

# **The Impact of Discursive Practices on Second Language Learning in the Bilingual Context: An Ethnographic Study of ESL Undergraduate Classrooms**

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## **Abstract**

*The study explores the impact of code-switching, particularly its pragmatic and syntactic functions, on second language learning in the ESL undergraduate classrooms in the universities of Peshawar city. The objectives aimed to investigate the extent to which different categories of code-switching were used in undergraduate ESL classrooms and to explore teachers' perceptions of code-switching in these settings. The current qualitative research employed a non-probability convenience sampling technique, selecting a sample of forty classes from five universities offering BS English programs. A two-pronged approach—classroom observations and teacher interviews—was used for data collection. The findings revealed that participants' code-switching hampered second language acquisition in areas such as grammar, vocabulary acquisition and self-expression. Additionally, teachers held diverse views on the practice, with some advocated for it while others opposed it. It is recommended that code-switching should only occur when essential and in minimal amounts, with teachers carefully managing its use. Future research should explore other aspects of code-switching and their effects on second language learning.*

**Keywords:** Second language learning, ESL classrooms, code-switching, Peshawar, undergraduate

English serves as the lingua franca in ESL (English as a Second Language) classrooms, encompassing a multitude of purposes beyond academia. In these diverse environments, participants wield both English and their indigenous languages for various functions. Within this complex web, code-switching (CS) emerges as a focal point of interest, especially among sociolinguists in regions like the subcontinent (Gamelo & Roy, 2024). CS, the act of transitioning between two languages during communication, stands as a multifaceted phenomenon intertwined with linguistic, cultural, and social factors. It unveils the complex web of human interaction where each word narrates the speaker's history, current circumstances, cultural influences, and the specific context of its utterance.

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CS in ESL classrooms also play a pivotal role in preserving students' cultural and linguistic heritage while navigating the challenging path of learning a second language (Torres, 2023). Traditional approaches to second language acquisition primarily focus on the pragmatic and syntactic aspects of CS. Pragmatic functions entail seeking information or expressing emotions, such as anger or confusion, while syntactic functions revolve around the structural components of a language, including syntax and vocabulary (Estremera & Gilbas, 2022). There is a great deal of diversity in Pakistani educational institutions due to which CS secures high importance. The classrooms in the education institutions of Pakistan have students that belong to diverse linguistic backgrounds and they speak diverse languages at home. The use of multiple languages and mixture of cultures enable learners to regulate their linguistic performance.

However, it has been observed that CS is not the result of only linguistic elements rather, it is consequence of a much broader sociolinguistic settings. Some of the factors that influence and result in CS are power dynamics, social power structures etc. The linguistic environment of Pakistan is multilingual and multicultural and Urdu is the national language while English is the official language. The main reason quoted for this situation is the colonial legacy in the country. This dual situation also extends to educational institutions where students speak multiple languages to communicate with each other and it is also a symbol of their identity. Apart from this, the educational settings of Pakistan also diverse as there are multiple types of education systems in the country. This division usually comes to limelight in the ESL educational settings of the country where pupils speak multiple languages. Moreover, there are several other factors such as economic system disparity, difference in the level of education in the institutes of Pakistan are some other reasons for CS in the educational settings of the country. In terms of academia, such a mix environment allows pupils to engage in multiple linguistic practices, perform their linguistic identities and stick to their cultural backgrounds.

It is a common observation that students are from diverse cultural and linguistic backgrounds engage in the practice of CS while interacting with peers. In this regard, CS usually means that the pupils shift from one language to another. As mentioned before, this practice usually occurs in the environment which has English as a Second Language (ESL) speakers. It is usual for learners of a second language to face problems in communication and self-expression (May & Aziz, 2020). Moreover, Carter and Nunan (2001) claim that CS is used by teachers in the ESL classrooms to make the learning environment more conducive due to which they are able to achieve the desire command on the target language. In Indonesian settings, classrooms usually

begin lectures in the English language and then they shift towards the Indonesian language. The students made an effort to convey their school jargon in a uniform way. They resort to using their native language whenever they are confronted with semantic elements that they are unable to produce in the chosen language.

