Influence of Geography and Gender as Sociolinguistics Reasons for Hausa to English Code-switching among Students of English in College of Education, Katsina State, Nigeria

[1]Bishir Aliyu, [2]Murtala Shafi'i and *[3]Salisu Bala Abubakar

[1,2,3]Isa Kaita College of Education Dutsin-ma, Katsina State, Nigeria
Corresponding author:salisubalaabubakar@gmail.com

ABSTRACT: *Place of origin and gender are considered as the factors that influence code-switching in communication to improve academic performance among the students in schools and colleges. The situation has been affecting the students' academic performance and communicative competence in the target language in different parts of the world. This study aims to examine how the place of origin and gender as the socio-linguistic reasons influence code-switching from Hausa to the English language for improving academic performance among students of English language in the Isa Kaita College of Education, Dutsin-ma, Katsina state. The study was on the impact of Hausa to English code-switching in improving students' comprehension and communication with code-switching as a linguistics factor that influences academic performance of the students. The researchers sampled 155 students as the respondents of the study. A questionnaire was used as a tool for data collection based on attitudes measurement scale starting from 1 always to 5 never at all. SPSS statistical package was used for data analysis. The findings indicated that most of the students used code-switching to communicate and make communication efficient. It was also found that code-switching in learning processes helps to increase students ' comprehension of the lessons. This enhances their academic performance to overcome the learning difficulties in the classes. Code-switching is suggested in bilingual situations to be used as part of a whole learning process. However, further studies can be conducted in a broader set of the multicultural population to allow generalization of findings.*
KEYWORDS: *code-switching, gender, geography, bilingual students' academic performance*

I. INTRODUCTION

The paper discusses the topic of code-switching in and outside classrooms and how codes are related to learning processes and development in the alternative use of codes. In the second language classroom (L2), we would like to analyse the roles and functions of the first language (L1) at the college level in the educational context. We also intend to examine how birthplace, gender and personality among students have a positive influence on code-switching. Therefore, if two or more languages come into contact, mixing of varieties from one linguistic structure to another appears is set to be code-switching (Inuwa, Christopher, & Bakrin, 2014). Increasing bilingualism is one big positive effect of the globalization process. This refers to an individual or societal ability to use two or more languages in a conversation (Al-Qaysi, 2016; Fennema-Bloom, 2010). Considering the code switch or mix of bilinguals in discourse situations is a common phenomenon. Therefore, as people are becoming progressively bilingual, it brings the issue of code-switching as a glaring linguistic phenomenon every day. In a traditional urban setting like Katsina, Nigeria, with a linear arrangement that includes people from diverse groups of Hausa dialects and other ethnic minorities (Inuwa et al., 2014). To see people moving from one variety of language to another is a common phenomenon.

Similarly, a child who is a product of bilingual marriage, for instance, a Yoruba-speaking mother with a Hausa-speaking father living in katsina; will instantly be subjected to at least two or more languages, and one of the significant consequences is code-switching. Code-switching takes place when two or more languages are used by speakers during a conversation. During their interpersonal conversation in both formal and informal situations, it is common to see English speakers of the second language usually switch between their L1-mother tongue and their L2-English language and vice versa. Code-switching is a communicative device used by bilingual speakers to reach some communicative intention (Al-Qaysi, 2016; Info, 2020). Throughout those days, the question of linguistic switching between Hausa and English amongst students was not a major topic of concern. But, lately, a situation like that has drawn considerable publicity. The traditions of language alternation became known with the prohibition of the use of the first language of the learners (L1) in foreign language teaching (L2), and it was introduced with the Direct Method at the end of the 19th century (Badrul Hisham

Ahmad & Kamaruzaman Jusoff, 2009). While certain native language (NL) uses are appropriate for learning the Communicative Language, the topic is still debated. Scholars agree that Hausa speakers regard English as their Second Language, being multilingual speakers.

