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Perceptions and Functions of Code-Switching (CS) in the ESL Classrooms at St. Mary Private High School, Ras Al Khaimah (SMR): Basis for Policy Framework to Code-Switching of Core Subjects

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ABSTRACT

This study examined the perceptions, functions, and issues associated with code-switching in English as a Second Language (ESL) classrooms at St. Mary Private High School in Ras Al Khaimah, United Arab Emirates, to develop a policy framework for its use in core subjects. Using a qualitative multiple-case approach and thematic analysis, the study gathered data from 71 participants comprising nine administrators, 14 bilingual teachers, and 48 students. Interview responses and videotaped classroom lectures served as the primary sources of data. Findings revealed that teachers of Mathematics, Science, Arabic, and Social Studies employed code-switching primarily for instructional purposes and less frequently for social interaction. Participants recognized its potential to clarify concepts, bridge linguistic gaps, support classroom communication, and promote cultural appreciation. However, the findings also indicated that code-switching could either facilitate or hinder learning depending on how and when it was used. Accordingly, the study proposed a code-switching policy framework for core subjects that emphasizes purposeful, controlled, and context-sensitive language use, particularly for students with limited language proficiency. The proposed framework seeks to balance instructional accessibility with sustained exposure to English, enabling schools to establish consistent practices while responding to diverse classroom needs. The study recommended professional development training for core-subject teachers and guidelines for language selection based on learners' proficiency, communicative needs, and the nature of classroom interactions. It further recommended expanding future investigations to additional schools, teachers, students, and administrators across the United Arab Emirates to strengthen the evidence base and assess the wider applicability of the proposed framework.

Keywords: *code-switching, core subjects, issues, functions, perceptions*

INTRODUCTION

The United Arab Emirates (UAE) had a diversified culture with Arabic as its native tongue, but English was also used as a language of communication, particularly in areas like education, business, tourism, and the like (Khuwaileh, 2022). It was helpful to utilize a common language that bridged the gap between the locals and the numerous immigrants who made up the population of the UAE. Along with the different cultures came the different language they brought with them - Chinese, Pilipino, Korean, English, Indian to name a few. This was a beautiful picture of multi-culturalism in the UAE, at the same time poses a big problem among speakers as it creates communication barriers, especially if they have already reached

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the peak of their vocabulary limit. Switching to a language they are good at or at least, familiar with, is a very celebrated phenomenon among bilinguals to express themselves.

In the context of education in the UAE, English had been used as a medium of instruction in the teaching and learning process to avoid communication problems among learners. It was also common that switching different codes for whatever reasons occurred in the classroom by both teachers and students had fostered both good and adverse effects in their learning, understanding, and communication skills. More so, when teachers encountered problems explaining different concepts, especially the technical ones, they tend to code-switch to a more familiar one for better understanding if not to add more confusion to both. Educational institutions, with the goal of creating a more neutral atmosphere in the classroom, had established rules for their teachers to use English as the medium of instruction but not in its purest sense as teachers tend to change codes to effectively send their messages across.

St. Mary Private High School – Ras Al Khaimah (SMR hereafter) was an international school comprising of diverse nationalities and languages. Particularly when speaking to fellow countrymen, teachers frequently bounced between English and their native tongue or even their own dialect. The researcher had observed in her day-to-day interaction with students and use Filipino when speaking with Filipino students and teachers, which holds true with other nationalities. At SMR, code-switching seems to be a natural and inevitable linguistic phenomenon of bilingual or multilingual members of the academe be it outside or inside the classroom. Being a Ph.D. student majoring in curriculum, instruction and supervision, and a teacher at Al Watan Charter School, this phenomenon had caught her attention and came to ask questions whether code-switching offers detrimental or beneficial effects to students, especially in their academic endeavors. The researcher also wondered regarding administration's perception of code-switching at SMR whether they agree, disagree, or simply dismiss the phenomenon as just but a normal occurrence. This occurrence motivated the researcher to further investigate the code-switching practices, reasons and perceptions of non-native English-speaking teachers in the ESL classrooms in SMR.

Studies of code-switching among non-native teachers in the classrooms in the UAE were still rare. Thus, it is noteworthy to delve deeper into the nature and reasons why code-switching occurs and to find out teachers' perceptions about these phenomena. Furthermore, it was fitting to find out problems caused by code-switching that arose in a multi-cultural classroom with different native languages and offered operative solutions to administrators, teachers, and students. The researcher hoped that this study would benefit school administrators, bilingual teachers, and students at SMR as it would make them aware of when and how code-switching could be effectively applied in class. Moreover, this study would yield a policy framework that would helped enlightened administrators, policymakers, and teachers on how and when code-switching could be effective and beneficial when used in the classrooms in the UAE.

Review of Related Literature

Definition of Code-Switching

Linguistic code or code variety referred to the terms that native speakers of a language employ. Because there were so many different languages, some people have to choose their code or way of contact carefully depending on the context. Code-switching was frequently confused and misinterpreted with code-mixing in specialized communications, and the distinction between the two can be compared to a thread.

Wibobo's (2017) cited Maschler in Grin who defined code-mixing was the use of two different languages to create a third code in which components from the two different languages were combined to form a structurally recognizable discourse. According to the study hypothesis on code-mixing, a third code appeared when two code-switching languages combined, and the resultant code had unique structural traits. According to Habib, as cited by Wibobo (2017) in his study, "these reasons are talking about a specific topic, quoting someone else, being emphatic about something, inserting sentence fillers, repetition use for clarification, expressing group identity, softening or strengthening request, excluding other people when a

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comment is intended for only a limited audience, and because of real lexical need." It established that there was a purpose for people to code mix. Conversation participants and the setting in which the conversation took place.

Sangprem (2015) established that code-switching and code-mixing had overlapping meanings even though some linguists argue they both were connected by functions. According to David, who was referenced by the aforementioned author, defined code-switching as the manner of interchanging two or more different languages in a discourse or communication process where the switching of codes happens after a sentence or the beginning of a clause. Code mixing was a sub-category of code-switching. However, the phrase code-mixing bears a bad reputation. It frequently implied that language learners' abilities were undervalued. Code mixing had been classified as an intra-sentential code switch or intra-sentential code interchange. Code-switching happened when utterers utilize two languages or more interchangeably contained in a discourse and which grammatical structures were not broken and seamlessly map onto each other (Sangprem, 2015). This simple constraint prevented code-switching from occurring in a dialogue when a rule from one language that was not shared by the other was used.

Code-switching, according to Kuranawong (2014), involved altering two or more languages or dialects of a single language. The topic at which a language changed during code-switching correlates to a time when the situation changes, either organically or as a result of the language change.

The definition of code-switching was presented as the employment of more than one language, variety, or style by a speaker within an utterance or conversation, or between several interlocutors or situations (Wibowo, et al., 2017). This demonstrated that when more than one language was used for communication, the code gets altered. The speaker used his or her expertise in a particular language, style, dialect, or other item depending on the addresses delivered at various times and contexts. It was suggested that code-switching encompasses all aspects of societal meaning in addition to communicating conversational action. According to Holmes (2013), code-switching happened when a speaker changed from one language to another. Changing between sentences was essentially what code-switching entails. It was indicated that multilingual speakers switch from one language to another when speaking. Various language changed may occur, such as sentence modifications, phrases from both languages following one another, and language shifts within lengthy discourses. While code-mixing often encouraged hybridization, code-switching accentuated changing from one language to another, suggested that the commonality between these two codes was that they both support linguistic change.

Code-switching occurred on the level of words, phrases, hybrid expressions, idioms, and repetitious terms (Promprakai, 2018).

Code-switching occurred in words. Since words were the smallest language units and were composed of one or more morphemes, code-switching commonly occurred in word forms including nouns, verbs, adjectives, and adverbs. For example: "*Ang bagal ng* download *ng* data" (The download of data was very slow.)

Code-switching happened in phrases. A phrase was a grammatical structure that designated a single element of an arrangement, especially one that had multiple words and did not have the subject and verb structures found in clauses. Here, phrase placement referred to an arrangement of words that served as a singular component while being semantically and frequently syntactically constrained. For example: "*Wag kalimutang ipasa ang mga trabaho* as soon as possible. (Do not forget to submit your work as soon as possible)."

Code-switching appeared in hybrid words. The result of combining two distinct linguistic objects with meaning was a hybridization. Typically, a hybrid can be demonstrated by prefixing or suffixing a foreign term with a word from the original tongue. For example: "*Ang tagal ko nang hindi nagsusurf ng* internet (I haven't used the internet to surf for a very long time.)

Code-switching also occurs in idiomatic expressions. Idioms are collections of words with distinct meanings from each word alone. It was indicated that each word's original meaning was changed by an

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idiom to create a new meaning. Idioms frequently emerge in code-switching when someone is trying to convey a positive message. For example: "*Napakadali mag drive,* it's just a piece of cake! (Driving is very easy, it's just a piece of cake.)"

Code-switching happens in repetitive words. Word repetition is the process of saying the same word/s or phrases a few times to make an idea clearer. For example, *Nag shade-shade lang kami dun sa papel, tapos yon na*!" (We just shaded the paper, then that's it.)

The "Code" in Code-Switching

Code-switching is prevalent in multilingual communities, educational settings, and the workplace. In multilingual communities, people often switch between languages or language varieties depending on the context and the people they are talking to. For example, a person spoke English at work or school but switched to their native language when talking to family or friends. In educational settings, code-switching was used as a tool to help students understand complex concepts. Teachers switched between languages or language varieties to help students who were struggling to understand a particular concept. In the workplace, code-switching was used to build rapport with colleagues or clients who spoke different languages. It was therefore safe to say that code-switching is the act of shifting from one language to another. Is it, however, as simple as switching from one to the other? What iss "code" in code-switching, and what complicates it?

The term "code" describes a language exclusive to a certain group. Codes are distinctive "grammars" of particular tongues. They include rules for formulating and constructing words and sentences, lists of sounds that might communicate meaning, rules for speaking and writing with those sounds, and rules for uttering and writing with those sounds.

According to Hardee (2020) of the American University in Washington, DC, the "code" in code-switching and code-mixing referred to codes of the English language. The academy frequently adhered to the Standard (standardized) English code, grading prose according to a single standard of grammatical and syntactical accuracy in academic, public, and professional situations. There were many more English dialects, some of which were racialized, regionalized, and impacted by differences in social class and culture. However, these non-standard dialects of English, like African American English, Singlish, Taglish, or any English, had been devalued to the point where they were only now permitted in social or domestic settings. Or, to put it another way, the university supported and legitimized the idea that Standard English was the only dialect appropriate for use in polite company when speaking in public and that all other dialects, particularly impolite ones, belong in the individual's home.

Most non-standard English speakers believe that keeping different English apart give them strength and knowledge. An individual who speaks a regional dialect, such as "Spanish" or Caribbean patois, may do so in their local communities and may even turn it into an art form. One such example is the black English dialect used in hip-hop music. However, it was referred to as "code-switching" when nonstandard English speakers opt to communicate in Standard English, such as in academic settings or the workplace.

Code-meshing strategies, on the other hand, investigated this mismatch between the recognized codes of home and social discourse and the accepted codes of academic and public discourse and contend that these diverse English codes can coexist harmoniously. Instead of relegating nonstandard Englishes like African American English (AAE) and other nonstandard Englishes to the scholastic realms, code-meshing embraces them.

Monolingual people do not engage in code-mixing or code-meshing. One who speaks only one language is referred to as monolingual. Learning a second language for those who have been speaking English as their first language is not significant at all. According to statistics, this fact is typically observed in English-speaking nations. A person who speaks two languages is called a bilingual, typically as a first language (mother tongue) and a second language, either simultaneously or learned later. In principle, even

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in simultaneous bilingualism, the first language outweighs the other. Bilinguals make up 43% of the global population. The French-speaking countries in Africa, the Spanish speaking community in the United States, and immigrants in general who moved from their home countries to English-speaking countries were more likely to noticed it. A trilingual person had the same abilities as a bilingual person and speaks three languages. Many countries with a big immigrant population had a larger number of trilingual people, like the Philippines (Tagalog, Spanish, and English), Hong Kong (Cantonese, Mandarin, and English), Norway (Swedish, English, and Norwegian), and many more. In truth, only about 3% of people speak more than four languages, and fewer than one in a thousand people speak more than five. The term "multilingual" or "polyglot" referred to someone who can speak several languages. For instance, people from Switzerland were fluent in German, French, Romansh, English, Italian, and French. The rates of multilingual and polyglot people were known to be higher in countries like Morocco. Leading components in this category include a broad range of vocabulary in the native tongue as well as international influences. For instance, the Moroccan vernacular was replete with foreign vocabulary; it mixes Arabic, French, and Spanish terms. With only that knowledge, the speaker already had a leg up and a head start in multilingualism. When someone spoke two dialects, they were referred to as bidialectal rather than being considered bilingual. Bidialectals are people who speak two dialects of the same language well or were bi-dialectic users. Bilingual and multilingual speakers regularly swap codes while speaking with someone who is also bilingual or who speaks more than two languages. This suggested that they frequently used phrases and words from several languages, sometimes even inside the same sentence (Campbell-Howes, 2022).

The word *diglossia* was equivalent to the phrase bidialectal. Diglossia is the employment of more than two dialects of the same language in various situations (Zahra, 2010). As noted by Zahra (2010), Charles Ferguson coined the term "diglossia" to characterize the scenario that exists in countries, such as the Philippines and Singapore, etc. There are two separate kinds in these cultures: At home, with family, and among friends, people speak their local dialect; Outside the home, or in public, they converse using the standard language. He conceived this idea where “High” and “Low” variant of a particular language are utilized. The high variant was typically seen as having greater prestige, had a recorded literary heritage and was typically acquired formally and frequently through grammatical study. The language of the family was "law." So, in an Arabic-speaking area, a regional dialect of Arabic is spoken at home. To give a conference or to teach in a university, a homily in a church or a discourse reflection in a mosque, on the other hand, one must use standard language, which is a dialect distinct from the regional tongue. According to Fishman, who was referenced in Zahra's paper, a *diglossia* is "any culture in which two or more types were utilized under different situations." It would seem that every culture was *diglossic* because of the different so-called dialects" are used in various circumstances, such as commentary in a sports report. This included English-speaking England (i.e. excluding immigrants who speak other languages as their mother lingos).

Types of Code Switching

The fundamental meaning of code-switching was consistent throughout the numerous linguistic meanings of the vocabularies used in a discourse. Code-switching, then, was the simultaneous employment of two or more languages or speech patterns in a speech (Da, 2018). Annotation embedding and direct embedding were the two main categories of code-switching. Books, theses, textbooks, and magazines with strong specialties typically included annotations incorporated in them, such as translations and annotations following professional terminology in Chinese and English. In contrast, the embedded code occurred at the word or phrase level as well as at a higher level of a simple sentence, sentence group, paragraph, or even a whole text (Li, Liu, Song, Cai & Liu, 2008).

Two ways that code-switching was utilized in a discourse were situational code-switching and conversational code-switching (Gumperz, 1982). As already established, a change in grammar and form of the language parallels a change in a given interaction; thus, code-switching was characterized in terms of participants, setting, and issue. Some linguistic forms can be more acceptable than others in specific social

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contexts. The latter referred to code-switching brought on by conversational variables. Metaphorical code-switching, a kind of conversational code-switching, was the utilization of various languages, at least two, in a single discourse. In Gumperz (1982), conversational code-switching was demonstrated by the clerks of the community administration office who welcomed the people in the regional dialect while conducting business in English.

Extrasentential, intersentential, and intrasentential were the three different categories of code-switching identified by Verdayes (2022). The insertion of tag components also known as words and phrases into a single discourse in a different language was known as extrasentential switching. At the end of a sentence or utterance boundary, tag components—phrases and words that were borrowed from another language—were placed. Switching, as previously said, occurred outside of a sentence or phrase. They were frequently not written in the same simple language as the rest of the statement. When extrasentential code-switching occurred, a monolingual statement was supplemented by terms like "ok," "fine," or "you know." Contrarily, intrasentential switching referred to switching that took place within a single sentence of discourse or at the boundary of an idea in the sentence.

The use of tag components from a language in a single-language discourse in another was known as extrasentential switching. Examples of how tags in the English language were used in monolingual Northern Sotho conversations are given below: *Ang mga bata ngayon ay kulang sa manners*, correct? (The youngsters of today lack etiquette.) The aforementioned example uses tagging to introduce a few English words into the conversation. The aforementioned examples show tagging, which was when specific English terms were injected into a unilingual discourse. Code-switching that takes place at the end of sentences is known as intersentential code-switching. Filipino was the primary language, and English was spoken after that. As an illustration, "*Ang pinsan ko mahilig lumabas sa gabi* and she doesn't want to be admonished." (My cousin likes to go out at night, and she doesn't like to be reproached.)

Reasons of Code Switching

When considering whether to code-switch to another language, several considerations would be taken into account. Code-switching happens in a language because the speaker is aware that there are benefits and drawbacks to speaking any of the two languages. The speaker chose to follow the "middle ground" in terms of rewards and used both languages in the conversation. Da (2018) listed four justifications for code-switching: First, a lack of proficiency in one language or knowledge of a certain subject in that language. The use of code-switching to include certain individuals from a variety of conversations was its second justification. It was well known that those people were illiterate in the switching language. The third reason code-switching was employed as a aesthetic method was to mark a change in the conversational nature of a given situation or to introduce a subject more formally or less formally than what had been discussed. The fourth justification was an effort to impress someone else with one's proficiency in one language, or at the very least, one prestige language.

In addition to the above reasons, Girsang (2015) listed several further motives for code-switching from one language to another.

Lack of expertise or understanding was the primary cause of code-switching, which means that when the appropriate words were either not available in the conversation's language or when the speaker was unable to discover the appropriate phrase to use. For Example: In a meeting with Thai teachers by a foreign administrator: "ผมอยากจะประกาศว่า announce พรุ่งนี้ไม่มีเรียน" (I would like to announce that there will be no classes tomorrow.)

The lack of a register was the second cause of code-switching. When the speakers do not have a similar level of proficiency in both languages and when the speakers were not familiar with the terminology in both languages. For example: "*Tapos ka gumawa ng evaluation sheets mo*?" (Are you done with your evaluation sheets?)

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The third reason for code-switching is the speaker's disposition. When speakers are in the correct mindset, most often than not, the conversation can be carried out using the right and appropriate word or phrase in their medium of communication; however, when they are exhausted, disturbed, or mentally unstable, they may code-switch to the language that was accessible to speakers. For example, A Filipina teacher ranting over her students' non submission of assignment: I don't need your smile, I need your assignment *mga tamad*! (…I need your assignments, you lazy!)

The fourth argument for code-switching is to target a specific audience, which includes a specific person who is present and takes part in the conversation. When speaking with instructors who are both foreign and Chinese speakers, a foreign administrator may code-switch from English to Chinese to ensure that his message is understood by both audiences.

The fifth reason for code-switching is the stylistic device. A stylistic device is used to indicate the introduction of a subject that is more formal or less informal than what had already been discussed or to indicate a change in the tone of his discourse at a particularly opportune time.

The desire to impress someone else with one's skill in one language, or at least one prestige language, was the sixth motivation for code-switching.

In conversations on certain subjects, code-switching is also employed. Sometimes while dealing with a specific subject, speakers chose to use a language where they were at home with over another. A speaker might feel more at ease and free to express himself/herself and his/her feelings when speaking in a language other than their native tongue. In Singapore for example, commerce and business discussions are conducted in English, but Malay is the native language and Tamil is spoken by one of the nation's major ethnic groups. Mandarin is also used for international "Chinese" communication.

Another motive for code-switching is to quote someone else. An individual uses a different code to cite a well-known proverb, statement or saying. Only the phrases that the speaker says the source who was quoted were changed. The switch was enclosed by a pair of quotation marks.

One more reason to switch codes is to show solidarity and to be emphatic about something. It is normal for someone speaking in a language other than his original tongue to purposely or inadvertently switch from his mother tongue to his acquired language to emphasize a point. Alternatively, he may move to his native tongue because it is more comfortable for him to express himself emphatically in his second language rather than in his mother tongue.

Sentence connectors or fillers are used as interjections. Words or phrases that are injected into an utterance to express astonishment, an intense feeling, or to capture the audience's attention are referred to as interjections. An interjection is a brief exclamation, such as "Darn," "Hey," "Well," "Look," "Kha," "Khrap," "Ko," etc. Although they do not have any grammatical value, speakers use them rather frequently, usually more so when speaking than when writing. Among bilingual or multilingual individuals, language switching and blending can occasionally signify an interjection or sentence connector.

Another factor for code-switching is the tendency of some speakers to repeat words for clarification. A bilingual or multilingual individual can occasionally utilize both languages (codes) that he/she knows to communicate the same message to make it easier for the audience to understand. There are frequent verbatim repetitions of messages from one code to the other. Repeating a phrase or idea helps to make a point clearer and can also emphasize or amplify a message.

