

# **The Effectiveness of Teachers' Code-Switching for English Language Learning by the Tertiary-Level Students**

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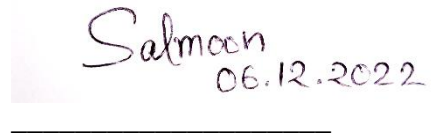
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This thesis paper is submitted to the Department of English, Daffodil International University,  
for partial fulfillment of the degree, Bachelor of Arts (BA) in English.

## Declaration

I hereby declare that this thesis paper “The Effectiveness of Teachers’ Code-Switching for English Language Learning by the Tertiary-level Students” is my original work and is a part of the “Project Paper with Internship” (Course Code: ENG431) course. The work has been completed under the guidance of Mohammad Elius Hossain, Assistant Professor, Department of English, Daffodil International University. I hereby also declare that anything used or presented in this thesis paper is not previously published or written by another person except where due reference is made.



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## Certificate

This is to certify that Salmoon Hossain Surovi, ID: 191-10-345, is a student of the Department of English at Daffodil International University. She has completed her thesis work “The Effectiveness of Teachers’ Code-Switching for English Language Learning by the Tertiary Level Students” sincerely under my guidance. She has worked very hard in order to complete the thesis paper as comprehensively as possible within the time frame. The thesis paper has not been submitted to any other institutions for getting a degree or certificate.

I wish her every success in her career.



'06.12.2022

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## **Acknowledgment**

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## **Abstract**

Teachers' classroom practices influence learners' learning. Similarly, code-switching by teachers in classrooms may have a significant impact on second language learning. This paper explores the tertiary-level teachers' and students' perspectives on switching codes in the classrooms and their insightful opinion about the effect of code-switching on English language learning. This study follows the mixed-method approach for data collection and analysis. For quantitative data, closed-ended data was collected using a Likert scale questionnaire and analyzed by mean average using the value and scoring range of the Likert scale. For qualitative data, one-on-one interviews with teachers were conducted and a focus group discussion (FGD) with students was arranged. The findings of this research showcase that utilizing code-switching in the classroom is beneficial and effective for English language learning at the tertiary level.

*Keywords:* code-switching, perception, effectiveness, teaching, learning

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## **Chapter 1: Introduction**

## 1.1 Introduction

Code-switching is the act of changing between languages in the middle of a sentence when both speakers are conversant in both languages (Cook, 2001a). Code-switching inside the classroom is a natural reaction in a bilingual setting (Cook, 2001b).

Since tertiary-level students are members of a bilingual community in the Bangladeshi context, code-switching in the classroom is a highly common occurrence that cannot be overlooked (Obaidullah, 2016, p. 924). Moreover, English is the required language of instruction at private universities in Bangladesh, which extends to instructors taking other courses. But occasionally, mother tongue interference might be found as a common interference in the classroom discourse at private universities. This occurrence creates an opportunity for code-switching in the classroom (Chowdhury, 2012, p. 41).

Teachers switch codes when the student cannot understand the level of English being used in the textbook or during instruction or when all other options have been tried to modify the teacher's speech to the student's level (Norrish, 1997). In addition, teachers use code-switching to introduce the students to foreign words and notions concerning English language classes as well as other academic books written in English (Shafi, 2020, p. 228).

Code-switching is crucial to social interaction and cognitive development (Mishra & Yadav, 2013). In research, Aguirre (1988), Hudelson (1983), and Olmedo-Williams (1983) discovered that code-switching is an efficient teaching and communication method which can be applied among bilingual students (Simasiku et al., 2015, p. 70). Additionally, Lee (2012) argued that when teaching English as a second language (ESL), the use of code-switching produces one step ahead of learning outcomes among students than the instructions where English is solely used (Simasiku et al., 2015, p. 71). Furthermore, the ability to make the target language

increasingly comprehensible, keep students' attention, ensure concept clarity, make the target language accessible, and reinforce course material are all advantages of code-switching (Shafi, 2020, p. 228).

People see code-switching positively and negatively, depending on their point of view (Kumar et al., 2021, p. 379). As far as the English as Foreign Language (EFL) classroom discourse is concerned, code-switching is a debatable issue. Some approaches encourage mother tongue interference, while others view it as taboo since it could hinder the learning of a second or foreign language (Chowdhury, 2012, p. 40-41). Nevertheless, among the majority of the traditional and contemporary methods and approaches to learning the English language, we observe that there are scopes of code-switching since the first language or native language is utilized as a medium of instruction and also used for other reasons in the classroom discourse (Chowdhury, 2012, p. 43).

A study commented that using code-switching could assist students in acquiring topics and improve teaching and learning. However, in order to facilitate comprehension and meaningful engagement of the students, which eventually results in improving academic accomplishment, teachers should identify when the first language (L1) should be utilized and when the second language (L2) is appropriate (Simasiku et al., 2015, p. 76).

## **1.2 Research Question**

With the relevance of the aim of the study, this research focused on investigating the perception of the teachers as well as the perception of students toward teachers' code-switching during class and determining the effectiveness of code-switching on English language learning by analyzing the data. Therefore, the following three research questions are:

1. What are the perceptions of the teachers about code-switching in English language learning for students?
2. What are the perceptions of the students about teachers' code-switching for their English language learning?
3. From the perspective of teachers and students, is code-switching effective for the English language learning for tertiary level students?

### **1.3 Significance of the Present Study**

Though there is some research on code-switching in Bangladesh, it is essential to explore various directions of code-switching concerning classroom discourse. In that regard, a study resembling this paper on both teachers' and students' perceptions about the effectiveness of teachers' code-switching on English language learning at a tertiary level classroom becomes justifiable.