Nevertheless, in both rural and urban settings mixing the foreign language with the vernacular is a popular practice among Hausa people. It is widely seen as an operation that marked socio-linguistic significance. Nigeria's social climate is a situation where various languages are used in day to day contact (Ismail, 1991). It is found that in informal situations Nigerian bilinguals appear to rely on the tools from the languages they have grown up within their communication with peers and family members. It is observed that switching occurs when participants of a similar ethnic background converse informally in an interaction, particularly from Hausa to English or, vice versa. The problem at hand, therefore, is whether this happens in a formal situation? However, to sound more formal and dignified in the Hausa setting, the use of English in oral language communication becomes a traditional socio-linguistic practice. Code-switching and code-mixing are assumed to have a conceptual effect on the success of the general students in acquiring information in schools, which is a dynamic socio-cultural phenomenon that is being constantly redefined by the bilingual and multilingual education system (Amini, 2020; Siddiq, Kustati, & Yustina, 2020). A research was conducted by Inuwa et al., (2014) they proposed that there are social factors that normally bring about code-switching among the students. According to them, the factors are; context, participants, topic and purposes of a discussion.

Participants: are the language users who are interested in discussions and who are they referring to? Therefore, the choice of code is decided by the participants involved during an encounter, rather than another. Social Context: Another determinant factor in language preference is culture (Amaal, 2020). Here the context refers to any social setting where the interaction between the participants takes place. This includes where they are now thinking about the discussion, which can be either in or out of a classroom. The Topic: Topic here refers to the subject matter that is being explored or addressed at the very moment of the participants' discussion. A subject can be any classroom topic of discussion or peer-to-peer exchange of pleasantries. Therefore, the selection of code is dictated mainly by the topic of discussion. This study is an attempt to explore the potential and importance of Vygotskian sociocultural theory as the basis for a theoretical framework to describe the relationship between place of birth, gender and personality as the factors of sociolinguistics that affect code-switching in the interaction of classrooms. To this end, the article reviews the theory of sociocultural first and then links it to the study of the above connection.

Research Questions
1. Does students' place of origin have a significant effect on their L1 to L2 code-switching performance scores?
2. Do students 'gender have a significant effect on their L1 to L2 code-switching performance scores?
3. Do students' place of birth and gender have a significant interaction effect on their L1 to L2 code-switching communication?

Research Hypotheses
1. students' place of birth has no significant main effect on their L1 to L2 code-switching performance scores
2. Students' gender has no significant main effect on their L1 to L2 code- switching performance scores.
3. Students' place of birth and gender have no significant interaction effect on their L1 to L2 code-switching performance scores.
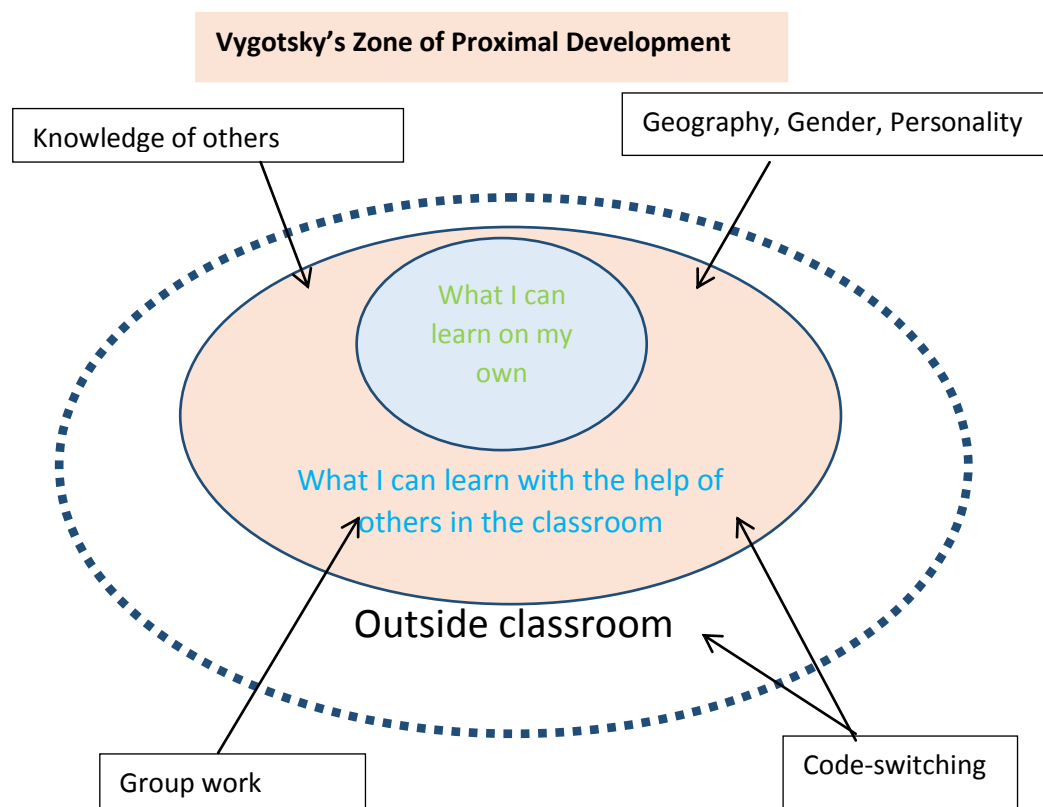
Purpose of research
This study aims to analyze several responses from the questionnaires where code-switching instances occur between students. The analyzes include exploring the presence of linguistic power among male and female participants, and how the place of birth, gender and personality can be understood in their mutual interaction to affect meanings and control in negotiations. The research is conducted to examine how NCE111 students use code-switching to control their second language and develop it.

