

CODE-SWITCHING AND MALAYSIAN UNIVERSITY STUDENTS IN LEARNING COMPREHENSION.

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ABSTRACT

This study is a quantitative research that aims to explore a topic related to code-switching. It is also to identify the function and impacts of code-switching according to students' perspective. A questionnaire survey consisting of two sections has been conducted and the respondents are among 30 students at various Malaysian universities from the age of 21 to 23. After the data is collected, it is then analysed based on the calculation method from Likert scale. The findings of this study are that code-switching is positively recognized amongst Malaysian University students, as it is often used in lectures. They state that this method is applied by teachers to create a better understanding especially when dealing with tough and dry subjects. This study also shows that lecturers let the usage of code-switching help the students to understand better through their L1 when it comes to explaining technical terms of subjects that may be more difficult to understand in English. Their lecturers also announce assignment instructions using code-switching which helps them to increase their quality of work because they have a better understanding of it.

Keywords: Code-switching, comprehension, university students

1.0 INTRODUCTION

Code-switching happens when one is shifting or switching between two linguistic codes, where it can either be between dialect or language, and it also depends on the social and conversational situations according to **Morrison (2017)**. The occurrence of code-switching can often be found in the bilingual communities and also among the new second language learners. It is a common state of affairs since one's way of communication and one's choice in using language are highly influenced by the original culture or the native community one belongs to. **Skiba (1997)** did not view code-switching as something that is bad, as it actually helps people in communicating and smoothen the flow of conversation especially when one is unable to express or deliver information meticulously to another party.

There are many reasons why people start to use code-switching. One of the main reasons why people use code-switching is because one needs to fulfil his need (**Esen, n.d**). For instance, when second-language learners are having difficulties expressing something, they will somehow switch to another language that they find easier to emphasize so that they can successfully deliver the message they are trying to say. This situation of code-switching often happens when the speaker is feeling upset, distracted or even simply because the speaker's level of proficiency in that particular language is not quite convincing yet. In another situation, people also use code-switching to exclude others from a conversation. For example, if two

people speak in their first language when they are in a foreign country, they are actually trying to exclude others and speak comfortably without having everyone else in the same space to listen and understand them. There are also people who use code switching to express solidarity, to show identity, to quote other people, to add personality and many more.

Code-switching has three different types, which include inter-sentential, intra-sentential, and also extra-sentential. Inter-sentential code-switching occurs when one switches language at sentence boundaries; the changes can be at the start or the end of a sentence and this is a common phenomenon among fluent bilingual speakers. Next, intra-sentential code-switching is when a person confidently switches language in the middle of the sentence without any hesitation or interruption and it is said that the speaker is usually unaware of the switches done. Meanwhile, extra-sentential code-switching happens when a single word or a tag phrase or even both is switched from one to another language and it happens a lot in intra-sentential switches.

People are having mixed thoughts in regard to code-switching especially in learning situations. Some people find it beneficial; some find it bad in certain contexts (**Gardner, n.d**). This connection between code-switching and learning is a complex thing, however, there is still a positive side to it as code-switching can be a very useful learning tool to grasp better understanding in certain topics if people are aware of when to use it. In order for students to make good use of code-switching, good communication needs to occur between them and the teachers. The use of code-switching in a language learning subject may be distracting and ill-fitted, however it is still relevant to other subjects that require a lot of terms and theories memorization.

That is why it is important for students to discuss with their teachers and be clear about which time that code-switching is allowed in class so that students can use it effectively within the boundaries. When students are uncertain about some words, they should be allowed to switch language to ensure full messages are well delivered. The confusing vocabulary from the target language can be reviewed for another time. Besides, the use of code-switching can also help to encourage students learning in class and it makes them feel more supported as being able to communicate with their teachers using native language can raise the degree of comfort between the teacher-student relationship. At the end of the day, what is important is that students should not be afraid of making mistakes, one can even learn better things from it. Learning is a long-term process and any helpful tool that is advantageous should be used optimally.

2.0 OBJECTIVES & RESEARCH QUESTIONS

This case study aims at investigating the code-switching functions and its influences on the learning comprehension among university students in Malaysia. By keeping the aims mentioned above in mind, this study tried to answer two research questions:

1. What is the function of code-switching according to university students?
2. How does code-switching impact these university students?