## **Chapter 2: Literature Review**

## **2.1 Code-switching and its Application**

Code-switching is the practice of bilingual or multilingual speakers using two or more languages in a single speaking interaction (Baily, 1999). It is found that speakers who have competence in speaking two or more languages or who have a diverse range of language proficiency are more mindful of the fact that often one variety works more accurately in language comprehension in a particular context than the other (Meyerhoff, 2015). Usually, code-switching, which is a complicated, rule-governed process, is frequently utilized by bilinguals to go from one language to the other, especially when the application of the two languages occurs in the same context (Heredia & Altarriba, 2001). In addition, code-switching may be applied to “announce specific identities, create certain meanings, and facilitate particular interpersonal relationships” (Johnson, 2000). Moreover, code-switching includes the alteration of sentences and phrases from both languages as well as switching in a long narrative (Kasperczyk, 2005). Bhatti et Al. (2018) confirm that code-switching is an important phenomenon, and it is regarded as a significant speech style used to achieve communicative goals and fulfill interactional effects.

## **2.2 Use of Code-switching in the Classroom**

According to Modupeola (2013), teachers use code-switching as a strategy for providing students with opportunities to communicate and improve their understanding. Furthermore, it assists in smoothing the flow of classroom instruction for the reason that the teachers do not have to spend plentiful time trying to explain to the students or search for easy words to simplify any confusion that may arise. Therefore, teachers employ code-switching by beginning the class in English and then switching to another language and back. As a result, the lesson will be as communicative as possible. With this strategy, teachers can balance the use of language during a

particular contact. Also, a teacher can use the students' former L1 learning experience to improve their comprehension of L2.

Sert (2005) remarked that this is mainly noticed in grammar instruction, where the teacher switches his discourse to the mother tongue of his learners in dealing with specific grammar problems, which are discussed at the moment. Moreover, the teacher uses code-switching also as a tool to foster close bonds and relationships with the students.

Code-switching is essential in the classroom if the instructor and students share the same first language and should be considered a normal part of bilingual's behavior (Jamshidi and Navehebrahim, 2013). Jingxia (2010) found code-switching to serve numerous functions like translating vocabulary items, managing class, explanation of grammar, and developing close relations with students.

Despite the difficulties associated with code-switching and the unfavorable views of educators regarding its use in language learning classes, code-switching is typically seen as a common occurrence in these settings. Besides, code-switching could be used to develop a command of content subjects that helps not only in teaching but also in cognitive learning (Shafi, 2020, p. 228).

### **2.3 Effectiveness of Code-switching in the Classroom**

As Benson (2004) claims, who favors bilingual education, code-switching can help students' understanding of the target language, given that teachers utilize it in a productive and pedagogically sound way. For example, in an investigation of code-switching in bilingual classrooms in Pakistan, Gulzar (2010) notes that code-switching in language classrooms is carried out to help the students, and the students believe that teachers' code-switching truly facilitates them in understanding complicated concepts. Similarly, in a study in Bangladesh,

Obaidullah (2016) found that teachers use code-switching for a variety of reasons, and they believe that code-switching significantly contributes to the success of an EFL class.

Classroom code-switching is determined by linguistic, psycholinguistic, and social-situational aspects. Due to a lack of vocabulary knowledge, L2 students achieve lexicon expertise when code-switching is used. This development occurs when the student is made aware of this by being given the opportunity to learn the meaning of the word code-switched in the other language (Becker, 2000). Teachers need to be conscious that code-switching is for the advancement of the student's learning capacity, and therefore it should not be taken for granted. The utilization of code-switching in EFL classrooms does not demonstrate proficiency or lack of competence in L2. Preferably, code-switching should be employed as a technique with several purposes for teaching and learning (Horasan, 2014).

## **2.4 Conclusion**

The evidence acquired from the literature research served as a solid foundation for the current study. It is clear that many researchers, teachers, and students believe that code-switching is a successful technique for English language teaching. Therefore, the present paper attempts to highlight the effectiveness of teachers' code-switching for English language learning from the tertiary level teacher's and students' perspectives in the Bangladeshi context in line with the studies described above.



## **Chapter 3: Methodology**

### **3.1 Research Design**

This study has followed both quantitative and qualitative research approaches. Generally, quantitative data analysis is a mathematical procedure. On the other hand, the technique of qualitative data analysis mostly entails analyzing the connotation of people's words and actions, which is a non-mathematical methodical approach (Morehouse & Maykut, 2002). Using both qualitative and quantitative data together improves the comprehension of the research question (Creswell, J., 2003, p. 53 as cited in Sarmageen, N., 2018).

### **3.2 Participants**

Since the research topic has focused on English language learning and is a case study, the teachers and students of the Department of English at Daffodil International University were chosen as participants for data collection. The number of participants for the data collection was 15 teachers and 60 students. Furthermore, the study utilized the convenience sampling technique. Convenience sampling primarily uses captive audiences, such as students at the researcher's own institutions (Dorneyi, 2007 as cited in Shafi, et al., 2020).

### **3.3 Instruments**

For quantitative data collection, the researcher made a survey questionnaire with 12 close-ended questions. The questions were designed with the aim to measure the perception of teachers and students about the role of code-switching in English language learning. The quantitative survey questionnaire was made by following the Likert scale options (strongly agree to strongly disagree) containing values (from 1 to 5). In favor of quantitative data, Heaton (1975) remarked that MCQ tests are beneficial since they can be completed quickly. On the contrary, for qualitative data collection, interviews and FGD were arranged. The questions for qualitative data were quite similar to the close-ended questions. However,

participants were able to add their ideas or comments along with the answers since it was open-ended questions.

The researcher collected two types of data to merge and compare the data to have a valid outcome instead of collecting and analyzing the data from only one group of participants.

### **3.4 Data Collection Procedure**

The questionnaire was distributed among students through social media and for teachers, the questionnaire was sent via email. The questionnaire for quantitative data collection was designed on a Google Form. On the other hand, for qualitative data collection using the same questionnaire items, two interviews were taken individually with two teachers, and an FGD was arranged with 4 student participants. The researcher tried to get more participants but it was not possible to schedule a fixed time for many of them. Also, the participants were more comfortable with close-ended questions than to attend a recording discussion.

### **3.5 Data Analysis Procedure**

The quantitative data was collected based on a Likert scale questionnaire. Collected raw data were analyzed by mean average on Google sheets using the value and scoring range of the Likert scale. For getting the mean average, the number of participants who answered in favor of a particular option (as in Agree) of an item was multiplied by the value number for the option (as in 4). Then, the multiplied numbers for each answer of an item were summed and divided by the number of total participants in the group (as in the total number of teacher participants). After that, the outcome number was matched with the Likert scale scoring range which ultimately indicates a value along with the options used in the questionnaire.