Girsang (2015) pointed to the expression of group identity as the last, but not the least reason for code-switching. Additionally, group identity can be expressed by code-switching. Academics communicated differently from other groups in each of their respective disciplinary contexts. To put it another way, members of one group communicate differently from those who do not belong to that community.

According to the website "Code-Switching Definition: 5 Reasons People Code-Switch" (2022), people code-switch for various reasons.

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Privacy was the first possible reason for code-switching. Speaking to people whose languages were different from your own can be difficult if you do not know the words. Think about a class of high schoolers who are all enrolled in Thai, Chinese, or Filipino language. Consider that they wish to remain anonymous regarding a surprise they have in store for the Spanish class across the hall. When among Spanish students, they can avoid drawing their attention by speaking French instead of their shared original tongue.

The power dynamic that include code-switching existed. Code-switching could be a sign that an in-group controls an out-group either explicitly or implicitly. Many minority groups in the United States and other countries believe they had to learn the accents, dialects, and languages of the dominant social group to be "in" society in order to appear equal and obtain acceptance.

Code-switching occurred regularly and naturally. For many speakers of many languages, code-switching happens on its own. They might even unknowingly be translating adjectives, action words, and other phrases from one language to another. This kind of code-switching can frequently happen rapidly; for instance, intersentential switching occurred between sentences while intrasentential switching occurred within the sentences. Another example is how people from all backgrounds prefer to avoid using colloquial terms in professional settings, but speak more freely in casual ones.

Switching codes facilitated word selection. Since speakers usually have a wide range of terms and expressions in their primary language, second-language learners may switch codes to it. An Arabic speaker learning English encounters difficulty of finding a correct contextual words or phrases that would correctly convey their ideas. In this case, speakers fall on this category may tend to converse in English, then switch to their Arabic as they fall short of vocabularies to carry on the conversation.

Lastly, solidarity was identified yet another reason for code-switching (Code-Switching Definition: 5 Reasons People Code-Switch, 2022). It was established from experience that speakers can strengthen the connection between them when conversing using their native tongue. In Australia, for instance, there are numerous linguistic and dialectal communities. Citizens there are given the freedom to use multiple languages in their communication within the city, allowing them to interconnect in whatever style and kind if they understand each other.

Functions of Code-Switching in the Classrooms

The objectives of code-switching were covered in Reyes' (2004) study on the discussions of schoolchildren. To give emphasis to the conversational roles of the latter, the study used eleven categories in the examination of conversational code-switching, to wit: representation of speech as code-switching was used to represent discourse; imitation quotation was used as code-switching contains the change in intonation and simulation of the voice of the speaker; turn accommodation was employed as code-switching happens between speakers' turns in the discourse; topic-shift as code-switching occurred because of topic change in the discourse; context-switch (on/off issues in educational endeavors) as code-switching identified switch between a focused to non-focused discourse; insistence (non-command) as code-switching designated a speaker’s insistence on a thought and the speaker most often than not reiterate the same utterance in both languages; emphasis as code-switching was employed to give stress on a particular important order; clarification or persuasion as code-switching adds other data to elucidate a thought; individual condition as code-switching happened when a speaker referred to another speaker during their dialogue; inquiry change as code-switching specifies code-switching in their medium when the speakers have clarifications; and discourse marker as they were significant elements of the language that do not essentially give more meaning to the discourse but merely perform as tag indicators of the context of the discourse.

According to Bhatti et al. (2018), the purposes of code-switching in ESL classrooms were divided into two main categories, namely methodical functions, and social functions.

The term "methodological functions of code-switching" referred to all language-related functions of code-switching by teachers to teach the target language, including transcription, elaboration of

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complicated concepts, and other communicative pedagogies between teachers and students. Other functions of code-switching include reviewing lectures, defining terms, understanding the meaning and unlocking of difficulties, and negotiating cultural relevance.

The social functions of code-switching included dealing with the emotional aspects of students' personalities, discipline, and directions about classroom activities. These tasks were not directly related to teaching the target language but serve the purpose of opening the class. The native language was used to prepare the class for the lesson by giving the required instructions about the organization of the room, but English was used for the lesson proper. For example, "Children, arrange your chairs into a circle without creating noise;" requesting aid - any kind of support students need to accomplish an activity was posed in the native language, whilst English was used for the lesson proper. e.g. S: Teacher, *si Bitoy gin kaon nya akon balon* (teacher Bitoy ate my lunch); and teachers' encouragements & compliments - the teacher switches to native language to encourage a response from students. The switch performs an effective function. For example, T: What is the past tense of "swim"? // come on. //*isip isip, gin tudlo ko na ni sa inyo sang nagligad nga klase*. […….think, think, I already taught you this in the last class…]

The study of Khaerunnisa (2016) demonstrated that the three kinds of code-switching in the classroom were utilized for four distinct reasons, namely, clarity, explanation, instruction, appreciation, and upholding classroom discipline. The objective of the research on the code-switching tactics used by ESL teacher in classrooms that uses English, Indonesian, and Javanese languages was to examine the various forms and wide-ranging utilization of code-switching processes in the context of classroom teaching. The respondents were interviewed, and classroom observations were carried out to gather the data.

In the study conducted by Mujiono, et.al., (2013), the authors examined the types and purposes of code-switching used by (EFL) teachers to give instructions in EFL classrooms. Data was gathered ethnographically using a qualitative technique, including interviews, observations, and recordings. The results demonstrated that English teachers alternately employed codes from the languages of English, Arabic, and Indonesia to teach linguistic aspects of language, for speaker declaration, addressee specification, displaying compassion, making humor, clarification, reinforcing requests or commands, asking questions, giving recommendations or guidance, to bridge the discontinuity of recipients' inadequate linguistic abilities, to make it easier to transmit speakers' message, and more.

To control classroom discipline, approach curriculum, and foster interpersonal relationships with students, teachers launched code change, according to Rathert's (2012) research on the roles of teachers' code-switching. Students used code-switching in a classroom at a secondary school in the Western Cape for a variety of intentions. The audio recordings revealed that both students and teachers changed codes to achieve a variety of academic aims, including building identity and realizing some societal goals like an explanation, verification, and elaboration.

Topic switches, emotive functions, and repetitious functions were only a few of the many roles of teachers' code-switching that Sukarni (2016) noted. By using the code-switching approach from the student's native or mother tongue to their second acquired language under the topic of switch circumstances, the student's focus was directed toward understanding new concepts. The effective function was the support of emotional expressiveness. While in the repetitious phase, the instructor used code-switching to impart vital knowledge, in this phase, the teachers used code alteration to foster harmony and improved relationships with the pupils.

Muico, Pineda, and Taclibon (2021) also looked into the intent behind and factors contributing to English language training instructors' code-switching between English and native languages. The findings showed that children do not readily understand or comprehend English at an easy level. Additionally, the majority of teachers claimed that giving lectures in English disrupts their fluency. As a result, they change the coding from English to their local tongue to make their instruction fluid and adaptable.

To comprehend the enormousness of code-switching, its varied sentential patterns, and the perceptions of both teachers and students, Horasan (2014) examined classroom speech as part of her

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research. Data was acquired through administering survey questionnaires, conducting interviews, and doing classroom observation. According to the study, students practice code flipping to do meta-language operations. The research found that code-switching was a significant instrument for teaching students' difficult concepts and for making jokes, but it ought to be stopped once competency is gained.

According to Ansar's' (2017) research, students code-switch to perform multiple tasks in the language room: floor holding, conflict management, restatement, and equivalency. The aforementioned author claimed that teachers utilized different codes for a varied reason, including switching topics, expressing emotions, and repeating or clarifying ideas. To switch topics while maintaining explicit meaning, a teacher made a relationship between the known (L1) and the unknown target language content. In code-switching for emotional functions, the instructor used code-switching to forge close bonds with the pupils and to foster a supportive linguistic environment in the classroom. Because the students were aware that the teacher would reiterate the terms in the L1, they have less understanding of the language changes made by the teacher when repetition occurs.

Mareva (2016) went on to explain the identified roles of code-switching, including comparability, floor holding, reiteration, and conflict management. When a student lacks the necessary abilities to explain the words that have been asked in the second language, equivalence was the similarity function that allowed them to employed the first language equivalent of a lexical item in the target language. When floor holding, learners filled in any gaps in communication that may arise due to a lack of skill in the target language by using their first language (L1). Students alter codes to emphasize, emphasize, or clarify the subject. The student may do this to show the teacher that they have understood, or they may do it because they were unable to faithfully translate the content into the target language. To minimize misunderstandings, code-switching for conflict management is the last technique the student can use.

Language modification was a crucial strategy that had a favorable impact on English language instruction classrooms because it helped students become familiar with a variety of target language aspects that are foreign to them (Çavuşolu, & Bostanci, 2013). The authors also found that students use code-switching for the cognitive functions of conflict resolution, equivalence, reiteration, and floor holding, as already established by previous studies. As a result of inadequacies, there were no communication gaps between students while using equivalency. In contrast, a student may use a term from their mother tongue to fill in the blanks left by a forgotten lexical item while speaking to avoid awkward silences. Student proficiency in their target language was aided by repetition. Conflict resolution techniques were employed to prevent misunderstandings when a learner forgets to provide the proper clarification during a dialogue.

The code-switching phenomena allowed students to feel comfortable when their involvement was necessary or when they were unsure of a particular idea while speaking in their native or mother tongue. This phenomenon not only improved the effectiveness of the instructions but also the relationship between students and their teachers. Iqbal (2011) contends that removing L1 entirely from the classrooms was not only possible but also entails depriving the pupils of their instructional materials.

In conclusion, code-switching can be used by both teachers and learners in the classroom setting to accomplish a variety of goals. It was suggested that code-switching be employed for a variety of purposes in the ESL classrooms, including self-expression in conversations, handling quotes, turn shifting, and context adjustment, attention-grabbing explanations or persuasion, person specification, question shifting, and discourse-making. Another auxiliary role was the repetition of the native language in a fragmented or thorough manner to conveyed all-inclusive information; nevertheless, they were sporadically used for the review of previously articulated expressions (Fachriyah, 2017).

Perceptions of Code-switching in Classrooms

Perceptions in Support of Code-switching in Classrooms

In education, code-switching offered various advantages. Creating a comfortable learning atmosphere, assisting children in learning new grammar or vocabulary, and fostering good communication

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with parents, students, teachers, administrators, and the larger community were a few examples of these advantages of code-switching in an ESL classroom.

For Khairia (2016), code-switching is a method of altering language for one's purposes and can be utilized to express oneself. It suggests that code flipping in a bilingual classroom was significantly influenced by socio-psychological factors. He continued by saying that code flipping aids speakers in expressing themselves and conveying pragmatic notions.

According to Metal (2009), code-switching encourages a comfortable classroom environment and a good attitude, which help kids perform considerably better. Code swapping, according to Bautista (1996), changes a classroom's ambiance from being overly formal to informal, encouraging student involvement in group projects, as well as improving interactions and conversations. According to the author, code-switching in a bilingual classroom provided an educational function when it helped students understand a challenging subject.

Code-switching, according to Abad (2005), fosters rapport and an informal mood between professors and students in the classroom, encourages and establishes a more free, participative and challenging learning environment for the students, while Lee's (2010) research establishes that the teachers and learners' use of code-switching outside of the classroom should be permitted during class discussions since it encourages participation from the students and helps to eliminate any social and cultural divides.

While Bernardo (2005) established that code-switching was a rational method used by students with poor English proficiency, Green (2018) found out that from the teacher's perspective, using code-switching in an ESL classroom appeared to be beneficial because it helps explain concepts which were vague and difficult to understand and unlock difficult vocabularies for students. This demonstrated how code-switching facilitates simplified instructions from professors to students. Code-switching, in turn, made it easier for students to interact with each other, understand the subject matter, and ask questions about specific topics. It also helped students communicate more effectively in the classroom. Utilizing code-switching an ESL classroom also supports change on the atmosphere of the learning space.

An effective communication strategy and resources had been connected to favorable perceptions of code-switching (Yletyinen, 2004). She suggested that communicating in many codes, as opposed to just the target language, enables ESL students to express their ideas more. In a study of interactional patterns in a Brunei language classroom, Olson (2016) came to the same conclusions. He discovered that swapping codes helps kids overcome linguistic difficulties and reading comprehension challenges. These results were consistent with Amin's (2009) theory that children can access meaningful inquiry by code-switching to their native language (L1). Contrarily, when code-switching was prohibited in ESL classes, students' comprehension and learning effectiveness suffer because of misinterpretations of the teacher's words.

According to Hornberger and Link (2012), bilingual and multilingual learners made the most of CS learning benefits by incorporating all of their current language skills and eschewing the limitations and restrictions of monolingual education. Other academics who advocate code-switching in foreign language classes said that it improves students' comprehension, encourages participation in the learning process, rapports the social interactions between the teacher and students, increases knowledge delivery, and smoothest out lectures (Lin & Li, 2012).

Perceptions against Code-switching in Classrooms

Da (2018) suggested that when learning a language, pupils should be exposed to the target language as much as is practical. As a result, there may be an issue when students use their native language too often in a foreign language class, as has been explored in several study studies. According to Keller (2016), code-switching by teachers hurts how smoothly lectures are received by the students and does not promote a deeper comprehension of the second language. Code-switching by teachers can directly and negatively deprive pupils of opportunities to advance their proficiency in the target language, particularly weakening speaking/listening abilities, and vocabulary learning. Many intellectuals (Fareed, Humayun, & Akhtar,

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2016) asserted that teachers' code-switching may negatively affect students' linguistic abilities as well as personalities. For instance, students may lack confidence in their language skills when speaking to a general L2 audience due to language skills when speaking to a general L2 audience because of insufficient exposure to the L2. They added that code-switching can undermine the integrity of the language rather than further knowledge of bilingualism. Additionally, code-switching is sometimes characterized as rudeness, language insufficiency, and language pollution.

Code-switching was allegedly even considered unacceptable in some societies, according to Thomas (2021). In language instruction, it is, however, backed by certain specialists. According to Metila's (2009) research, code-switching by Math professors was claimed to have a detrimental effect on student learning. In his investigation, he found out that teachers' code-switching caused pupils to become confused, which had an impact on how well they understood the lesson. In summary, pupils who had teachers who talked and explained concepts well and marked definitions achieved higher grades. Additionally, disapproving attitudes toward code-switching continue to worry educators, administrators, and even parents. According to Metila (2009), teachers were unsure on whether they should or should not allow their students to code-switch in the classroom because of all the studies' contradictory conclusions about the topic.

According to Abad (2005), parents were worried about their kids' delayed language development. In the event where both of a learner's languages were compromised, Baker (2000) asserted that the learner may not be able to complete the school's program in either language. This was due to the conflicting findings of linguists and educators regarding the benefits and drawbacks of code-switching. Some parents prefer that their children speak two languages separately and dislike it when their children speak two languages simultaneously. So, the question arises: Will a youngster learning a new language have an impact on their academic performance? A child's academic performance was likely to suffer when they switch from a minority language to a dominant language, according to Baker (2020). If young people believed that their mother tongue, family, country, ancestry, and traditions had been ignored, they may feel alienated, have low self-esteem, and lack intellectual self-confidence.

According to Palmer (2009, p. 42), "many bilingual teachers struggled to fight code-switching when it happens in their classes. Multilingual speakers considered that code-switching was a sign of linguistic weakness or inadequacy." Code-switching may be difficult if one individual was not familiar with the definitions of the terms or expressions used in all languages. Code-switching was defined by Potgieter and Anthonissen (2017) as "a poor utilization of language which was perceived as a perversion of their first language and a symptom of the speaker's linguistic inadequacy," to which Baker (2009) also agreed. They go on to say that "code-switching was a sort of competent enactment that regularly and consistently happens in all polyglot communities" to support their claim.

According to the studies mentioned above, changing codes in ESL classes was linked to several negative issues that may hinder a child's academic success. For instance, a child who was transferred to a new academy or another nation where their minority language was not given significance, or a student who was transferred to another institute, might not be able to meet the demands of the school when the medium of instruction was in a language other than their own if they come from an area where their language was not widely spoken (Baker, 2000).

Related Studies

The study on code-switching, its purposes, and how students, teachers, and administrators see it was covered in the discussions that follow.

In the study by Bhatti, Shamsudin & Binti Mat Said (2018) titled “Code-Switching: A Useful Foreign Language Teaching Tool in EFL Classrooms,” speakers routinely switched between languages in bilingual societies around the world to suit discourse needs. The phenomenon of language switching was known as code-switching. This study examined the code-switching practices of Pakistani EFL teachers.

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The application of code-switching in EFL classrooms was covered in detail in this work. Four EFL speaking skill sessions were examined, with the audio being captured and transcribed, to comprehend the reasons for and methods of code-switching utilized in the classrooms. The transcripts of teacher-student interactions in the classroom showed that there was a code that teachers used to maintain order, explain new vocabulary, and develop close bonds and relationships with the students before, during, and after sessions. Although English remained the primary language of teaching, the research established that switching of codes from the first language to the second language did happen in the conversation sessions. Throughout their presentations, each teacher purposefully switched codes. Following the talks, teachers also switched the coding to Urdu. Tag switching, intra-sentential code switching, and inter-sentential code switching were the three types of code-switching in the EFL classes as observed by the researcher. The study further recognized that code-switching was an essential teaching strategy for enhancing instruction and learning in EFL classes.

In 2017, Mangila (2017) conducted a study on code-switching in the Philippines with the goal of examining the language habits of two bilingual Filipino teachers in English language schools. A qualitative case study was used, and Hymes' communication ethnography methodology had an impact. The study's conclusions showed that teachers used code-switching in their classes for a number of educational goals. Sentence-level analysis of classroom conversation by teachers found that they regularly used a variety of codes. The study found out that in their discourses inside the classroom, teachers commonly and frequently use “intra-sentential, inter-sentential, and word code-switch types;” while extra-sentential code-switch was seldom used. According to the findings of the pedagogic-functional level analysis, the teachers frequently used code-switching, mostly to teach or learn new content. The study also showed that code-switching was occasionally used for amplification and reconceptualization but was infrequently used for habitual and language learning goals. This study recommended that a comparable study be conducted to gather sufficient data on classroom interactions through careful classroom observation to better investigate teachers' language techniques. It also recommended employing other methods, such as interviews, to learn more about how and when teachers code-switch in second-language classes as well as their attitudes toward doing so.

In Horasan's (2014) study, "Code-switching in EFL classes and the perspectives of the students and teachers," she sought to examine the discourse functions of code-switching, the speakers' perceptions of the code-switching practices, and the amount of code-switching in terms of sentential levels and initiation patterns. In two EFL classrooms, 43 elementary school pupils and four of their teachers participated in the research study. These respondents were randomly selected from the group. Observations, surveys of students and teachers, and in-depth interviews with a selected sample of people were used to collect the data. The findings of the triangulated data's quantitative and qualitative analysis revealed that students used code-switching at a very high rate. The rate of code-switching among teachers exceeded expectations. In terms of sentential levels, the inter-sentential level was identified slightly more frequently than the intra-sentential level, although student-initiated code-switching was more prevalent in terms of initiation patterns. Code-switching was generally employed by both students and teachers to talk about grammar or language tasks, or "meta-language," according to research on discourse functions. The consensus among all participants was that code-switching was a learning-promoting strategy at the beginner level and could be utilized to capture attention or for amusement, but that as skill levels increased, it should be abandoned.

According to Promnath and Tayjasanant's (2018) research in Thailand, code-switching (CS) happens frequently. The study revealed that there has been debate about whether naturalistic code-switching is beneficial or detrimental to language learning. Their study sought to identify the types and applications of computer-supported learning (CS) generally used in the teaching and learning process as well as the attitudes of teachers and students toward CS in classroom practice, particularly nursing and tourism students who are learning English. One of the main techniques used in these ESP seminars, according to the study, was code-switching. Intersentential switching, intrasentential switching, extrasentential switching, and

code selection can all be classified as CS in the context of teaching. The roles of the CS included both instructional (asking questions, providing explanations, translating, and highlighting topics) and social roles (directing, reminding, injecting humor, and encouraging students). The majority of the professors had favorable impressions of code-switching and settled that code-switching from English to Thai and vice versa might be beneficial to their classrooms because it is one of the most efficient methods for assisting students in developing precise concepts about the subject. In addition to helping the students comprehend the subject more fully, this tactic also helped them feel more at ease and confident during the teaching process. The code-switching characteristics and points of view identified in this study may be used as a reference, particularly in EFL countries in the ASEAN Economic Community and in the global village.