Historically, the concept of code switching has developed over time and there are several theories related to it which are divided into three major categories: sociolinguistic approach, psycholinguistic approach and structural approach. The current paper lies in the domain of the structural approach so relevant literature will be discussed about it. Structuralists adduce that CS aligns phrases or sentence fragments according to their lexifier languages' morphological as well as syntactic rules (Poplack, 2000). Constraint theory emphasizes morpheme and equivalence. CS has three dynamic language grammar restrictions. Syntactic zones without L1 or L2 violations should. Second, utilize phrases over words. Finally, free morphemes ought to limit it (Sankoff and Poplack, 1981). After that, the Matrix Language Frame (MLF) explained how languages are recovered and made available before their final form. The model defines CS-using language syntax and structure. In multilingual sentences, code-switching is utilizing various languages.

Apart from this, CS, which is most common in ESL classes, has several different views and causes. Within this context, Magid and Mugaddam (2013) claimed that in Arabic contexts, teachers and pupils practice code switching for various reasons such as aiding in comprehension, imparting instructional material providing positive reinforcement and encouragement to learners. Similarly, Talal (2022) explored the reasons for code switching in the Pakistani context and adduced that adding code switching in the teaching methodologies will enable students to take more interest in their studies. Additionally, Fatsah and Purnama (2022) believed that teachers practice code switching for facilitation of academic tasks in the educational and academic settings. Scholars are of the view that teachers and students in the ESL academic settings have different attitudes towards code switching as DeAlwis (2020) pointed out that Malaysian teachers claim that code switching does not have any negative impact on the second language proficiency. Similarly, Tamene and Desalegn (2022) adduced that teachers are in favor of code switching when it is practiced for educational purposes and classroom management. Nurhamidah et al. (2018) evaluated the views of ESL pupils as well as educators on code-switching, which is apparently on the rise. The student's academics believed that most scholars support CS in ESL classes. Estremera and Gilbas (2022) thought codeswitching established parity, anxiousness, clarity, and successful communication in ESL educational contexts. Pakistan's official language is English; hence code switching is unavoidable in ESL schools. According to

Younas et al. (2020), code switching in ESL sessions makes even the most difficult lectures simpler to grasp. Nadeem (2018) examined code switching in Pakistani ESL classrooms. The researchers found that teachers use code switching to clarify the meaning of the topic and emphasize a particular idea, while students use it to improve communication abilities due to a lack of assurance and vocabulary. Additionally, students and instructors had different opinions on classroom code switching. According to Khaliq et al. (2022), students and teachers like code-switching exercises. Students preferred CS over one language for teaching. Kashifa (2022) examined how CS affects Pakistani ESL students, like any non-native English learners. The study concluded that teaching and studying English in the learner's first language simplifies education and learning. CS helps students improve their language abilities and minimizes the instruction and acquisition of stress without endangering the L2 (English language).

In order to examine and analyze the phenomenon in the Pakistani context, the research set the following objectives for the current study:

- To explore the use of code-switching categories within the ESL undergraduate settings in the universities of Peshawar.
- To explore teachers' view about code-switching within the ESL undergraduate settings in the universities of Peshawar.

Moreover, the following research questions have also been prepared:

- How far are the categories of code-switching used at the ESL undergraduate settings in the universities of Pakistan?
- What are the teachers' views about code-switching in the ESL undergraduate settings in the universities of Pakistan?

### **Method and Material**

The study employs a qualitative research methodology, adopting an ethnographic approach to gain in-depth insights into the context and participants' behaviors. The two methods of data collection used in this study are teacher interviews and non-participant classroom observations. Furthermore, Poplack's (1980) taxonomy of code-switching, which divides code-switching into three different categories—tag-switching, intra-sentential switching, and inter-sentential switching—is adopted as the theoretical framework for this research. It is observed that sentences contain intra-sentential code-switching that takes place at several linguistic levels that involve words, phrases, clauses, and even complete sentences. However, when a phrase has two clauses that are written in separate languages, the phenomenon known as intersentential code-switching occurs. This usually happens at the end of a phrase or sentence and necessitates a thorough understanding of the grammatical rules that are unique to both languages. Apart from this, Poplack (2000) introduced another type of CS, known as Tag Switching, which usually involves shifting

of phrases mostly at the end of sentence. Such diverse types of code switching provide a rich environment for learners to practice their linguistic knowledge.

### **Participants**

The participants are from comprised five universities, University of Peshawar, Edwardes College Peshawar, Islamia College University Peshawar, National University of Modern Languages (Peshawar Campus), and CECOS University of IT and Emerging Sciences. Forty classrooms were observed and teacher interviews were conducted. Apart from this, classes of literature as well as linguistics only were selected to make sure that the sample homogenous.