For qualitative data, the interviews with two individual teachers were voice recorded. Then, the recorded interview was transcribed with the help of the online software Transkriptor.

However, for the validity of the transcription, the researcher also manually checked and matched the audio record with the transcribed data. In addition, the researcher tried to eliminate the inconvenience caused by the software and organized the transcription along with the missing words which were in the audio record, but the software could not recognize them. Finally, the transcribed data were analyzed descriptively.

Regarding the FGD with student participants, the recorded data were transcribed similarly, as discussed above. Nevertheless, since it was a discussion with 4 student participants, the data were descriptively analyzed based on the theme emergent from the data. The themes were selected on the basis of their mentioned frequency by the student participants.

This study analyzed qualitative data using a descriptive qualitative research method. The purpose of descriptive qualitative research is often to examine participant opinions, beliefs, and/or thoughts (Puspawati, I., 2018, p. 45). Then both types of data were analyzed and merged. After that, the merged data were discussed and interpreted to support the research questions

## **Chapter 4: Discussion**

#### 4.1 Results Derived from the Quantitative Data Collected from Teacher Participants

The results of quantitative data collected from teacher participants are presented in Table 1. The last row of Table 1 shows the average mean and agreement of teachers' perceptions regarding the effectiveness of teachers' code-switching for English language learning at the tertiary level.

Items	Mean	Agreement
1. The students feel more confident to respond in class when I use 'Code Switching' (English to Bangla).	4.13	Agree
2. The students benefit when I switch codes in class because it gives them a chance to discuss the lesson with me.	4	Agree
3. During a class lecture, my code-switching makes it easier for the students to understand complicated concepts.	4.47	Strongly Agree
4. When I teach a text written in old English, the use of code-switching by me helps the students to comprehend the content quickly.	4.33	Strongly Agree
5. Code-switching by me saves the students time and effort to look for the specific meaning of a word and helps them to enrich their vocabulary in a short time.	3.47	Agree
6. When I use code-switching it helps the students not to lose any idea or information and it helps them with note-taking.	3.80	Agree
7. My code-switching makes it easier for the students to be engaged in the class lecture and not to feel monotonous.	3.80	Agree

8. When I use code-switching, it saves a lot of class time unless I would have to explain a topic for a longer time to the students.	3.80	Agree
9. I assume a teacher who switches code in class feels friendlier to the students than the one who only uses English during a class lecture.	3.07	Neutral
10. I think I use code-switching consciously during a class lecture.	3.87	Agree
11. I consider the use of code-switching during a class lecture is better than only an English-based class lecture.	3.33	Neutral
12. I believe code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture.	3.73	Agree
Mean of the items 1-12	3.81	Agree

**Table 1: Perception of teachers regarding the effectiveness of code-switching**

Table 1 contains 12 items regarding teachers' perceptions of the effectiveness of code-switching. According to the perception of the teachers, they agreed that students feel more confident to respond in class when they use code-switching (4.13 = Agree) and it is beneficial for the students to discuss the lesson with them when they use code-switching (4 = Agree).

Moreover, the teacher participants strongly agreed that their code-switching makes it easier for the students to understand complicated concepts (4.47 = Strongly Agree) and also to comprehend the content of a text more quickly which is written in old English (4.33 = Strongly Agree).

As well as, the participants accepted that their use of code-switching saves the students time and effort to look for the specific meaning of a word and helps them to enrich their vocabulary in a short time (3.47 = Agree), it helps the students not to lose any idea or information and it helps them with note-taking (3.80 = Agree), it makes easier for the students to be engaged in the class lecture and not to feel monotonous (3.80 = Agree), and it saves a lot of class time unless they would have to explain a topic for a longer time to the students (3.80 = Agree).

However, the teacher participants remain uncertain about whether a teacher who switches code in class feels friendlier to the students than a teacher who only uses English during a class lecture (3.07 = Neutral). Then, the teachers agreed that they use code-switching consciously during a class lecture (3.87 = Agree).

Yet, again the participants were uncertain about the statement that the use of code-switching during a class lecture is better than only an English-based class lecture (3.33 = Neutral). Nevertheless, the teacher participants agreed that code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture (3.73 = Agree).

The average of the items in Table 1 indicates that the perception of the teachers regarding the effectiveness of code-switching is positive (3.81 = Agree). The teacher participants agreed that code-switching is effective for English language learning at the tertiary level.

#### **4.2 Results Derived from the One-on-one Interviews with Teacher Participants**

The result of quantitative data collected from teacher participants is also supported by qualitative data. The qualitative data is analyzed by the descriptive method. The open-ended answers are discussed and given below:



The researchers took two individual interviews with two teachers. The teachers are coded as T1 (Teacher 1) and T2 (Teacher 2). When they were asked if students feel more confident to respond in class and to discuss the lesson with them when they use code-switching, T1 answered that “...*they(students) love code-switching and it gives them confidence for sure.*” “...*students...feel comfortable, they feel much more easy.*” said T2. Moreover, they both agreed that their use of code-switching makes it easier for the students to understand complicated concepts and comprehend difficult text more quickly. T2 remarked that “*Sometimes using Bangla can help them to understand the topic better.*”

In addition, when the researcher asked teachers whether code-switching helps the students to learn new vocabulary in a short time, T2 remained uncertain, “*Actually, I'm not sure about it.*”. Again, they both agreed when asked if code-switching helps the students with note-taking. T2 responded that, “...*taking notes can be easier when the teacher doing this code-switching.*”

After that the teachers were asked whether code-switching helps the students not to feel monotonous during class lectures. In response, T2 said, “*it can contribute to a little at least...[to] lessen the monotony of the class.*” Then the researcher got a similar response when questioned if code-switching saves class time unless the teachers would have to explain a topic for a longer time. T1 replied that “...*in our context... code-switching matters...code-switching helps.*” And T2 replied, “*when it is a lengthy class...sometimes code-switching can help you to release the pressure.*”

When asked either a teacher who switches code in class feels friendlier to the students than the one who only uses English during a class, T2 affirmed that, “...*they find it much more easier to attend the class of a teacher who often do this code-switching.*” Nevertheless, both

teachers were positive when asked whether they use code-switching consciously during a class lecture. T1 stated that *“If I think it's needed, then I use it consciously.”*

On the other hand, when the teachers were asked if the use of code-switching during a class lecture is better than only an English-based class lecture, they both remained neutral. T1 said, *“It depends upon what are my outcomes.”* And T2 answered, *“I think code-switching is fine, but...it will really depend on context.”* To the last question, both teachers agreed that code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture. T1 agreed that *“It is facilitatory,”* and T2 mentioned that *“...it has a good application.”*

#### 4.3 Results Derived from the Quantitative Data Collected from Student Participants

The results of quantitative data collected from student participants are presented in Table 2. The last row of Table 2 shows the average mean and agreement of students' perceptions regarding the effectiveness of teachers' code-switching for English language learning at the tertiary level.

