

Exploring Identity, Patterns and Functions of Code-switching in EFL Classroom in Public Sector Universities



Ghulam Mustafa Mallah	PhD Scholar Institute of English Language & Literature (IELL), University of Sindh Jamshoro gmustafa.mallah140@gmail.com
Dr. Faraz Ali Bughio	Professor Institute of English Language & Literature (IELL), University of Sindh Jamshoro faraz.bughio@usindh.edu.pk

Abstract: *Code-switching, the alternation of two or more languages in multilingual contexts during a conversation or discussion, is prevalent in English as Foreign Language (EFL) classrooms in Pakistan, especially in public sector universities in Sindh province. This study aims to explore the pattern and functions of code-switching in EFL classrooms and explore teachers' professional role identities in relation to code-switching. To achieve the objectives and address the research questions, the study employed a qualitative research design. The sample size was five public universities in Sindh province and 10 English instructors were interviewed. Data were analyzed through three-step coding method: open coding, axial coding, and selective coding through MAXQDA 2020 software. The findings of this study indicated that code-switching is inevitably used, consciously and unconsciously, by students and teachers in EFL classrooms. Functions of code-switching were found beneficial for both students and teachers. Teachers found it a pedagogical tool in language teaching in EFL classrooms. Additionally, teachers' professional role identities emerged through code-switching. The study contributes to the field of English language teaching and learning, and it will benefit the researchers in the field of code-switching and identity creation. Moreover, this article has been extracted from my PhD thesis titled 'Identity, Pattern, and Functions of Code-switching in EFL Classroom in Public Sector Universities in Sindh Province.*

Keywords: Exploring Identity, EFL, Classroom in Public Sector Universities

Introduction

Teachers in countries where English is the means of everyday communication might not have problems teaching English through an English-only medium of instruction (Rasool, 2023; Mehmood, 2024). However, teachers in non-English speaking countries, for example, Pakistan, have generally found out teaching English by switching in first language of students which is deemed to help students understand the lectures in English as a foreign language (EFL) classroom (Naveed, 2023). This particular phenomenon is known as code-switching.

Studying code-switching in EFL classrooms has garnered attention for 45 years. As stated by Adizovna, (2023), code-switching is the act of alternating between separate languages. Using two or more languages in the same conversation or exchange is known as "code-switching," according to Lantto (2023). Code-switching is defined by Poplack and Horasan (2014) as the haphazard switching of two languages within and between phrases. More precisely, code-switching in the context of the classroom is defined by Ibrahim, Shah, and Armia (2013) as the alternating use of multiple languages by teachers and pupils. There is a claim that

selecting the language to be taught as the medium of instruction in EFL classes is more difficult than one may imagine. Teachers' decisions to switch codes during the teaching and learning process are influenced by a variety of circumstances.

In the EFL context, code-switching is often used by teachers and students. Previous studies have identified different patterns and functions of code-switching. Umar (2021) pointed out that code-switching was prevalent in EFL classrooms at the University of Sargodha, Pakistan. He found that teachers switched from English language into Urdu and Punjabi language in the classroom. Sahib (2021) discovered five code-switching types used by students in the EFL classroom which are situational, metaphorical, intra-sentential, inter-sentential code-switching, and tag switching. Apart from patterns of code-switching, much research has been conducted on the functions of code-switching in EFL classrooms. Sattar (2022) found that code-switching helps students to understand difficult topics in EFL classrooms. However, some of the teachers, he said, deemed that code-switching hinders students' performance. Patmasari (2022) discovered that code-switching makes the English language learning environment supportive in the classroom, especially for those students who have weak English skills. These studies show how students and teachers use code-switching in EFL classrooms as well as the functions of code-switching in EFL classrooms. Less research is available on emerging teachers' professional role identities in relation to code-switching in the EFL classroom. Tamene (2022) found out that teachers who share their first language with their students create a sense of solidarity and shared experience in the classroom. Additionally, Meyer (2023) has studied and found three role identities: subject specialist, pedagogue, and didactics in the education context. These previous studies have shown that code-switching has been a debated area of research by many researchers. Moreover, patterns and functions of code-switching contribute to helping teachers teach the English language to non-native students in EFL

classrooms. On the other hand, teachers' professional role identities can emerge in the context of teaching English as a foreign language. Having understood the insights of the previous studies on code-switching, it seems that not enough research has been done to understand and address the issue of code-switching in EFL classrooms and how teachers' professional role identities emerged or were constructed in relation to code-switching in Pakistan. This study focuses on exploring the patterns and functions of code-switching in EFL classrooms and how teachers' professional role identities emerge in relation to code-switching.