### **Materials**

The collection of data involved two stages namely, classroom observations and semi-structured teacher interviews. During observations, field notes were prepared and then teacher interviews were conducted. Additionally, a structured observation sheet was also a part of this process.

### **Research Design**

The study is primarily qualitative and within qualitative methodology, it is ethnographic in nature. Moreover, the researcher collected data using non-participant observation.

### **Data Analysis**

The collected data was examined for validity and reliability as the study involved multiple instruments. The collected data for the research from observations was analyzed with the help descriptive statistics while thematic analysis was used for interviews.

### **Procedure**

Semi-structured interviews were conducted with the teachers after the classroom observations. After that, the teacher interviews and the fieldnotes created from the observations in the classroom were both transcribed. Following transcription, these data sets underwent thorough analysis that was in line with the objectives of the study.

### **Results**

The researcher conducted two phases of data analysis, matching the instruments used for data collection. The first step involved a examination of the statements on the observation sheet. At

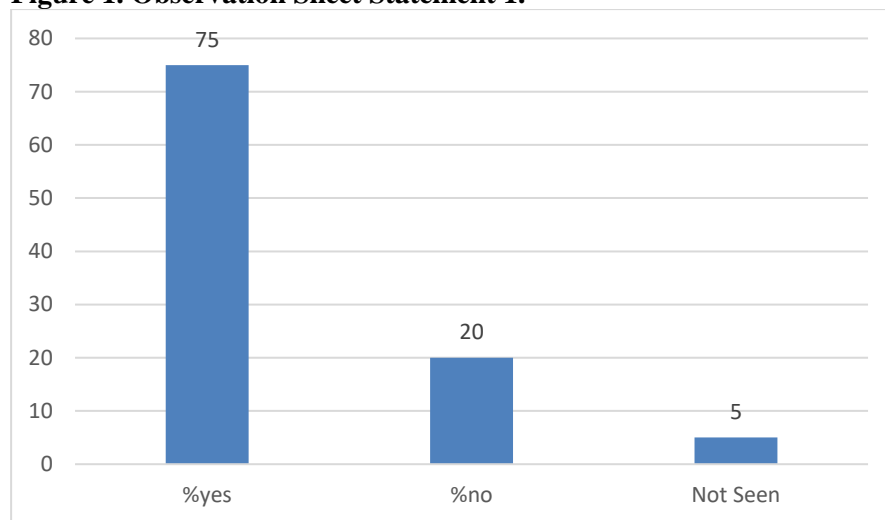
this point, the data produced by the observations was examined by the researcher using data visualization tools. Additionally, a qualitative thematic analysis of the semi-structured teacher interviews is part of the second phase.

#### *Analysis of Statements*

In the same order as the observation sheet, six assertions were made for the variable as well as analyzed.

#### **Statement 1: The students practised inter-sentential CS in the classroom.**

**Figure 1. Observation Sheet Statement 1.**



#### **Analysis**

Figure 1 demonstrates that students used inter-sentential CS in 75% of classrooms but not in 20% due to two instructors lecturing for two sessions that restricted student engagement. 5% of classes did not experience this.

#### **Discussion**

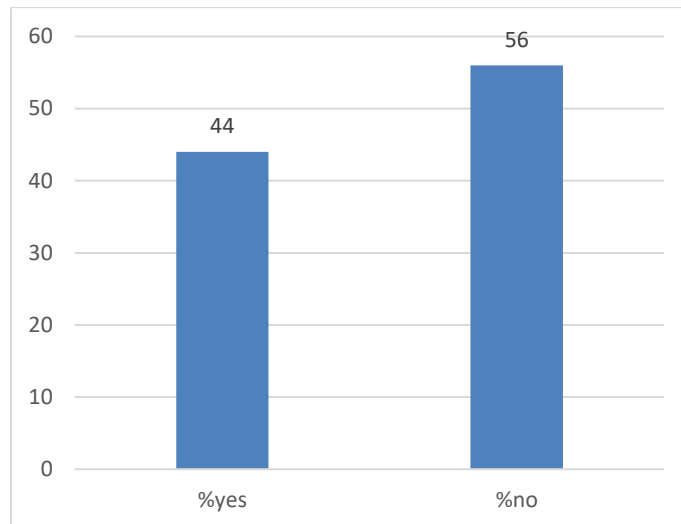
The fact that inter-sentential CS was seen being used by students in the classroom mostly in the academic and educational settings within the educational and learning environment shows that the teachers are not willing to impose any clear restrictions on the language use. The fact that the students seemed to be actively participating in inter-sentential CS suggests that this method is widely accepted in educational settings (Brice, 2000). This data begs several important concerns regarding the participants' comprehension of the possible negative effects of inter-sentential CS on language

