



Review of the Impacts of Code-Switching on Writing Skill of English Language Learners

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Abstract: The controversy surrounding code-switching began in the early nineteen century. Several studies have been conducted to look into the operation of code-switching. Regarding code-switching and the purpose for which it is employed. Nevertheless, there has not been much research done on the topic of code-switching as a writing skill teacher, particularly for Pakistan students. The study aimed to investigate that What kinds of code-switching are there, and how does it work in English language teaching, how do educators feel about using code-switching to instruct English language learning students, and how much does code-switching get used when teaching writing to English Language Learners. The results of this study demonstrate that code-switching is a common and beneficial strategy that helps students to learn new concepts in an easy way and assist teachers in making their points more clear. In fact, code-switching can help teachers avoid misunderstandings when presenting instructional contents. Further research is necessary to validate the use of code-switching in writing skill teaching.

Key words: English Language Learners, Code-switching, Language skills, Teachers' perception

1. Introduction

Since the 19th century, there has been debate over the use of native tongues in foreign language instruction (Hall & Cook, 2012). With regard to teaching languages, code is one of the most divisive topics is switching (Ellis, 2014) therefore; linguists have conducted additional research on the subject of code-switching in educational contexts (Cancino & Diaz, 2020). There is no doubt that different perspectives will result from these studies' findings. There are two main points of view regarding the application of code switching. While one group opposes code-switching and supports teaching only in the target language, another group supports code-switching and suggests utilizing it to some degree.

It is widely advocated against using L1 in the classroom, especially in EFL schools. An excessive reliance on one's mother tongue might hinder students' progress in learning the target language. Numerous educators and academics believe that code-switching in the classroom is an unproductive practice that hinders students' ability to acquire the target language (Modupeola, 2013). The interruption of target language acquisition by the mother tongue is known

as code flipping, according to Lee (2010). Using the mother tongue would impact the input of the target language, as Cook (2001) noted in support of his claims. Everyone is curious as to how native speakers of the language learning program will ever be able to follow discussions in the language of instruction. That being said, research has consistently shown that limiting instruction to a target language diminishes children's potential and slows down their rate of language acquisition (Macaro, 2009; Ibrahim, Shah & Armia, 2013). According to certain studies, there are a number of benefits to mild and intentional mother-tongue code-switching (Rezvani & Rasekh, 2011; Goodman & Tastanbek, 2021). According to Ezeh, Umeh, and Anyanwu, (2022) teachers should not discourage their students from using code flipping because it naturally happens in language classes.

Ezeh, Umeh, and Anyanwu, (2022) argued that teaching the mother tongue in class does not have to be entirely abandoned in order to maximize the target language. Kumar, Nukapangu and Hassan (2021) went on to say that giving up on using a first language completely would be the same as stopping classroom communication. He disagreed with the notion that pupils should converse in their target language, claiming that research has indicated code-switching may affect how lessons are taught in the classroom. Many research, including those by Temesgen and Hailu (2022), Bilgin (2016), Song and Lee (2019), and Cahyani and Barnett (2018), have looked at the purposes and reasons behind code-switching as well as how people see it. However, little study has been done on the use of code-switching to teach language skills, especially writing skills, to English language learners in Pakistan. A review of available literature regarding the topic in order to get inspiration for the study, identify any gaps, and possibly provide answers to the research questions. There was an investigation on the level to which English language learners are taught writing skills through code-switching.

1.1 Research Questions

- a) What kinds of code-switching are there, and how does it work in English language teaching?
- b) How do educators feel about using code-switching to instruct English language learning students?
- c) How much does code-switching get used when teaching writing to English Language Learners?

1.2 Significance of the Study

The results of this investigation are significant from a theoretical and practical perspective. The findings of the study will contribute to the body of knowledge how to employ code-switching as a technique while teaching writing skills to English Language learners. The results can assist educators, EFL practitioners, or teachers in reevaluating their approaches when it comes to teaching writing to English language learners.

This research can also be helpful to policymakers since it offers a more comprehensive knowledge of the many forms, purposes, and advantages of code-switching in enhancing language learning. The corpus of information previously known about code-switching would also be expanded by this study, particularly with regard to its application in speaking schools. The findings of this research will further enhance our understanding of the purposes of code-switching as a linguistic tool in EFL classes and how it is used in English language proficiency classes.