Theoretical Framework
The zone proximal development of Vygotsky's theory, (1987) proposed that; any function in the child's development appears at twice levels, first appears on the social level, then on the psychological level. It appears between people as an inter-psychological category and then within the child as an intra-psychological category (Pathan, Memon, Memon, Khoso, & Bux, 2018). Development occurs according to Vygotsky's idea as the transformation of inborn capacities associated with meditational built socio-cultural means. An external process is consciously replicated through transformation (Siddiq et al., 2020). The application of Vygotsky' point of view in the classroom was supported by Kharkhurin & Wei, (2015) who explained the nature of classroom interaction that encourage an active learning on the part of the students by considering that their

attitude is reflected in the student's intra-mental functioning as external operations and observed by the effective use of code-switching. For example, if the classroom discourse attempts to develop ideas and use them to generate new thinking, students, therefore, treat utterances as devices of thought and take an active attitude towards them by extending their knowledge of content through the experience of others in the classroom (Amini, 2020), this obviously is helpful with the use of code-switching. Modification and reorganization of genetically inborn capacities into higher-order forms occur through code-switching in their social interaction among students. Learning the sociocultural language requires learners who appropriate language as a meditative resource and as an object (Craven, 2017).

The word "appropriation" implies the willingness of learners to use the mediation method 'in specific environments in a purposeful and versatile manner' because they are sufficiently familiar with such a method. Below is a conceptual framework on the Vygotsky's theory zone of proximal development. The concept is designed to show how the place of birth and gender influence code-switching among students and show the positive effects of the said phenomenon impacted on the students' academic performance.

By considering the frame above, we are made to understand that a classroom is a social setting where students learn by talking and by listening to both their fellows and their teachers, so students ought to take chances to express their opinions, thoughts and perceptions with an effective means of code-switching between their L1 to L2 wherever necessary. More importantly, teachers should offer students plenty of opportunities to talk among themselves in the classroom particularly when group work is given to them to scaffold with each other. Verbal communication should always be promoted and encouraged to enable students to communicate and get feedback from their peers and teachers (Kassim, 2014).

Code-switching between English Language and Hausa language among students gives students ample opportunity to interact in the classroom and benefit from the interaction. The classroom is seen as a social setting that accommodates students from different geographical locations, differs in their gender and personality working towards achieving a target. It is also a setting where students learn a lot from the knowledge and experiences of peers regardless of their place of origin, gender and status. However, students are different in their general nature and personality, they still leave and work together in the classroom.