In Pakistan, there are six major natively spoken languages which are Punjabi, Pashto, Sindhi, Siraiki, Balochi, and Urdu and several local vernaculars are used for routine communication (Rahman, 2003). Urdu is the lingua franca and English is considered the foreign language as well as it has the status of official and academic language in Pakistan (Rahman, 2006; Kazmi, 2023). According to Mehboob (2017), the Higher Education Commission (HEC) of Pakistan has identified English as the medium of instruction for university education. Since the students' English language background is not sufficient at an intermediate level in the Sindh province of Pakistan (Laghari, & Bughio, & Kakepoto, & Memon, 2021) most recently enrolled students face issues in understanding lectures due to the English medium of instruction in the classrooms. Hence, English instructors change the code from English to the students' mother tongue (Patmasari, & Agussatriana, & Kamaruddin, 2022). This study aims to investigate the patterns and functions of code-switching used by students and teachers in EFL classrooms as a language learning strategy and to identify teachers' professional role identities in relation to code-switching.

Literature Review

Numerous researches have been done on the purposes of code-switching. According to some experts, code-switching in EFL classes is advantageous for the students, especially when it comes to maintaining order in the classroom and the instructors' relationships with the students (Sari, 2019). Additionally, in the

classroom, code-switching can help teachers explain difficult ideas or concepts (Choi & Leung, 2017; Nurhamdia, Fouziati, Supriyadi, 2018; Leonak & Amalo, 2018; Rasouli & Simin, 2016). As a result, the majority of educators employ code-switching to speed up instruction in the classroom (Ellis, 2015). However, other scholars contend that because code-switching prevents students from obtaining English language input, it is not a healthy practice in EFL classrooms (Turnbull & Arnett Al Heeti & Al Abdely, 2016). According to Horasan (2014), code-switching to one's home tongue is therefore viewed as lacking trustworthiness.

According to other studies, teachers alter their codes while considering the differences between students with high and low proficiency. According to Ling et al. (2014), Jingxia (2010), Yao (2011), and Horasan (2014), students' educational backgrounds have a significant impact on how successful code-switching is. These studies indicate that code-switching practice in the EFL classroom is like two sides of a coin. One side shows code-switching is advantageous for students and the other side can have its drawbacks. The current study aims to explore patterns and functions of code-switching and teachers' professional role identities in relation to code-switching in EFL classrooms. Having reviewed the literature, the following paragraphs discuss the descriptions and terminologies of code-switching.

Code-switching and Code-mixing

The terms "code-switching" and "code-mixing" are often used interchangeably. However, Gumperz (1982) provides a subtle difference between them. A full shift between two languages at the sentence or discourse level is referred to as "code-switching." This refers to the grammatical shift that occurs when speakers communicate in a different language, frequently as a result of a shift in subject, audience, or social context. Contrarily, code-mixing entails combining aspects of two languages into a single phrase or statement. This can apply to sounds, words, or sentences. Because of their familiarity with both languages, speakers frequently inadvertently mix codes (Gumperz, 1982).

Code-switching

Code-switching (CS) is the use of different languages in a discussion, although definitions vary among fields (economics, sociolinguistics, etc.) (Auer, 1984; Grosjean, 1982). Some academics disagree with Gumperz's (1982) emphasis on the grammatical variations among the languages utilized. According to some researchers, CS is a purposeful tactic used by members of a speech community (Myers-Scotton, 1998; Carter & Nunan, 2001). According to Myers-Scotton (2001), "Classic CS" is the ability to move between two languages while maintaining grammatical accuracy in each. This demonstrates the speakers' proficiency in many languages.

Inter-sentential code-switching, according to Fischer (1972), occurs when a bilingual speaker uses more than one language in a single utterance above the sentence level to express their goals. The context of speech production should be taken into consideration when analyzing language or code choice in areas where bilingualism or multilingualism is common. Code-mixing, sometimes called inter-sentential or intra-sentential code-switching, occurs when speakers use two or more languages below the sentence level in the same social context, according to Ahmed (2000). It is discovered that there are several distinct processes, including "insertion," "alternation," and "congruent lexicalization," that cause patterns of code-switching to vary from one another. It was suggested that language or code choice should be examined in the context of speech development in societies where bilingualism or multilingualism is the norm. Arifin (2011), however, highlights the significance of three contextual factors: 1) the rapport between the speakers, 2) the environment in which the discussion is taking place, and 3) the subject matter being debated.

Moreover, Code-switching is more prevalent among bilingual or multilingual speakers, based on the definitions given above. It is possible to identify code-switching in a single discussion. In other words, there is a situation in which a speaker can purposefully change the code that is being utilized, for example, by switching from

one to another.

Research Methodology

This study employed a qualitative research design. Out of 27 public sector universities in Sindh province, 5 public sector universities namely Shah Abdul Latif University Khairpur, University of Sindh Jamshoro, Mehran University of Engineering and Technology Jamshoro, Shaheed Benazir Bhutto University Shaheed Benazirabad – Sanghar Campus, and Sukkur IBA University – Dadu Campus were selected as population. After getting consent from the Office of Research, Innovation, and Commercialization (ORIC) and the Ethical Boards of these universities, data were collected from 10 English instructors (30% female and 70% male instructors) through interviews. The guidance of (Fife, Burges, and Patton) was followed and interviews were stopped after reaching the saturation point of data from the teachers. The researcher employed MAXQDA 2020 software and manual analysis to verify data analysis accuracy. The study implemented three-step coding to analyze qualitative data which are open coding, axial coding, and selective coding. Having discussed the research methodology, the following section presents the results and findings.