2. Review and Analysis Literature

2.1 Comparing Various Code-Switching Methods

The majority of research on code-switching explains that it may be done in two primary ways: intra-sentential and inter-sentential. Regarding code-switching, for instance, Myers-Scotton (1993) makes a distinction between two kinds: intra-sentential and inter-sentential. Kashi (2018) focused only on inter- and intra-sentential code-switching in his investigation of the effect of code-switching on past tense learning. But extra-sentential or tag code-switching is another type of code-switching (Kumar, Nukapangu & Hassan, 2021). Thus, in terms of grammar, there are three primary forms of code-switching.

The two most frequent forms of code-switching were discourse markers and phrase/sentence level changes. The most typical kind of code-switching, according to a research by Ataş and San-Simşek (2021), is intra-sentential code-switching. Additionally, it showed that intra-sentential switching was more common than inter-sentential switching. The study by Yong, Hutagalung and Fong (2020) also demonstrates that in a similar class pattern, inexperienced teachers are more likely to use intra-sentential switching while seasoned teachers are more likely to use inter-sentential switching. On the other hand, Bhatti, Shamsudin and Said (2018) found that the most common patterns observed during the lectures were inter-sentential code-switching and tag.

2.2 EFL Classrooms

Cahyani and Barnett (2018) found that teachers mainly transfer codes for social, managerial, and pedagogical reasons. This notion is also supported by the studies of Abellana and Tarusan (2023), Chong, Salehuddin, Amzah, and Hamid (2023), Zaghlool and Altamimi (2023), Suryaningsih (2023), Wunseh and Charamba (2023), and Alnefaie and Gupta, (2024). It is reasonable to presume that the three main goals of instructors' use of code-switching in the classroom are knowledge production, classroom management and interpersonal relationships.

2.3 Construction of Knowledge

To promote the objective of knowledge growth, teachers typically use code-switching to graphically explain, translate, and display the subject. Research by Rezvani and Rasekh (2011), Bashir and Naveed (2015), and Bhatti, Shamsudin and Said (2018) supported the findings of Wunseh and Charamba (2023), which demonstrated that lexical item and grammatical translation and explanation in the home language are the main purposes for which both novice and seasoned teachers utilize it in the classroom. This study finding was different from Grant and Nguyen (2017), it found that the basic reason to practice code-switching is for knowledge-development and this process consists of inquiry, translating and interpretation. This disparity might result from different class types' perspectives, since they all employ code-switching in their classrooms in different ways.

Fachrurrozy, Puspita and Sunarti (2024) stated that in addition to teaching, translating, and challenging the material, teachers can use code-switching to highlight key points, emphasize lessons, and cite other people's work to help students learn (Yao, 2011; Grant & Nguyen, 2017). This is in line with studies by Ataş and San-Simşek (2021) and Bhatti, Shamsudin and Said (2018), which discovered that code-switching, is used when introducing new terminology, elaborating on difficult concepts, restating important details, adding details, and shifting the topic. Furthermore, their research indicated that when teachers tutored students after class, they mostly used L1. In a similar vein, it is also found that educators used code switching as a teaching strategy to offer clarification, a start to a new subject, or an extra observation (Zaghlool, & Altamimi, 2023).

2.4 Classroom Organization

Most studies on teachers' use of code-switching in the classroom describe how instructors do so to better organize their classrooms (Yong & Fong, 2020; Roslan, Idris & Sulaiman, 2023; Ali, Ahmed & Kottaparamban, 2023; Albahoth, Jabar, & Jalis, 2024). In order to keep pupils focused and in order before, during, and after class, teachers regularly practice code-switching (Bhatti, Shamsuddin & Said, 2018). By rewarding and punishing pupils, code-switching is employed to enforce norms about behavior and control student conduct (Bashir & Naveed, 2015; Grant & Nguyen, 2017).

2.5 Interpersonal Communication

Apart from the two aforementioned objectives, the interpersonal component is a significant factor in teachers' decision to use code-switching. It is advised that instructors communicate with their students in their mother tongues in order to inspire and involve them in the material, provide feedback and encouragement, and support knowledge acquisition (Roslan, Idris & Sulaiman, 2023; Eslami, & Talebzadeh, 2023; Ali, Ahmed & Kottaparamban, 2023; Albahoth, Jabar, & Jalis, 2024). This will help students who are studying a second language. Code-switching is frequently employed by English Language teachers since it is essential for them to give their pupils a productive and stress-free learning environment. Istifci's (2019) study claims that code-switching is a tool for personality expression and for fostering a pleasant atmosphere. According to Ferguson (2009), the application of Code Switching enhances the educational environment's humanization. The study conducted by Albahoth, Jabar and Jalis (2024) supports the findings of earlier research by Eslami and Talebzadeh (2023) that found language teachers often use their native tongue for a variety of social and pedagogical tasks. These tasks have the potential to improve interactions between teachers and students in the classroom.