Items	Mean	Agreement
1. I feel more confident to respond in class when a teacher uses 'Code Switching' (English to Bangla).	4.05	Agree
2. It is beneficial when a teacher switches codes in class because it gives me a chance to discuss the lesson with the teacher.	4.20	Agree
3. During a class lecture, a teacher's code-switching makes it easier for me to understand complicated concepts.	4.35	Strongly Agree

4. When a text is written in old English, the use of code-switching by the teacher helps me to comprehend the content quickly.	4.18	Agree
5. Code-switching by a teacher saves my time and effort to look for the specific meaning of a word and helps me to enrich my vocabulary in a short time.	4.27	Strongly Agree
6. When a teacher uses code-switching it makes me feel that I am not losing any idea or information and it helps me with note-taking.	4.37	Strongly Agree
7. Teachers' code-switching makes it easier for me to be engaged in the class lecture and not to feel monotonous.	4.12	Agree
8. The use of code-switching saves a lot of class time unless a teacher would have to explain a topic for a longer time to us.	4.18	Agree
9. A teacher who switches code in class feels friendlier to me than the one who only uses English during a class lecture.	4.10	Agree
10. I think teachers use code-switching consciously during a class lecture.	3.98	Agree
11. I consider the use of code-switching by the teacher during a class lecture is better than only an English-based class lecture.	4.02	Agree

12. Code-switching by teachers is an essential technique that facilitates us to learn both linguistic and literature subjects during a class lecture.	4.05	Agree
Mean of the items 1-12	4.16	Agree

**Table 2: Perception of students regarding the effectiveness of code-switching**

Table 2 contains 12 items regarding students' perceptions of the effectiveness of code-switching. According to the perception of the students, they agreed that they feel more confident to respond in class when a teacher use code-switching (4.05 = Agree) and it is beneficial for them to discuss the lesson with the teacher when he or she uses code-switching (4.20 = Agree).

In addition, the student participants strongly agreed that a teacher's code-switching makes it easier for them to understand complicated concepts during a class lecture (4.35 = Strongly Agree). Again, the participants approved the statement that the use of code-switching by the teacher helps them to comprehend the content quickly when a text is written in old English (4.18 = Agree).

Moreover, the students strongly agreed that code-switching by a teacher saves their time and effort to look for the specific meaning of a word and helps them to enrich their vocabulary in a short time (4.27 = Strongly Agree) and when a teacher uses code-switching, they feel that they are not losing any idea or information and it helps them with note-taking (4.37 = Strongly Agree).

As well as, the student participants accepted that teachers' code-switching makes it easier for them to be engaged in the class lecture and not to feel monotonous (4.12 = Agree), the use of code-switching saves a lot of class time unless a teacher would have to explain a topic for a

longer time to them (4.18 = Agree), and a teacher who switches code in class feels friendlier to them than the one who only uses English during a class lecture (4.10 = Agree).

According to students' perception, they think that teachers use code-switching consciously during a class lecture (3.98 = Agree) and they consider the use of code-switching by the teacher during a class lecture is better than only an English-based class lecture (4.02 = Agree). Without surprise, the student participants agreed that code-switching by teachers is an essential technique that facilitates them to learn both linguistic and literature subjects during a class lecture (4.05 = Agree).

Therefore, the average of the items in Table 2 indicates that the perception of the students regarding the effectiveness of code-switching is positive (4.16 = Agree). The student participants agreed that code-switching is effective for English language learning at the tertiary level.

#### **4.4 Results Derived from the Focus Group Discussion (FGD) with Student Participants**

The result of qualitative data collected from the student participants is also supported by the quantitative data. For the qualitative data, the researcher conducted a FGD with four participants and descriptively analyzed the data based on the potential themes which are frequently mentioned by the participants and related to the research topic. The important themes are shown in Table 3 given below and discussed later.

Themes	Mentioned by Participants
Gives the confidence to respond	3 times
Gives comfort in the class	5 times
Feels better in comparison	5 times
Helps to understand	8 times

Makes things easier	7 times
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**Table 3: Important themes**

The participants of the FGD are coded as S1 (Student 1), S2 (Student 2), etc. During the FGD, in response to the first question, the students agreed that they feel more confident to respond in class and discuss the lesson with the teacher when he or she uses code-switching. S2 said that *“I feel much more comfortable...”*. When the students were asked if teachers’ code-switching makes it easier for them to understand complicated concepts and comprehend difficult text more quickly, they all agreed. S3 commented that *“...code switch...makes more easier to understand the concept, especially the difficult one”*.

However, when questioned whether code-switching helps them not to feel monotonous during class lectures, two students agreed. S4 replied that *“...code switch is a comfortable things for the student.”* When asked whether code-switching helps them to learn new vocabulary in a short time, S2 agreed and answered from the experience that *“...when the teacher said it in English and then said it in Bangla, it somehow helped me to memorize the word and I can also use it later...”* and S3 and S4 also agreed with S2.