Results and Findings

Functions of Code-switching

The technique of switching between various linguistic codes is known as "code-switching" and is quite widespread in EFL courses Li (2021). The purposes of code-switching in EFL classrooms have been the subject of recent research, and it has been discovered that both teachers and students can profit from it in a number of ways (Puspawati, 2018). Code-switching can serve a variety of purposes in EFL classrooms, including improving communication, fostering a positive learning environment, reducing students' anxiety, demystifying complex ideas, controlling classroom activities, and fostering social support (Al-Qayasi, 2018). To avoid confounding or overloading their pupils, teachers must employ code-switching sparingly and correctly. All things considered, code-switching may be a

helpful technique for EFL teachers to promote communication and foster a healthy learning environment for their students in EFL classrooms (Abdulsattar Sadiq, 2022). Having understood the functions of Code-switching in the EFL classroom, the following section presents the aggregate theoretical dimension "Function of Code-switching" and its three sub-theoretical dimensions: Performance, Code-switching Impacts, and Importance of Code-switching in the EFL classroom.

Performance

The term "performance" in the context of code-switching in EFL classrooms refers to the efficiency of instructors in promoting communication, supervising classroom activities, and explaining challenging subjects through the use of code-switching (Fachriyah, 2017). By fostering a good learning environment, reducing students' fear, and offering social support, teachers' use of code-switching can improve their ability to instruct (Suganda, 2018). Additionally, code-switching can aid instructors in controlling classroom activity and demystifying complex ideas, both of which can improve instruction (Fanani & Ma'u, 2018). Overall, the capacity of instructors to employ code-switching to effectively enable communication and create a pleasant learning environment for their students is referred to as performance related to code-switching in EFL classrooms. The study found that code-switching increases the performance of both students as well as teachers in EFL classrooms.

You know when I speak fully in English class, in any English classroom especially language classroom, my students feel fear to speak with me because sometimes when I speak I forget to switch from one code to another and they do feel sort of hesitation to interact with me because that is not their language so when I speak in their language (mother tongue) they feel relaxed, they start communicating, they start sharing their opinions in comments. When we use CS or a second language I feel that students feel relaxed because that is their language. (Interview 4)

The above response shows that students were

not comfortable with English-only instruction in the EFL classroom because the majority of students were having issues understanding and communicating their ideas in the English language. Also, students were feeling hesitation in speaking with their teacher. The teacher switched his code to the mother tongue of the students which helped them understand the lecture. As a result, students started interacting with their teacher and fellow students comfortably and they were motivated to learn the English language in the EFL classroom.

Sometimes, students from remote areas or rural areas, they really struggle when we speak in English. (Interview 2)

... but even for more advanced students they also struggle. (Interview 2)

Another teacher responded as can be seen above that the majority of students had different backgrounds in the English language. Students who belong to rural areas of Sindh province have less exposure to the English language, which is why they struggle when speaking the English language at the university. Additionally, he also responded that ‘even advanced students also struggle in communicating through the English language.’ As a result, code-switching helps students and teachers communicate smoothly.

The use of code-switching by bilingual/multilingual teachers can improve their teaching performance, as it allows them to communicate more effectively with students who have different language backgrounds. (Interview 10)

The response given above demonstrates that teachers preferred code-switching in the EFL classroom since it enhances their instructional effectiveness. Code-switching was used to help

students with varied English linguistic backgrounds grasp the content and participate in classroom activities. In this situation, code-switching was essential to bridging the communication gap between teachers and students and inspired students to learn English.

Code-switching Impacts

The impact of code-switching, according to Ahmed (2009), is that it gives students and teachers a variety of opportunities to close the communication gap and fosters a learning environment through a knowledge of the subject matter in the EFL classroom. It is also thought that the impact of code-switching explains complex vocabulary and ideas to students, preventing confusion. Simasiku (2015) defines code-switching influence as a source that is beneficial to students and that enhances both students' and teachers' performance in the EFL classroom.

According to the teacher participant's response below, the current study found the impact of code-switching that teachers used to explain challenging subject matter concepts by switching the code into students' mother tongues because it helped students comprehend the important and complex ideas in the EFL classroom.

... most of the concept we cannot explain or we cannot teach in any other language because Mother tongue will be helpful to understand the rules of English language. (Interview 3)

Another participant mentioned the significance of a bilingual or multilingual teaching approach in EFL classes. The participants' subsequent comments demonstrate that teachers occasionally utilized students' native tongues when they were having trouble continuing their

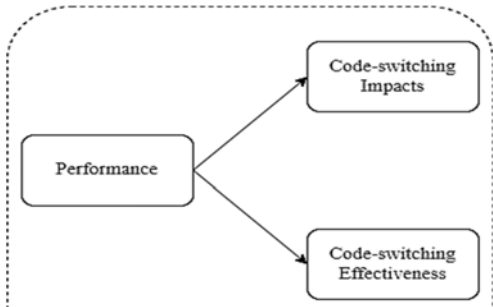


Figure 1 shows that performance influences code-switching impacts and effectiveness.

lessons. The replies below also demonstrate that pupils were not exposed to the English language, which made it difficult for them to comprehend the difficult subjects and specialized terminology. In such circumstances, code-switching was helpful for both students and teachers, and pupils were encouraged to learn English.

