenge Sara Johansson's concept (2014).

Conclusion

To conclude, the present study explored the students' and teachers' reasons behind code-switching in EFL classes at ULM. There are many reasons for code-switching in English language learning classes. The findings of this study revealed that the students' reasons behind employing code-switching were expressing ideas easily, for better understanding of course materials, for positive effects on learning in EFL classes, expediting the process of learning in EFL classes, change from formal to informal or conversely, changing the topic of conversation or discussion, for emphasis, lack of vocabulary, and make communication smoother between them and their teachers. The teachers' reasons behind employing code-switching were for better understanding of students, to create more engagement between students and teachers in EFL classes, for positive impacts on the overall learning environment, to employ CS for L2 learner's needs, change from formal to informal or conversely, changing the topic of conversation, for emphasis, lack of vocabulary, and for making communication smoother between them and their students.

English language learners employ code-switching in EFL classes to overcome linguistic difficulties. Allowing for a smoother expression and exchange of ideas, students and teachers switch codes to their local languages while learning and acquiring a second language to avoid related difficulties. While investigating the students' and teachers' reasons behind code-switching in EFL Classes at ULM, the results and findings show that the phenomenon of code-switching is common in ULM's EFL classes where students and teachers frequently alternate between English, Pashto, and Urdu languages to facilitate understanding. Educators can create a more inclusive and supportive learning environment by recognizing CS as a natural aspect of language learning.

To sum up, code-switching is essential because it acts as an alternative where only an English environment is not feasible, encouraging learners' competency and improving vocabulary and sentence structure comprehension. Similarly, in the context of EFL classes at ULM, the native language of students and teachers is not English, and they face many difficulties. For this purpose,

they employ code-switching and switch codes from English to their local languages, Pashto and Urdu.

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