Then the students were asked if notetaking becomes easier when a teacher uses code-switching. In reply, all of them were positive. Additionally, three of the students accepted that a teacher who switches code in class feels friendlier to them than one who only uses English during a class lecture. S2 remarked that *“...it is a warm and friendly approach from the faculty.”*

In addition, the students were asked whether they think that teachers use code-switching consciously during class lectures. Again, three of the students agreed and S2 opined, *“...feel the teachers also know that it is a friendlier approach...”*. After that the students were asked if they think that the use of code-switching during a class is better than only an English-based class

lecture. All of them gave a positive answer and S1 commented that “...because sometimes the subject is difficult for us to understand and comprehend...”.

Lastly, when the students were asked whether they believe that code-switching is an essential technique that facilitates them to learn both linguistic and literature subjects during class lectures, they all agreed and S2 added that “I believe code-switching is a wonderful approach by the faculties because it helps us to understand...”

#### **4.5 Synthesis of Results Derived from Quantitative and Qualitative Data**

Since qualitative data support the quantitative data collected from teachers, it answered the research question that the perceptions of the teachers about code-switching in English language learning for students are positive. Similarly, the results derived from students' data are positive. Regarding the effectiveness of code-switching, for investigating this research question the current study collected and analyzed the perspectives of teachers and students with a Likert scale value and mean average. The quantitative data were supported by the qualitative data. In this sense, code-switching is effective for English language learning according to the perspective of both teachers and students.

## **Chapter 5: Conclusion**



## **5.1 Summary of the Present Study**

This study investigated the perceptions of the teachers about code-switching in English language learning for students. The questions were designed in a way that the teacher participants' answers indicated the impact and effectiveness of their code-switching on students for English language learning from their perspective. The results of quantitative data collected from the teacher participants were positive and also supported by the qualitative data collected from them.

This study also investigated the perceptions of the students about code-switching for their English language learning. The questions were asked in a way that the student participants' answers indicated the impact and effectiveness of teachers' code-switching for their English language learning. The results of quantitative data collected from the student participants were positive which was also supported by the qualitative data collected from them.

The present study aimed to investigate whether or not code-switching is effective for English language learning for tertiary-level students or not. For achieving this aim and making the findings more valid, the researcher collected data from both teachers and students. Furthermore, the perspectives of both teachers and students on code-switching for English language learning by the students were compared to get a better and more valid finding of the study. Since both teacher and student participants are positive, this study can claim that teachers' code-switching is effective for English language learning for tertiary-level students. Moreover, the validity of the findings of this study is supported by the other studies mentioned in the Literature Review.

## **5.2 Limitations of the Present Study**

Though this study has significantly highlighted the effectiveness of teachers' code-switching for English language learning for students from the tertiary level teacher's and student's perspective in the Bangladeshi context, it also has some limitations. Firstly, since it is a case study, only one university is taken as the setting for the research and the participant number is limited. Because of that reason, the result of the current study may not be generalized. Secondly, in the qualitative data of teacher participants, there are few negative responses, for instance, "...to understand new vocabulary I don't agree.". Despite having limitations, this study achieved its aim to contribute and take the initiative that a study needed to be conducted specifically on the effectiveness of teachers' code-switching in the Bangladeshi context.

### **5.3 Directions for Further Research**

In the future, further research on this topic is possible with a large range of settings. For example, the researcher may collect data from various institutions. As a result, the participant number may increase. In addition, since this study found few negative answers, there is a scope for researchers to investigate the possible solution for making code-switching more effective. On the other hand, researchers may also investigate the drawbacks of code-switching.

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## Appendices

### Appendix 1 (A): Questionnaire for Teacher Participants

Name:	Gender: Male/Female
Teaching Experience in Universities (Years):	Teaching Area: English Literature, Linguistics/ Applied Linguistics, English Language, All of them

1. The students feel more confident to respond in class when I use ‘Code Switching’ (English to Bangla).

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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2. The students benefit when I switch codes in class because it gives them a chance to discuss the lesson with me.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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3. During a class lecture, my code-switching makes it easier for the students to understand complicated concepts.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
--------------------------------------	-----------------------------	---	--------------------------------	---

4. When I teach a text written in old English, the use of code-switching by me helps the students to comprehend the content quickly.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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5. Code-switching by me saves the students time and effort to look for the specific meaning of a word and helps them to enrich their vocabulary in a short time.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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6. When I use code-switching it helps the students not to lose any idea or information and it helps them with note-taking.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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7. My code-switching makes it easier for the students to be engaged in the class lecture and not to feel monotonous.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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8. When I use code-switching, it saves a lot of class time unless I would have to explain a topic for a longer time to the students.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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9. I assume a teacher who switches code in class feels friendlier to the students than the one who only uses English during a class lecture.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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10. I think I use code-switching consciously during a class lecture.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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11. I consider the use of code-switching during a class lecture is better than only an English-based class lecture.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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12. I believe code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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### Appendix 1 (B): Questionnaire for Student Participants



Name:	Gender: Male/Female
Student ID:	Semester Number:
Name of Institution: DIU/other	Name of Department: English/Other

1. I feel more confident to respond in class when a teacher uses 'Code Switching' (English to Bangla).

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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2. It is beneficial when a teacher switches codes in class because it gives me a chance to discuss the lesson with the teacher.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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3. During a class lecture, a teacher's code-switching makes it easier for me to understand complicated concepts.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
--------------------------------------	-----------------------------	---	--------------------------------	---

4. When a text is written in old English, the use of code-switching by the teacher helps me to comprehend the content quickly.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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5. Code-switching by a teacher saves my time and effort to look for the specific meaning of a word and helps me to enrich my vocabulary in a short time.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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6. When a teacher uses code-switching it makes me feel that I am not losing any idea or information and it helps me with note-taking.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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7. Teacher's code-switching makes it easier for me to be engaged in the class lecture and not to feel monotonous.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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8. The use of code-switching saves a lot of class time unless a teacher would have to explain a topic for a longer time to us.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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9. A teacher who switches code in class feels friendlier to me than the one who only uses English during a class lecture.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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10. I think teachers use code-switching consciously during class lectures.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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11. I consider the use of code-switching by the teacher during a class lecture is better than only an English-based class lecture.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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12. Code-switching by teachers is an essential technique that facilitates us to learn both linguistic and literature subjects during class lectures.