Bilingual/multilingual style of teaching can be helpful in EFL classroom, especially in countries where students have limited exposure to the target language outside of the classroom. It can also help students develop a positive attitude towards their native language and culture. (Interview 10)

First language helps us to translate one's structure into second language. (Interview 4)

Importance of Code-switching

Teachers in the current study stated that when lectures are given solely in English, students have a difficult time understanding them. As a result, code-switching was seen as a key tactic to facilitate teaching and learning (Nurhamidah, Fouziati, & Supriyadi, 2018). Teachers employ code-switching to transfer knowledge, organize the classroom, and enhance interactions and exchanges with their students (Puspawati, 2018). The current study discovered that code-switching was very important in EFL classrooms, both for students and teachers. Teachers therefore valued the practice of code-switching in the classroom by students.

I do ask students that they can switch from English to mother tongue. You are free to speak your language but you focus on your target language because target language is English. The purpose of taking classes is to learn English but they can take advantage of their mother tongue because you know mother tongue helps us to learn the target language as a second language. (Interview 4)

The above response shows that teachers allowed students to use code-switching in their mother tongue when it is necessary because the sole purpose is to learn the English language. Also, teachers viewed the mother tongue as a helping factor to understand the rules of the English

language by comparing or understanding the rules of the mother tongue.

Another response of a teacher shows that teachers are specifically requested to switch the code to students' mother tongue so that students can be comfortable with their learning process.

Teacher changes the code as per students' demand. (Interview 1)

The following response shows that code-switching in the EFL classroom was used as a necessary technique for teaching the English language. Teachers favored code-switching to create a friendly learning environment in the classroom. Students felt comfortable communicating with teachers as well as fellow students and they were more inclined towards English language learning.

If we see in the technique, if we look to the EFL classroom strategies, we can also use communicative method of teaching and interpretative method too. In these methods, if we feel that students are comfortable, in fact they are, to switch on their language then they can. We should not restrict their answers. (Interview 3)

Patterns of Code-switching

Several studies have been carried out on patterns of code-switching in EFL classrooms (e.g., Suganda, Loeneto, & Zuraida, 2018; Narasuman, Wali, & Sadry, 2019; Hussein & Haider, 2020; Bhatti, Shamsudin & Said, 2018; Song & Lee, 2019; Atas & Sağın-Şimşek, 2021; Rusmawaty, 2018; Poplack, 1998). According to Bullock and Torribio (2009), code-switching first takes place when a single word is added to the change of languages across lengthier discourse sections. As a result, their code-switching patterns could not be consistent since it is developed by bilinguals with a variety of skill levels who have lived in varied language interaction contexts. Finally, code-switching is used, among other things, to accomplish linguistic aims, represent cultural identity, and fill up linguistic gaps.

Three sub-theoretical dimensions, including "Switching from English to Mother Tongue," "Natural Occurrence of Code-switching," and

"Conscious Efforts to Code-switching," have been identified under the aggregated theoretical dimension "Patterns of Code-switching." The

outcomes of the three sub-theoretical dimensions are shown in the following section.

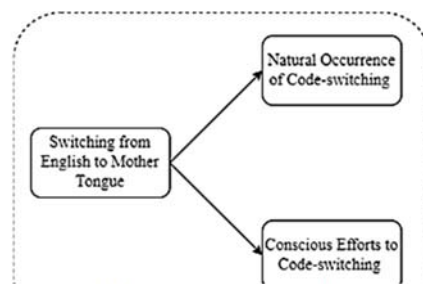


Figure 1 shows that code-switching occurs naturally and unconsciously in the EFL classroom.

Switching from English to Mother Tongue

Code-switching is a common occurrence in EFL classes (Bhatti, 2018). Code-switching among bilingual teachers in Pakistan, where it is used as a tactic to assist students in classrooms, is a natural, original, and creative form of communication, according to Iqbal (2011). Additionally, code-switching is said to as a motivational technique for students by Malik (2014) since it generates a "care-free classroom environment" and increases understanding. Therefore, the choice of coding in an EFL classroom is crucial. The current study investigates the code-switching patterns utilized by teachers and students in EFL classes.

Sometimes I switch my language from target (English) to the national language because my native tongue is not being practiced here and otherwise in the bilingual classroom. (Interview 3)

The majority of teachers switched their code from English to the national language (Urdu) of the students as can be seen in the above paragraph. The reason for switching the code to Urdu could be that the majority of students had a diverse multilingual background. Therefore, Urdu language plays the role of lingua franca in the EFL classroom.