Even though, such differences are being used to influence their learning activities. Some of them were opportune to come from the wealthy family while others were from the having a peasant family status, as such their levels of exposure in the second language are automatically different. Therefore, both work and learn the second language together in a group with the effective use of code-switching in their discussion on a subject matter. Bruner calls this aid or encouragement a "scaffolding." Scaffolding allows the learners to hit a higher

standard than they would do on their own. He points out that the cognitive growth of children often happens by direct involvement with more experienced peers in social activities, suggesting that what children can do with the aid of others may be more reflective of their intellectual development than what they can do alone. He believes that socially supported behaviour in the Proximal Development Zone is awakening and creating opportunities for intellectual development. Vygotsky claims that children accomplish more complex goals in social interactions with their more competent peers than they do alone (Allahyar & Nazari, 2012).

II.   METHODOLOGY

The research is a quantitative in nature therefore exploratory research design is proposed to be suitable for this study (Akcam, Guney, & Cresswell, 2019). An adopted questionnaire containing questions that required the respondents to indicate their levels of code-switching from 1 always to 5 never at all was used and distributed to 155 sample students, out of 500 based on Morgan and Krejcie sampling table. All the questionnaires were successfully filled and returned through their respective teachers. The study essentially determines the way the sample should be taken before collecting the data. The word sampling, as used in the study, refers to the method of selecting the individuals that will be included in the study as stated by (Ishtiaq, 2019). Purposive sampling was used as a method for selecting participants, as researchers choose the sample based on the intent of the study and refer to the data required by the researchers. As Reyes Ponce, (2012) claimed that researchers in purposeful sampling do not actually study whoever is available, but instead use their judgement to pick a sample they think would provide the data they need based on prior information. SPSS statistical package was used for data analysis through the Two-way Anova. We use the above package to test the main effect and interaction effects on the dependent variable code-switching performance scores as a result of the factors 'place of birth and gender' (independent variables). Researchers are often encourage to understand how variables influenced each other for a better flow and successful conduct of a study (Marzulina, Erlina, Pitaloka, & Paramika, 2019).

III.   DISCUSSION

Responses from students were analysed to determine the influence of place of birth and gender on the students' code-switching success scores by applying Two-way ANOVA to test the effect size and Pairwise Comparison Performance to determine mean scores between male and female students. The mean value was determined for all variables and the sense of code-switching was suggested in language classroom. As suggested by Stadthagen-González, Parafita Couto, Párraga, & Damian, (2019), the central group pattern is often described in terms of the means and the medians. Comparing collective results can always require taking one or both basic features into consideration.

Table 1.
Tests of Between-Subjects Effects

Dependent Variable: CSC Scores

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	9277.395a	5	1855.479	39.667	.000	.571
Intercept	864956.602	1	864956.602	18491.154	.000	.992
X1	2404.002	1	2404.002	51.393	.000	.256
X2	5223.364	2	2611.682	55.833	.000	.428
X1 * X2	1246.804	2	623.402	13.327	.000	.152
Error	6969.740	149	46.777			
Total	918838.000	155				
Corrected Total	16247.135	154				
a. R Squared = .571 (Adjusted R Squared = .557)						

Table 1. indicated that based on Cohen's (1988) guidelines, $\eta^2 = 0.256$ is a large effect size, which means that 25.6% of the variance in code-switching performance scores (Y) was caused by place of birth (X1). The same is true for X2. Therefore, a two-way ANOVA was run to test the significance of the difference between the students' code-switching performance scores about their place of birth and gender. The results indicated a statistically significant effect of place of birth on students' code-switching performance scores (F $(1,149) = 51.393$, $p < .001$). The first null hypothesis is rejected, providing enough evidence for the significant difference in students' code-switching performance scores. Additionally, a large effect size was estimated ($\eta2 = .256$), which means that about 25.6% of the change in the students' code-switching performance scores are explained by the students' place of birth. Similarly, the results also indicated a statistically significant effect of students' gender on their code-switching performance scores (F $(2,149) = 55.833$, $p < .001$). The second null hypothesis is also rejected, showing the significant effect of students' gender on their code-switching performance mean scores. Additionally, a large effect size was estimated ($\eta2 = .428$), which means that about