The last study, but certainly not least, was carried out by Torres (2021) in Thailand and was entitled "Code-switching in the classroom: yeah, or nay?" examined the views of the instructors and students on the usage of code-switching and mixing in the St. Nicholas School English Program's teaching and learning process. According to the study, when strengths and weaknesses are recognized, having an awareness of these viewpoints will help the senior leadership team of the school create a curriculum, instructional strategies, and instructional materials. The opinions of students and teachers revealed whether or not the aforementioned categories are using code-switching and benefiting sufficiently from it. 75 students in grades 7 through 10 (40 boys and 35 girls) as well as 10 language teachers participated in this study. The research delved into the following problems: Students' perspectives on code-switching towards developing language skills, effects on l1 and l2, effects on their identity, and effects on learning; differences between students' level of perceptions towards identified domains; differences in perception regarding gender; the difference on means regarding gender; teachers' perspectives on code-switching towards functions (social, methodological); differences between teachers' level of perceptions towards identified domains; differences in perception regarding gender; the difference on means regarding gender; common student/teacher perceived code-switching issues encountered in the classroom. With an aggregate mean of 3.64, the results showed that students generally have a favorable opinion of code-switching. With a mean score of 4.29, the highest of all the items, students specifically strongly agree that code-switching makes their conversation relevant and successful. They also strongly agree with the rating of 3.89 with the item that says code-switching helps them learn new words easier. With the same mean score of 3.83, students also think that code-switching aids in their understanding of the material and allows them to practice their second language. The result is the only item with a mean lower than three, which indicates that students do not think that code-switching made them prestigious with the score of 2.99.

Respondents believed that code-switching makes their conversations more meaningful and effective, improves their communication skills, aids in the development of language skills, and demonstrates their level of education. They agree that they code-switch due to the lack of English equivalents because it allows them to understand better, helps them learn new words easily, and makes them feel more comfortable and confident in classrooms. Further, they agree that code-switching is very useful, especially when discussing lectures and tests with friends and teachers, practicing the second language, and helping them learn new words from the teachers while they are switching between English and Thai. They also find code-switching important, especially when they encounter difficult words in both English and Thai; code-switching or mixing also helps them express their ideas that they cannot express in either language (English or Thai), and it keeps them attentive in class. On the flip side, students do not believe that code-switching makes them prestigious. The result shows no significant difference in the level of students' perception towards code-switching along with the development of language skills, effects on L1 and L2, effects on their identity, and effects on learning ($p > 0.3518$). The results also show that students' attitudes on code-switching in the classroom are favorable for both male and female students. According to the mean score, both genders believe that code-switching is advantageous to their academic careers, with the male students having a higher mean of 3.68 against the female, 3.58. All educators have favorable attitudes toward code-switching in the classroom. Teachers strongly agree that they code-switch because

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students are not exposed to English, code-switching helps boost their second language skills, and students feel more comfortable while learning. Furthermore, teachers strongly agree that code-switching made their conversation meaningful and effective; code-switching made teachers strongly bond with their students due to the complexity of some words; teachers also believe that code-switching enhances their communication skills with their students because they cannot express themselves in English. Moreover, findings illustrated that code-switching helps them to convey meaning easily to their students, and students learn the second language fast, illustrating new words made easy, making a discussion interesting, and learning new words fast. The result also indicated that both male and female teachers have very positive perceptions of code-switching in the classrooms.

Despite the very affirmative result, teachers and students identified issues and concerns worthy of inquiry. Specifically, students raised concerns that code-switching might affect their language facility and when inside the classroom, depending on translations. Teachers, on the other hand, expressed concerns that code-switching could jeopardize their students' acquisition of language skills, that it had become a habit and had harmed their communication skills, which code-switching is not applicable in all subjects, and that students may have a weak foundation in L1 and L2.

As established by numerous studies above, code-switching between different languages is a common language behavior occurring in any regular interaction between speakers who share knowledge of the same languages. For speakers to code-switch, language competence in both languages is necessary. Code-switching may happen within the word, within the sentence, or in a separate utterance within the conversation. It also has varied functions like addressing a particular audience, changing the tone of the conversation, to stress the meaning of a particular topic, or just making the conversation exclusive. In ESL classrooms, code-switching helps a lot in making interaction active between teachers and students. Teachers code-switch for methodical or pedagogical purposes or simply for social purposes such as to give instruction, to manage the class, or to give affirmation to students for the job well done. As coins have two sides, so does code-switching. Studies have underscored the advantages of code-switching such as carry-on conversation, fill-in the gaps especially when lacking language facility, to show off, to adapt to the present context, to fluently communicating without buffering and the list goes on. Drawbacks were also identified especially in the ESL classrooms such as code-switching hampers the development of communicative competence of the learners, that code-switching is not strength, but language pollution and a communication mess. Numerous studies also tackled the perceptions and attitudes of administrators, teachers, and students on code-switching in the classroom. While others view code-switching as a silver lining that will help language learning be interesting, others view it as trash that needs to be thrown away.

The study concluded that a delicate balance must be struck for code-switching to be beneficial. Teachers have a vital role in averting the lasting adverse effects of language (L1 and L2) skill acquisition. The usage of the target language should be compulsory in the classroom, where formal learning, including the development of L1 and L2 language skills, takes place. Code-switching should only be used as a bridge to close the gap between the text and the students if comprehension breaks down. But only under these conditions can code-switching incidents be put up with, if not tolerated. The study recommended that teachers and students must develop competencies in both L1 and L2. Baker (2000) said that " when two languages are developed, bilingualism is more likely to have benefits than disadvantages for intellectual development."

To conclude, code-switching is the act of shifting between different versions of oneself, including different languages, based on the social context. Linguistic code-switching, specifically, occurs when someone begins speaking in a different language throughout the course of a conversation. This phenomenon is prevalent in multilingual settings, where individuals may be fluent in multiple languages and switch between them depending on the situation. Code-switching can be a conscious or unconscious decision, and it can serve a variety of functions in communication.

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In academic institutions, code-switching played an important role in multilingual settings, where it can facilitate communication and foster inclusivity. In a diverse classroom, being able to switch between languages helped individuals connect with other members of the academic institution from different cultural backgrounds and build relationships based on mutual understanding. Code-switching can also be a way to assert one's identity and cultural heritage, particularly for individuals who may feel marginalized or excluded in certain contexts. Furthermore, code-switching can help individuals navigate power dynamics in social situations, such as in the workplace or educational settings.

Code-switching served a variety of functions in communication for methodical and social purposes in the classroom. Code-switching in the classroom may include equivalencing, floor-holding, reiteration, and conflict control or establishing discipline among others. While it can enhance communication effectiveness and classroom engagement, promote language acquisition and professional opportunities, cultural identity, and heritage preservation, it can also be perceived as inauthentic, reinforce systemic power imbalances, and be mentally taxing. It was important for teachers to be aware of these challenges to successfully incorporate code-switching into their lessons. It was important to approach code-switching with sensitivity and awareness, recognizing that it is a tool that can be used to bridge cultural gaps but also has the potential to perpetuate discrimination and stigmatization. By regulating code-switching, the school can create an environment that is inclusive, engaging, and effective.

In conclusion, language is an ever-changing, dynamic, and complex system. An extensive variety of linguistic practices, such as code-switching, are employed by learners as well as teachers in the classroom, regardless of the subject matter. Code-switching is a linguistic phenomenon characterized by the transitioning between multiple languages or dialects throughout an exchange or conversation. This phenomenon is prevalent in multilingual and multicultural settings, and it has important implications for language development, social identity, and pedagogical practices. In the classroom, code-switching can take many forms, such as switching between the language of instruction and the students' first language, using different registers or dialects for different purposes, or incorporating slang or other colloquial expressions into the discourse. There are different reasons why people engage in code-switching in the classroom. Some may do so to express their social identity or to establish rapport with their interlocutors. Code-switch may also be used to compensate for the speaker’s lack of proficiency in the language of instruction or to facilitate comprehension. Some may use code-switching as a pedagogical strategy to promote language learning and cultural awareness. For example, a teacher might use code-switching to highlight the similarities and differences between different languages or to expose students to different cultural perspectives. In the classroom, the use of code-switching has important implications for language development, social identity, and pedagogical practices, irrespective of the subject being studied. It facilitates language learning and maintenance by providing students with opportunities to use their first language and to develop their proficiency in the language of instruction. It also promotes cultural diversity and intercultural communication by exposing students to different linguistic and cultural practices. Nevertheless, code-switching also have negative effects, not only on language development and maintenance by reinforcing linguistic hierarchies and perpetuating linguistic inequalities, but also create a sense of distance or alienation between students and teachers who do not share the same linguistic or cultural background. The use of code-switching as a pedagogical strategy can be controversial, as some argue that it may distract from the main learning objectives or lead to confusion and misunderstanding. Despite its potential benefits, the use of code-switching in the classroom is not without its critiques and challenges. While some contend that code-switching is seen to strengthen power structures and maintain linguistic disparities by favouring specific languages or language variations over others, others believe that code-switching, particularly if done carelessly or ineffectively, could draw attention away from the main learning objectives or cause confusion and misunderstanding.

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Theoretical Framework of the Study

The theoretical foundation for this study was developed from Kurnia's (2015) study, which explored the usage of code-switching and code-mixing in conversation by 9th semester English Literature students at the University of Semarang in 2015. Kurnia's research attempted to investigate and describe the various types and functions of code-switching and code-mixing done by university students by evaluating their utterances. The study of Kurnia (2015) which used descriptive qualitative approach to gather the data has served as a model for this study as this is deemed to be the most appropriate research method and data gathering procedure. Qualitative descriptive investigations provide a comprehensive account for an occurrence in everyday language. Researchers conducting this type of research want phenomenological accuracy, or an exact description of occurrences that most people who see the same event believe is correct, along with conceptual validity, or an accurate record of utterances and their specific meanings.

Furthermore, the theoretical framework used in this study was modeled after the Kurnia (20150) study, which examined four (4) main points: 1) English and Indonesian conversation, 2) the concept of code-switching and code-mixing, 3) types of code-switching and code-mixing, and 4) the function of code-switching and code-mixing which the researcher has found necessary to evaluate the nature and function of English

students' code-switching and code-mixing to understand their use in conversation. This study also examined four major points related to code-switching, namely: 1) teachers' code-switching in core subjects, 2) code-switching functions, 3) code-switching perceptions, and 4) issues related to code-switching. Figure 1 presents the theoretical framework of this study.

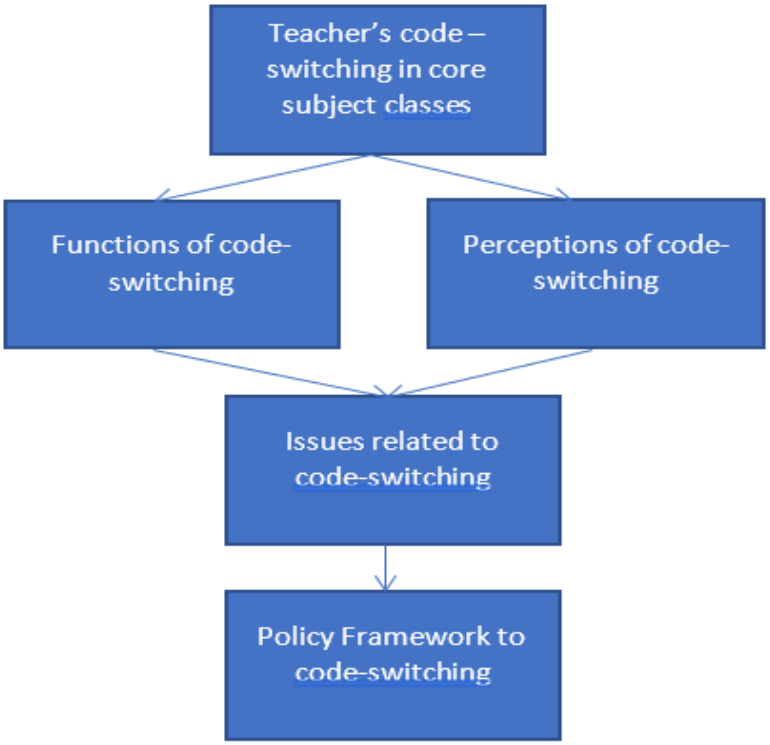


Figure 1. *Theoretical Framework of the Study*

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Conceptual Framework of the Study

St. Mary Private High School was a multicultural educational setting that accepts students from all around the world. The study had found that switching between languages was a common language activity used by students and staff at SMR for methodical or instructional aims as well as for social reasons. The reason for code change had been mentioned, along with its benefits and drawbacks. As a well-known phenomenon at SMR, it was crucial to look into how code-switching works and how teachers and administrators perceive it in order to improve the quality of core subject instructions and make the most of code-potential switching's in the core subject classes.

Students, teachers, and administrators from SMR participated in the study by giving their perceptions and identifying issues related to code-switching. Teachers in particular identified the functions of their code-switching practices. The study's organizational structure was depicted in Figure 1.

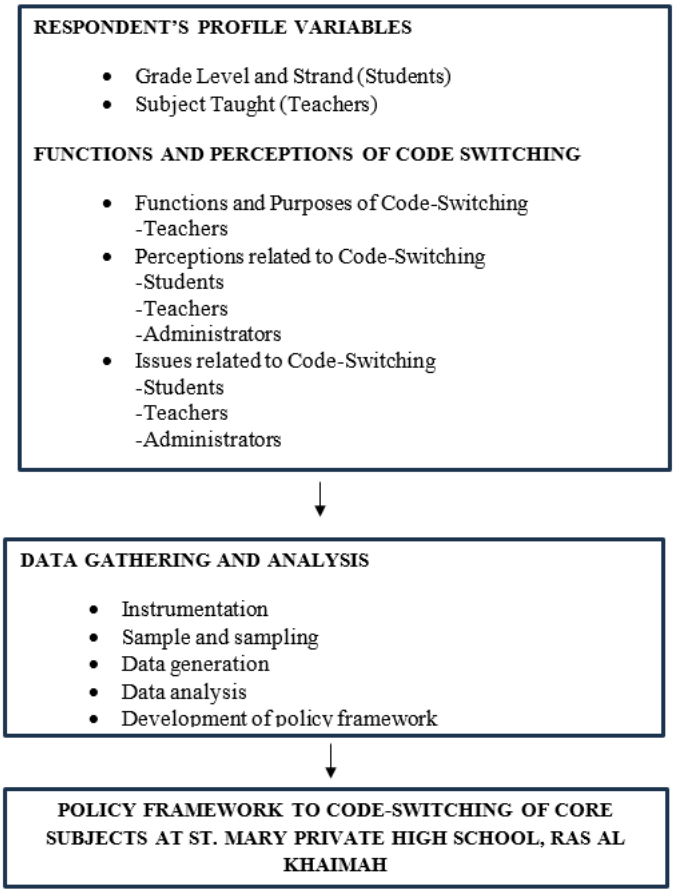


Figure 2. *Conceptual Framework of the Study*

The development of a policy framework aimed at SMR and its teachers and students' policy in switching codes to successfully improve the caliber of instruction in the core subject classes. The same program provided administrators with awareness of and solutions to code-switching related problems. The results of the study greatly assisted SMR, other educational institutions and curriculum developers, supervisors, and evaluators, and finally the students who will be the ultimate beneficiaries of this study in

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utilizing code-switching as a pedagogy for an enhanced and high-quality teaching-learning experience in their classes.

Statement of the Problem

The purpose of this study was to investigate the perceptions and functions of code-switching at St. Mary Private High School in Ras Al Khaimah, as well as to identify issues related to code-switching, to develop a policy framework for code-switching of core subjects that will assist not only the teachers and administrators at SMR, but also all other educational institutions dealing with code-switching issues. This study specifically answered the following questions:

1. What were the functions of the teachers' code-switching in the following core subjects: Mathematics Science, Arabic, Social studies?
2. What were the selected stakeholders' perception of teachers' code-switching in the following core-subjects: Mathematics, Science, Arabic, Social studies?
3. What issues related to code-switching do students, teachers, and administrators encounter in the classrooms?
4. What policy framework for code-switching of core subjects at SMR may be proposed?

METHODS

Research Design

The qualitative descriptive method multiple-case format approach was employed by the researcher in this study. As the data collected was in the form of words, utterances, and conversations rather than numbers, the qualitative descriptive method was the best approach for research. The study also used a multiple-case format approach because the information was acquired from three separate sources: students, teachers, and administrators. Different sorts of data were also collected from the three groups of respondents, namely: core-subject instructors' code-switching functions, students', teachers', and administrators' perceptions of code-switching, and issues related to code-switching as perceived by the three groups of respondents.

Participants

This study was conducted at St. Mary Private High School, Ras Al Khaimah.
SMR is a member of the St. Mary's Group of Schools belonging to the Apostolic Vicariate of Southern Arabia (AVOSA). The school was opened in 2019 with now approximately 1050+ students from EYFS to year 11, with about more than 130 staff in total, and nearly 90+ teaching staff from around the globe. The school followed IGCSE curriculum - the national curriculum of England. Selected students in Year nine to Year 11 made up the student respondents.

A total of 14 bilingual teachers participated in the survey, with four Mathematics teachers, three Science teachers, four Arabic teachers, and three Social Studies teachers assigned. The researcher's selected teachers from each core subject were filmed and interviewed. Each core subject had a representation from different levels: lower primary, upper primary, and secondary school comprising of 48 student respondents.

Nine administrator respondents included the senior leadership team and curriculum leaders.

Sampling

The study employed purposive convenience sampling to gather data. Meaning the participants were specifically chosen for the investigation and were deliberately located within the SMR campus. Qualitative research employed purposeful sampling. When using this method, researchers carefully choose their subjects based on the goals of the study, expecting each one to contribute rich, unique information that

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will be valuable to the research. Convenience sampling is a technique for gathering samples that involved selecting samples that are easily located in and around an area (Edgar & Manz, 2017).

In this study, the researcher chose three groups of participants for the study after obtaining permission from the principal to interview and film core topic classes. The first group included selected students of Year nine to Year 11 enrolled in Mathematics, Science, Arabic, and Social studies classes. The second group was bilingual teachers who taught core subjects, namely: Mathematics, Science, Arabic, and Social studies at SMR, independent of their country of origin. The third group of respondents were the SMR administrators comprising of the senior leadership team, academic heads, and the curriculum developers. The researcher conducted the interview in person or online through Zoom. The classes of the teacher-respondents were also video recorded to further investigate the functions of the teacher's code-switching practices in core subject classrooms to provide further depth to the data gathered.

Research Instrument

The research questionnaires were designed to meet the study's requirements. The interview questions were derived from Fachriyah's (2017) research. The semi-structured interview was conducted face-to-face or via video conference using online platforms.

The students' questionnaire included six questions designed expressly to elicit their perceptions of teachers' code-switching practices. To correlate with the students' understanding, the questions were rephrased without compromising their original meaning. The questions were validated for veracity and were conducted in-person and online depending on the availability and comfort of respondents.

The questionnaire for teachers was comprised five questions. Teachers' questionnaires were tailored to match the needs of the study. It was modified and rewritten for greater comprehension. 14 core subject classes, from each specified core subject, was recorded to analyze teachers' code-switching functions.

The administrators' questionnaire was composed of four open-ended questions in which the researcher conducted the semi-structured interview in English language. The open-ended questions for each set of respondents just served as a general guideline for the researcher; additional research-related inquiries may be added as needed.

Data Gathering Procedure

Data for this study was gathered through interview and class recording of core subject classes at SMR. The following procedures were undertaken:

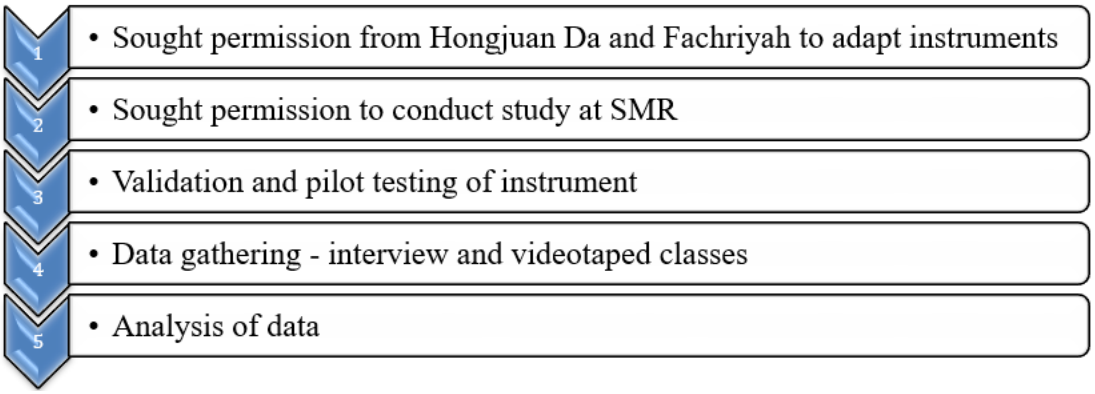


Figure 3. *Data Gathering Procedure Flow Chart*

The purpose of this study was to investigate the functions and perceptions of code-switching practices among core-subjects at SMR. The researcher identified respondents for each group of respondents

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for the interview after gaining permission from the SMR school directress. Actual lessons were filmed and examined in order to assess teachers' code-switching functions.