Other similar responses can be seen in the following response that the pattern of switching the code by teachers is from the English language to the mother tongue as well as Urdu.

I do CS from English to not only my native

language, but I do CS from target language to National Language. (Interview 2)

I agree with this statement. When I do CS from target language to native language. (Interview 1)

Natural Occurrence

This sub-theoretical dimension shows the natural occurrence of code-switching in EFL classrooms. Teachers responded in the interview that they did not make a conscious effort to code-switching. Code-switching happens naturally in the situations like when students were confused about the topic or concept, when students did not have appropriate vocabulary to describe their ideas and when students were found not comfortable with English language in understanding the lectures.

The following response shows that teachers switched their code into the mother tongue subconsciously when they had to teach complex or technical vocabulary in the English language.

I do not make any conscious effort. I think it is kind of a subconscious process. Whenever I feel discomfort in target language that is English, because English is not my native language. So, I try to explain sometimes some of the terminologies, even some of the paragraphs and patterns in their own language whenever I feel comfortable and my students too. (Interview 5)

The reason for subconsciously switching to the mother tongue may be that English is a foreign language and students did not have much exposure to it. Therefore, teachers naturally

switched the code into the mother tongue to explain complex topics or concepts to students in the EFL classroom. The same can be seen in the following response.

I have said four lines in English, now I have to say four lines in Sindhi. I don't think about it like that. It's more natural. (Interview 2)

Conscious Efforts

Responses from teachers were studied under the third sub-theoretical component, "Conscious Efforts to Code-switching," which demonstrates that teachers employed code-switching consciously in EFL classrooms. When they couldn't find the right English term to make their point in class, they made purposeful attempts to transition to their mother tongue. It was simple and effective for them to make their point by purposefully switching from English to their native dialect. The same was found by Raza, Raza, and Ramzan (2022). The following responses show that teachers switched their code from English to their mother tongue consciously when they found it difficult for students to grasp the concept of technical terms and complex ideas in the EFL classroom.

when the subject is so difficult at that time I do consciously efforts. That's also important in difficult subject. (Interview 1)

It depends on the circumstances some time when I observe that students are not getting the message then I deliberately change the mode of instructions. (Interview 7)

English Language Proficiency

Since a few decades ago, English has been the most important foreign language in the world (Larasati, 2018). English is a key factor in determining whether students in EFL classes develop communicative competence to meet their language learning goals (Khamkhien, 2021). According to Collins and O'Brien (2003), teachers give their students the chance to learn English through relevant content, engaging activities, relevant materials, and the development of communicative proficiency in the target language. Two sub-theoretical dimensions, 1) English-only Instruction and 2) English Competence, have formed under the

aggregate theoretical dimension "English Language Proficiency." The following section presents the analysis of both the sub-theoretical dimensions.

English-only-instructions

Under this sub-theoretical dimension, teachers responded in favor of English-only instruction in the EFL classroom. They perceived the mother tongue as a hindrance to English language learning and suggested that code-switching should be reduced in the classroom as the following response can be seen:

There are many of the contexts where CS is not much required. There you may reduce the CS process. (Interview 5)

Another participant responded that exposure to the English language is crucial in the EFL classroom for students to be fluent in the target language. Therefore, teachers should not switch their code into any language except using English-only instruction.

Don't think so that it (code-switching) is as much necessary as English is a foreign language because the more exposure of a foreign language that would be much better for the students to cover the language. (Interview 6)

English Competence

Competence is the ability to interact well with people. A person's collection of linguistic skills for learning a foreign language is the most basic definition of competence. This potential makes him or her more likely to achieve well (Remache, 2016). Instructors' responses under the sub-theoretical dimension "English Competence" reveal that instructors favored English language education over instruction in any other language to improve students' communicative competence.

Because when we talk about communicative competence in EFL classroom, we are basically talking about English competence, and English competence cannot be held by mother tongue. (Interview 2)

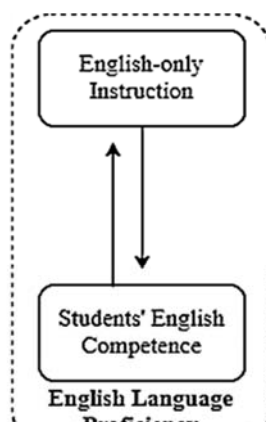


Figure 1 shows English-only instruction and Students' English Competence have reciprocal influence on each other.

The above response of the participant shows teachers' perception towards building English competence through the English language.

Drawbacks of Code-switching

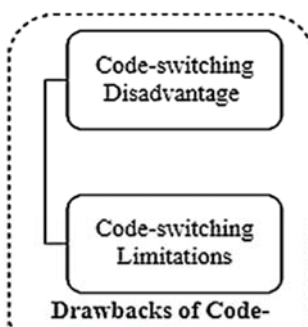


Figure 1 shows that code-switching has limitations and disadvantages in the EFL classroom.