42.8% of the change in the code-switching performance scores is explained by the students' gender. It was also, showed that students' place of birth (X1) and gender (X2) has a large significant interaction effect on students' code-switching performance scores of (F (2,194) = .152, $p >$ .001). Therefore, we reject the final null hypothesis, showing the magnitude of the students' code-switching performance scores has also depended in parts of their place of birth and gender.
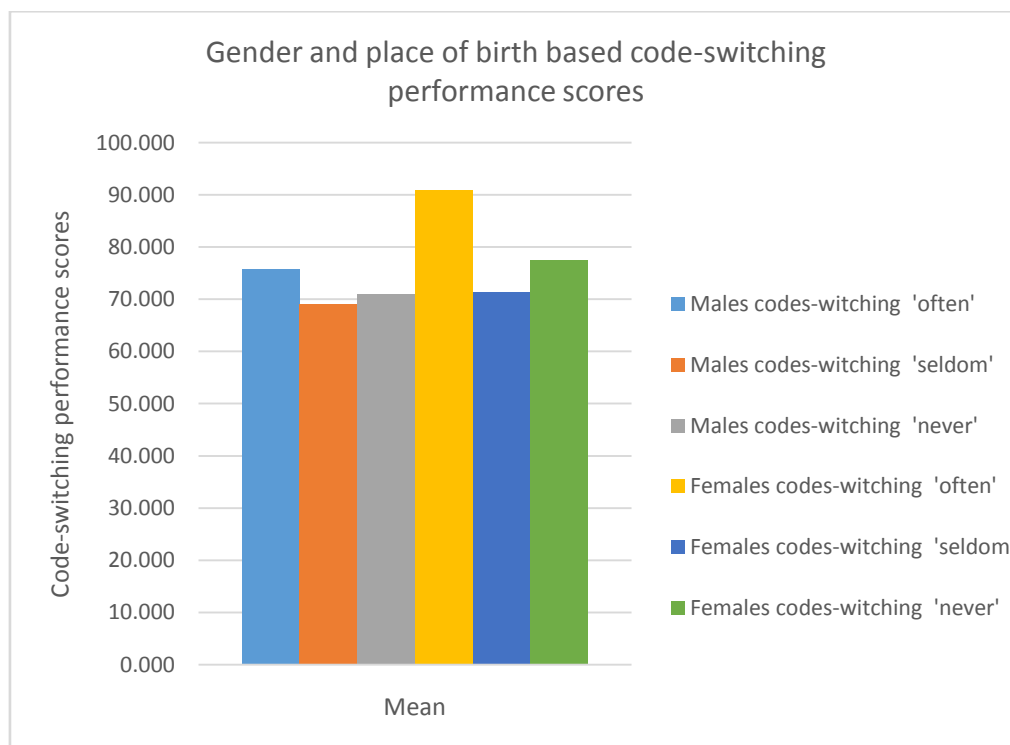

Figure 1. above indicated that male students from rural communities code-switch in language classrooms more than those from the urban communities. Looking at the mean scores on the above bar chart about 75.800 mean score which is equivalent to 75.8% of the male students code-switch 'often' in the classroom for them to interpret and simplify concepts and words that do not have L1 equivalent. This has been supported by Amaal, (2020) that students think the English language is a difficult subject. Their parents do not know the English language to assist them at home. Students depend on schoolteacher, colleagues and code-switching helps to explain the target language. Often, they don't understand the questions of the teacher and need explanation. We also face challenges in being able to communicate our thoughts in English. Similarly, about 69.100 mean score which is equivalent to 69.1% of the male students code-switch 'seldom' in the classroom for them to equally promote their knowledge of abstract ideas that do not have L1 equivalent. It is supported by researchers like Info, (2020); Inuwa, (2014) that most code switches occurred at words and expressions, that have no alternative in the L1 then students have no other alternative rather switch to a different variety to express themselves fully. Besides, about 70.900 mean score which is equivalent to 70.9% of the urban male students never code-switch in the classroom interaction, because students from urban communities are more familiar with the second language than those from the rural communities. This happened as a result of the different people with different languages that are living in urban communities.