Data were collected qualitatively to better understand how students, teachers and school administrators perceive code-switching in core-subject classrooms through an interview. Interview sessions were conducted either on-site or online depending on the respondents' availability and convenience.

Additionally, core-subject sessions were video recorded to learn more about how teachers switch and what the functions of code-switching are. The subject teachers filmed the first fifteen minutes of their lesson in each of the four main subjects: Science, Math, Arabic, and Social Studies. The subject teachers then sent the raw video of their recorded classes to the researcher.

Treatment and Analysis of Data

The researcher used qualitative thematic analysis multiple case format approach to understand the general trends of the responses, particularly their perceptions and functions towards code-switching.

Thematic Analysis

This study employed thematic analysis in analyzing the data. Thematic analysis had been an effective method to analyze qualitative data that entails examining a collection of data and searching for themes by examining the patterns in the data's interpretation. Making sense of the facts was an active, reflective process where the subjective experience of the researchers is crucial (Caulfield, 2022). Thematic analysis was determined to be the most appropriate approach to data analysis for this research since the data was gathered as verbal exchanges, statements, conversations, and views of video recordings rather than numerical values.

Multiple-case Format Approach

The study also used a multiple-case format approach as the data was acquired from three separate sources: students, teachers, and administrators. The three groups of respondents provided their perceptions of teachers' code-switching in the core subject as well as issues related to code-switching. A multiple-case study is a type of research methodology that aims to provide a more thorough knowledge of a certain phenomenon by utilizing various research locations. It looks at a number of examples to assess trends and the connections between different factors. In management, this kind of research methodology was employed to comprehend a certain topic or problem more thoroughly. It was an organized method for collecting and evaluating data from many sources, including people, organizations, and communities. The multiple-case study technique took into account a range of viewpoints, situations, and information sources to help researchers better understand complicated issues (Ayres et al. (2003).

Ethical Considerations

Prior to data collection, the manuscript underwent an ethics review and approval process by the SPU Manila Research Ethics Committee, subsequent to the proposal. Notably, adjustments were made to the recommendations pertaining to items 14.9, 16. 2, 16.3, 16.4, 16.5, 16.6, 14.12. 14.13 and 16.12, aligning with the insights and suggestions provided by the Research Ethics Committee of St. Paul University Manila. The ensuing actions taken on each item are delineated in the subsequent discussion:

1. **Voluntary Participation and Informed Consent (Items 14.9, 16.3, 16.4, 16.5, and 16.6)**

   Recognizing that the validity and success of the study depended on the voluntary participation of respondents, the researcher implemented the following procedures:

   a. All prospective participants were provided with comprehensive information regarding the study's background, research problems, identified research gaps, objectives, potential benefits, possible risks, and responsibilities. This enabled them to make informed decisions regarding their participation.

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b. The ethical considerations governing the study were clearly explained to all prospective participants to ensure the protection of their identities, confidentiality, privacy, and personal integrity.
c. Participants of legal age were provided with informed consent forms, while minors were given assent forms, with parental or guardian consent obtained as applicable. These documents allowed participants to voluntarily accept or decline participation without coercion or adverse consequences.
d. Qualified respondents underwent an orientation before participating in the study to ensure that they fully understood its objectives, procedures, ethical safeguards, and their rights as research participants.

2. Dissemination of Research Findings (Items 14.13 and 16.12)

The researcher identified appropriate strategies for disseminating the study's findings to relevant stakeholders and the broader academic community.

a. The findings were intended to be shared with the St. Mary Private High School, Ras Al Khaimah (SMR) community through roundtable discussions with administrators, formal presentations during faculty meetings, student assemblies, and parent meetings.
b. The researcher intended to publish the study in a reputable international academic journal to contribute to the existing body of knowledge on code-switching in educational settings and make the findings accessible to researchers, educators, and other interested stakeholders worldwide.
c. The researcher also planned to participate in academic conferences, research forums, and scholarly gatherings to disseminate the findings through oral presentations or research posters.

3. Data Privacy, Security, and Storage (Items 14.12 and 16.2)

The researcher implemented appropriate measures to safeguard the confidentiality, integrity, and security of the collected data.

a. Research data were stored on personally managed hardware and software accessible only to the researcher. Physical storage devices and relevant documents were secured in a locked private space to prevent unauthorized access.
b. A secure, encrypted cloud-based storage system was also designated for electronic data storage and backup to minimize the risks of data loss, unauthorized disclosure, or improper access.
c. The collection, processing, storage, and handling of research data were conducted in accordance with applicable institutional ethical requirements and relevant data protection regulations, including the Philippine Data Privacy Act of 2012 (Republic Act No. 10173), where applicable.

4. Confidentiality, Anonymity, and Protection of Participants

Throughout the research process, the researcher observed ethical principles intended to protect the rights, dignity, and welfare of all respondents.

a. The confidentiality and impartial treatment of participants were maintained throughout the study. Personal identifying information was not required in the research instruments unless necessary for the research process. Findings were presented in a manner that generally identified the institution as St. Mary Private High School, Ras Al Khaimah, without unnecessarily disclosing individual participants' identities.
b. In circumstances where the identification of respondents by their actual names was deemed necessary, the researcher obtained their explicit permission before including such information in the research report.

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c. The dignity, rights, safety, and overall well-being of participants were protected throughout the study. The researcher ensured that participation remained voluntary and that respondents were treated with fairness, respect, and consideration.

These ethical safeguards guided the conduct of the research and supported the responsible collection, analysis, interpretation, storage, and dissemination of the study's findings.

RESULTS AND DISCUSSION

1. What are the functions of the teachers' code-switching in the following core subjects: Mathematics, Science, Arabic, Social studies?

This section presents the findings and discussions for the function of teachers' code-switching as they pertain to each of the variables listed in the problem statement. Below are the detailed discussions of functions of code-switching as demonstrated by teachers.

This section discusses the functions of code-switching of Mathematics, Science, Arabic, and Social Studies teachers at SMR.

The functions of code-switching can be categorized into methodological and social functions. The term "Methodological Functions of Code-Switching" encompasses all language-related functions of teachers using code-switching to facilitate the teaching of the target language. These functions include transcribing, the clarification of complex concepts, and other communicative pedagogies employed by teachers while interacting with students. Additional aspects of code-switching encompass the examination of lectures, the clarification of terminology, the comprehension of meaning and resolution of challenges, and the negotiation of cultural significance. The social functions of code-switching encompass managing pupils' emotional elements, enforcing discipline, and providing instructions regarding classroom tasks. Teachers at SMR engage in code-switching for both methodical and social purposes.

Mathematics

This section presents the code-switching functions of Mathematics teachers based on the interview transcripts and the videotaped lessons.

Table 1. *Functions of Code-switching in Mathematics from Interview Script*

Mathematics		
Respondent	**Coding**	**Theme**
Respondent 7	"Desire to express specific thoughts and ideas."	Express thoughts and concepts
Respondent 10	"I code switch to check students understanding, emphasize important concept, and basically to resolve confusion and clarify doubts."	Check students understanding Emphasize Concepts Resolve confusion and doubts
Respondent 11	"Ï codes-switch to bridge the gap of communication and to express my ideas clearly."	Bridge communication gap Express ideas
Respondent 13	"To convey ideas for weak students"	Express ideas

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Table 1 presents the code-switching functions of Mathematics teachers based on the conducted interview. Respondents 7, 11, and 13 are in unison in their code-switch in the Mathematics classroom to express ideas, thoughts, and concepts; respondent 11 further code-switch to bridge the communication gap, while respondent 10 code-switch with the goal of checking students' understanding, emphasize important concepts, and resolve confusion and doubts.

Table 2. *Functions of Code-switching in Mathematics from Video-recorded Lessons*

Mathematics			
Section from the Video	**What Happened**	**Coding**	**Theme**
Video 7 Frequency: 2	The mathematics teacher code-switched from English to Filipino to explain a difficult concept	Okay, yes that's right. A*nu ang ga*gawin pagkatapos? Can you show me?	To explain difficult concepts
	It demonstrates how mathematics teacher utilize code-switching as a strategy to assess students' comprehension.	Okay, yes that's right. But, *anu ang ga*gawin after that? Can you show me? Can you explain your answer? Explain *mo kay teacher kung panu mo nakuha yung sagot?*	To check students understanding
Video 10 Frequency: 3	The teacher asked students what and how to solve a mathematical problem.	How do you differentiate standard form from expanded form? *आप मानक रूप को विस्तारित रूप से कैसे अलग करते हैं?*	To check students understanding
	The teacher instructed students the correct way of solving a mathematical problem.	To convert between standard and expanded form, you must use your prior knowledge. मानक और विस्तारित रूप के बीच कनवर्ट करें .अपने पूर्व ज्ञान का प्रयोग करें.	To emphasize important concept
	Illustrate how mathematics teachers employ code-switching as a tactic to elucidate uncertainties and address perplexities.	The mathematics teacher asks the students he arrived at the answer. Explain how you arrived at this answer.	To resolve confusion and clarify doubts

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		बताएं कि आप इस उत्तर तक कैसे पहुंचे।	
Video 11 Frequency: 1	The teacher asked the student and offer help to resolve confusion.	Which part do you find it difficult? *Aling bahagi ang nahihirapan ka?*	To resolve confusion and clarify doubts
Video 13 Frequency: 2	The teacher coached a confused student how to solve a mathematical problem.	Remember to follow the correct method in solving this problem. *Huwag kang mag shortcut sa pag sagot.*	To resolve confusion and clarify doubts
	Illustrates how mathematics teachers employ code-switching as a tactic for reiterating a message.	Ok, let's try once again. P*aulit ulit na nating ginagawa, pareho pa din ang mali*. Try to find the clue word in the problem, *para alam mo* if what method you're going to use.	To reiterate a message

Table 2 presents teachers' functions of code-switching in Mathematics classrooms from video-recorded lessons. Video 7, which belong to respondent 7, whose class was recorded to specifically identify the code-switching function, employed code-switching twice to explain difficult concepts and check students' understanding. Respondent 10 engaged in code-switching to assess students' comprehension, highlight significant ideas, and address any confusion or doubt. Respondent 11 code-switched in the class only once to explain difficult concepts to the students. While video 13, which belonged to respondent 13, code-switched two times to clear doubt, clarify confusion, and reiterate important information.

Table 3, *Cross-case analysis of functions of code-switching in Mathematics classes*

Interview	**Video**	**Cross-case analysis**
• Express thoughts and concepts • Bridge communication gap • Clarify doubts and confusions • Check students understanding	• Explain difficult concepts • Check students' understanding • Resolve confusion • Reiterate information	Express thoughts and concepts Clarify doubts and confusion Check students' understanding

Table 3 presents the cross-case analysis of teachers' function of code-switching in Mathematics classrooms from interview transcripts and video recorded lessons. Teachers code-switch to express thoughts and concepts for better understanding and to clarify doubts and confusion of students as the common themes from both sources of data. Specific to teachers' interview was the bridging of communication gap, while resolving confusion and reiterating information are specific to code-switching practices of mathematics teachers.

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Generally, Mathematics teachers employ code-switching from L1 to L2 as a pedagogical technique to elucidate complex concepts, assess students' understanding, emphasize important concepts, address confusion and clarify uncertainties, reiterate information and to address communication gap.

In Mathematics classroom, breaking down the communication barrier to effectively communicate ideas and concepts has become a major focus in recent years. Teachers and educators are constantly seeking new methods to effectively communicate with students of different linguistic backgrounds. One such approach is code-switching, which involves the use of multiple languages within a single conversation or classroom setting. However, it is important to note that code-switching should not be viewed as a sign of linguistic incompetence or a lack of mastery over a language. On the contrary, code-switching is a common occurrence in multilingual brains, and it can actually enhance the student's ability to express ideas and bridge communication gaps in math classrooms. Thus, micromanaging how students use their language in Math classrooms is not recommended. Instead, students should be guided and encouraged to decide for themselves when and how to code-switch in order to make the most of their linguistic background and facilitate effective communication with teachers and peers alike (Baker, 2022).

Science

This section presents the code-switching functions of science teachers based on the interview transcripts and the videotaped lessons.

Table 4. *Functions of Code-switching in Science from Interview Script*

Science		
Respondent	**Coding**	**Theme**
Respondent 9	"To convey thoughts and concepts easier to explain in specific language."	Express thoughts and concepts
Respondent 12	"To express specific thoughts and feelings."	Express thoughts and feelings

Table 4 presents the code-switching functions of Science teachers based on the conducted interview. Respondents 9 and 12 code-switch in class to convey thoughts and concepts and explain concepts in a language easily understood by students; however, Respondent 4 does not code-switch in Science class.

Table 5. *Functions of code-switching in Science from video-recorded classes*

Science			
Section from the Video	**What Happened**	**Coding**	**Theme**
Video 4 Frequency 3	The science teacher code-switched from English to Arabic to make sure that students understand.	Make sure to double check the picture and the guide phrase before writing your final answer. *تأكد من التحقق جيدًا من الصورة والعبارة الإرشادية قبل كتابة إجابتك النهائية*	To check understanding

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	The teacher emphasized the word "read" and translated it to Arabic language to make a point that it is important to read the words several times to practice for proper pronunciation of words.	Remember read and read and read and read to practice the correct pronunciation of the words. تذكر اقرأ و اقرأ و اقرأ و اقرأ لتتدرب على النطق الصحيح للكلمات.	To reiterate information
	The teacher code-switched from English to Arabic to tell the confused student how to do the task.	You interpret it wrong, check the guide phrase below aside from the given picture. إذا قمت بتفسيرها بشكل خاطئ، تحقق من العبارة الإرشادية أدناه بخلاف الصورة المحددة.	To resolve confusion
Video 9 Frequency 1	The teacher code-switched from English to African language to encourage and ask students to tell her which part of the lesson they found difficult.	Which part is confusing for you? Tell me so that I can guide you. *Watter deel is vir jou verwarrend. Vertel my sodat ek jou kan lei.*	To clarify doubts
Video 12 Frequency 3	The teacher seek confirmation from students if they understand the lesson and code-switched from English to Hindi.	Is everything clear now? Raise your hand if you have any question or clarification. *क्या अब सब कुछ स्पष्ट हो गया है? यदि आपका कोई प्रश्न या स्पष्टीकरण हो तो अपना हाथ उठाएँ।*	To check comprehension
	The teacher employed Hindi language in a science subject give instruction to a confused student in solving scientific equation.	Distinguish between variables and controls in a scientific investigation. *वैज्ञानिक जांच में चर और नियंत्रण के बीच अंतर स्पष्ट करें।*	To resolve confusion
	The situation below prompted the teacher to code-switch from English to Hindi to warn students for the last time to do complete their task and return to their seats.	I'm giving you my last reminder. Take your seat and do your work. *मैं तुम्हें अपना आखिरी अनुस्मारक दे रहा हूं।*	To command order in the classroom

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		अपनी सीट ले लो और अपना काम करो.	

Table 5 presents teachers' functions of code-switching in science classrooms from video-recorded lessons. Video 4, which belong to respondent 4, whose class was recorded to specifically identify the code-switching function, employed code-switching thrice to check students' understanding, reiterate information, and resolve confusion. explain difficult concepts and check students' understanding. Respondent 9 code-switched in the class only once to clarify students doubts. While video 12, which belongs to respondent 12, code-switched three times to check students' understanding, resolve confusion and clarify doubt, and to command order in class.

Table 6. *Cross-case analysis of functions of code-switching in Science classes*

Interview	**Video**	**Cross-case analysis,**
• Express thoughts and concepts	• Check students' understanding • Reiterate information • Resolve confusion • Command order in class	*No common theme

Table 6 presents the cross-case analysis of teachers' function of code-switching in science classrooms from interview transcripts and video recorded lessons. There is no common code-switching theme from both transcripts. In the interview transcript, the common theme that emerged was that teachers code-switch to express thoughts and concepts, while in the video transcript, teachers code-switch to check students understanding, reiterate information, resolve confusion and command order in class.

Generally, Science teachers employ code-switching as a systematic tool to assess comprehension, increase vocabulary, address misunderstandings, clarify ambiguities, and establish order within the classroom.

According to Zanini (2023), code-switching has become an increasingly prevalent topic in the realm of bilingual classrooms and in other fields. In the field of science, research suggests that code-switching has become an effective tool for enhancing comprehension, vocabulary acquisition, and clarity while establishing order. A survey of science teachers revealed that the majority of participants viewed code-switching as a constructive tool for scaffolding learners' learning in beginner levels and fostering learning overall. Additionally, respondents in another study acknowledged the usefulness of code-switching in enhancing learners' language learning experience. While some debate surrounds the reasons for and utility of code-switching in foreign language instruction, it is clear that it can be employed as a tool to promote learning, as well as aid in classroom management. The positive effects of code-switching have also been investigated in bilingual children, with exposure to code-switching leading to improved language proficiency and academic performance among students in science. Thus, the research suggests that code-switching is a valuable tool for improving learning outcomes in the classroom (Zanini, 2023).

Arabic Language Subjects

This section presents the code-switching functions of Arabic Language teachers based on the interview transcripts and the videotaped lessons.

Table 7. *Functions ofCcode-switching in Arabic from InterviewSscript*

Arabic		
Respondent	**Coding**	**Theme**

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Respondent 1	"for students to understand the lessons clearly and swiftly."	Students understanding
Respondent 3	"To let the students understand."	Students understanding
Respondent 5	"I codes-switch to express identity, social integration, emphasizing or clarifying, navigate different contents, expressing emotions."	Express identity, Social integration Emphasizing a concept Clarifying concept Navigate contents Express emotions
Respondent 14	To help students with language barriers	Clear language barrier

Table 7 presents the code-switching functions of Arabic language teachers based on the conducted interview. Respondents 1 and 3 code-switch in the Arabic language classroom to help students understand the concept. Respondent 5 employ code-switching to express identity, to socially integrate, emphasize and clarify a concept, clarify concept and to express emotion. Respondent 14 code-switch in the classroom to bridge communication gap and language barrier.

Table 8. *Functions of Code-switching in Arabic from Video-recorded Classes*

Arabic			
Section from the Video	**What Happened**	**Coding**	**Theme**
Video 1 Frequency 4	The teacher was giving instructions to students how they will answer the activity and code-switch from Arabic to English.	اختر الكلمة التي لا تنتمي إلى مجموعة الكلمات. *You will choose words that do not belong to the group.*	To explain tasks or difficult concepts
	The teacher code-switched from Arabic to English during a graded recitation to clarify about the student's answer.	لماذا اخترت ذلك؟ ما الذي يساعدك على اختيار إجابتك؟ *Why did you choose that? What helps you choose your answer?*	To clarify doubts
	The teacher code-switched from Arabic to English to teach students to greet others according	صباح Good morning. مساء الخير Good evening.	To build vocabulary

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	to the context.		
	The teacher code-switched from Arabic to English to check students' retention of the lesson.	هل يمكنك تقديم بعض التحيات الأساسية باللغة العربية؟ *Can you provide some basic greetings in Arabic?*	To check students' understanding
To explain tasks or difficult concepts To build vocabulary To emphasize important concepts To check students' understanding To command order in class	The subject teacher was code-switching from Arabic to English to give instruction on how to complete the task.	تناوب الفصل في تقديم التحيات المناسبة للمعلم وزملاء الدراسة، باستخدام النماذج الرسمية ثم النماذج غير الرسمية. *The class will take turns in providing the appropriate greetings to the teacher and classmates, using the formal and then the informal forms.*	
	The teacher introduced a new Arabic vocabulary in an introductory Arabic class.	Let's naturally start with *"مرحبا" which* means "Hello" in Arabic.	
	The teacher code-switches from Arabic to English to reiterate the instruction about pronunciation guidelines.	يرجى ملاحظة أن تعلم التحيات العربية الأساسية يحتاج إلى ممارسة مستمرة والاستماع دائمًا إلى أدلة النطق. *Please take note that learning basic Arabic greetings need constant practice and always listen to pronunciation guides.*	
	The teacher code-switched from Arabic to English to ask for clarification.	هل هناك أي سؤال أو توضيح؟ Is there any question or clarification?	
	The teacher code-switched from Arabic to English to give order to students to complete their tasks and stay at their seats.	ركز على عملك وكن هادئا. ابقَ في مقعدك. *Focus on your work and be calm. Stay in your seat.*	
Video 5 Frequency 4	The subject teacher was code-switching from English to Arabic to give an instruction on how to complete the	Let's analyze the image shown. Which will be clue to arrive at the correct answer?	To explain tasks or difficult concepts

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	task.	دعونا نحلل الصورة المعروضة. والتي سوف تكون.	
	The teacher code-switched from English to Arabic to clarify confusion.	It seems confusing, but just link it to the image and you can get it. يبدو الأمر محيراء ولكن فقط قم بربطه بالصورة ويمكنك الحصول عليه.	To clarify doubts
	The teacher code-switched from English to Arabic to introduce themselves in Arabic language.	What is your name? *ما اسمك؟* My name is Hasan. اسمي حسن.	To build vocabulary
	The teacher gave command to students to stay at their seat and be quiet in both English and Arabic languages.	Stay in your seat. Be quiet. *ابقَ في مقعدك. كن هادئاً.*	To command order in class
Video 14 Frequency 3	The subject teacher was code-switching from Arabic to English to explain a difficult concept.	قرأ المقطع، ثم ابحث عن الكلمات الدليلية التي ستساعدك على اختيار الكلمة الصحيحة لملء الفجوات. *Read the passage, then, look for the clue words that will help you choose the correct word to fill in the gaps.*	To explain tasks or difficult concepts
	The teacher code-switches from Arabic to English to emphasize the rule on how to write sentences using correct syntax.	تكوين جمل مناسبة من خلال ترتيب الكلمات بالترتيب الصحيح. *Make suitable sentences by putting the words in the correct order.*	To emphasize important concepts
	The teacher code-switched from Arabic to English to check students' understanding about writing phrases in Arabic.	*ما هو بمثابة دليلك في كتابة العبارات بشكل صحيح؟* *What serves as your guide in writing the phrases correctly?*	To check students' understanding

Table 8 presents the results of the functions of code-switching in Arabic classes from respondents' video-recorded classes. Video 1, which belongs to respondent 1, employed code-switching for four times to explain tasks or difficult concepts, clarify doubts, build vocabulary and to check students' understanding. Video 3, which belongs to respondent 3 employed code-switching for 5 times code-switched in the classroom to explain tasks or difficult concepts, build vocabulary, emphasize important concepts, check students' understanding, and to command order in class.