The theoretical dimension "Drawbacks of Code-switching" was created throughout the coding process as a result of the analysis of several teachers' replies that fit inside this aggregate dimension. This led to the emergence of two sub-theoretical dimensions, "Code-switching Disadvantages" and "Code-switching Limitations." The first sub-theoretical dimension relates to instructors' replies, which demonstrate that code-switching prevents students from speaking English fluently and impedes the learning process in EFL classrooms. According to the second sub-theoretical dimension, which is instructors' answers, code-switching in EFL classes should be based on necessity.

Disadvantages of Code-switching

Code-switching or the use of the mother tongue may affect the building of English competence of students in the EFL classroom.

According to researchers, the drawbacks of code-switching include hindering language learning, reducing exposure to the target language, and making it difficult to become proficient in the target language (Narasuman, Wali, & Sadry, 2019; Moetia, 2018; & Ataş, & San-imşek, 2021). In this sub-theoretical dimension, instructors' opinions on the drawbacks of code-switching in EFL classes are presented.

It somehow seems easier to transfer the idea through translations but it weakens the structure of language. (Interview 8)

The above response of the participant shows that code-switching helps understand the subject matter through translation. However, code-switching hinders students from grasping the

structure of the English language. Some teachers perceive code-switching might be beneficial for students but there may be drawbacks of using it in the EFL classroom.

Following is another response of a teacher who shows a similar idea that incessant use of code-switching in the EFL classroom creates problems in building students' English competence. Students are required to be exposed to English in the classroom to develop their English proficiency.

Sometimes, if a teacher continuously switching the code then she or he answer or unable to give them vocabulary, then yes, there is a problem to

competence. (Interview 6)

Code-switching Limitations

Teachers' responses in this sub-theoretical dimension suggested that code-switching should be less common in EFL classrooms. Code-switching should not be employed at the university level, according to some respondents.

The use of code-switching in the bilingual EFL classroom should be based on the needs of students and the learning objectives of the lesson. It should not be increased or reduced without careful consideration of these factors. (Interview 10)

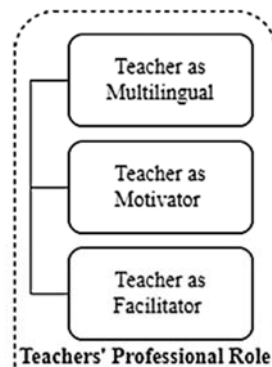


Figure 1 shows teachers' professional role identities emerge with the choice of code in EFL classroom.

As seen by the participant's response given below, code-switching shouldn't be employed extensively in the classroom. However, code-switching should only be used in circumstances where it is necessary. Another participant said that code-switching should only be employed with students in the primary grades rather than at the university level.

It cannot lead to any practical advantages. Code switching can hardly be effective at elementary levels, but it is destructive at university level. (Interview 9)

Teachers' Professional Role Identity

Role identity is concerned with how people come to understand who they are, not just in terms of labels that may have been attached to them, like "wonderful" or "smart," but also, as Urrieta (2007) has recommended, in terms of how they "come to 'figure' who they are, through the 'worlds' that they participate in and how they

relate to others within and outside of these worlds." In these "figured worlds," according to Holland, Ramazanoglu, Sharpe, and Thomson (1998), individuals start to identify one another as certain kinds of actors through social contact, and these social interactions acquire the shape of "roles."

The theoretical dimension 'Teachers' Professional Role Identity' has been emerged during the analysis of qualitative data under which three sub-theoretical dimensions have been emerged: 1) Teacher as Multilingual, 2) Teacher as Motivator, and 3) Teacher as Facilitator. The following section presents the three sub-theoretical dimensions individually.

Teacher as Multilingual

Multilingualism can help language learners learn new words as they pick up the language (Kaushanskaya & Marian, 2009) and it also encourages the growth of literacy skills (Kahn-

Horwitz et al., 2014). According to Hirosh and Degani (2018), multilingual teachers may employ the skills, concepts, and learning strategies they have picked up via earlier language learning experiences as well as their familiarity with the languages they already know. The examination of teachers' responses revealed the role identity of a bilingual instructor, which Calafato (2019) also mentions in his study.

Bilingual/multilingual teaching can involve the judicious use of the mother tongue in teaching the target language, but it is not limited to that. It can also involve various techniques such as translanguaging, where students use multiple languages to learn and communicate in the classroom. (Interview 10)

The response given above demonstrates that bilingual teachers go beyond simply teaching English to students in their tongue. It uses several strategies, such as translanguaging, in which students converse and learn in the classroom using other languages. This approach recognizes the value of both the student's native language and the language of instruction in the instructional process. As a result, a teacher's "multilingual" role identity is established.

Teacher as Motivator

According to Han & Yin (2016), motivation is often described as the natural urge or drive that prompts people to act. Sinclair (2008) characterizes a teacher as a motivator in terms of attraction, retention, and focus as something that affects students' interest in learning and the level of their participation in classroom activities. Teachers' responses were logged and examined under this sub-theoretical dimension, demonstrating the professional role identification of a teacher as a "Motivator." In his study, Farrell (2011) also mentions the same instructors' professional role identity.