3.0 LITERATURE REVIEW

Code-switching is defined as “a linguistic phenomenon which occurs in multilingual speech communities. The term describes the process in which a communicatively competent multilingual speaker alternates or switches usually between two languages or language varieties or codes during the same conversation” (McArthur, 2005). As for **Fareed (2016)**,

“code-switching is generally defined as a shift from one language to another by the speaker during the speech.” **Lin (2008) cited by Istifci (2019)** defined classroom code-switching as the use of more than one linguistic code alternatively in the classroom by the teacher and students. The use of code-switching occurs more often in conversation than in writing because it is used to mark switching from informal situations (using native languages) to formal situations (using the second language). Meanwhile, according to **Bhatti et al. (2018)**, in bilingual communities all over the world, where two or more languages co-exist, speakers frequently switch from one language to another in order to meet communication needs. This phenomenon of alternation between two languages is known as code-switching. **Younas et al. (2020)** also stated that code-switching is the ability to move from code one to another or language A to language B. Verbal selection in terms of roles or functions and the purpose of code-mixing are under the categories of code-switching and it is also termed as linguistic exchange.

Code-switching is very common in ESL / EFL classrooms throughout the world nowadays and students have positive and negative attitudes towards code-switching of teachers in the classroom. **Fareed et al. (2016)** found out that their data revealed that students studying English at undergraduate level hold a positive attitude towards teachers’ code-switching. However, there are also some cases in which teachers did not prefer code-switching in class. For example, **Istifci (2019)** managed to prove that although novice and experienced teachers feel positive about the use of code-switching in the class, they did not do code-switching a lot in the observed classes. The reason behind this may be related to the identity of the teacher who preferred to use English all the time in the class by maximizing the use of English and he/she may have wanted to be a role model for their students.

Other than that, **Bhatti et al. (2018)** revealed that the teachers code-switched to maintain discipline, translate new words and build solidarity and intimate relationships with the students. Code-switching took place in different situations in the teaching of grammar, in explaining difficult concepts and in repeating instructions to those who had difficulty in understanding the target language. **Younas et al. (2020)**, suggested that teachers should practice code-switching in the classroom as a tool which enables the learners to comprehend the technical and ambiguous sections of ESL lessons. In addition, it promotes a positive outcome on the part of learners and creates a friendly environment in the classroom. In terms of the functions of code-switching, **Simasiku et al. (2014)** found that teachers perceived code-switching as the method to enhance academic achievement. This is because it may improve the way learners answer questions and also enhance teaching and learning of English as a second language. With the practice of code-switching, learners would be actively involved in their learning, understand the subject matter better and the difficult English concepts would be better interpreted by learners in the language that they fully understand.

Besides that, **Fareed et al. (2016)** summarized that some novice teachers use code-switching to create a supportive language learning environment. Thus, the students were observed to feel very relaxed in the class and participated in the lesson more. However, in a research conducted by **Abu Bakar (2013)**, on many occasions when participants ran out of ideas or were not confident enough about their linguistic choices, they often turned to researchers as a reliable source for an appropriate phrase or word or structure. This situation shows that the participants usually switched languages because they are struggling to find the correct words or terms. Meanwhile, **Bhatti et al. (2018)** opined that although the teachers who practise code-switching are well aware of the violation of the language policy, they believe that code-switching may facilitate those learners who are not proficient enough in English. Other than that, **Fareed et al. (2016)** found out that some respondents state that teachers’ code-switching makes the lecture interactive for the students and he/she is able to build rapport with the students. Students get the feeling that the teacher can understand them. Thus, it serves the psychological need of the learners as their stress and sense of alienation is mitigated or

lessened, if not diminished. As for beginners or low proficiency learners, for instance, code-switching is an effective strategy to learn, but for intermediate level students more target language input is required therefore code-switching is not approved or liked by their lecturers and students as well.

There are various findings that can be found related to the functions and perceptions as well as impacts of code-switching among students. In the light of the findings stated above, this case study aims at investigating the functions of code-switching and its impacts towards the selected university students.