Table 9. *Cross-case of Functions of Code-switching in Arabic Classes*

Interview	**Video**	**Cross-case**
• Students understanding	• Check students'	Students understanding

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• Express identity, • Social integration • Emphasizing a concept • Clarifying concept • Navigate contents • Express emotions • Clear language barrier	understanding • Explain difficult concepts • Emphasize concepts • Build vocabularies • Command order in class	Explain concepts Emphasize concepts

Table 9 presents the cross-case analysis of teachers' function of code-switching in Arabic classrooms from interview transcripts and video-recorded lessons. Teachers code-switch to express thoughts and concepts for better understanding of students is the common theme from both sources of data. Specific to the teachers' interview were: expressing identity, social integration, emphasizing and clarifying a concept, navigating contents, expressing emotions, and bridging the communication gap, while building vocabularies and commanding order in class are specific to the code-switching practices of Arabic teachers based on their video recording.

In Arabic language classes, teachers typically use code-switching technique to explain tasks or complicated ideas, clear up any confusion, expand vocabulary, highlight key topics, and assess students' knowledge. To enforce discipline in the classroom, teachers frequently use code-switching for social functions.

Effective communication in the classroom is crucial for students to grasp the topics being taught. Teachers use code-switching, which involves using both L1 and L2 to explain tasks, expand vocabulary, assess knowledge, and impose discipline (Mangila, 2017). In Arabic classes at SMR, using the students' L1 can help them fully comprehend the topics being taught, as it makes connections between L1 and L2, facilitating translations to the L2, and expanding students' creativity and pool of vocabulary. Additionally, teachers can use the L1 to save time and maximize the amount of input of the L2. However, the use of L1 should not negatively affect the L2 learning environment. Furthermore, using L1 for building relationships with students and providing an emotionally safe space for having difficult conversations, particularly involving discipline, can be more effective for younger or less advanced learners. Students want to feel emotionally safe in their learning environments and prefer teachers who are able to communicate in their L1. Moreover, using L1 definitions or paraphrases can trigger deeper semantic processing, and sprinkling in definitions can help with effective classroom communication. However, teachers need to be careful when using L2 for conversations about miscommunication or lack of understanding as it can make the situation worse (Mangila, 2017). It is, therefore, essential that teachers utilize code-switching strategically to ensure effective communication in the classroom.

Social Studies Classes

This section presents the code-switching functions of social studies teachers based on the interview transcripts and the videotaped lessons.

Table 10. *Functions of Code-switching in Social Studies classes from Interview Script*

Social Studies		
Respondent	**Coding**	**Theme**
Respondent 2	"To know more than two languages."	Know other languages
Respondent 6	"To develop creative thinking"	Develop creative thinking

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Respondent 8	"Simplify some of the difficult concepts."	Simplify concepts

Based on the conducted interview, Table 10 displays the Social Studies teacher code-switching functions. Respondent 2 switched codes from L1 to L2 to learn new languages. Respondent 6 uses code-switching to foster innovative thinking, whereas Respondent 8 uses it to make concepts easier to understand.

Table 11. *Functions of Code-switching in Social Studies classes from Video-recorded Classes*

Social Studies			
Section from the Video	**What Happened**	**Coding**	**Theme**
Video 2 Frequency 3	The teacher explains a task to students to complete and code-switched from English to Arabic.	Using the guide picture, match the name of the fruits. *باستخدام الصورة الإرشادية، قم بمطابقة اسم الفاكهة.*	To explain tasks and difficult concepts
	The teacher code-switched from English to Arabic to emphasize an important concept.	You will analyze and evaluate how foundations of society influence the modern era. *سوف تقوم بتحليل وتقييم كيفية تأثير أسس المجتمع على العصر الحديث.*	To emphasize important concepts
	The teacher put class to order by code-switching in English to Arabic.	All be quiet and back to your seat. الجميع يكون هادئا والعودة إلى مقعدك.	To command order in class
Video 6 Frequency 3	The teacher asks the student a question regarding his answer and code-switched from English to Arabic.	How did you arrive at this answer? *كيف وصلت إلى هذا الجواب؟*	To check comprehension
	The teacher explained a difficult concept and code-switched using English and Arabic languages.	Find the clue in the given picture. Then match it with the correct phrase. *ابحث عن الدليل في الصورة المعطاة. ثم قم بمطابقتها مع العبارة الصحيحة.*	To explain tasks and difficult concepts

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	The teacher tries to resolve students' confusion by code-switching from English to Arabic.	Yes, it sounds the same, but these two scenarios are different. *نعم، يبدو الأمر نفسه، لكن هذين السيناريوهين مختلفان.*	To resolve confusion
Video 8 Frequency 3	The teacher was explaining to a student about the correct understanding of a certain case in class and code-switched from English to Arabic.	Yes, I agree with you, but try to also consider other factors that may affect it. *نعم، أنا أتفق معك، ولكن حاول أن تأخذ في الاعتبار أيضًا العوامل الأخرى التي قد تؤثر عليه.*	To clarify doubts
	The teacher code-switched from English to Arabic to ask a student to explain his answer.	Can you explain your answer? Give us three main points of your arguments. *هل يمكنك توضيح إجابتك؟ أعطنا ثلاث نقاط رئيسية من حججك؟*	To check understanding
	The teacher explains a concept to students by giving emphasis through code-switching from English to Arabic.	Examine areas of the world having the longest record of human habitation and the richest diversity of human experience. *قم بدراسة مناطق العالم التي تتمتع بأطول سجل للسكن البشري وأغنى تنوع في التجربة الإنسانية.*	To explain tasks and difficult concepts

Table 11 presents the results of the functions of code-switching in social studies classes from respondents' video-recorded classes. Video 2, which belong to respondent 2, employed code-switching for three times to explain tasks and difficult concepts, emphasize important concepts, and to command order in class. Video 6, which belongs to respondent 6 employed code-switching for three times to check comprehension, explain tasks and difficult concepts, and to resolve confusion. Video 8, owned by respondent 8 who code-switch for three times employed code-switching to clarify doubts, check understanding, and explain tasks and difficult concepts.

Table 12. *Cross-case Analysis of Functions of Code-switching in Social Studies Classes*

Interview	**Video**	**Cross-case**
• Simplify concepts • Know other languages • Develop creative thinking	• To explain tasks and difficult concepts • To emphasize important concepts	• Simplify concepts/explain difficult concepts

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	• To check comprehension • To resolve confusion To • Command order in class	

Table 12 presents the cross-case analysis of teachers' function of code-switching in Social Studies classrooms from interview transcripts and video-recorded lessons. It is found out those teachers' interview answers and their code-switching practices that teachers code-switch to simplify or to explain difficult concepts. From the interview transcript, teachers code-switch to know other languages and develop creative thinking. However, in their video recording, teachers code-switch to emphasize important concepts, check comprehension, resolve confusion, and to command order in class.

As in Arabic language subjects, Social Studies teachers generally code-switch for methodical function to clarify doubts, comprehension purposes, explain tasks and difficult concepts, resolve confusion, emphasize important concepts and for social function to command order in class.

Table 13. *Cross-case Analysis of Functions of Code-switching in Core Subject Classes*

Subjects	**Interview**	**Video**	**Cross-case**
Mathematics	• Express thoughts and concepts • Bridge communication gap • Clarify doubts and confusion • Check students' understanding	• Explain difficult concepts • Check students' understanding • Resolve confusion • Reiterate information	• Express and emphasize thoughts and concepts • Check students' understanding • Clarify doubts and confusion • Social integration / command order in class
Arabic	• Express thoughts and concepts	• Check students' understanding • Reiterate information • Resolve confusion • Command order in class	
Science	• Check students understanding • Express identity, • Social integration • Emphasizing a concept • Clarifying concept • Navigate contents • Express emotions • Clear language barrier	• Check students' understanding • Explain difficult concepts • Emphasize concepts • Build vocabularies • Command order in class	
Social Studies	• Simplify concepts • Know other languages • Develop creative thinking	• To explain tasks and difficult concepts • To emphasize important concepts • To check comprehension • To resolve confusion To • Command order in class	

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The table above presents a cross-case analysis of the functions of code-switching in core subject classes at SMR derived from interview transcripts and video recordings. Common themes identified from both sources regarding teacher code-switching include the need to express and emphasize thoughts and concepts, check students' understanding, and promote social integration, clarify doubts and confusion and command order in class. Teachers of mathematics, science, Arabic, and social studies employ code-switching as a systematic strategy to accomplish many objectives, such as explaining tasks and complex concepts, resolving uncertainties, expanding students' vocabulary, highlighting crucial ideas, assessing students' understanding, and reinforcing messages. In addition, they engage in code-switching for social purposes, such as maintaining discipline in the classroom.

Code-switching is a phenomenon that occurs in various situations, including language teaching and communication between students. The use of code-switching in teaching may be influenced by whether or not learners and educators share the same native language background (Zanini, 2023). This implies that code-switching may be more effective in some situations than others. Additionally, the use of code-switching may differ in formal and informal settings, depending on the specific situation and individuals involved. In formal settings, the use of code-switching may be limited to certain situations where it is deemed necessary. On the other hand, in informal settings, code-switching may be used more frequently and without any limitations. For instance, in an informal setting, such as a group of friends who speak multiple languages, code-switching may occur naturally and almost continuously. Conversely, in a formal setting, such as a business meeting, code-switching may occur only when necessary to clarify meaning or to avoid misunderstandings. Therefore, code-switching can vary greatly between formal and informal settings, depending on the situation and individuals involved (Zanini, 2023).

In academic setting, one of the primary motives for code-switching is to convey thoughts and concepts that might be easier to explain in a specific language, or to emphasize something, such as discipline and order (Esen, 2023) as prevalent among Arabic, Social Studies, Science and Mathematics teachers at SMR. This can be particularly useful in bilingual and multilingual groups where multiple languages are spoken (Welhelmina, 2017). Additionally, code-switching can be used as a force of habit or to fit in with a group. It can also be employed as a communication strategy or as a means of identity expression in multilingual and multicultural contexts (Esen, 2023). Bilinguals have unique experiences that set them apart from monolingual peers, including the opportunity to interact with distinct ethno linguistic groups and become exposed and possibly included in another culture. These experiences have a direct impact on the thoughts, behaviors, and attitudes of bilinguals, making code-switching an essential skill to develop in a multicultural world. Furthermore, code-switching can facilitate communication, help bridge cultural and linguistic divides, and allow individuals to adeptly move from one social group to the next. It also helps individuals avoid potentially awkward situations and may even be used to change perceptions about oneself, such as consciously changing one's accent if they believe it is leading others to form unfavorable impressions. Code-switching is a valuable linguistic resource that reflects the changing aspects of speech in multilingual contexts and allows individuals to progress in their professional and personal lives (Welhelmina, 2017).

Social and cultural factors can influence code-switching, such as behaviors, comfort, and choice (Muthusamy, 2020). The functions of teachers' code-switching at SMR, such as facilitating comprehension, addressing uncertainties, reinforcing key ideas, and similar actions, demonstrated these factors. However, it is not always apparent how social and cultural factors lead to code-switching behaviors, as these are concrete actions that bilinguals must take. Despite being highly comfortable code-switchers, bicultural groups did not necessarily engage in code-switching more frequently than other groups, suggesting that limited opportunities for using code-switching may be a reason for the lack of differences in code-switching behaviors among bicultural subgroups. Social groups are a key factor in code-switching, with age, class, geographic location, upbringing, and ethnicity all playing important roles in influencing code-switching behaviors and motivations (Esen, 2023). Code-switching is often used to

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identify with a particular social group. Additionally, personal attitudes towards code-switching can influence its usage. Both teachers and students generally liked or preferred using code-switching in their discourse, especially when others used it. Individuals with integrated identities, such as bicultural, are expected to hold more positive attitudes towards using both languages, as in code-switching. Social and cultural factors play a significant role in motivating code-switching behaviors and attitudes.

2. What were selected stakeholders' perception of teachers' code-switching in the following core-subjects: Mathematics Science, Arabic, Social studies?

As indicated in the problem statement, the findings and discussions for teachers' perception of code-switching in the following core subjects: Mathematics, Science, Arabic, and Social Studies are presented in this section. The results arer displayed and discussed below.

Table 13. *Stakeholders' Perception of Teachers' Code-Switching in Mathematics Classes*

Mathematics			
Interview Transcripts			**Themes**
Teacher	**Student**	**Administrator**	
Ex. Teacher 7: "Use proper language."	Student 1: "I did not hear any rules about code-switching."	Administrator 7: "Teachers should teach according to the prescribed medium of instruction the subject is using."	Implicit rules: • Use established medium of instruction
Teacher 10: "Use the prescribed language."	Student 7: "no written rules"	Administrator 2: "Use the approved language in teaching mathematics."	
Teacher 7: "Yes, but sparingly as children can learn a new language, value diversity and promote cultural sensitivity.""	Student 1,2,4,6,8,9, 10 posited that code-switching is useful in Mathematics subjects to help understand lessons better.	Administrator 2: "Yes, but not at all times."	Usefulness: • Sparingly • Training • New language • Value Diversity • Cultural sensitivity • Proper utilization • Helps understanding
Teacher 10: "It helps learners understand challenging aspects of the lesson and enables them to participate in lessons."		Administrator 7: "Yes, but teachers need training. It is useful when it is purposefully utilized." "	
Teacher 13: "It helps students understand the lesson."			
Teacher 11: "Yes, it can help me and my students."			

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Teacher 7: "Stress can cause the breakdown of the language for non-native speakers."	Student 3: "Code-switching makes the lesson more complicated."		Detrimental effects: • Cause language breakdown • Complicate lessons • Lessons long and difficult • Disruptive • Do more harm than good • Reliance
Teacher 10: "It is disruptive."			
Teacher 11: "Code-switching does more harm than good."			
Teacher 13: "Student rely mainly in code switching."			
	Student 5: "Code-switching makes the discussion long and more difficult."		
Teacher 13: "No, don't recommend in Mathematics classes for standardization and to avoid confusion."	Students 3: "No code-switching."		Negation: • No code-switching
	Student 5: "No code-switching in Math classroom."		
Teacher 7: "Code-switching is useful as a pedagogy in teaching mathematics, so I support code-switching.."	Student 1,2,4,6,8,9,10 supports code-switching in the classroom.	Administrator 2: "I support code-switching but should be used sparingly and for students with lower language facility."	Support: • Effective pedagogy • Helps understanding • Good for lower levels • Purposeful use • Training
Teacher 10: "I am good with code-switching in the classroom because it helps my students understand better."		Administrator 7: "I support code-switching with the mentioned conditions – purposeful utilization and training."	
Teacher 13: "I support code-switching for lower levels."			

Table 13 presents the respondents' perception of code-switching in Mathematics classes. As perceived by respondents, the most prevalent themes that emerged were implicit rules on code-switching,

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affirming code-switching, negating code-switching, usefulness of code-switching, detrimental effects of code-switching, and support for code-switching.

On the implicit rules on code-switching, Mathematics teachers, students, and administrators claim that there are no written rules at SMR regarding the prescribed language to be used in teaching mathematics, but they posit that it is not necessary as it is understood that Mathematics should be taught based on the language of the book, which is English.

On the affirmation of the use of code-switching, three teachers, seven students, and two administrators show approval of its use in the Mathematics classroom with given conditions, such as that it should be used sparingly, not at all times, and teachers should be given training, while one teacher and two students negate its use.

On the usefulness of code-switching in the mathematics classroom, three teachers, seven students, and an administrator perceived code-switching to be useful as a pedagogy when it is purposefully utilized, while one teacher and two students claimed that Mathematics classes become more complicated and that code-switching does more harm than good when used.

Three teachers, seven students, and two administrators were in favor of the use of code-switching in the mathematics classroom, provided the following conditions were met: it should be used as pedagogy, sparingly, and purposefully.

According to Moschkovich (2007), in bilingual and English language learner environments, students may use two languages when performing arithmetic computations. While some adult bilinguals switch languages during arithmetic computations, the quality of conceptual reasoning remains unaffected by code-switching. Classroom instruction should ensure that all students understand the text of word problems, as language switching can facilitate solving word problems in the second language, provided the student's language proficiency is sufficient for understanding the text of the problem. Furthermore, instruction for bilingual Mathematics learners should consider how code-switching serves as a resource for communicating mathematically, and should allow students to choose the language they prefer for arithmetic computation. Additionally, adult bilinguals may have a preferred language for carrying out arithmetic computation, usually the language of arithmetic instruction. In the context of young bilingual students beyond age 5, they will generally speak as they are spoken to in mathematics classrooms. Therefore, the language ability and language choice of the person addressing a bilingual child are significant variables for the child's language choice in mathematics classrooms. Code-switching should not be viewed as a deficiency in mathematical reasoning, nor can it be used to determine someone's proficiency in language or mathematics (Moschkovich, 2007).

Table 14. *Stakeholders' Perception of Teachers' Code-switching in Science Classes*

Science			
Interview Transcripts			Themes
Teacher	**Student**	**Administrator**	
Teacher 4: "I think it is implied."	Student 11-24 claimed that there are no written rules on code-switching.	Administrator 9: "No written rule but it is given that only language subjects are allowed to use the target language."	Implicit rules: • Use established medium of instruction

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Teacher 9: "No language requirements but it is implied."		Administrator 8: "To avoid confusion, use the language of the book."	
Teacher 12: "I think, it is implicit."		Administrator 3: "Science should be taught in English."	
Teacher 9: "Code-switching is useful to convey difficult ideas and can be helpful for bi-lingual students to easily understand the lessons."	Students 12,15, 16,19, 21,22,23,24 affirmed the usefulness of code-switching in science classrooms especially for bilingual students who have difficulties in understanding the lesson in English.	Administrator 3: "Yes, for lower levels."	Usefulness: • Helps understanding • Lower levels • Self-expression • Pedagogical purposes
Teacher 12: "It is useful because, I can express myself better with code-switching."		Administrator 8: "Yes, for pedagogical purposes."	
		Administrator 9: "Code-switching is useful for a certain lower levels."	
Teacher 9: "Code-switching often leads to limited vocabulary in a specific language and loss of fluency or competence in English."			Detrimental Effects: • Limited vocabulary • Loss of fluency • Disrupt communication flow • Less confidence
Teacher 12: "It may disrupt communication flow, hinder students' language proficiency, feel less confident in their ability to learn and use English language skills."			
Teacher 4: "No I don't recommend code-switching for the given detrimental effects."	Student 11: "No code-switching."	Administrator 8: "No, it is very risky for students' full immersion and engagement with the target language."	Negation • Topics easy to understand • Not helpful
	Student 13: "No, because the topics are		

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	actually easy to understand."		
	Student 17: "I read English more than my native language, so it's a no."		
	Student 18: "It is not helpful in science classes."		
	Student 20: "I don't like code-switching in science. It is not helpful to me."		
Teachers 9, 12 were one in claiming support for code-switching with lower-level students but should be reduced or completely eradicated in higher levels.	Students 12,15, 16,19, 21,22,23,24 support code-switching in science classes.	Administrator 9: "Yes, but with proper training of teachers."	Support: • Training • Lower levels

Table 14 presents the respondents' perception of code-switching in Science classes. The most prevalent themes that emerged as perceived by respondents were implicit rules on code-switching, usefulness, ineffectiveness and support for code-switching.