However, about 90.000 mean score which is equivalent to 90.0% of the female students from the rural communities code-switch so 'often' in the classroom for them to comprehend and negotiate meanings of topics and concepts in the second language. This was supported by Kharkhurin & Wei, (2015); Sert, (2005) in their studies that Code-switching is a supporting factor in information processing and classroom interaction, and thus serves communicative purposes in the way it is used as a method for transmitting context. Also, the code-switching of students as mentioned above stands for the strong sides of the phenomenon as supporting explications. Both, in turn, contribute to the belief that when used successfully, the use of code-switching somehow builds a bridge from known to unknown and can be regarded as an important factor of language teaching.

Furthermore, about 71.320 mean score which is equivalent to 71.3% of the students from rural communities code-switch 'seldom' in the English language classroom for them to have a proper understanding of what has been discussed. As it was claimed by Gulzar, (2010); Razak & Shah, (2020); Rustiyani, (2020) It's

obvious as students assumed that using CS would support them during the English language lessons, the lessons would be more interesting and understandable. Moreover, they were even more relaxed and inspired to learn in the class that practiced CS, rather than the English language as only the medium of interaction. Such optimistic feelings suggested CS was providing second language learners with a welcoming language environment. Again, about 77.500 mean score which is equivalent to 77.5% of the urban communities' female students 'never' code-switch in the English language classroom, because such category of students is more fluent in the second language compared to those from the rural communities. As it was explored by Al-Qaysi, (2016); Fennema-Bloom, (2010) that students never code-switch in the pure English language classroom, they argued that they should not use code-switching in conversation, even though one does not have a clear word to use in each context.

Therefore, based on the results above we are made to comprehend that both male and female students from rural communities used code-switching more frequently in the English language classroom. Similarly, female students from the rural communities used code-switching in the English language classroom more the male students entirely.
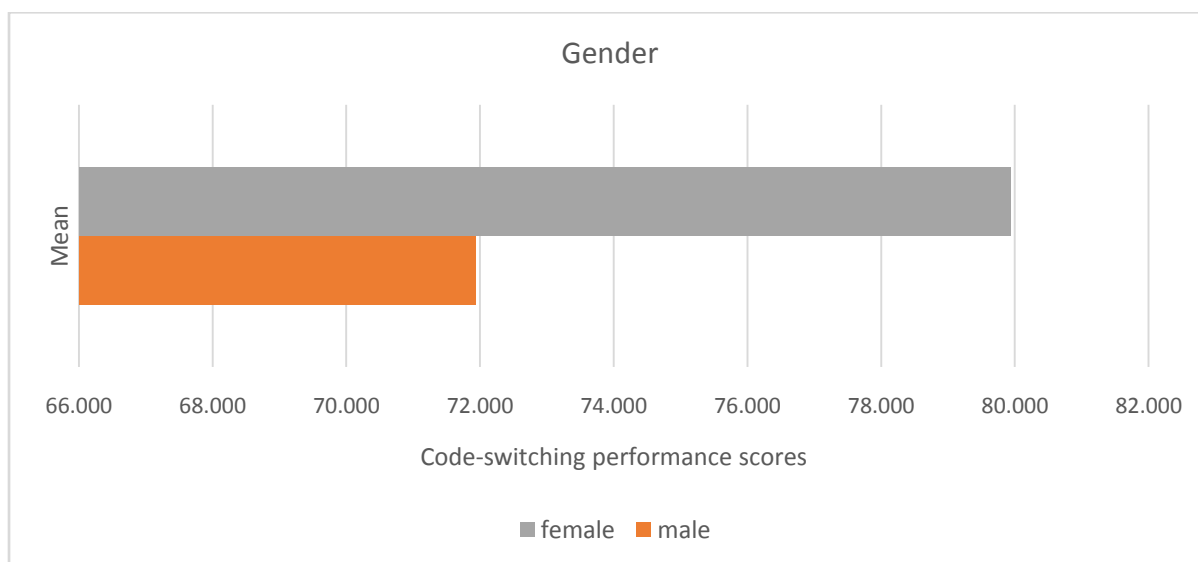

Figure 2 a chart indicating different mean scores.