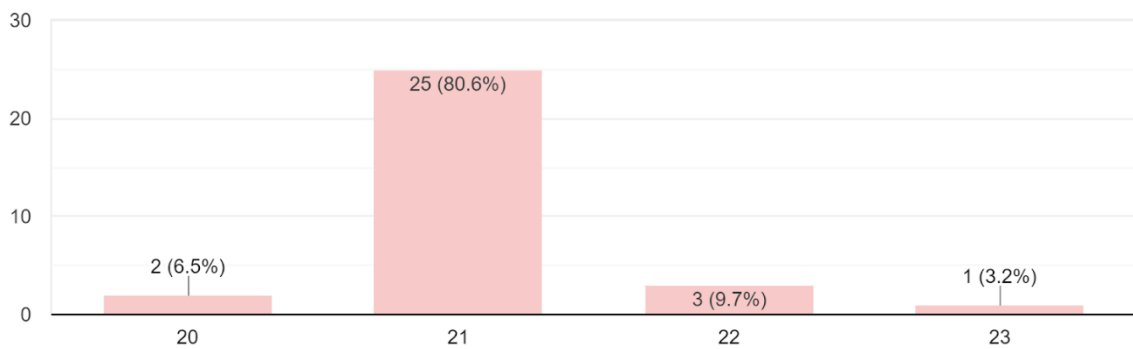
4.0 METHODOLOGY

4.1 Sample of This Study

In order to achieve the objective, this case study aimed to get insights on 31 students that are currently studying in any Malaysia's university. They were chosen randomly between the ages of 21 to 23 years old from various institutions all around Malaysia. Researchers also targeted students with different types of courses in order to get wider findings. Below are the attachments taken from the respondents' demography.

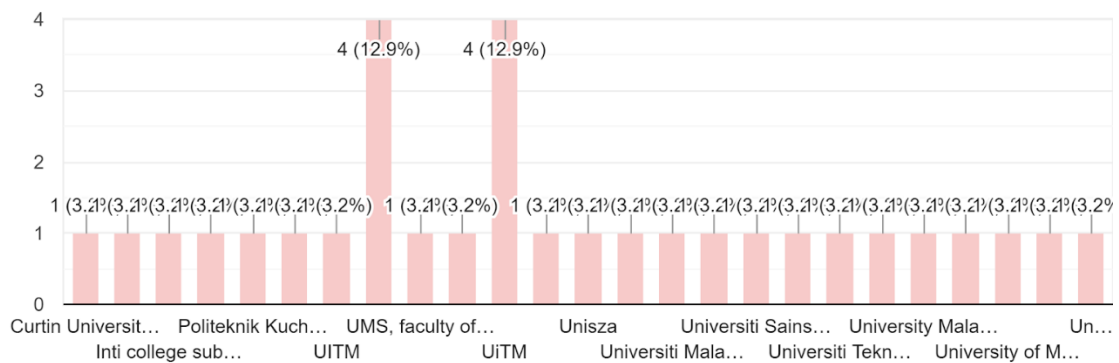
Age

31 responses



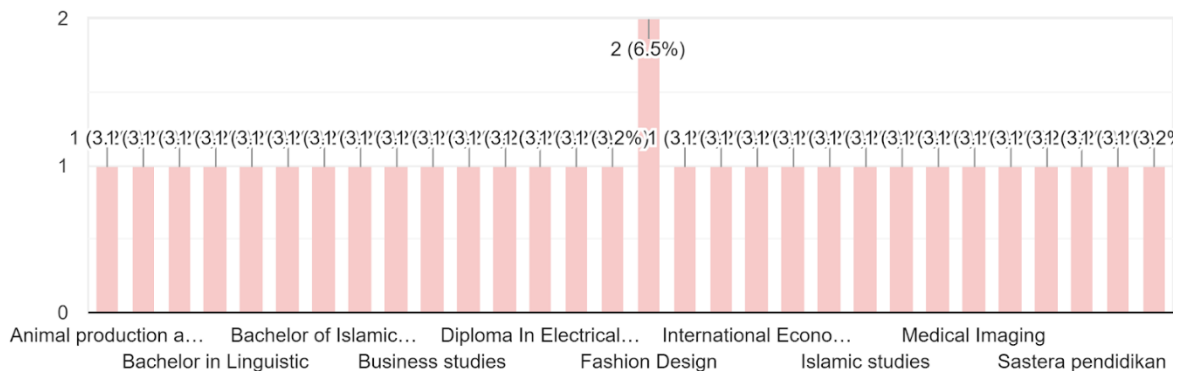
University/ Institution

31 responses



Course

31 responses



4.2 Instruments

This study used only one instrument of data collection: questionnaires. As for the adapted questionnaires, data for this study were collected through 5-point Likert scale questionnaires which consisted of 14 statements and 3 open-ended questions that allow respondents to answer in text format. The open-ended questions that were developed by researchers are as follow:

1. Does code-switching influence you're understanding towards a certain subject?
2. Can you see the difference in your assignments in subjects that apply code-switching?
3. Do you use code-switching outside your classroom?