acquisition. Although CS can be helpful in social and practical contexts, excessive or irresponsible use of it can make it more difficult for someone to acquire and master a language, particularly in educational settings. mainly when it's overused for everyday phrases and exchanges, like "timetable *may to yahi hy.*" (The timetable shows the same thing.) (L5). The possibility that the increased percentage of inter-sentential CS may hinder learners' ability to grasp the linguistic elements of each language is a noteworthy effect. Acquiring vocabulary, comprehending grammatical structures, and being acquainted with idiomatic phrases unique to each language are all components of the complex process of learning a language (Poplack, 2000). Learners of English as a second language who often transition between sentences may not have had enough exposure to or experience with the entire vocabulary and expressions in either language. As a result, kids might continue to have a restricted vocabulary and find it difficult to communicate clearly and concisely, which would result in inadequate language learning. One student said, for example, "Questioning will be aided by critical thinking, but who will ask the questions? Hello, how are you? Is there anything I can help you with? Is there anything you need help with? For the benefit of future generations, we would prefer that someone else inquire about and rectify everything (L13). Furthermore, frequent use of inter-sentential CS might impede learners' ability to gain a thorough grasp of the grammar of each language. Grammar is usually considered as the skeleton of a language because it provides the structures and rules that control word choice and sentence construction. It has been observed that practicing too much CS might impair learners' capacity to form grammatically sound sentences in both languages, resulting in grammatical mistakes and a decline in language skills. Idiomatic phrases are also essential to language and to successful communication.

Furthermore, the increased prevalence of inter-sentential CS may suggest that learners ignore the distinctive idiomatic expressions that support more natural and native-like language use in favor of relying on expressions or phrases from one language when speaking in the other. It is in line with Poplack's (2000) assertion that language learners engage in inter-sentential CS in the cases in which they are not able to fully present their viewpoints specially in the target language. This might lead to uncomfortable or stilted communication, which would make it more difficult for the students to express their views clearly.

**Statement 2: The teachers practised inter-sentential CS in the classroom.**

**Figure 2. Observation Sheet Statement 2.**



### Analysis

Figure 2 shows that instructors performed inter-sentential CS in 56% of 44% of courses observed.

### Discussion

Due to its potential to cause linguistic dominance imbalance, it has been noted that instructors' use of inter-sentential CS in educational contexts poses a complex challenge. In essence, this approach unintentionally makes CS a standard in the classroom, which raises questions about how it affects kids' language development and academic performance. As further noted by Reyes (2004), frequent use of CS by teachers during lessons might cause students to view it as standard practice, which will impede their capacity to become proficient in any one language. Students' cognitive and language development may be hampered by constant exposure to linguistic changes, which makes it difficult for the students to understand especially subtleties and complexity separately of each of the language. Among the professors, one said, for instance, "People are stuck." Buses mostly go to distant places. (Busses exist, but they are later abused.) (L9). Because the code-switched portion of the statement has distinct meanings when spoken in English and in its current version, such sentences prevent pupils from developing command over the English language.

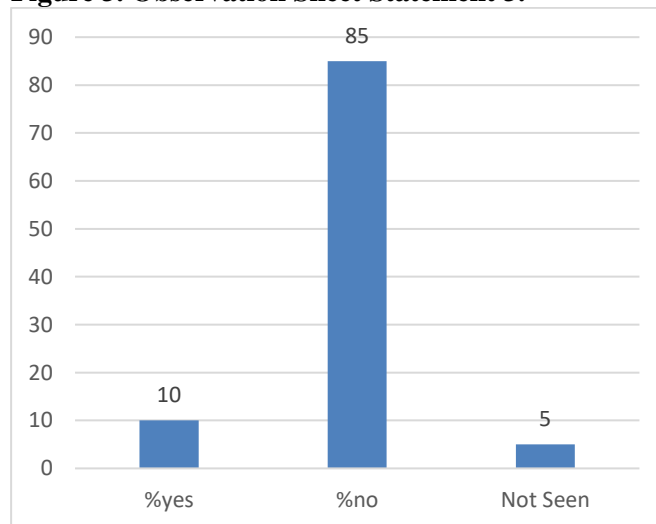
The prevalence of CS in educational environments raises questions about the effectiveness of language instruction. Moreover, CS may also act as a barrier to efficient communication in the classroom. As a crutch, CS is frequently used by students instead of helping them to fully grasp each language. Their capacity to properly