2.6 Code-Switching Enhances Communication between Teachers and Students

Affective issues might often have a bigger impact on a teacher's CS than pedagogical concerns, according to Roslan, Idris and Sulaiman, (2023). According to their research, code swapping is a strategy employed with pupils to establish connection and exchange identities. Comparably, Bhatti, Shamsudin, and Said (2018) claim that teachers adopted a code-switching strategy to promote unity and strong relationships with the students prior to, during, and after class. According to Gulzar (2010), code-switching is also purportedly done to show empathy and

support for other students.

In conclusion, one may argue that when code-switching is used wisely and skillfully, it can encourage more honest and productive communication between teachers and students. Both seasoned and inexperienced teachers appear to view code-switching in language training positively, despite their varying degrees of teaching experience. According to Ezeh, Umeh and Anyanwu (2022), for example, it is found that educators of all experience levels have positive opinions on code-switching. Only the experience levels of the educators differ. Furthermore, this result is in line with other studies by Ali, Ahmed and Kottaparamban (2023), Alnefaie and Gupta (2024).

Nonetheless, a few educators still hold a somewhat negative opinion of code-switching. For example, Cheng (2013) discovered that despite the fact that code-switching is commonly employed in lectures; professors still hold a negative opinion of it. Teachers denied that they code-switched, but Ibrahim & Armia (2013) study found they did so for instructional purposes. Alrabah & Aldaihani (2016) concluded that although teachers expressed disapproval towards the use of L1 in L2 instruction, they did so for managerial and pedagogical purposes.

2.7 The Relationship between Code Switching Use and The Instructor's Viewpoint

More experienced instructors are more likely than less experienced ones to practice code-switching in the classroom. According to Yong, Hutagalung and Fong's (2020) research, experienced EFL instructors employed code-switching more frequently than novice teachers, despite the fact that code-switching is seen favorably by both (Puspawati, 2018; Nawaz, Atta & Naseem, 2023; Fachrurrozy, Puspita & Sunarti, 2024). Even though educators frequently switch between codes, this does not always mean that they lack proficiency in the language. For example, Moghadam (2016) asserted that EFL teachers truly have a higher educational level if they use code-switching more frequently in their lessons.

The frequency of code-switching by teachers is also influenced by their personalities and points of view. For example, Istifci's (2019) research found that although experienced and novice teachers agreed that code-switching should be used in the classroom; it was seldom used in the courses that were observed. The primary reason for this is the study's environment, which comprised teachers employed by an international school with a focus on English usage. Moreover, Grant and Nguyen (2017) and Istifci (2019) found that whilst some teachers swapped codes often, others did so much less frequently.

2.8 Application of Code Switching in Teaching Vocabulary to English Language Learners

Vocabulary learning should be carefully considered when it comes to developing writing skills because second language learners consider this aspect of language to be fundamental to their language and must have a large vocabulary (Cook, 2002; Nation & Nation, 2001). Switching codes is a common practice when teaching vocabulary to EFL students. For instance, it is claimed that the majority of educators use code-switching when the teachers explain vocabulary items (French, 2018; Nawaz, Atta & Naseem, 2023). As code-switching is considered to be a very successful teaching approach, teachers often teach lexical items in the native languages of their pupils. According to studies, students who were given L1 peers' lexical knowledge fared better as compared to such students who were given merely L2 study contents (Lee & Levine, 2020; Blair & Morini, 2022). They claim that teachers' code-switching helped students understand topics more quickly because it improves comprehension by stimulating lexical phrases from both the target and native languages in the long-term memory.

The reason code-switching is so popular in vocabulary training is because pupils react better to it than to instruction in English alone. When it came to teaching word items and specific terms explanation to English language learners, Song and Lee (2019) discovered that while the learners overwhelmingly preferred to receive visuals and instruction in their home tongue, they significantly opposed to instruction in English alone. Therefore, it is suggested that rather than trying to fully explain new terms or phrases to their students in the English-only mode, English teachers should consider code-switching when introducing them (French, 2018). Overall, these findings suggest that deliberate use of code-switching as a strategy to clarify and inform word meaning could improve learning outcomes. This work is the first step toward understanding how code-switching affects the development of vocabulary in foreign languages.