4.3 Data Analysis Procedures

The analysis of questionnaires was coded and categorised. The calculation method for the 5-point Likert is shown as follow:

- i) The total respondents' scores for each question were divided by the total of respondents to get the average score for each question.
- ii) The total average score for all questions were divided with the highest score to get the total average score.
- iii) The scores were converted to percentage.

5.0 RESULTS

5.1 THE FUNCTION OF CODE-SWITCHING

The first section of the questionnaire is the respondents' opinion on code-switching where they ranked all statements given according to their personal preference in the practice of code-switching during lectures. The scale starts from 1(Strongly Disagree), 2(Disagree), 3(Neutral), 4(Agree) and 5(Strongly Agree).

5.1.1 "I often switch between languages when speaking."

Most respondents choose "Neutral" for this statement with 74.20% from 31 respondents either use code-switching when speaking and not. Followed by 7 respondents (22.60%) choose "Agree" and only 1 respondent (3.20%) choose "Disagree" to responses to this statement. From our research it can depend on the situation and the person they talk to.

5.1.2” I prefer code-switching to communicate with my peers/friends.”

80.60% respondents (25 from 31 respondents) “Agree” and “Strongly Agree” with this statement that they prefer code-switching to communicate with their peers or friends because the probability of their friends not understanding their mother tongue is high. On the other hand, 16.10% of respondents “Disagree” and “Strongly Disagree” with this statement followed by 1 respondent (3.30%) who responded “Neutral” to this statement.

5.1.3 “I understand the lesson better when my English teacher uses the code-switching method.

22 respondents from 31 respondents (71%) choose “Neutral” for this statement followed by 5 respondents (16%) who disagree and 13% of the respondents agree that using code-switching makes them understand the lesson better. Therefore, it also depends on individual perspective and also the teachers to be more aware of their teaching approach.

5.1.4 “I feel confused when my English teacher speaks only in English.”

Almost half of the respondents “Disagree” with this statement with 51.60% of respondents don’t feeling confused when their English teacher speaks only in English during lessons. Most of the respondents think this way they can adapt themselves in learning English as a second language or foreign language. 11 of 31 respondents (35.50%) choose “Neutral” and 12.90% respondents agree that they tend to feel confused when their English teacher only speaks in English.

5.1.5 “I feel more motivated and confident when my teachers switch languages to teach.”

45.20% respondents choose “Neutral” with this statement; they don’t feel motivated or motivated when their English teacher uses code-switching in class. But 42% of respondents (13 of respondents) agree that they do feel more motivated and confident in class followed by 13% respondents disagreeing about this statement.

5.1.6 “I find it difficult to concentrate if my teachers switch between languages in class.”

Majority of the respondents (61.30%) disagree with this statement followed by 8 respondents (25.70%) of respondents choose “Neutral” and only 13% agree that it is difficult to concentrate if their teacher uses code-switching in class.

5.1.7 “I switch between languages when I struggle to express myself.”

22 respondents (71%) from 31 respondents agree that they use code-switching when they find it hard to express themselves. 22.50% respondents choose “Neutral” and only 2 respondents (6.50%) disagree with this statement.

5.1.8 “I use code-switching to maintain the flow of my conversation”.

Majority of our respondents (38.7%) chose ‘Neutral’ as their answer, another 25.8% chose ‘Agree’ and ‘Strongly Agree’ and lastly only 9.7% of the respondents disagreed with this statement. As most of them chose neutral, it shows their stand in this question is between agree and this agree. It also indicates that our respondents seldom use code-switching to maintain the flow in a conversation.

5.1.9 “I actively participated in class activities when teachers switch the languages”.

The findings from this statement are, our respondents mostly picked 'Neutral' (38.7%), followed by 'Disagree' (25.8%) and 'Agree' (25.8%). Since the responses for this statement show quite uncertain standing, it can be concluded that our respondents may or may not

participate actively in class when their teachers switch the languages. This shows that whether or not the teachers switch languages, it does not determine their students' participation in class.