On implicit rules on code-switching in Science classes, respondents across variables claimed that there were no written rules for code-switching in science classroom; however, it is implied that the language of the book should be followed in teaching the subject.

On the usefulness of code-switching in Science classes, teachers nine and 12 expressed their perceived usefulness of code-switching for the reasons that they can better explain difficult concepts and express themselves. Students 12, 15, 16, 19, 21, 22, 23, 24 affirmed the usefulness of code-switching in science classrooms, especially for bilingual students who have difficulties in understanding the lesson in English. Two administrators affirmed the use of code-switching in the classroom for lower levels and for pedagogical purposes only.

One teacher negated the use of code-switching in the classroom, while five students expressed the same negation as it is not helpful and topics are easy to understand.

Despite the conflicting views on code-switching, all three teachers expressed support for code-switching for lower level students; however, it should be reduced or completely eradicated in higher levels. Eight students expressed support for code-switching in science classes, while five do not support. One administrator expressed support for code-switching with the condition that trainings should be provided for teachers, while the other administrator completely negated due to the risk it may pause for students' full immersion and engagement with the target language.

Code-switching has been found to have both positive and negative effects on student learning and participation in science classrooms. Studies have shown that code-switching can facilitate the successful negotiation of meaning of difficult texts coded in English and make input comprehensible to the learners (Abad, 2010). In Chemistry and Geometry classes, code-switching makes knowledge more comprehensible to students than when only English is used. Additionally, code-switching keeps the students focused in class

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where lessons are highly technical in nature, creating a low-anxiety classroom atmosphere which is conducive to learning. However, frequent code-switching in highly technical subjects can be detrimental to learners since it can cause confusion in their understanding of difficult concepts, as was pointed out by respondents at SMR. It is essential to support English scientific concepts with everyday concepts in learners' mother tongue for better learning. Overall, the use of code-switching in science classrooms should be done with care and consideration, taking into account the benefits and potential drawbacks for student learning and participation (Abad, 2010).

Table 15. *Stakeholders' Perception of Teachers' Code-Switching in Arabic Classes*

Arabic			
Interview Transcripts			**Themes**
Teacher	**Student**	**Administrator**	
Teacher 1: "No need for written rules. Arabic should be taught in Arabic."	Student 25,26,27,28, 29,30,31,32,33,34 posited that there were no rules for code-switching in Arabic subjects.	Administrator 1: "No written rules. Arabic should be taught in Arabic language."	Implicit rules: • Use established medium of instruction
Teacher 3: "I think, it's common sense."		Administrator 4: "Language subjects should use the target language."	
Teacher 5: "It is a given rule. No need to spell it out."		Administrator 5: "English should be the medium of instruction except for Arabic subjects."	
Teacher 14: "Arabic language for Arabic subjects."			
Teacher 1: "Yes, to make the students understand. It is also a powerful pedagogical tool when used properly."	Students 25,26,27,28,29,30,31, 32 have expressed perceived usefulness of code-switching especially for non-Arabs learning Arabic language and for easy understanding of the lesson.	Administrator 5: "Yes, it is helpful to code-switch for easy understanding of the topic."	Usefulness: • Helps understanding • Lower levels • Teaching strategy
Teacher 3: "Students can learn and get the information easy and information is brought closer to the student,			

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easily accessible to them."			
Teacher 5: "Useful for the lower levels, intermediate no."			
Teacher 14: "Essential strategy a teacher may use if he knows how to read, write, and teach in multi-language, school to offer other languages."			
Teacher 1: Loss of fluency on the native language, and the potential of creating distance between multicultural people."	Students 32,33,34 create more negative effects on students learning the language such as lack of fluency.		Detrimental effects: • Loss of fluency • Division • Reliance • Lack of fluency
Teacher 3: "Completely relying on code- switching specially the little ones."			
Teacher 14: "Using multiple languages create division in the class."			
	Students 32,33,34 do not support code-switching in Arabic classes and referred teachers as bad and incompetent.	Administrator 1: "I don't support code-switching in Arabic classes as they might used to it."	Negation: • Getting used • Target language only • Teachers as incompetent and bad
		Administrator 4: "No, the subject should be taught in the target language."	
Teacher 1: "I support code-switching for better understanding of the lesson."	Students 25,26,27,28,29,30,31, 32 support the use of code-switching in the classroom and commend teachers who code-switch to be flexible and sensitive.	Administrator 5: "I support code-switching for lower levels, however it must be stopped when students have achieved fluency on the target language."	Support: • Better understanding of lesson • Flexibility and sensitivity • Lower levels

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Teacher 3: "Yes, it is a good pedagogical tool for easy understanding of the lesson."			• Pedagogical tool
Teacher 5: "Yes, but should be limited to lower levels."			
Teacher 14: "I support as a method for teaching only."			

Table 15 shows how respondents perceive code-switching in Arabic classes. The most common themes seen by respondents were implicit code-switching rules, usefulness, negative impacts, support, and rejection of code-switching.

Respondents across demographics reported no explicit regulations for code-switching in the Arabic classroom; nonetheless, it is implied that Arabic should be utilized in teaching Arabic.

On the usefulness of code-switching in Arabic classes, teachers 1 and 14 stated that it allows them to better explain difficult concepts and express themselves and that it is an effective pedagogical tool in teaching; however, it should only be used for lower-level students. Students 25, 26, 27, 28, 29, 30, 31, and 32 agreed that code-switching in Arabic lectures is beneficial for simple comprehension of the content. Administrator 5 supported the value of code-switching in the classroom for an easy understanding of the subject.

Students 32, 33, and 34, who had negative attitudes about code-switching, as well as administrators 1 and 4, denied code-switching. One teacher opposes the use of code-switching in the classroom, while five students agree that it is not beneficial and that the topics are simple to understand.

Despite their opposing opinions on code-switching, all four teachers supported it for educational purposes and limited it to lower-level students only. Eight students accepted code-switching in Arabic lessons because teachers who code-switched were flexible and compassionate, but three students thought teachers were bad and incompetent. One administrator voiced approval for code-switching with the caveat that it would be phased out once students attain fluency in the target language, whereas administrators 1 and 4 entirely opposed the usage of code-switching, stating that Arabic should be taught in Arabic classrooms.

The practice of code-switching, or the use of two or more languages in a single conversation, is common in Arabic language classes, used by both teachers and students for various reasons. An exploratory study was conducted to examine the frequency, purposes, and implications of code-switching in Arabic language classes (Alzamil, 2016). The study found that code-switching can be used to address language gaps and facilitate communication and understanding in the classroom. Teachers may switch or mix from English into Arabic in class to clarify meaning, enhance student comprehension, or facilitate learning. However, code-switching can have both positive and negative implications for language learning. Some subjects even reported difficulty in coding for their language diaries due to the delicate differentiation between pure Arabic and a low level of English mix in Arabic speech (Alzamil, 2016). While code-switching can help students understand difficult concepts and establish rapport with their teacher, it can also lead to confusion and hinder language development if overused or not used properly.

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Table 16. *Stakeholders' Perception of Teachers' Code-switching in Social Studies Classes*

Social Studies			
Interview Transcripts			**Themes**
Teacher	**Student**	**Administrator**	
Teacher 2: "No specified rules, but it is given to use English for instruction except Arabic Subjects."	Student 35-48 have not known written rules on code-switching in social studies subjects.	Administrator 6: "Social studies should be taught in English with limited code-switching especially of words not written in English."	Implicit rules: • No written rules • Use the language of the book
Teacher 6: "No, but teacher are required to use English for this subject."			
Teacher 2: "Students can learn and get the information easy."	Students 35, 36, 39, 40, 41, 43 affirm the use of code-switching for better understanding of the lessons and to learn a new language.	Administrator 6: "Code-switching is useful to command order and to translate some difficult words."	Usefulness: • Helps understanding • New language • Translation • Command order • Clarity • Engagement • Cultural relevance • Language development • Methodical • Purposeful use
Teacher 8: "It makes conveying lesson information easy."			
Teacher 6: "Valuable tool in the teacher's toolkit promoting clarity, cultural relevance in the classroom, language development and class engagement."			
Teacher 2: "Code-switching may yield overreliance, confusion negative impact on language purity, and potential for exclusion of certain groups of students."		Administrator 6: "it may result to non-standardization of the medium of instruction."	Detrimental effects: • Overreliance • Confusion • Language impurity • Exclusion • Non-standardization
Teacher 8: "Students may completely rely on code switching."			

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Teacher 8: "SMR is a multi-lingual community. Code-switching cannot be applicable."	Students 36, 38, 42, 44, 45, 48 negates the use of code-switching in social studies classroom as they may create confusion.		Negation: • Multi-lingual • Confusion
Teacher 6: "I support its use to promote understanding but it should be used properly."	Students 35, 36, 39, 40, 41, 43 affirm the use of code-switching for better understanding.	Administrator 6: "I don't support code-switching for higher levels, however it can be used methodically and sparingly on lower levels."	Support: • Lower levels • Purposeful • Better understanding

Table 16 shows how respondents perceive code-switching in Social Studies classes. Respondents identified implicit code-switching principles, usefulness, negative impacts, negation, and support for code-switching as the most prominent themes.

Across factors, respondents reported no formal regulations for code-switching in the social studies classroom but instead used the language of the book.

Teachers 2, 8, and 16 established the value of code-switching in social Studies classrooms by stating that code-switching allows them to present the teachings in a way that students can grasp. Teacher 2 in particular stressed the importance of code-switching in the classroom for clarity, cultural relevance, language growth, and class participation. Students 35, 36, 39, 40, 41, and 43 all agreed that code-switching in social science disciplines improves their understanding of the lesson while learning a new language. According to one administrator, code-switching is useful for command order in the classroom and unlocking of difficulties.

On the detrimental implications of code-switching, teacher 2 emphasized that code-switching might lead to overreliance, which teacher 8 agreed with. Teacher 2 added that it might lead to misunderstanding, a loss of language purity, and the exclusion of specific groups of students. Administrator 6 determined that code-switching could result in non-standardization of the medium of instruction in social studies topics.

Because SMR is a multi-lingual community, Teacher 8 opposed the usage of code-switching. While students 36, 38, 42, 44, 45, and 48 shared the same perception for comprehension reasons, code-switching cannot be used.

In terms of code-switching support, teacher 6 agreed that code-switching should be used in the classroom only when necessary, a sentiment shared by six students. Furthermore, administrator 6 advocated for the use of code-switching for lower levels only, and that it be utilized methodically and sparingly.

Code-switching in social studies setting can be seen when students alternate between their native language and the language used in instruction. The impact of code-switching on language use and student learning outcomes in social studies classrooms were seen to be related (Dina, 2016). Code-switching, or the practice of using multiple languages can have both benefits and challenges in social studies classrooms. One of the most significant benefits is that it creates a more welcoming and inclusive learning environment for students who speak multiple languages. This can help these students feel more included in the classroom and more comfortable participating in class discussions. Additionally, code-switching can allow teachers to shift the discourse from more formal to less formal and vice versa, depending on the topic being discussed, which can help students better understand the material. Intrasentential code-switching, or switching between languages within a sentence, can also be used to demonstrate that no English word can adequately represent certain words or concepts, which can help students gain a deeper understanding of the

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material being taught. Furthermore, code-switching can make the teaching and learning process more enjoyable for young students and elicit laughter from them, which can create a relaxed and positive atmosphere in the classroom. However, there are also challenges associated with code-switching. One of the main challenges is the potential for misunderstandings and confusion among students who are not fluent in all of the languages used in the classroom which the respondents at SMR have confirmed in their responses. Additionally, some students may feel left out or excluded if they do not understand the languages being used, which can lead to feelings of frustration and disengagement from the material being taught. Despite these challenges, social studies teachers can use code-switching to form fewer formal relationships with their students and strengthen their bonds, which can ultimately lead to a more positive and engaging learning experience for everyone involved (Dina, 2016).

Table 17. *Cross-case Analysis of Respondents' Perceptions of Teachers' Code-switching*

Mathematics	**Science**	**Arabic**	**Social Studies**	**Cross-Case**
Implicit rules: • No written rules • Use established medium of instruction	**Implicit rules:** • No written rules • Use established medium of instruction	**Implicit rules:** • No written rules • Use established medium of instruction	**Implicit rules:** • No written rules • Use the language of the book	**Implicit rules:** • No written rules • Established medium of instruction
Usefulness: • Helps understanding • Sparingly • Proper utilization • New language • Value Diversity • Cultural sensitivity	**Usefulness:** • Helps understanding • Lower levels • Pedagogical purposes • Self-expression	**Usefulness:** • Helps understanding • Lower levels • Teaching strategy	**Usefulness:** • Helps understanding and clarity • Pedagogical use • Language development • Cultural relevance • Command order • Engagement	**Usefulness:** • Helps understanding • Lower levels • Pedagogical purpose • Language development • Cultural relevance
Detrimental effects: • Reliance • Cause language breakdown • Complicate lessons • Lessons long and difficult • Disruptive • Do more harm than good	**Detrimental effects:** • Loss of fluency • Limited vocabulary • Disrupt communication flow • Less confidence	**Detrimental effects:** • Reliance • Loss of fluency • Division	**Detrimental effects:** • Overreliance • Language impurity • Confusion • Exclusion • Non-standardization	**Detrimental effects:** • Overreliance • Fluency
Negation:	**Negation**	**Negation:**	**Negation:**	**Negation:**

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• Confusion • Standardization	• Easy lessons • Not helpful	• Getting used • Target language only • Incompetent and bad teachers	• Confusion • Multi-lingual	• Confusion
Support: • Lower levels • Helps understanding • Pedagogical tool • Purposeful use • Training	**Support:** • Lower levels • Training	**Support:** • Lower levels • Helps understanding • Pedagogical tool • Flexibility and sensitivity	**Support:** • Lower levels • Helps understanding • Purposeful use	**Support:** • Lower levels • Helps understanding • Pedagogical tool • Training • Purposeful use

Table 17 shows a cross-case examination of respondents' assessments of code-switching by teachers in core topics. Ayres et al. (2003) define cross-case analysis as a qualitative research method that compares and contrasts cases in order to get insights into the topic under study. In this study, the researcher first reported the findings of respondents' perceptions of teachers' code-switching in core subjects, namely: Mathematics, Science, Arabic, and Social Studies, in the preceding tables before summarizing the same themes and outcomes.

In terms of implicit rules and regulations, all respondents agreed that there are no explicit code-switching rules at SMR. Respondents across factors have established that it is implicit that the established medium of teaching is utilized in specific disciplines, such as English for mathematics, science, and social studies, and Arabic for the Arabic language.

Respondents across demographics have posited that code-switching enhances understanding of the lessons and that code-switching is purposefully effective in educating students with lesser language proficiency. It was also discovered that code-switching aids language development by allowing learners to comprehend the meaning of previously unfamiliar terminology. Finally, code-switching contributes to cultural relevance by allowing respondents to appreciate each other's culture that is associated with their language. The subject of self-expression is unique to mathematics, with both teacher and student responses stating that code-switching allows them to express themselves with greater efficiency. The issues of command order, which is a social function of code-switching, and class involvement are unique to Social Studies subjects.

On the negative effects of code-switching in core subjects, respondents were unanimous in identifying overreliance on code-switching. Furthermore, when code-switching is used frequently in core subject courses, language fluency is jeopardized. Language breakdown and communication flow were concerns shared by responders from mathematics, science, and social studies subjects. The concerns shared by Arabic and social studies were division and exclusion, which may be closely related to cultural significance, stigmatization, and prejudice due to language differences.

According to the study's findings, a small number of respondents negate code-switching, with confusion being the most prevalent reason. Other reasons given for the rejection of code-switching include the standardization of the medium of instruction in core courses, simple themes that do not require translation, becoming accustomed to code-switching, teaching classes in the target language, and the defined language of instruction. Code-switching also gives teachers an unpleasant reputation, as they are perceived to be bad and incompetent. Finally, because SMR is a multi-cultural and multi-lingual society, it is critical to have a language that unites all members of the community.

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Despite differing opinions on code-switching, respondents have agreed to favor its use in SMR core subject classrooms. Respondents specifically suggested that code-switching be used for students with weaker language skills to improve understanding and appreciation of the subject matter in core subject classes. Furthermore, code-switching should only be used as a pedagogical tool. Additionally, this study found that core subject teachers ought to receive training in how to use code-switching effectively in the classroom, making them more flexible and sensitive educators prepared to go above and beyond what is required to meet the needs of their students.

Rules on code-switching

Code-switching, the ability to alternate between languages during a conversation, has numerous benefits in a classroom environment (Castellano, 2023). Having rules in place for code-switching can lead to a more positive and supportive classroom atmosphere. When students are able to code-switch with one another, it can help build relationships and create a cooperative classroom environment where students feel comfortable making mistakes in the target language (Lin, 2017). Additionally, code-switching can facilitate a better understanding of instructions given by teachers, leading to improved academic performance. It is important for teachers and staff to understand the role that code-switching plays in language development and how it can impact students' anxiety levels in schools. By fostering an environment that encourages code-switching, students can feel more supported and less anxious in their language learning journey (Lin, 2008). However, it is crucial not to micromanage students' language use as this can be counterproductive. Classroom code-switching should be left up to the discretion of the participants, including teachers and students alike, as they navigate their multilingual learning environment (Lin, 2008).

Code-switching as a complex phenomenon has significant implications for communication in schools. Teachers can use code-switching strategically to provide additional language input and support for students who are learning a new language. It can also create a more inclusive and welcoming classroom environment for bilingual students, making them feel that the teacher understands their linguistic and cultural background (Lin, 2008). Additionally, code-switching has been found to contribute to creating a rapport between teachers and students, which can strengthen the teacher-student bond (Castellano, 2023). Furthermore, code-switching is not a sign of linguistic incompetence, and it is a normal occurrence for multilingual speakers. Therefore, teachers should not attempt to micromanage how students use their language and instead guide them to decide for themselves when and how they code-switch. Code-switching can also make the teaching and learning process more enjoyable for young students. For instance, activities, such as drawing or describing fruits using real examples to aid communication can demonstrate code-switching and elicit laughter from students (Lin, 2017). However, the frequency of code-switching varies depending on the level of the EFL class. Beginner to intermediate-level EFL classes are more likely to experience code-switching than advanced classes because advanced students need fewer clarifications and have better tools to decode meaning. Nevertheless, most EFL teachers consciously or unconsciously code-switch during their classes, and many consider it necessary or useful. Even teachers who aim to use English-only in the classroom occasionally resort to L1 (Castellano, 2023). Code-switching can help to mitigate students' anxiety in schools. It helps them understand that they can communicate with the teacher in their native language if necessary (Castellano, 2023). Implementing regulations for code-switching in schools can foster a more positive and encouraging environment within the classroom and among teachers and students.

Usefulness and Detrimental Effects of Code-switching

Code-switching is widely considered an effective method by most teachers to help students understand lectures as shown by the responses of SMR teachers. In an educational context, code-switching is defined as the use of two or more languages or language varieties in the classroom for specific pedagogical purposes (Hazaymeh, 2022). It can be used as a communicative strategy by students

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with different proficiency levels, particularly in EFL classrooms. Code-switching can occur at different levels, including lexical or sentential levels, and involves the switching back and forth between two languages or dialects. Research has shown that code-switching facilitates classroom instruction, promotes adequate information and skill transfer, provides students opportunities to communicate, and leads to a better understanding of learning among learners (Wahyuni, 2023). Additionally, code-switching can be used as an instructional medium in CFL classrooms and as a function used by teachers in the classroom to explain grammatical and lexical points. However, code-switching is suitable for lower-level classes but should be discouraged in higher-level classes. Students have neutral to favorable attitudes towards code-switching, but have different opinions on the extent to which it should be used in class. Code-switching refers to the use of multiple languages in a classroom setting and has beneficial effects on students' understanding in the educational context.

The effectiveness of teachers' code-switching in classrooms has been studied, and the results indicate that it is most suitable for grammatical explanations, task organization, student disciplining and test administration. The use of code-switching in these areas can help students understand and follow instructions more easily. Teachers should not hesitate to use code-switching when it has the potential to facilitate the learning process. They should view it as a tool that can be used to help their students rather than as a negative trait (Wahyuni, 2023). In fact, research has shown that using code-switching in classrooms can improve students' understanding and enhance their language skills. However, it is important to note that code-switching should be used judiciously and appropriately, especially in higher-level classes where students are expected to use more complex language structures and vocabulary. Teachers must also ensure that code-switching does not become a habit for their students, as this may impede their ability to learn the target language. Overall, with careful consideration and appropriate use, code-switching can be an effective tool for teachers to enhance their students' learning experience.