grasp any language can be hampered by this reliance on CS, which can also impede their linguistic development. One instructor used inter-sentential code-switching in class, for example, by saying, "Now he is in an interaction with the donkey, donkey *ko kia pata ky ye kon hy.*" How can a donkey know the person? (L9). One can see that no difficult or complicated notion is being communicated in the statement, and such CS fosters an environment that supports this behavior. This was further demonstrated by Modupeola (2013), who advocated for a reduction in the amount of code switching (CS) used in the classroom.

**Statement 3: The students practised intra-sentential CS in the classroom.**

**Figure 3. Observation Sheet Statement 3.**



### Analysis

Figure 3 shows that students avoided intra-sentential CS in 85% of classes and practiced it in 10%. As the two classes were lecture-oriented and the pupils did not engage, intra-sentential CS did not appear in 5% of the overall sessions.

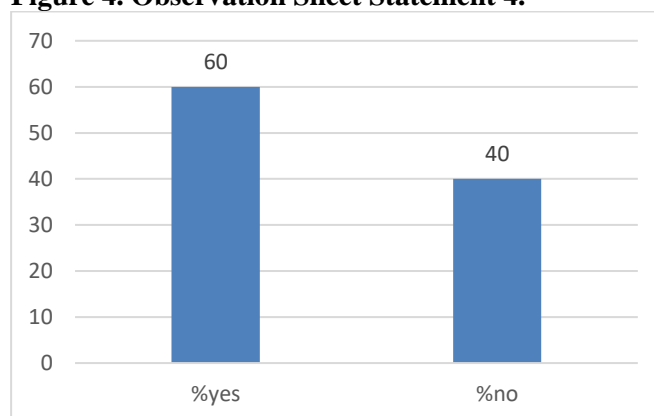
### Discussion

It was a common sight that participants, particularly students, of the ESL classrooms frequently avoid practicing intra-sentential code-switching because of their predominance of inter-sentential code-switching, as well stated by Ismail and Narasuman (2013) regarding Malaysian students in the study conducted by them. When communicating in a school setting, students usually ask questions or use whole sentences. Consequently, they typically select inter-sentential code-switching over intra-sentential code-switching. The fact that students periodically transition between phrases must be kept in mind, too, since this might be detrimental to their language

development. The possibility of generating grammatical problems is one of the main effects of often using CS within sentences. The pupil stated, "Cosmopolitan *ko italic kia gia hy.*" (Italics added to "cosmopolitan"). (L13) Several grammatical modifications occur when this example is given in English, such as the transformation of "italic" to "italicized" with the addition of "has been". Blaikie and Priest (2019) noted that because every language has its own distinct set of grammatical rules as well as structures, learners who transfer between languages inside a sentence may unintentionally combine grammatical aspects that are incompatible. Grammatical errors can result from combining rules that differ between languages, such as verb conjugations, noun-adjective agreements, word order, as well as sentence patterns. The occurrence of grammatical faults can affect the language understanding and proficiency of learners. If the student often uses code-switching, it might become difficult for them to discern between the proper grammatical structures in each language. This can make it more difficult for individuals to express themselves effectively and comprehend the grammatical nuances of each language separately. The theoretical framework also emphasizes this, stating that effective command of both languages is necessary for intra-sentential CS. Learners may find it difficult to avoid language mixing even in monolingual environments if they rely too much on intra-sentential CS, since it may become a reflexive habit. Because they may find it difficult to convey their ideas clearly without using vocabulary from the other language, learners may result in fragmented and imprecise articulation.

**Statement 4: The teachers practised intra-sentential CS in the classroom.**

**Figure 4. Observation Sheet Statement 4.**



**Analysis**

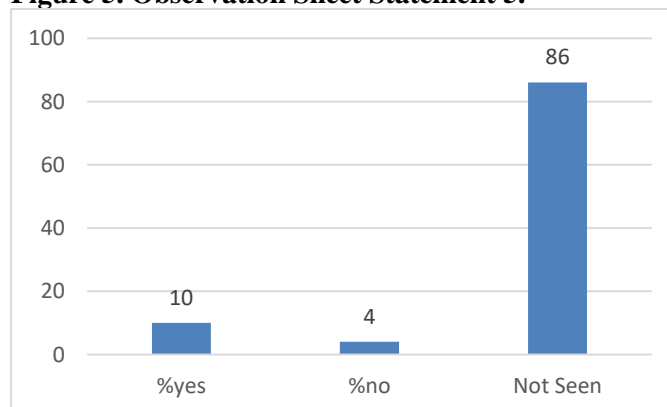
Figure 4 suggests that 60% of reported classes used intra-sentential CS and 40% did not.