5.1.10 “I manage to do my assignments easier if the teachers explain the instructions by using two languages.”

According to this statement, once again 'Neutral' is the main selected answer with 11 responses (35.5%). Followed by 'Strongly Agree' with nine responses (29%), 'Agree' with eight responses (25.8%), 'Strongly Disagree' with two responses (6.5%) and 'Disagree' with one response (3.2%). As the top three selected responses are 'Neutral', 'Strongly Agree' and 'Agree', we can conclude that our respondents prefer their teachers to explain the instructions of the assignments using two languages. This may be due to the fact that by using code-switching while explaining the instructions, students are able to have a better understanding of the assignments.

5.1.11 “I prefer teachers to minimize the use of code-switching in class because I barely understand him/her.

For this statement, 'Neutral' is the most selected answer with 14 responses (45.2%), 'Disagree' with six responses (19.4%), 'Strongly Agree' with five responses (16.1%), 'Agree' with four responses (12.9%) and 'Strongly Disagree' with two responses (6.5%). With 'Neutral' being the most selected answer, it shows that our respondents can still understand their teachers even though their teachers often use code switching during the lesson.

5.1.12 “I switch languages only in certain subjects because some teachers do not approve of code-switching in class.”

The finding of this statement shows that our respondents mostly selected 'Agree' (32.3%, 10 responses) and 'Strongly Agree' (32.3%, 10 responses). The rest chose 'Neutral' (25.8%, eight responses), 'Strongly Disagree' (6.5%, two responses) and 'Disagree' (3.2%, one response). Therefore, we believe they switch languages in not all of their subjects as they do not have the approval of their teacher to do so.

5.1.13 “Switching languages helps me to understand and memorize information easily”.

With 'Neutral' being the most selected answer (38.7%, 12 responses), we can conclude that our respondents can memorize information whether they switch languages or not. The rest of the answers consist of 'Agree' with 10 responses (32.3%), 'Strongly Agree' with seven responses (22.6%), and both 'Strongly Disagree' and 'Disagree' with one response (3.2%).

5.1.14 “By switching languages, I am able to express myself clearly because it is difficult for me to find the correct word in a particular language.”

This statement shows most of our respondents picked 'Agree' as their answer (11 responses, 35.5%), followed by 'Neutral' (10 responses, 32.2%), 'Strongly Agree' (nine responses, 29%) and 'Strongly Disagree' (one response, 3.2%). This means that the majority of our respondents agree that by switching languages, they are able to express themselves clearly considering the fact that it is hard for them to find the correct word in a particular language. And some of our respondents are fine with expressing themselves whether they switch languages or not.

5.2 THE IMPACT OF CODE-SWITCHING

For the second section, we mainly focus on the impact of code-switching towards university students.

5.2.1 Question: Does code-switching influence you're understanding towards a certain subject?

Majority of the respondents (83.90%) said yes that code-switching does influence their understanding in certain subjects, for example when they feel confused with English terms in a science subject in order to memorize formulas and facts. On other hand, 5 respondents (16.10%) don't think code-switching influences their understanding in certain subjects. Moreover, 1 of the respondents stated that each subject has been adapted and summarised in easier form to make sure the subject objective can be achieved.

5.2.2 Question: Can you see the difference in your assignments in subjects that apply code-switching?

22 respondents (71%) from 31 respondents said they can see the difference in subjects that apply code-switching. In addition, 1 of the respondents stated that he/she can understand the instructions more easily in subjects that apply code-switching that one that doesn't. 29% of the respondents don't see the difference and mostly said it's just the same and it all depends on individual effort to understand the assignment given.

5.2.3 Question: Do you use code-switching outside your classroom?

21 respondents from 31 respondents. (67.74%) said they do use code-switching outside the classroom. Most of the respondents stated that they use code-switching outside the classroom if their peers/friends don't speak in their language and it has become a habit to most of the respondents. But 32.26% respondents rarely use code-switching outside the classroom and only for certain words they are familiar with. Besides, 1 of the respondents stated that they either use fully English or fully Malay.