Several studies have been conducted to identify the factors that influence teachers' attitudes towards code-switching in the classroom. One study found that teachers perceived code-switching as a positive tool for educational purposes and as a means to facilitate the learning process (Hazaymeh, 2022). Another study investigated teachers' perceptions of code-switching functions and effects in English as a foreign language classroom, highlighting the importance of understanding the reasons behind teachers' use of code-switching. A mixed-method study aimed to determine teachers' perceptions about the use of code-mixing in teaching English, revealing that code-switching was believed to be effective for grammatical explanations, task organization, student disciplining, and test administration. In addition, a study proposed to investigate the use of code-switching as a medium of instruction used by teachers in Indonesia, revealing that teachers used code-switching to facilitate student understanding and participation in the classroom. Another study found that teachers used code-switching to explain difficult words, encourage student participation, and manage and organize the classroom effectively (Hazaymeh, 2022).

Studies have shown that code-switching is considered the most effective method for assisting students in understanding lectures by most teachers, and the behavior is evaluated positively by teachers when used for educational goals. However, while it is suitable for lower-level classes, it should be discouraged in higher-level classes. Code-switching is particularly effective in EFL classrooms when used strategically and purposefully. It promotes adequate information and skill transfer, facilitates classroom instruction, and provides learners with enough input to understand the second language. It can be used to explain cultural topics and grammatical and lexical points. A large majority of teachers teaching elementary students agreed that code-switching is useful for explaining grammatical and lexical points and that teachers who alternate codes could help with the explanation of cultural topics (Altun, 2019).

Moreover, code-switching in the classroom can be a useful tool for teachers to facilitate and ease the learning process for their students. It allows learners to express themselves without being hindered

by lack of vocabulary or fear of making mistakes, and it can be particularly effective for grammatical explanations, task organization, student disciplining, and test administration. Both elementary and intermediate students tend to think that the use of code-switching is helpful to their learning, indicating that it may be beneficial across a range of ages and proficiency levels. In fact, the degree of agreement regarding the helpfulness of code-switching is higher among those students with a comparably lower level. However, it is important to note that students expressed positive feelings about code-switching but did not think it should be overly used in class since they wanted to learn and use more of the target language. Therefore, while most students expect teachers' occasional use of code-switching in class, they do not feel a strong need to increase that frequency (Altun, 2019).

As with any approach to language, code-switching by teachers has its perceived disadvantages. Some critics argue that teachers' use of code-switching can lead to a dilution of the language and culture being taught, leading to a loss of identity for the students. Additionally, some argue that code-switching can create confusion for students who are not familiar with the additional language being used. Furthermore, critics highlight that code-switching may encourage students to rely too heavily on their first language, and detract from their ability to learn and communicate effectively in the target language. Other studies argue that code-switching may be viewed as unprofessional or a sign of incompetence by some members of the academic community (Altun, 2019).

Code-switching can be an effective tool for teachers to assist in the learning process, but should be used in moderation and with consideration for the target language proficiency level of the students. Moreover, when used appropriately and judiciously, code-switching can be an effective tool for teachers to facilitate understanding and engage students in the learning process (Altun, 2019).

Advantages and Disadvantages of Code-switching for Children with Lower Language Proficiency

According to research, children in both the elementary and intermediate levels regard code-switching as beneficial to their learning process (Zainil & Arsyad, 2021) as found true by SMR student respondents. Furthermore, code-switching is regarded as an excellent strategy for language learning by both teachers and pupils. One of the primary benefits of code-switching is that it allows learners to grasp and communicate more efficiently, resulting in increased success in learning a second language (Zhou et al., 2022). Additionally, code-switching promotes a cooperative and pleasant classroom environment in which kids are more comfortable expressing themselves and forming relationships with one another. In reality, children can employ code-switching to strengthen social ties while also improving their language skills. As a result, using code-switching in the CFL classroom is a helpful strategy that can improve students' perceptions of their own language learning ability.

Majority of the student-respondents from SMR perceived code-switching in the classroom as generally positive, with many seeing it as a valuable tool for their learning experience. By switching between languages or dialects, instructors can provide students with a more comprehensive understanding of these topics and concepts, helping them to make connections that they might not have been able to otherwise. Another benefit of code-switching is its ability to facilitate advanced learning. Instructors can use code-switching to expose students to more complex language structures and vocabulary, which can help them develop their language skills more quickly and effectively. Code-switching can be used to build affect with students, creating a positive relationship between the instructor and the student. This can lead to increased engagement and motivation among students, ultimately resulting in a more effective learning experience (Zainil & Arsyad, 2021). Generally, the use of code-switching in the classroom is generally perceived as a valuable tool for enhancing the learning experience among students. However, while code-switching appears to be a valuable technique for facilitating communication and creating a sense of closeness among multilingual students, its value appears to be diminished when certain conditions are not met, as 13 respondents failed to recognize its purpose in the classroom. It is therefore critical to investigate the particular context and settings under which code-

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switching is performed to fully comprehend its potential benefits and drawbacks for students in multilingual learning contexts (Hu et al., 2022).

The use of code-switching has been found to have a positive impact on students' academic and social interactions, particularly among lower-level students. According to surveys conducted in multilingual settings, over 80% of elementary students agreed that code-switching helps in both academic and social situations, compared to only 30% of intermediate students (Hu et al., 2022). One benefit of code-switching is that it can be used to facilitate students' understanding of the lesson, which was also echoed by majority of students from SMR. Other benefits of code-switching encourage and praise students, an opinion shared by nearly 70% of elementary students and 15-19% of intermediate students. Additionally, code-switching can be used to comment on students' responses and reduce the perceived distance between the teacher and learner, which was supported by 90.5% of elementary students but only 38.1% of higher-level learners. Furthermore, more than 80% and 50% of elementary and intermediate students, respectively, agree that code-switching helps to create a relaxed classroom atmosphere. Interestingly, some lower-level students also expressed positive attitudes toward the interpersonal function of code-switching, stating that it can help them understand jokes and grammar, and overcome shyness in asking questions.

However, it is important to note that the perceived benefits of code-switching may vary depending on the teacher-centered norms and frequency of interaction between the teacher and learners in a given multilingual setting. Intermediate-level learners tend to express more doubts about the perceived benefits of code-switching in the classrooms as resonated by two respondents. It appears that while code-switching can be a useful tool for facilitating communication and creating a sense of community among multilingual students, its effectiveness may be compromised when certain conditions are not met. Furthermore, the current study's findings diverge from those of previous research in the EFL context. Therefore, it is important to consider the specific context and circumstances under which code-switching is used in order to fully understand its potential benefits and limitations in multilingual learning environments students (Hu et al., 2022).

Code-switching as a linguistic skill has been shown to enhance academic achievement by making it easier for students to navigate different academic contexts and learn content (Becoming Adept at Code-Switching, 2008). To effectively code-switch, students must have a deep understanding of the languages and dialects being used and the ability to use them appropriately in different contexts. Code-switching adds another linguistic code, Standard English, to a student's language toolbox, which can be useful for academic achievement. It allows students to choose appropriate language forms for different situations, such as informal English with friends and family and formal language in school discussions, standardized tests, analytic essays, and the world of work. Additionally, teaching students to reflect on the different dialects they use provides them with metacognitive strategies and cognitive flexibility to apply those strategies in daily practice. Code-switching builds cognitive flexibility, which is important for successful literacy learning. However, improper use of language in code-switching can lead to misunderstandings and affect effective communication in academic achievement. Bias exists in the choice of language inserted into English, with some languages seen as showing academic achievement while others signify a lower status. African-American students may face academic challenges due to a lack of understanding about code switching, but teaching code-switching can improve academic achievement for them. Inadequate academic vocabulary and understanding of expectations can lead to academic failure as perceived by SMR student-respondents. Knowing the audience is the first step in using appropriate language for a particular setting. Code-switching is a skill that can positively transform the teaching and learning of language arts in dialectally diverse classrooms and is one of the tools that can be used to improve academic achievement in dialectally diverse classrooms. Code-switching strategies have been proven to help in closing the achievement gap between African American and white students, boost

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overall student writing performance, and lead to a 100% passing rate in state tests for African American students (Becoming Adept at Code-Switching, 2008).

In academic settings, code-switching can be a beneficial tool for students who may face barriers in fully comprehending academic content due to language limitations as perceived by 34 SMR student-respondents. By switching between languages, students can more easily navigate different academic contexts, learn content, and ultimately enhance academic achievement. However, effective code-switching is not just about switching between languages, but also requires a deep understanding of the languages and dialects being used. This includes the ability to use them appropriately in different contexts, such as formal versus informal settings. Moreover, code-switching requires students to think about their own language in both formal and informal forms, which can enhance their overall understanding of language and improve their communication skills. Code-switching can also provide multilingual students with a sense of identity and pride in their cultural background, which can positively impact their self-esteem and motivation to learn. Code-switching can be an effective tool for bilingual and multilingual students in academic settings, but it requires a strong understanding of language and context to be used effectively.

Code-switching, the practice of moving between two or more languages or language varieties, has been shown to provide numerous benefits in educational contexts. According to studies, teachers perceive that code-switching enhances academic achievement since it promotes better learning of the English language and improves cognitive flexibility, which is essential for academic success (Simasiku et al., 2015; Becoming Adept at Code-Switching, 2008). Moreover, code-switching can be used to identify and connect with a particular group of people in a given situation. In fact, language choice can have a significant impact on academic achievement. Teachers should be aware of when to use the first and second language effectively in order to enhance academic performance. By promoting code-switching in classrooms, educators can help students develop a rich linguistic repertoire and cognitive skills that will benefit them both academically and personally. Furthermore, code-switching can help students become more culturally competent and develop a greater appreciation for linguistic diversity (Simasiku et al., 2015). The cognitive and academic advantages of code-switching are clear, and educators should embrace this practice in their classrooms to improve student outcomes.

In the classroom setting, code-switching is exhibited by both teachers and students. Teachers code-switch in the classroom for educational goals, which include using code-switching as a technique to teach speaking, explaining grammatical and lexical points, and clarifying lesson content. The effectiveness of code-switching varies depending on the proficiency levels of the students, with some studies suggesting that code-switching is suitable for lower-level classes, but should be discouraged in higher-level classes (Gardner, 2023). Nevertheless, research shows that code-switching is perceived positively by teachers and students when used in teaching speaking (Temesgen & Hailu, 2022b). In fact, over 90% of elementary students agree that code-switching can be useful for explaining grammatical and lexical points, while around 57.1% of elementary students believe that teachers can deploy code-switching for all kinds of topics in class. Furthermore, code-switching is also useful in explaining cultural topics and filling lexical gaps. Code-switching can also be used as a language teaching strategy to help students acquire the target language more effectively (Temesgen & Hailu, 2022b). Teachers use code-switching in the classroom to facilitate understanding and communication with students who may have different linguistic backgrounds. Code-switching is seen as an important tool for effective bilingual communication in the classroom, allowing students to use their bilingual competencies in class as they do outside (Gardner, 2023).

Despite the perceived benefits of code-switching, recent studies have shown that students sometimes have difficulty understanding what their teachers are saying when code-switching occurs (Gardner, 2023). In Chinese as a foreign language (CFL) classroom, students have shown a preference for the English as a lingua franca (ELF) pedagogy to aid their learning of Chinese. Wang's studies explore

CFL learners' attitudes towards the use of English as a lingua franca (ELF) and the Chinese-only pedagogy, and Wang and Kirkpatrick's study investigates CFL teachers' beliefs of switching to English as code in CFL classrooms (Gardner, 2023). However, more research is needed to fully understand how code-switching supports CFL students' learning and in what aspects (Gardner, 2023). Furthermore, few studies have been done on CFL students' perceptions towards code-switching, particularly in relation to English as a medium of code-switching, and there is a current gap in the exploration of CFL students' attitudes towards code-switching across different proficiency levels. It is important for researchers to continue investigating the impact of code-switching on CFL students' learning and attitudes towards it.

The language background of students can have a significant impact on their perception. For instance, foreign students who are not fluent in English may have difficulty understanding the language, which can affect their learning experience (Gardner, 2023). On the other hand, using a student's mother tongue or first language can have a positive effect on their perception and understanding of the subject matter. In the case of a Chinese language class, it is recommended that the teacher uses Chinese to facilitate students' comprehension and help them feel more at ease in the classroom. Furthermore, it has been shown that language background can impact one's perception of the world around them. For example, research has demonstrated that there is a difference in perception based on language background, as different languages have varying ways of expressing concepts and ideas (Gardner, 2023). It is important for educators to be aware of the language background of their students and to utilize appropriate teaching techniques to ensure that all students have a fair and equitable learning experience.

Language Requirements in the Classrooms

English-only policies are commonly implemented in ESL classrooms. While they can provide benefits for non-native speakers, they can also have negative impacts on their language development and overall learning experience. While the intent of these policies may be to provide students with more opportunities to practice speaking English, they can also lead to language exclusion practices, which can create a hostile and unwelcoming learning environment for non-native English speakers (Ollerton, 2023, Wei, 2013). Some teachers may even use monetary incentives to discourage students from speaking their native language, which can be a daunting task for both teachers and students alike (Wei, 2013; Beare, 2018). It is important to remember that creating an English-only atmosphere should be an important goal, but not at the cost of a friendly learning environment (Beare, 2018). Non-native speakers may feel excluded or marginalized in English-only classrooms, and this can have a negative impact on their learning experience (Wei, 2013; Beare, 2018). However, it is also important to note that non-native speakers may experience slip-ups when only speaking English, but it is still beneficial for their language development (Ollerton, 2023). While implementing an English-only policy in ESL classrooms should be a fundamental goal, it is not always feasible to meet UNESCO's policy regarding language inclusion (Wei, 2013). English-only policies in ESL classrooms can have both positive and negative impacts on non-native speakers, and it is important for teachers to strike a balance between promoting language development and creating a welcoming learning environment.

It is a common knowledge that some teachers and administrators feel that allowing teachers and students to use their home language in the classroom is too great of a temptation, while others believe that incorporating other languages as a resource can enhance learning (Beatty-Martínez et al., 2020). Striking a balance between the two is important. Teachers want their students to learn and use English, but they also recognize the benefits of the same home language, such as being a strength that can help students compare and contrast grammar with English (Beatty-Martínez et al., 2020). Teachers may also share phrases in different languages to stimulate interest and motivation in a multilingual classroom (Beatty-Martínez et al., 2020). While code-switching is often viewed as not permissible in English classrooms, it has its role in teaching English if employed strategically. It is part of the complexity of the English language, which happens between different languages and within English as a switch among

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different accents, dialects, vernaculars, or registers (Albarillo, 2018). Both teachers and students use code-switching as a strategy, and it is commonly used in EFL classrooms to optimize the transfer of meaning (Albarillo, 2018). However, some teachers object to the practice of code-switching because they are concerned that it might slow down students' progress in learning English (Fachriyah, 2017). Despite this, many EFL teachers consider code-switching necessary or useful, especially in beginner to intermediate-level classes (Albarillo, 2018). Micromanaging how students use their language is not necessary. Code-switching is not a sign of linguistic incompetence but a normal occurrence for a multilingual brain. Therefore, students can be guided to decide for themselves when and how to code-switch (Fachriyah, 2017).

Support for Code-switching in Classroom

Students often view code-switching as a valuable tool for improving their language skills (Rauf, 2017). This sentiment is particularly true for non-native English speakers, who may struggle to understand the teacher if they only use English in the classroom. For instance, one student who spoke a language other than English acknowledged that code-switching helped her understand the teacher's instructions better (Rauf, 2017). This is because when teachers use code-switching, they are able to explain concepts and vocabulary in the students' native language, which helps them grasp the material more effectively. On the other hand, students may feel that if teachers only use English in the classroom, their progress will be slow. Students want to learn quickly and effectively, and they believe that code-switching is an essential part of this process. Therefore, it is important for teachers to consider incorporating code-switching into their instruction to help students improve their language proficiency.

Students' attitudes towards code-switching in the classroom can be influenced by different factors. One of these factors is the lack of understanding of what is being said during code-switching. If students do not understand the language or dialect used, they may perceive it as unnecessary and disruptive to the learning process. This can lead to negative attitudes towards code-switching in the classroom. Additionally, students may not always understand what teachers are saying, which can also contribute to their negative attitudes towards code-switching. If students cannot comprehend the meaning of the code-switched language, they may feel excluded or left out of the discussion. Therefore, it is important for teachers to ensure that students understand the purpose and meaning of code-switching in the classroom, so that they can develop a positive attitude towards it (Rauf, 2017).

School administrators, on the other hand, view code-switching as a natural and beneficial way for teachers to communicate with English Language Learner (ELL) students, even in mainstream classrooms, as it shows an aptitude for both languages and can clarify or emphasize concepts and ideas (McCluney, 2021; Torres, 2023). On the other hand, some administrators caution that code-switching can interfere with students' ability to learn their target language and increase cognitive and linguistic loads for children who are already behind in reading and language proficiency. Furthermore, research has shown that code-switching can also be used as a disciplinary tool in the classroom, with teachers using it to reprimand students (Torres, 2023).

Overall, the use of code-switching in classroom settings depends on various factors, including the student population and the goals of language instruction. It is therefore imperative for school administrators and teachers to consider all perspectives when making decisions about the use of code-switching in the classroom.

3. What issues related to code-switching do students, teachers and administrators encounter in the classrooms?

For each of the factors indicated in the problem statement, the findings and discussions for issues related to code-switching are presented in this section. The results of each variable were displayed and discussed in three (4) tables with the cross-case analysis table being displayed last.

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Table 18. *Issues Related to Code-switching in Mathematics Classes as Perceived by Respondents*

Mathematics			
Interview Transcripts			**Themes**
Teacher	**Student**	**Administrator**	
Teacher 10: "The **language proficiency** of students can be hindered by it."	Students 5: "Some words cannot be translated exactly to another language which create more **confusion** than understanding."		• Confusion • Jeopardized language proficiency • Dependence • Inconsistency • Stigmatization • Teacher preparedness • Standardization
Teacher 13: "I can share common issues related to code-switching as one of the educators at SMR and these can be: **overreliance**, **inconsistency** and **confusion**, potential for **stigmatization**, **language purity** concerns, **teacher preparedness**, and **lack of standardization**"	Student 11: "The fear of being **misunderstood** by the words I used for a particular situation."		

Table 18 summarizes the respondents' perceptions of code-switching issues in Mathematics classes. Respondents identified confusion risked language proficiency, reliance on code-switching, inconsistency in the use of the medium of instruction, stigmatization or discrimination of students, teacher preparedness, and standardization in the use of the medium of instruction as common prevalent themes.

The most common theme mentioned by respondents across demographics is confusion caused by code-switching. Two teacher respondents noted code-switching as a threat to language proficiency, whereas teacher 13 identified student reliance on code-switching throughout the lesson.

Multilingual students in Mathematics classrooms face challenges related to code-switching. Code-switching describes the practice of using two or more languages interchangeably in conversation, and is a common practice among multilingual students in mathematics classrooms (Abad, 2010). Teachers should be aware of and sensitive to the cultural and linguistic backgrounds of their multilingual students in order to create an inclusive and safe environment in the classroom where students feel comfortable using both languages. However, code-switching can also provide challenges for multilingual students in mathematics classrooms, particularly if it is not used effectively. For example, students may switch languages during arithmetic computation, but this does not affect the quality of conceptual reasoning. Classroom instruction should allow bilingual students to choose the language they prefer for arithmetic computation. Additionally, bilingual students should be instructed to consider how code-switching can serve as a resource for communicating mathematically and how it impacts or reflects their mathematical reasoning. Classroom instruction should also ensure that all students understand the text of word problems, as bilingual students may use two languages during arithmetic computation. Teachers should be aware of their own biases and assumptions about language use in the classroom, and be mindful that language ability and choice of the person addressing a bilingual child are significant variables for the child's language choice. Finally, code-

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switching cannot be used to determine language proficiency or mathematical reasoning, but rather is a natural expression of young bilingual students speaking as they are spoken to (Abad, 2010).

Table 19. *Issues Related to Code-switching in Science Classes as Perceived by Respondents*

Science			
Interview Transcripts			**Themes**
Teacher	**Student**	**Administrator**	
Teacher 4: "students struggle to **understand** certain words in the Arabic language, hindering their ability to communicate in Arabic at home, in school, and in the community, where English is more commonly spoken. Some students face **challenges expressing themselves**. This difficulty in expression **reduces their willingness to participate** actively in the classroom"	Student 20: "Many students become too **dependent** on code-switching. "	Administrator 8: "There should have a **standard** of the language of instruction followed not only in science, but in all subjects."	• Comprehension • Self-expression • Less participation • Standardization • Professionalism • Dependence • Correct use of language
Teacher 9: "teachers switching to another language which automatically cuts others out of the discussion so I find it **unprofessional** in such cases."		Administrator 9: "The issue of **correct use** of English in communication is marred by code-switching."	

Table 19 shows the respondents' perceived code-switching challenges in science classes. Respondents emphasized comprehension, self-expression, reduced participation, standardization, professionalism, reliance on code-switching, and the correct use of language in communication as themes.