2.9 Teaching Grammar to English Language Learners through Code-Switching

Grammar cannot be removed from language instruction since it is regarded as the cornerstone of learning a second language, according to Larsen-Freeman and Celce-Murcia (2016). Ellis (2014) emphasizes the importance of learning a new language with an emphasis on grammar in a similar vein. Grammar knowledge is a must for

learning a second language, claim Song and Lee (2019). Since the aim of this study is to provide a more comprehensive knowledge of its utilization in teaching writing to EFL learners, it is imperative to take into account both the application and implications of code-switching on grammar acquisition. Very few sources address teaching grammar to tertiary EFL students through code-switching. Research indicates that teachers often engage in code-switching when instructing sub-skills such as grammar (Istifci, 2019; Bilgin, 2016; Bonyadi & Bonyadi, 2021). Both new and seasoned educators regularly use code-switching when instructing students in language skills like writing and grammar as well as other sub-skills (Yong, Hutagalung & Fong, 2020).

A number of studies by Zaghlool and Altamimi (2023), Kashi (2018), Nabifar and Khalilzad (2017), and Kebeya (2013), code-switching can help EFL students learn grammar. For example, Cook (2001) contends that grammatical rules can be taught by teachers through code-switching. Clearly state them and help students comprehend them better. Additionally, he admits that code-switching can cut down on the time and energy educators must devote to teaching grammar rules and structures. Kashi (2018) looked into how different types of code-switching affected grammar acquisition and found that learning the past tense through intra-sentential code-switching differs significantly from learning it through inter-sentential code-switching. More specifically, it was demonstrated that learning the past tense was more effectively facilitated by inter-sentential code-switching than by intra-sentential code-switching. However, these studies' results contradict Kebeya's (2013) findings, demonstrating that students who engage in intra-sentential code-switching do noticeably better academically than those who engage in inter-sentential code-switching often.

3. Conclusion

The previously mentioned findings are noteworthy and important, and beneficial for further studies because as they have provided some evidence and substantiate information that can somewhat aid to answer the research questions. Firstly, the findings suggest that there are three types of code-switching: tag or extra-sentential, intra-sentential, and inter-sentential. A revision to the results shows that most teachers use and emphasize intra- and inter-sentential code-switching above extra-sentential code-switching. Teachers use code-switching largely for three purposes: controlling the classroom, fostering interpersonal relationships, and producing new information. Furthermore, the majority of teachers—both seasoned and inexperienced—react favorably to code-switching when it comes to their perception of it. It appears that more seasoned educators use code-switching more frequently in their classrooms.

3.1 Teachings

Ultimately, the results showed that students performed better when teachers used code-switching rather than English-only instruction, indicating that code-switching is also very effective in teaching vocabulary and grammar to English Language learners.

3.2 Significance

The present investigation's results suggest a number of implications.

First and foremost, it's critical to increase teachers' comprehension of the value of code-switching. To use code-switching as a useful teaching strategy for English, teachers must be more open-minded and conscious of it rather than blindly adhering to the English-only policy and feeling bad about it. The government should also provide additional funding for EFL teachers' staff-training programs so they can better understand the value of computer science as a teaching tool and become more aware of how they use it themselves.

The results of this study demonstrate that code-switching is a common and beneficial strategy. The results demonstrated that usage of code-switching helps teachers to explain the terms and rules explicitly and clearly that helps in the comprehension of these. Consequently, it improves learners' understanding level which they exhibit in their writing. In fact, code-switching can help teachers avoid misunderstandings when presenting instructional content. The study's findings can also be used to support educators working in the field of pedagogy, including language instructors, teaching assistants, trainers for new teachers, and policy makers.

Thus, methods for teaching candidates to employ code-switching as a purposeful teaching strategy in certain educational circumstances should be made part of teacher-training programs. It is helpful to make students understand certain topics.

These results help us understand the answers to the questions of how code-switching is used in writing instruction for ESL students in the majority of the nations where English is taught as a second language.

3.3 Recommendations

To validate this use of code-switching in writing skill education, however, a great deal more study is still required. Before academics and legislators can make precise suggestions, further study is required.

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