5.3 SUMMARY OF ANALYSIS

No.	Statement	Result
THE FUNCTION OF CODE-SWITCHING		
1.	I often switch between languages when speaking.	Neutral - 23 (74.20%) Agree - 7 (22.60%) Disagree - 1 (3.20%)
2.	I prefer code-switching to communicate with my peers/friends.	Agree & Strongly Agree - 25 (80.60%) Disagree & Strongly Disagree - 5 (16.10%) Neutral - 1 (3.30%)
3.	I understand the lesson better when my English teacher uses the code-switching method	Neutral - 22 (71%) Disagree - 5 (16%) Agree - 2 (13%)
4.	I feel confused when my English teacher speaks only in English.	Disagree - 16 (51.60%) Neutral - 11 (35.50%) Agree - 4 (12.90%)
5.	I feel more motivated and confident when my teachers switch languages to teach.	Neutral - 14 (45.20%) Agree - 13 (42%) Disagree - 4 (13%)

6.	I find it difficult to concentrate if my teachers switch between languages in class	Disagree - 19 (61.30%) Neutral - 8 (25.70%) Agree - 4 (13%)
7.	I switch between languages when I struggle to express myself.	Agree - 22 (71%) Neutral - 7 (22.50%) Disagree - 2 (6.50%)
8.	I switch between languages when I struggle to express myself.	Neutral - 12 (38.7%) Agree - 8 (25.80%) Disagree - 3 (9.7%)
9.	I actively participated in class activities when teachers switch the languages	Neutral - 12 (38.7%) Disagree - 8 (25.8%) Agree - 8 (25.8)
10.	I manage to do my assignments easier if the teachers explain the instructions by using two languages.	Neutral - 11 (35.5%) Strongly Agree - 9 (29%) Strongly Disagree - 2 (6.5%) Disagree - 1 (3.2%)
11.	I prefer teachers to minimize the use of code-switching in class because I barely understand him/her.	Neutral - 14 (45.2%) Disagree - 6 (19.4%) Strongly Agree - 5 (16.1%) Agree - 4 (12.9%)
12.	I switch languages only in certain subjects because some teachers do not approve of code-switching in class.	Agree - 10 (32.3%) Strongly Agree - 10 (32.3%) Neutral - 8 (25.8) Strongly Disagree - 2 (6.5%) Disagree - 1 (3.2%)
13.	Switching languages helps me to understand and memorize information easily.	Neutral - 12 (38.7%) Agree - 10 (32.3%) Strongly Agree - 7 (22.6%) Strongly Disagree & Disagree - (3.2%)
14.	By switching languages, I am able to express myself clearly because it is difficult for me to find the correct word in a particular language.	Agree - 11 (35.5%) Neutral - 10 (32.3%) Strongly Agree - 9 (29%) Strongly Disagree - (3.2%)
THE IMPACT OF CODE-SWITCHING		
1.	Does code-switching influence your understanding towards a certain subject?	Yes - 26 (83.90%) No - 5 (16.10%)
2.	Can you see the difference in your assignments in subjects that apply code-switching?	Yes - 22 (71%) No - 9 (29%)
3.	Do you use code-switching outside your classroom?	Yes - 21 (67.74%) Rarely - 10 (32.26%)

6.0 DISCUSSION

This research focuses on code-switching and its impact towards Malaysian university's learning comprehension. According to McArthur (2005), code-switching is an occurrence in linguistics that includes a multilingual speaker alternating between two different languages during the same conversation. Code-switching regularly happens in spoken interactions more than writing which also signals the shift between formal and informal affairs in the classroom. According to the questionnaire used in this research, it is proven that Malaysian University students are aware of code-switching as many of them experience the use of it by their lecturers or peers in lessons or day-to-day conversations. In their context, code-switching is mainly used to create a better understanding amongst them and has become a natural habit.

Code-switching is commonly found in ESL/EFL classrooms where and this research has pointed out the positive and negative opinions from students towards this linguistic phenomenon. First and foremost, the students in this study state that code-switching makes it easier for them to understand lessons as English is not their first language. Since a number of subjects and assignments in public university utilizes English in conducting classes, a portion of students who do not practice English in their everyday life find it difficult to adapt than others who has already mastered English as their second or preferred language. Besides that, Malaysia is a multiracial country that is home to variety of race and religion which makes sense to why code-switching is a norm in public universities. Hence, lecturers using their commonly shared native language, which is Malay, makes them understand easier consequently leading to them being able to grasp the information and present high-quality work. This is especially when dealing with more technical and ambiguous topics which requires students to understand the topic rather than formulate an idea or explanation on their own. Thus, the statement delivered by Simasiku et al. (2014) on code-switching's ability to enhance students' academic achievements can be supported by this study's findings.