<input type="radio"/> Strongly Agree	<input type="radio"/> Agree	<input type="radio"/> Neutral/ Uncertain	<input type="radio"/> Disagree	<input type="radio"/> Strongly Disagree
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### **Appendix 2 (A): Questions to the Teacher Participants for the Interview:**

1. Do you think students feel more confident to respond in class and discuss the lesson with you when you use Code-Switching?

2. Don't you think during class lectures your Code-Switching makes it easier for the students to understand complicated concepts and to comprehend a difficult text more quickly?
3. Do you agree that when you use Code-Switching, it helps the students to learn new vocabulary in a short time and take note of the lecture without losing any information?
4. Don't you think Code-Switching helps the students not to feel monotonous during class lectures and it also saves class time unless you would have to explain a topic for a longer time?
5. Do you think a teacher who switches code in class feels friendlier to the students than the one who only uses English during a class lecture?
6. Do you use code-switching consciously during a class lecture?
7. Do you think that the use of code-switching during a class lecture is better than only an English-based class lecture?
8. Do you believe that code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture?

**Appendix 2 (B): Questions to the Student Participants for the FGD:**

1. Do you think that you feel more confident to respond in class and discuss the lesson with the teacher when he or she uses code-switching?
2. Don't you think during class lectures teachers' code-switching makes it easier for you to understand complicated concepts and to comprehend difficult text more quickly?
3. Don't you think that when teachers use code-switching, it helps you to learn new vocabulary in a short time and to take note of the lecture without losing any information?
4. Do you agree that when teachers use code-switching, it helps you not to feel monotonous during class lectures and it also saves class time unless a teacher would have to explain a topic for a longer time?

5. Do you think a teacher who switches code in class feels friendlier to you than the one who only uses English during a class lecture?
6. Do you think that teachers use code-switching consciously during class lectures?
7. Do you think that the use of code-switching during a class is better than only an English-based class lecture?
8. Do you believe that code-switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during class lecture?

## Transcriptions

### Transcription of Qualitative Data Collected from Teachers 1

#### Interviewer

The first question is, do you think students feel more confident to respond in class and to discuss the lesson with you when you use code switching?

#### Teacher 1

Um...it depends actually...depends upon the student's level of proficiency.

If they use English every day in every situation, I think they don't think code switching is better.

But, if the students more often use Bangla. In their everyday situation, then they love it, they love it, they love code switching and it gives them confidence for sure. And in our case, in our case particularly, I think code switching helps a lot.

#### Interviewer

Sir, don't you think during class lectures your code switching makes it easier for the students to understand complicated concepts then to comprehend a difficult text more quickly?

#### Teacher 1

Yes, for sure. As I said before, in our context it helps and particularly for particular students, they don't understand English much more. And at the same time, they don't feel it's interesting to listen to English and if it is an English class only, English only class. They feel bored because they cannot get anything. So that's why code switching helps here.

#### Interviewer

So do you agree that when you use code switching, it helps the students to learn new vocabulary in a short time and take note of the lecture without losing any information?

#### Teacher 1

It helps them to learn new vocabularies? In a Short time in a short time and they don't lose any information?

**Interviewer**

To take note of the lecture.

**Teacher 1**

Okay. Surely they don't lose anything if they can be focused and if they can. To be focused, you need to understand first what the teacher is saying. So to understand the things. If you don't understand the language or vocabulary, particularly as you are saying. Then, uh, it's not possible for the students to. You know. To what? The last point you had, number one is vocabulary number two?

**Interviewer**

Take note of the lecture without losing any information.

**Teacher 1**

Losing any information, as I was saying. So they don't lose any information if they understand if they're if they're focused. So here once again, code switching helps. But to understand new vocabulary I don't agree, because to understand new vocabularies, first of all.. to understand, okay, but to learn new vocabularies you have to face some challenges. Initially you have some problems. You have some new vocabularies and then you can check dictionary or anywhere else to learn those vocabulary. But if you are too easy, the teacher is too easy with everyone and they use only simple vocabularies, so then vocabulary learning is..doesn't occur.

**Interviewer**

So don't you think code switching helps the students not to feel monotonous during class lectures and it also saves class time unless you would have to explain a topic for a longer time.

**Teacher 1**

Regarding saving class time, if I say, it doesn't matter. If the teacher thinks that he wants to finish the class, he can finish the class in English. No problem. But understanding matters. The students may be.. they don't understand what the teacher is saying. The teacher is spontaneous. He is finishing everything. But... yes, when it's only in English. Teach.. the students will show some blank faces. They will act like they are understanding everything, but they don't. So class time can be maintained without using code switching. But it's all about understanding, effectiveness of the class. If I say effectiveness of the class then in our context, particularly if I say in our context, in our.. it can be in our university. Context of our university. It can be the context of our country. So then code code switching matters.. code switching helps.

**Interviewer**

So do you agree that the students not feel monotonous? They don't feel monotonous because of code switching by teachers?

**Teacher 1**

It's not only code switching. If you... still if you use Bangla only. Then students can get monotonous. It's not about code switching. Sometimes the class can be made more enjoyable by using, you know, humorous things, particularly jokes...particularly you say the same thing in humorous way...interesting way, right? It can be in English, it can be Bangla. I don't think that code switching here is more important.

**Interviewer**

So do you think a teacher who switches code in class feels friendlier to the students when the one who only uses English during then the one who only uses English during a class lecture?

**Teacher 1**



Students feel friendly or teachers feel friendly?

**Interviewer**

Teacher feels friendlier because he or she is using code switching.

**Teacher 1**

I have...I mean both the experiences. I mean using the code switching and only English only class. So as I saw that...to me it's not uninteresting to use only English. It's not uninteresting I think, and I can find there are some bright students, they can interact and in every class, I think...be...even if you switch codes, there are some students they will not respond. So it's all about, I mean, good students. I mean, I'm not separating the students, but I say interactive students or the participatory students, they are there always.

**Interviewer**

So do you use code switching consciously during a class lecture?

**Teacher 1**

Consciously? Yes. If I think it's needed, then I use it consciously. Particularly if a student doesn't understand. It's my duty to make them understand first rather than showing my language skills.

**Interviewer**

So do you agree that the use of code switching during a class lecture is better than only English based class lecture?