Figure 2. indicated that about 79.940 mean score which is equivalent to 79.9% of the female students use code-switching to communicate and comprehend ideas, concepts and language-related issues in the English language classroom. It was also showed that about 71-933 mean score which is equivalent to 71.9% of the male students use code-switching to converse and learn language related concepts in the English language classroom. Therefore, generally, the results show that female students code-switch more frequent than male students. As it was supported by Moore, (2002); Mosima, (2018) in their studies that switches are intrinsically bound to draw attention to differences, and that the contrasting use of languages can lead to increased awareness of language and modification of prior knowledge; in the two figures above, code switching develops interactions in both languages, in terms of awareness, abstraction and higher forms of knowledge, both more complex and flexible. Code switches restructure conceptual development states to incorporate new information. Switches can therefore be regarded as directly acting on the elaboration of concepts, particularly when there are no semantically congruent equivalents. Switches illustrate various phases in the unfolding of meaning, each switch being a qualitatively different form of information building. Switches also have their own feedback mechanism, in the sense that they shed light on the operation of both L1 and L2. They indicate future learning, the ability to incorporate and distinguish, and the complexity and versatility to develop. Thus, code-switches may be viewed as part of an adaptation phase (Ahn & Black, 2020; Info, 2020; Rustiyani, 2020).

Moreover, it may be perceived that the use of code-switching is one of the students' most preferred strategies for learning English. This is understandable since most students in Malaysia may be called bilingual or multilingual, so they can use their L1 learning to overcome the linguistic obstacles they may face (Razak & Shah, 2020). Therefore, we are made to understand that code-switching in the English classroom compared to other countries like Malaysia is seen as a strategic action that shape and promote students' capacity in learning the second or target language. Even though, students should only use English to learn English without switching to a mother tongue language, the actual experience in the classroom is different as seen in the students ' responses. The results showed that it has functions to turn code. This is used for mistake explanations,

comprehension tests, as fillers, and cultural problems. Many traditional words are unintentionally used. Often it is used as has been mentioned to fill a pause or a moment of hesitation. In addition, in second language learning, the students showed positive attitudes towards code switching.

IV. CONCLUSION

finally, this study revealed that the students had positively viewed the use of code-switching in the college's second language classrooms where it's use as one of the target language acquisition strategies should be embraced. Consequently, the study has proposed some implications for several parties involved in the field of education. First, the results of this study should be considered for language policymakers when developing the language policy. It is because most students agreed with code-switching constructive approach to second language learning. The English-only policy should, therefore, be reviewed to suit the students ' different needs. When considering the attitudes and values of the students on the use of code-switching, the program studied could have more beneficial effects on the fluency of the second language of the students, rather than monolingual approaches. The interests of the students should be the priority as they are one of the groups who will be greatly affected by any changes made by the higher authority. Based on the study results, the teachers and supervisors are suggested to consider several recommendations. Firstly, code-switching enhances students' academic performance to overcome the learning difficulties in the English language classes. Code-switching is suggested in bilingual situations to be used as part of a whole learning process. Similarly, code-switching is essential but not to be overused. In the communicative competence there are various methods which can be practiced that may simplify code-switching between L1 and L2. Second, the teachers should be given plenty of training courses from time to time to ensure the least use of code-switching. Also, code-switching has several features that both teachers and students can understand and be allowed to use. However, further studies can be conducted in a broader set of multicultural population to allow generalization of findings.

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