Through the study, students also say that code-switching has become a natural habit in lectures and even when having casual conversations with peers. This is not a surprise as Malaysia is a multiracial country and many people grow up with a diverse group of acquaintances which develops natural bilingualism. The respondents carry on by stating that lecturers who implement code-switching in their classes enables them to relate to the lesson better thus bringing success in creating a bond not only between the lecturer and students but also assist the students to master the topic at hand. Due to this, code-switching helps in creating a warm learning environment for students as they feel more included and encouraged to participate in class, they are not required to formally deliver opinions or answers to questions by the lecturer or other students.

Furthermore, for students who will pursue a career in ESL/EFL, it is a good practice as they will experience a complication that their future students will face which is language anxiety. In Malaysia, especially in the states of Borneo many students are not exposed to English from a young age, rather they start to develop their skills during formal education in middle school or high school. Code-switching aids students who are less confident in their English language skills to be more involved in class because their teachers are providing them with options in languages they can use to ask, answer questions and also in presenting. Although it may be viewed as taking a step back, as the idea of learning English is to acquire a new language proficiently, language teachers understand that to build proficiency must first come confidence in learning it.

On the other hand, a handful of university students believe that code-switching is not necessary as they are fluent in English. This can also be said as a natural scenario as many Malaysians have equipped English as their second language. It is a skill that is encouraged by

the education ministry since primary school level to ensure Malaysian graduates are more marketable on an international level. Hence, it is not a surprise that a number of students have already mastered basic to intermediate level of English especially those who comes from the city as opposed to those in rural areas. These respondents believe that code-switching is unnecessary as sufficient material has been provided thus, they state that students should just put in extra effort to examine and understand the subject notes and guides.

Bhatti et al. (2018) also states an opinion on how code-switching goes against language acquisition policies as it excuses student's incompetence and low level of language proficiency. Despite that logical reasoning, it is important to note that different individuals acquire knowledge differently and at their own pace and it helps to avoid students from being alienated and detached from their peers during class. It can be classified as a psychological need for students to build confidence and motivation which can be illustrated as elements to educational psychology. If code-switching can assist them to learn more efficiently, minor problems regarding the usage of code-switching during formal lessons can certainly be overcome without having to under value one's efforts in studying with this method.

Generally, the view on code-switching amongst Malaysian university students is widely positive. It is illustrated to be a tool that helps create a better understanding amongst students thus leading them to produce higher quality assignments especially in subjects that require accuracy in information. Besides that, code-switching has the ability to leave a positive impact towards the learning environment and bond between the educator and their students. Although not all students need this method to excel in class, it helps create a more inclusive learning environment for others. Hence, to answer the research questions, this study concludes that the function of code switching is to generate a better understanding of the lesson for students as well as to build a multiracial friendly learning environment that is most needed in Malaysia. The impact code-switching has left towards Malaysian university students is a high-quality end product and also help future teachers of ESL/EFL to relate and guide their students better.

7.0 CONCLUSION

This study concludes that code-switching is positively perceived amongst Malaysian University students, as it is commonly used during lectures. They state that lecturers implement this method to create a better understanding especially when dealing with tough and dry subjects. Code-switching is particularly helpful for students who are not fluent in English and is said to lead them to build self-confidence and motivation towards learning especially in ESL/EFL where English is not their first language and may bring several cases of language anxiety. It also caters to elements of educational psychology such as motivation and self-esteem which is crucial to enhance the students' experience and competence during studying.

Hence, code-switching creates a more inclusive and comfortable learning environment on par with the responsibility educators hold to guide every student despite needing extra or special needs. This study also shows that lecturers use code-switching to make their students understand better by including their first language (L1) in explaining technical terms of subjects that may be more difficult to understand in English. Their lecturers also deliver assignment instructions using code-switching which helps them to increase their quality of assignments.

This is because they have a better understanding thus making them able to be more detailed and precise when elaborating main points. Although it may look as a process going 'backwards' to some, code-switching is actually a good strategy to use in ESL/EFL subjects as it relates the foreign and unknown language to something common and familiar to the students making them more relaxed and motivated to acquire the language instead of being overwhelmed by the fear of judgemental peers who excel in the subject and language anxiety.

In short, code-switching is an effort to fight against learning barriers that vary from one individual to another.

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