**Teacher 1**

It depends. It depends upon what are my outcomes. If my outcome is to make them proficient in English..speaking particularly, I think English only class will..will do more help rather than code switching classes.

**Interviewer**

So do you believe that code switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture?

**Teacher 1**

Is that facilitatory technique you are saying? It is facilitatory, particularly if I talk about literature, literature and you know, language can be also sometimes monotonous and boring to some students. Something can be hard to understand, difficult to understand. There's code switching helps. But I think if the teacher uses easy English, code switching is not required in a class, particularly of university level.

**Transcription of Qualitative Data Collected from Teachers 2****Interviewer**

Do you think students feel more confident to respond in class and discuss the lesson with you when you use code switching?

**Teacher 2**

Of course, I think most of the students find it more comfortable when the teacher often do this code switching and code mixing. Because when they understand the things in Bangla or their L1, they feel comfortable, they feel much more easy.

**Interviewer**

So don't you think during class lectures your code switching makes it easier for the students to understand complicated concepts and to comprehend the difficult text more quickly?

**Teacher 2**

Of course it is. For example, if it is a theoretical class. For example, if it is a class of a

philosophy or literary theory, the things are complicated already there. So sometimes there are students who are unable to understand English fluently. Rather, in that case, even the students if they are listening a text from a theory course, from a philosophy course, it will be beyond their limit unless the teacher come down and discuss the same things using code switching.

Sometimes using Bangla can help them to understand the topic better.

**Interviewer**

So do you agree that when you use code switching, it helps the students to learn new vocabulary in a short time and take note of the lecture without losing any information?

**Teacher 2**

Actually, I'm not sure about it, because vocabulary learning is a different thing. The more you listen, the more you read, the more your vocabulary will be developed. Code switching has any role in it? I'm not sure about it. But I think that I mean..taking notes can be easier when the teacher doing this code switching.

**Interviewer**

So don't you think code switching helps the students not to feel monotonous during class lectures and it also saves class time unless you would have to explain a topic for a longer time.

**Teacher 2**

Well, monotony is another thing. Monotony...I have found many of my teachers who were really enjoyable. For example, Masud Mahmud sir. He used to take two to three hours classes in English. He never used Bangla in classroom but still we enjoyed each second of his class because he could come down in our level. He could discuss a thing from different point of view, different angles. So monotony is a different thing. But yet...still when it is a lengthy class, it is a long class, sometimes code switching can help you to release the pressure. In that case I can say

that okay...I mean it can contribute to a little at least. I mean in lessen the monotony of the class.

**Interviewer**

So do you think a teacher who switches code in class feels friendlier to the students than the one who only uses English during a class?

**Teacher 2**

Well, it is obvious. I mean in Daffodil the students, most of them, most of the time they find it much more easier to attend the class of a teacher who often do this code switching. Because they can understand better and they can learn better. But I think if it is an ideal context I'm not sure that...code switching will be very much helpful or not. For example, if the students are up to the mark, they know English better already, in that case, maybe code switching will not function that way. But in our context, which is not a proper or ideal context, here code switching has a role, of course.

**Interviewer**

So do you use code switching consciously during a class lecture?

**Teacher 2**

Yes I do it. Because...I often go for the experiments like...I mean, I start my class in English and after a certain period of time I realized that students are looking at me but they don't understand what I'm saying. So in that case I often realize that it is better to go for code switching unless otherwise the students will remain blank throughout the class.

**Interviewer**

Sir do you think that the use of code switching during a class lecture is better than only English based class lecture?

**Teacher 2**

It actually...it is a very relative topic. Because for example it is a listening, speaking and pronunciation development course. In that case I am sure that the teacher should not use Bangla. The teacher should stuck in L2. If it is a presentation development skill as there is no theory at all or there is a very little things to...learn academically. In... I mean most of the things are practical. I think, there also the teacher should not use...any type of code switching. But when it is a critical topic, when the teacher feels it necessary that the student's level is too low to understand in target language, then the teacher can go for code switching. Most of the cases I think code switching is fine, but...it will really depend on context.

**Interviewer**

Sir do you believe that code switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during a class lecture?

**Teacher 2**

Of course, I think that code switching is an essential technique which may not be applicable for all type of courses. But still it has a good application. Because I mean through code switching the students from another, I mean other languages, they can learn the topics in English better.

**Transcription of Qualitative Data Collected from Student Participants 2**

**Interviewer**

OK, so the first question is, do you think that you feel more confident to respond in class and discuss the lesson with the teacher when he or she uses code switching?

**Student 1**

Ah yes, I feel much confident to respond in the class when teacher use...uses code switching.

**Student 2**

I agree with Tanha. I feel much more comfortable because sometimes I find difficult to express myself in English. So when I see that my faculty is also switching the code so if I start the conversation with him or her, I can also switch the code. So it gives me a comfort zone.

**Student 3**

I'm totally agree with Saba and Tanha. It actually makes me feel more comfortable.

**Interviewer**

OK, the second question is don't you think during class lectures teachers code switching makes it easier for you to understand complicated concepts and to comprehend the difficult text more quickly?

**Student 1**

Ah yes, I agree with the statement because sometimes I too cannot understand the entire lecture of our teacher because it is in English and if he or she switches code in giving during giving the lecture, then it's better for me to understand the complicated concepts and to grab it more quickly.

**Student 2**

OK, I also agree with Tanha and I want to add that we have done some very critical courses, for example the literary theories or the philosophy, and those things are already complicated, and I believe that if our faculties didn't use the code switching method to make us understand it would be more complicated for us, so I think code witching is important to make us understand...understand some complicated or complex theory.

**Student 3**

Yes, I also agree whenever teacher use code switch in the class and it makes more easier to understand the concept, especially the difficult one. And yes, I agree with the concept.

**Student 4**

I also agree with the Saba, Tanha and Eva. Also, English literature and linguistics is not so much easy. When teacher switch code then it's become easier to understand the students.

**Interviewer**

OK, the next question is, do you agree that when teachers use code switching, it helps you not to feel monotonous during class lecture and it also saves class time unless a teacher would have to explain a topic for longer time.