When students code-switch during class time, teachers should respond in a way that encourages participation and helps students understand the content. (Interview 10)

I think it should be used because it increases motivation. Sometimes we do need to motivate

them intrinsically and extrinsically. (Interview 4)

The responses above show that students were motivated towards learning through code-switching because it helped students to understand the subject. Teachers' role in this context has been found out as 'Teacher as Motivator'. Also, teachers motivated students to learn the English language through code-switching in the EFL classroom in expressing their ideas and building interest in participating in classroom activities through collaboration.

Teacher as Facilitator

In a typical classroom, the instructor decides what information to impart to the students without their input or participation in the discussion. The teacher's role as a facilitator is crucial for developing the best learning environment. Students are inspired, their perspectives are heard, and they are included in conversations to accomplish this (Ahmed, 2015). Additionally, a teacher's facilitation role is especially beneficial for EFL students since it encourages students to take charge of their learning while giving all students' opinions equal weight. A teacher who takes on the role of a facilitator also prepares, guides, and monitors students to ensure they reach their objectives (Hogan, 2002).

Teachers' responses were recorded under the sub-theoretical dimension 'Teacher as Facilitator' in the EFL classroom. The following responses have been selected to discuss the results.

Because teaching is to facilitate the students. It's not only to keep imposing on language. If you are not facilitating the students in their own terminologies, in their own languages then I must say it's a part of the lack to the teacher. (Interview 5)

I must switch from one code to another to facilitate my students. It's not the facilitation of my skills, it is the facilitation of students' skill. So my focus should be students that how they feel facilitated and how they feel motivated specially (Interview 4)

The responses provided above demonstrate that

rather than concentrating just on teaching the language itself, teachers helped students understand challenging ideas and technical terminology through code-switching. Students' efforts to learn English were reported to be encouraged and supported. Since this technique

demonstrates flexibility and adaptation in teaching methods and may help meet the learning goals of students in the classroom, the role identification of a teacher as a "Facilitator" plays a significant part in English language teaching in the EFL classroom.

Summary of Theory

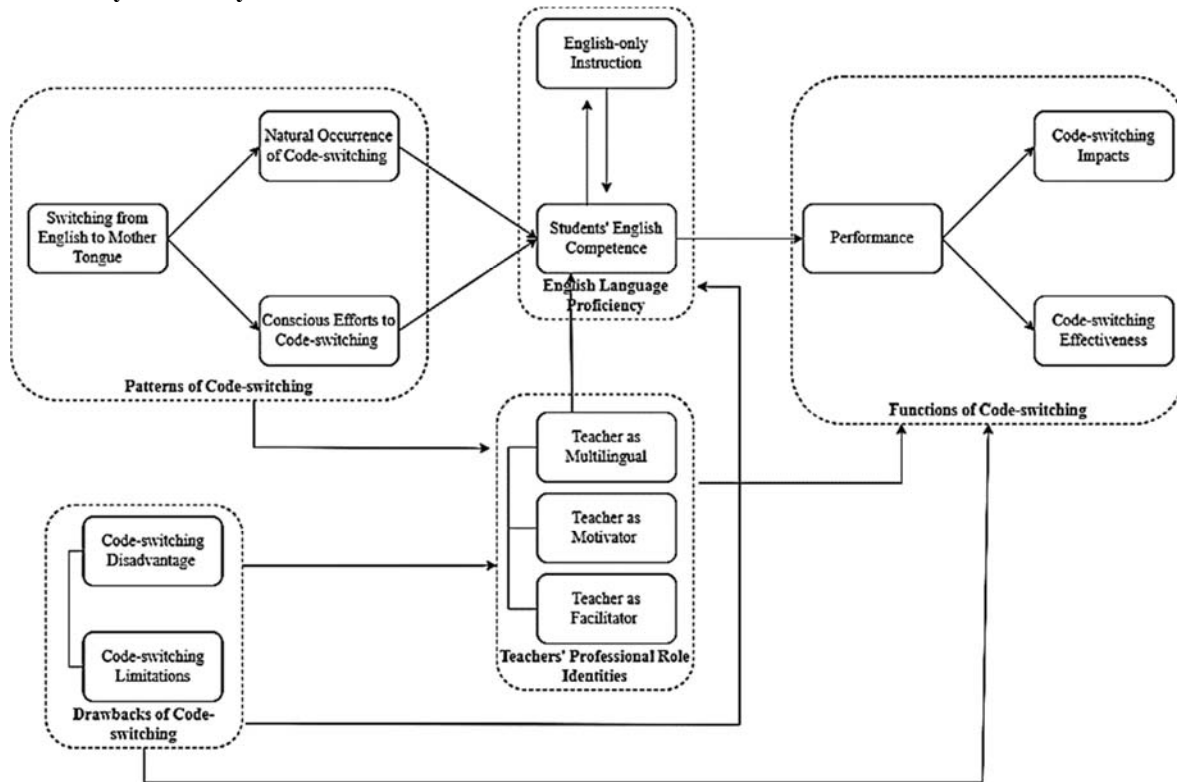


Figure 2 shows the identity, pattern, and functions of the code-switching theory derived after the analysis of qualitative data.