Teacher 4 recognized the difficulty of students in expressing their thoughts and ideas as a barrier to class engagement, whereas teacher 9 identified unprofessionalism as a result of code-switching.

Student 20 has detected code-switching dependency, which may impair students' performance, comprehension, and class involvement.

Administrator 8 emphasized the need to use a consistent medium of instruction while teaching science, while Administrator 9 stated that code-switching impairs proper language usage.

As a language learning tool, code-switching can be beneficial if used correctly. However, code switching in the classroom can interfere with students' ability to learn their target language. One of the main problems with code-switching is the potential for miscommunication, particularly if the person or people using code-switching are not proficient in both languages. Miscommunication can lead to confusion and misunderstandings that can negatively impact student learning (Abad, 2010). Despite these potential

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challenges, a case study has shown that using code-switching in multilingual science classrooms can be a beneficial strategy to improve student interactions and learning outcomes. Therefore, it is important for teachers to carefully consider the use of code-switching in their classrooms and to use it as a tool that supports student learning and communication.

Table 20. *Issues Related to Code-switching in Arabic Classes as Perceived by Respondents*

Arabic			
Interview Transcripts			**Themes**
Teacher	**Student**	**Administrator**	
Teacher 1: "The **inability to communicate** with others in fluent Arabic and the challenges in assessing language proficiency."	Student 27: "Code-switching is **time consuming** but it helps others understand the lesson fast."	Administrator 1: "I received one feedback where an **Arabic teacher speaking another language**."	• Accustomed • Teaching a Arabic in another language • Inability to communicate • Time consuming • Confusion
Teacher 3: "Student gets **used to it** and it is difficult to abandon it later."	Student 33: "The more code-switching by the teacher, the more **confused** I become."		
Teacher 14: "Students get the easy way and **used to it**."			

Table 20 presents respondents' perceived issues related to code-switching in Arabic classes. Themes mentioned by respondents included teaching the Arabic language in another language, inability to communicate, learners becoming accustomed to code-switching, the time-consuming approach, and uncertainty.

Teachers 3 and 14 have recognized children who are accustomed to code-switching, which may become tough to remove from their system in the future. According to Teacher 1, children are unable to converse and express themselves fluently in Arabic, due to code-switching.

Student 27 noted that code-switching lengthened the class discussion since it required a lot of time translating the lesson from one language to another, while student 33 became more confused when the lecturers code-switched in class.

Administrator 1 has got information from an unknown source that an Arabic teacher instructs her students in another language.

Code-switching and code-mixing can enhance Arab students' learning experience in the classroom by helping them comprehend difficult concepts and navigate between languages (Alzamil, 2016). However, excessive use of code-switching and code-mixing can impede students' language development and create confusion. To effectively use code-switching in the classroom, teachers must be trained to do so strategically. Teachers who switch between English and Arabic in the classroom help students improve their learning experience and cognitive development. The reasons for code-switching include facilitating

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comprehension, providing explanations, and promoting student engagement. While code-switching can have its benefits, it can also have negative effects, such as hindering language acquisition and reducing opportunities for students to practice the target language. Additionally, difficulty arises due to the delicate differentiation between pure Arabic and a low level of English mix in Arabic speech, which can cause issues for some students when coding for their language exams (Alzamil, 2016).

Table 21. *Issues Related to Code-switching in Social Studies Classes as Perceived by Respondents*

Social Studies			
Interview Transcripts			**Themes**
Teacher	**Student**	**Administrator**	
Teacher 2: "Lack of language proficiency may lead to **discrimination** at home, school and society. Another issue is although they understand but they **cannot express themselves**, making them **disengaged** in class."	Student 40: "It creates more **confusion**."	Administrator 6: "It is not a negative issue but an **affirmation** of the use of code-switching where parents appreciate their children learning another language so that they can thrive in a diverse community. "	• Stigmatization • Comprehension • Engagement • Confusion • Dependence • Affirmation
Teacher 6: "**Misunderstanding** of words being code-switched."	Student 41: "Makes the lesson **harder** for me."		
Teacher 8: "A student who always **waits** for translation"	Student 42: "Most often, the language used for code-switching is English and Arabic – it makes me more **puzzled**."		

Table 21 highlights the respondents' perceptions of code-switching challenges in social studies classrooms. Respondents identified stigmatization, comprehension, engagement, perplexity, and reliance on code-switching as themes.

Stigmatization has been identified by Teacher 2 among students who use code-switching to better grasp the lectures. Another issue noticed was that students were having trouble expressing themselves in class, which caused them to get disinterested in class discussions. Code-switching-related misunderstanding of Social Studies ideas was observed by Teacher 6. Teacher 8 has emphasized that students must wait for a translation of the subject to grasp the concept of the lesson.

Students 24 and 42 stated that code-switching has caused more confusion than clarity, while student 41 stated that code-switching makes Social Studies lectures more difficult.

Administrator 6 has received information from a parent who values code-switching because it allows their children to thrive in a multicultural and multi-language setting.

Code-switching is a sociolinguistic phenomenon that occurs when individuals alternate between multiple languages, speaking styles, behaviors, and even appearances in social situations. Multilingual

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individuals may code-switch to navigate a monolingual society and communicate more effectively with a wider range of people (Dina, 2016). The sociolinguistic challenges of code-switching in multilingual communities are the pressure to speak without an accent, while having this may result to stigmatization if not discrimination. This too can cause emotional labor and stress for individuals who are trying to assimilate to fit into the dominant culture. In addition, code-switching has its roots in sociolinguistics, which studies languages in a social context. Code-switching is a tool used by bilingual communities to shift from Standard American English to their native language. It is a social strategy that allows people to fit in better with the dominant culture or social group. However, code-switching can also be a result of systemic racism, posing sociolinguistic challenges and implications for members of underrepresented groups in multilingual communities and institutions. Finding a safe and inclusive environment for code-switching can be challenging, but it can also be a valuable asset for engaging with people from various backgrounds and experiences in today's globalized world (Dina. 2016).

Table 22 . *Cross-case Analysis of Issues Related to Code-switching in Core Subjects as Perceived by Respondents*

Mathematics	**Science**	**Arabic**	**Social Studies**	**Cross-Case**
• Confusion • Dependence • Standardization • Stigmatization • Jeopardized language proficiency • Inconsistency • Teacher preparedness	• Confusion • Dependence • Standardization • Self-expression • Unprofessionalism • Engagement • Correct use of language	• Confusion • Teaching a language in another language • Self-expression • Accustom • Time consuming • Challenges in language assessment	• Confusion • Stigmatization • Engagement	• Confusion • Dependence • Standardization • Stigmatization • Engagement • Self-expression

The most commonly mentioned themes on concerns related to code-switching by respondents across demographics include confusion, dependency, standardization, stigmatization, class engagement, and self-expression.

Code-switching difficulties identified by respondents in Mathematics class include compromised language ability, inconsistency in the use of the medium of instruction, and signs of teacher unpreparedness in cascading the lesson.

Respondents in science subjects specifically identified unprofessionalism as a result of code-switching when communicating with a group of people from different language backgrounds, a lack of student engagement, and the incorrect use of language in expressing ideas as code-switching issues.

In Arabic topics, students have become accustomed to code-switching, which undermines their language proficiency skills in communication. Another particular difficulty raised by Arabic subject responders was the time spent code-switching and the difficulties in judging students' Arabic language proficiency.

According to research, code-switching can be beneficial for both lower-level and higher-level students in various ways (Horasan, 2014). When teachers switch to the students' first language (L1) to elaborate on cultural topics, it can benefit both lower-level and higher-level students in understanding the topic better. Code-switching can benefit lower-level students in explaining grammatical points and lexical items, evoking responses, and clarifying content (Patanduk, 2021). The neutral to favorable attitudes of students towards code-switching have been observed in several studies conducted in different contexts. The positive perception of students towards code-switching can be attributed to its ability to

enhance their learning experience by facilitating their understanding of the content and improving their ability to participate in classroom activities.

While code-switching may be seen as a helpful tool in second language classrooms, it can also be perceived as a problem among students who struggle with speaking the language. This issue was seen by 7 student-respondents that code-switching prolong discussion and give more confusion when words are translated to L2 as code-switching involves switching between two or more languages in a conversation or communication (Horasan, 2014). Code-switching is often used by students who lack the necessary language capabilities to communicate effectively in a second language. However, some students may view this practice as a hindrance to their language learning (D'Argenio, 2023). These students may feel that code-switching interrupts the flow of conversation and hinders their ability to practice speaking the second language fluently. In addition, some teachers may view code-switching as a sign of laziness or lack of effort on the part of the student, which can further discourage students from using this practice in the classroom. Therefore, while code-switching can be a useful tool for language learning, it is important for teachers and students to recognize its limitations and potential drawbacks, and to work together to find effective ways to improve language skills without relying solely on code-switching (Elias et al., 2022).

In the area of Social Studies, confusion rather than clarity was the number issue followed the dependence on translation posed a challenge as students were accustomed to code-switching, which subsequently proved challenging to overcome. Teachers also faced the challenge of students struggling to articulate their thoughts, leading to reduced engagement in the classroom. However, one participant emphasized the need for code-switching in social studies disciplines, as there are terms that are introduced in their original languages or dialects other than the language of origin.

In the field of science disciplines, the dependence on translation was a concern, similar to other academic fields. Teachers face this issue as learners perceive it as a convenient and uncomplicated method of learning, instead of relying on the specified language of instruction, which is English. Students, as well as teachers, have had challenges in effectively expressing themselves, primarily due to the complex and technical terminology used in the field of Science. Furthermore, the importance of teachers' expertise in the subject matter was emphasized as a contributing factor to code-switching.

Math teachers unanimously agreed that code-switching should not be used in Math classrooms. They emphasized that only English, the prescribed medium of instruction, should be used. However, one respondent pointed out that certain terms in Math need to be translated, necessitating code-switching due to the nature of the subject. Respondents also highlighted the problem of teachers inconsistently employing only one medium of teaching to convey information to learners, leading to a lack of standardization in the medium of instruction for Mathematics subjects.

The respondents further demonstrated that racism and stigmatization of learners from diverse linguistic and cultural backgrounds can result from code-switching.

Code-switching can have both positive and negative impacts on communication between teachers and students. On the one hand, code-switching can effectively cater to students with lower abilities, thus enhancing their language learning experience (Wiltz, 2021); thus, it should be executed with care and consideration. Results obtained from observing teachers indicated that they used code-switching for methodical and social functions, as well as to accommodate students' diverse language backgrounds (McCluney, 2021b). As a prevalent linguistic behavior that occurs in bilingual or multilingual communication and has a significant impact on language learning outcomes, researchers have investigated the effects of code-switching techniques on the academic achievements of bilingual pupils in various fields such as mathematics, science, social studies, and Arabic classes (Zainil & Arsyad, 2021d). In Mathematics classes in particular, they looked at learner understanding of Mathematical language and teacher code-switching (Couto, 2021). One study found that using code-switching in multilingual Mathematics classrooms is a beneficial strategy to improve student interactions in the classroom and enhance the learning process (Zainil & Arsyad, 2021d). However, it is essential to note that code-switching should be permitted

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at lower level classes, but avoided at high-level classes (Couto, 2021). In another study conducted by Metila (2009), she established that code-switching in Mathematics subjects by teachers has detrimental consequences on learning. Through her investigation, she uncovers that the practice of teachers moving between languages confused pupils and therefore had an impact on their understanding of the lessons. Students who were taught by professors who engaged in less disruption, such as code-switching and providing explicit definitions, achieved higher academic outcomes. Another research examined the distinctive features of code-switching between Arabic native speakers and English language speakers and its impact on educational outcomes. The results indicated that code-switching had a positive impact on the educational attainment of bilingual learners in the classrooms (Zainil & Arsyad, 2021d). Moreover, children who received education in Elementary Science, Mathematics, Social and Cultural Studies through their mother tongue showed better academic performance and cognitive development than those who did not (Couto, 2021). To understand the impact of code-switching on language learning outcomes, a multi-method, comparative approach that integrates linguistic, psycholinguistic and social factors should be adopted.

However, some researchers have argued that there should be limitations to code-switching in the classroom. For instance, Songxaba et al. suggest that while code-switching should be permitted at lower-level classes, it should be avoided in high-level classes. Furthermore, a comparative approach that integrates linguistic, psycholinguistic, and social factors can help distinguish the benefits and drawbacks of code-switching in a classroom setting. This approach can help identify when code-switching can be used to enhance learning and when it may hinder the learning process. Nonetheless, it is worth noting that using a student's mother tongue as a medium of instruction has been shown to have positive effects on learning outcomes in subjects such as mathematics and science (Couto, 2021).

Code-switching may also potentially codify stigmatization and racism by encouraging white supremacy over other cultures and languages. Moreover, those who struggle to code-switch and are punished for it due to cultural misunderstandings, insensitivity, and ignorance.

In addition, research has shown that only a small percentage of students disagreed with the use of code-switching in the classroom, while the majority supported its use (McCluney, 2021). A research shows that a significant percentage of teachers agree that code-switching is necessary, but this does not necessarily mean that it is beneficial in all cases. In fact, it may reinforce negative stereotypes and codify racism by encouraging white linguistic supremacy (Wiltz, 2021). Definitely, code-switching may seem like a necessary tool for teachers in the classroom, it is important to consider its potential negative impacts on both teachers and students. Thus, while code-switching can be beneficial in some situations, it is crucial to be mindful of its potential negative impacts and ensure that it is executed in a sensitive and culturally appropriate manner.

In summary, it has been established that code-switching requires fluency in both languages (McCluney, 2021). Those who are not fluent in one or more of the languages they are using may experience linguistic insecurity, leading to feelings of anxiety or self-consciousness. This can discourage individuals from using certain languages or language varieties altogether. It is important to be aware of these issues when engaging in code-switching, and to approach it with sensitivity and respect for others. Bilinguals with greater language proficiency tend to prefer intrasentential switches, where the switch occurs within a sentence rather than between sentences or paragraphs (McCluney, 2021). Code-switching should not be seen as a lack of control or ability in using languages, as it is a linguistic skill that requires competence in more than one language. In fact, code-switching can be a marker for an individual's competence in both languages. Bilinguals who code-switch without effort tend to be fairly proficient in both languages. However, code-switching can also affect proficiency in other languages, such as Arabic, and may be perceived negatively as incorporating a different style of speaking (Sanni, 2023). Additionally, code-switching can even impact the English proficiency of individuals who regularly engage in this practice. Thus, while code-switching can be a valuable tool for effective communication, it is important to understand its potential implications and use it appropriately.

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4. What policy framework to code-switching of core subjects at SMR may be proposed?

This policy framework for code-switching in core subjects at St. Mary Private High School in Ras Al Khaimah was formulated in response to the research findings. Its purpose is to facilitate the use of code-switching as an instructional pedagogy that is both meaningful and enriching, as well as a tool that fosters linguistic and cultural appreciation. The policy framework development stages for code-switching were adapted from the work of Hoefer (2021). It necessitates the formulation of protocols and guidelines to ensure its effective execution. Code-switching refers to the act of employing and alternating between two or more languages during a sentence or conversation. A clearly defined policy must regulate the practice of code-switching for it to be implemented purposefully and efficiently.

Summary of Findings

Based on the critical analysis of the gathered data, the researcher arrived at the following findings:

1. What are the functions of teachers' code-switching in the following core subjects?
    a. Mathematics teachers use code-switching to explain complex concepts, assess student learning, emphasize key concepts, resolve confusion, clarify doubts, and overcome communication gaps.
    b. Science teachers employ code-switching to check comprehension, expand vocabulary, clarify ambiguities, and maintain classroom order.
    c. Arabic language teachers employ code-switching to clarify concepts, expand vocabulary, emphasize essential subjects, and measure students' knowledge. Teachers also code-switch for social functions to maintain classroom discipline.
    d. Social Studies teachers use code-switching to clarify doubts, explain assignments, resolve uncertainty, and promote order in class.
    e. Overall, Mathematics, Science, Arabic, and Social Studies teachers use code-switching to explain tasks and complex concepts, resolve uncertainties, expand students' vocabulary, highlight important ideas, assess students' understanding, and reinforce messages. Code-switching is also used for social functions, such as maintaining classroom order.
2. What are the selected stakeholders' perceptions of teachers' code-switching in the following core subjects: Mathematics, Science, Arabic, and Social Studies?
    a. In Mathematics classes, respondents claimed that there are no stated code-switching restrictions, but teachers should adopt the established medium of instruction. Understanding, purposeful and careful application, new language acquisition, variety, and cultural awareness are considered valuable. Overreliance, linguistic breakdown, and complicated, time-consuming, disruptive, and damaging teaching practices are perceived negative impacts of code-switching. Despite disagreements, respondents support code-switching for learners with limited language proficiency to improve comprehension. Teachers need training to use code-switching.
    b. In Science classes, teachers should use the established medium of instruction even though code-switching is not prohibited. Code-switching should be used to aid students with limited language proficiency for educational purposes. Reduced fluency, vocabulary development, conversational flow, and student confidence are perceived negative outcomes. Teachers must be trained to use code-switching with learners with limited language proficiency.
    c. Arabic teachers proposed using Arabic in teaching the language. Helping lower-proficiency students understand lessons and using code-switching as a teaching strategy are considered valuable. Overreliance, loss of linguistic fluency, division, and stigmatization are perceived negative impacts. Respondents support code-switching to assist lower-proficiency students in understanding lessons.

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d. Social Studies teachers should use the established medium of instruction even though code-switching is not prohibited. The benefits of code-switching include easier understanding and clarity of lessons, pedagogical support, language development, cultural relevance, classroom discipline, and improved engagement. Perceived drawbacks include overreliance, language impurity, confusion, student exclusion, and lack of standardization of the medium of instruction. Some respondents propose eliminating it to reduce confusion and acknowledge that SMR is bilingual and multicultural. Nevertheless, respondents accept code-switching for lower-proficiency students to help them understand lessons and believe it should be used solely for instructional purposes.

e. Overall, respondents across demographic groups indicated that SMR has no explicit code-switching practices and that code-switching helps lower-proficiency learners understand lessons, develop language, and appreciate cultural relevance. However, it should be used for learning purposes only.

3. What issues related to code-switching do students, teachers, and administrators encounter in classrooms?
   a. In Mathematics, participants reported confusion, dependence on code-switching, irregular and non-standard use of the medium of instruction, discrimination against bilingual learners, compromised language skills, and inadequate teacher preparation.
   b. In Science, participants reported confusion, dependence on others, inconsistent use of recommended instructional resources, difficulties with self-expression, unprofessional practices, lack of engagement, and difficulty using language appropriately.
   c. In Arabic, respondents perceived issues including confusion, teaching Arabic through another language, difficulties with self-expression, overdependence on code-switching, time consumed by code-switching, and difficulties assessing Arabic language proficiency.
   d. In Social Studies, respondents perceived a lack of student engagement, stigmatization, and confusion.
   e. Overall, respondents across demographic groups identified confusion, overdependence, lack of standardization in the medium of instruction, stigmatization of lower-performing learners, lack of engagement, and difficulties with self-expression as prevalent challenges associated with code-switching.
4. What policy framework for code-switching can be proposed?

   No single language can fully convey all concepts, and code-switching has been crucial in helping teachers and students meet their academic and social needs. When controlled, code-switching can enhance cultural appreciation and communication by bridging linguistic gaps. Accordingly, a policy framework for code-switching in core subjects was proposed.

CONCLUSION

This study aimed to identify the functions and perceptions of students, teachers, and administrators related to code-switching in core subjects at SMR. Based on the findings, the following conclusions were drawn:

1. Mathematics, Science, Arabic, and Social Studies teachers at SMR employ code-switching largely for pedagogical purposes and infrequently for social functions.
2. Code-switching is an effective pedagogical tool that can be purposefully utilized to benefit learners, provided caution is exercised to prevent misuse.
3. Code-switching has both benefits and drawbacks and can either support or hinder students and teachers depending on how it is used.
4. Because no single language can adequately describe all concepts, code-switching plays an important role in meeting students' and teachers' academic and social needs. When regulated, it can improve

communication by bridging linguistic gaps and promote cultural appreciation. Thus, a policy framework for code-switching in core subjects is proposed.

Recommendations

Based on the results of the study, the following recommendations are proposed:

1. Employ code-switching in a controlled manner in core-subject classes for learners with limited language proficiency.
2. Conduct professional development training for core-subject teachers to promote meaningful code-switching practices.
3. Regulate language selection in code-switching in core-subject classrooms based on students' language proficiency levels, the nature of the interaction, and speakers' communicative needs.
4. Implement the proposed policy framework for code-switching in core subjects at SMR to encourage purposeful use of code-switching as a pedagogical tool.
5. Conduct a similar study on a larger scale involving additional schools, students, teachers, and administrators in the United Arab Emirates to gather more data and strengthen the significance of the findings.

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