**Student 1**

Ah yes, I agree with this statement too, because it becomes monotonous for us. I mean the students. Because if the teacher gives his or her lecture in English totally, then sometimes we feel bored and we'll lose our concentration. So code switching is helpful in this circumstances.

**Student 2**

Well, I partially agree with Tanha that code switching is important because, uh, sometimes we feel... But I also feel that the attitude of the teacher is also important because sometimes I have experienced that my faculties are using the code switching, but still I'm feeling bored. So it actually depends on how the teacher is teaching us about or how the teacher is the conducting the class.

**Student 3**

I'm totally agree with Saba because it actually depends on the teacher how he or she taking the class because sometimes whenever teacher use code switch sometimes. It also can be a more joyful or sometimes it can be also monotonous. So actually it depends on the teacher.

**Student 4**

I agree with the Tanha cause any lecture is understanding is most important, so codes... when...

code switch is a comfortable things for the student. So I agree with tanha.

**Interviewer**

OK. Now, don't you think that when teachers use code switching, it helps you to learn new vocabulary in a short time and to take note of the lecture without losing any information?

**Student 1**

Umm, I'm. I partially agree with the statement. We can learn vocabulary from others way as well. It's not only every time. If the teacher uses code switching, then only then only in that case we will learn vocabulary in a very short time. But otherwise, yes it can be way too.

**Student 2**

Well, I believe it is a very good way to learn a vocabulary because I have experienced many words like. There are some words that I didn't knew, but when the teacher said it in English and then said it in Bangla, it somehow helped me to memorize the word and I can also use it later, for example procrastinator. This is the word that I'm...I have memorized it very well because one of my teacher Atiya ma'am she used that word and then she switched the...switch into Bangla and tell us about the meaning of the word. So in this way it's really, I think, useful for a person to learn vocabulary.

**Student 3**

For me, I agree with this statement because I've also learned so many new vocabularies whenever teacher used the code switching so it's yes from me and...

**Student 4**

(agreed)

**Interviewer**

I would like to know your opinion about note taking. Do you think that notetaking become easier



when a teacher use code switching?

**Student 1**

Ah yes, I think note taking becomes quite easier when teacher uses code switching.

**Student 2**

Well, I also believe that code switching is. I mean, it becomes easy to take the notes if the teacher switches the code.

**Student 3**

And yes, I do agree also.

**Student 4**

Yes, I agree with this statement.

**Interviewer**

OK, the next question is, do you think a teacher who switches code in class feels friendlier to you than the one who only uses English during a class lecture?

**Student 1**

Ah yes, I think the teacher who switches code in class for students understanding then the students will feel friendlier more than the teacher who only delivers the lecture in English. As Saba said in the very first question that when a teacher code... switches code in the classroom, then students also feel confident and response in the class. So yes, it feels friendlier.

**Student 2**

Well, I also feel that when a teacher is switching the code it...it is a warm and friendly approach from the faculty. So I agree with the statement.

**Student 3**

For me, I think it depends on the teacher. Because sometimes whenever teacher don't use a code

switch in the class, I feel like they are friendlier also and whenever teacher use code switch in the class I think they are also friendlier. For me, it depends on the teacher actually.

**Student 4**

I agree with this because our...our teachers are also...also give the lectures very friendly. They also code...switch the code in the class and it is become very easier to understand...understand as to learn, learn...learn our lectures.

**Interviewer**

Yes. So it's kind of a psychological matter, right? A teacher feels friendlier when he or she uses code switching. OK, moving on, do you think that teachers use code switching consciously during class lecture?

**Student 1**

um...I think it is both. I mean the teacher uses code switching consciously and unconsciously. Consciously when the use of code switching because they can understand the students situation if they...they are understanding the lecture or not. And sometimes it's entirely unconscious for the teachers when they code switch in the in while delivering their lectures. So for me it's both.

**Student 2**

I think the faculties actually intentionally do the code switching because I want to share a experience. One of my classmate actually asked my one of my faculty that he should communicate with us in English. And in that class I have seen that my faculty didn't even utter a single word in Bangla but communicate with us in English. So I feel the teachers also know that it is a friendlier approach to do the code switching and that's why they I mean do code switching so I agree with this statement.

**Student 3**

Umm, I'm agree with Saba because the teacher knows how their students capacity. And I think they use it consciously.

**Student 4**

I agree with this.

**Interviewer**

OK. Do you think that the use of code switching during a class is better than only English based class lecture?

**Student 1**

No, I think only English based class lectures are not that effective as well because there are many students and they have...they always can't understand the lectures because sometimes the subject is difficult for us to understand and comprehend the...concept, entire concept. So I think code switching is better than conducting the class....on entirely English language.

**Student 2**

I agree with Tanha. Because, some of us don't understand the English. In fact, I'm not. I mean, I don't think we all face difficulties sometimes to understand the complex theories or the perspective, and especially if the teacher is conveying that in English it will it becomes more difficult, so it would be easier if they switch the code so code switching is better.

**Student 3**

For me as a student of English department even it's really hard for me sometimes if the teacher conducts the whole class in English, because sometimes it also becomes monotonous and sometimes I also don't understand what they're saying or teaching us. So, that's it.

**Student 4**

Um, I agree with this because I think uh, code switching is better to understand all whole lecture

from the from a teacher.

**Interviewer**

OK, now the last question. Do you believe that code switching is an essential technique that facilitates the students to learn both linguistic and literature subjects during class lecture?

**Student 1**

Yes, for me I think code switching is a very important technique to learn both language and literature based concepts. Because as I have, I have already said that it's sometimes too much difficult for all of us to understand the concepts and the main theme of the subjects, whether it is in language or it is about literature. So if the teacher uses code switching while delivering the lecture then it's better for us and it's much easier for us to understand the concept. So yes, code switching is an effective technique.

**Student 2**

I believe code switching is a wonderful approach by the faculties because it helps us to understand we we are the bangalees, we speak Bangla and when we find something difficult we actually would understand it better in our mother tongue. And by doing that the faculties are is they are giving us much more comfort and confident in the class, so it is a wonderful approach.

**Student 3**

I do. I do agree. I do agree with them. And This is a very good technique for us.

**Interviewer**

OK. So that's all of my questions. Thank you so very much for your time.



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