The above diagram represents the theory of Identity, Pattern, and Functions of code-switching in EFL classrooms in public sector universities in Sindh province. The theory comprised five aggregated themes which are 'Patterns of Code-switching', 'Functions of Code-switching', 'English Language Proficiency', 'Drawbacks of Code-switching', and 'Teachers' Professional Role Identities'. The aggregated theme patterns of code-switching are comprised of three sub-theoretical categories consisting of 'switching from English to mother tongue', 'natural occurrence of code-switching', and 'conscious efforts to code-switching'. These sub-theoretical categories show the sense that code-switching is inevitable

and occurs in EFL classrooms both naturally and consciously. In the aggregated theme 'English Language Proficiency', there are two sub-theoretical categories which are 'students' English competence' and 'English-only instruction'. The 'students' English competence' is influenced by both sub-theoretical categories 'natural occurrence of code-switching' and 'conscious efforts to code-switching'. On the other hand, 'students' English competence' and 'English-only instruction' influence each other. If students' English competence is good, students will be able to understand lectures through 'English-only instruction'. The aggregated theme 'Teachers' Professional Role Identities' emerged from the aggregated theme 'Patterns of Code-switching' which influenced the aggregated themes 'English language proficiency' and 'Functions of Code-switching'.

The aggregated theme of ‘Drawbacks of Code-switching’ consists of two sub-theoretical categories which are ‘code-switching disadvantages’ and ‘code-switching limitations.’ These sub-theoretical categories influence the aggregated themes ‘English language proficiency’, ‘Functions of Code-

switching’, and ‘Teachers’ professional role identities.’ Having discussed the aggregated themes and sub-theoretical categories of the theory, table 1 presents the propositions for further study.

Table 1: Propositions

No. of Propositions	
P1	Code-switching to the mother tongue happens unconsciously and consciously in the EFL classroom.
P2	Students’ proficiency is increased by developing English competence through code-switching.
P3	Code-switching to the mother tongue has significant impacts on teaching and learning the English language in EFL classrooms.
P4	Code-switching to mother is an effective pedagogical strategy to teach English to students in EFL classrooms.
P5	English-only instruction can be implemented in EFL classrooms if teachers and students share the same proficiency level of the English language.
P6	Teachers’ professional role identities emerged with the choice of code in the EFL classroom.
P7	Teachers’ professional role identity helps develop students’ English competence.
P8	Teachers’ professional role identity plays a significant role in the functions of code-switching in EFL classrooms.
P9	Code-switching can hinder students’ English language competence in EFL classrooms.
P10	Overreliance on code-switching can prevent students from developing their English language skills.
P11	The drawbacks of code-switching can influence teachers’ professional role identity in EFL classrooms.

Conclusion

The study explored that teachers and students used code-switching naturally and consciously from English to their mother tongue. The study also found useful functions of code-switching in EFL classrooms of five public universities. For example, students found it easier to interact with teachers using code-switching. Teachers used code-switching to describe complex concepts and technical terminologies in the classroom. Additionally, students demanded code-switching and teachers found it a necessary pedagogical technique for teaching the English

language to non-native students. Finally, teachers’ professional role identities emerged during switching their code in the EFL classroom which is ‘teacher as a multilingual’, ‘teacher as motivator’, and ‘teachers as a facilitator.’

Implications

The study aimed to explore the depth of understanding of code-switching phenomena in the EFL classroom in public sector universities in Sindh province, especially exploring the identity, pattern, and functions of code-switching used by teachers and students. This

study enhanced the understanding and awareness of the research problem that code-switching is inevitable in the EFL classroom in public sector universities in Sindh province. Also, the study enhanced the awareness of patterns of code-switching that teachers and students switched their code from English to their mother tongue both consciously and unconsciously in the classroom. Functions of code-switching were found advantageous for both students and teachers. Additionally, it was explored that teachers' professional role identities emerged during code-switching in EFL classrooms.

This study will be beneficial for teachers, especially those who teach recently enrolled students in university, and students who are studying the English language. Also, teachers can benefit from this study who want to teach complex concepts or technical vocabulary in the classroom. The study contributes to the field of English language teaching by using code-switching as a pedagogical tool in EFL classrooms. Finally, the study will benefit those researchers interested in the identity creation of teachers in the context of EFL classrooms.

Limitations and Future Recommendations

Although the study has magnificent benefits and contributions to the field of English language teaching to non-native students in public sector universities in Sindh province, it is crucial to acknowledge the limitations of this study. First, the nature of the study is cross-sectional. Second, the sample size is relatively small, which is 10 teachers in five public universities in Sindh province. Third, this study was conducted in only Sindh province of Pakistan which needs to be enhanced for further study. Finally, teachers' professional role identities were explored through a small sample size of the teachers which shall be enhanced to further explore in large population. Despite these limitations, these findings contribute to valuable insights from the present body of knowledge in the field of English language teaching.

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