## Discussion

It is common for ESL teachers to have to explain a variety of ideas and concepts that aren't always instantly related to the English language. Additionally, it's a widely accepted belief that learning will be more effective if a subject is linked to indigenous culture. Students' enthusiasm and engagement can be increased by including culturally appropriate topics into the curriculum (Mukti & Muljani, 2017). By establishing a connection between the curriculum and the cultural backgrounds of their students, teachers may foster a more relevant and inclusive learning environment. Nonetheless, this approach is detrimental to the pupils' language acquisition. One teacher said, "That is not like level of *insanyat*," (This is not humanity at this point.) (L13). In another occasion, the instructor stated something similar: "Okay, *is kypechay agenda kia hai?* You can now see (what is his motive behind this). His perspective was to respond to the colonized world." (L ten). Students that engage in this type of intra-sentential code-switching miss out on learning about vocabulary, which is one of the target language's single units. A more inclusive society is also promoted by introducing indigenous culture into ESL classes, which cultivates respect and tolerance for variety (Moore, 2002). To assist students in making this connection, ESL teachers frequently employ intra-sentential CS in their lessons. But in spite of its noble intentions, this practice hinders students' efforts to acquire English.

### Statement 5: The students practised tag switching in the classroom.

**Figure 5. Observation Sheet Statement 5.**



### Analysis

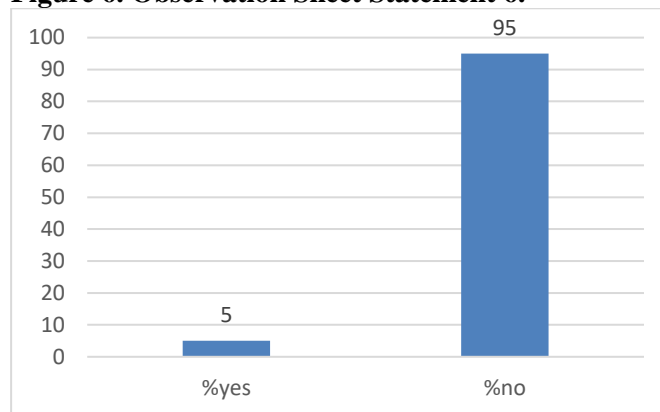
Figure 5 shows that tag switching was not present in 86% lessons since question tags are never a part of conversation in the lesson room, but students practiced it in 10% of the lessons alongside abstained from it in 4%.

### Discussion

Tag switching was an infrequent occurrence in the ESL classrooms that were the subject of the study, which is consistent with the overall pattern of ESL education in Pakistan, where such linguistic modifications are not widespread. This phenomenon may be connected to the way that classroom communication is structured, which frequently emphasizes academic discourse and instructional materials while limiting the use of question tags. Under these circumstances, where teaching and learning are the primary goals, there is less requirement for agreement or explanation through question tags, which reduces the opportunities for tag switching (Poplack, 2000). However, the effectiveness of grammatical skills is impacted by tag switching practice. One student said, "Sir, he could have driven his car right past the donkey, *nahi kar skta tha?*" (Could he not?) (L17). The fact that "couldn't he?" will take the place of the tag-switched portion in English is crucial information for language learners to know, yet practicing tag-switching prevented them from learning this.

**Statement 6: The teachers practised tag switching in the classroom.**

**Figure 6. Observation Sheet Statement 6.**



### Analysis

As shown in Figure 6, teachers used tag switching in 5% of courses and not in 95%.

### Discussion

In the ESL classrooms under investigation, teachers had a somewhat higher incidence of tag-switching than their students did. This tendency may be attributed to the specific functions of question

tags, that are often employed as tools to draw attention to and stress certain points. In order to highlight ideas and foster an engaged learning environment, teachers frequently utilize question tags in the classroom (Mukti & Muljani, 2017). Teachers can benefit from these language strategies because they help maintain an interesting, dynamic learning environment that facilitates effective teaching and learning. Tag swapping was often utilized by the teachers in a handful of the classes that were observed to emphasize points, although the effect was negligible. An example of this would be "She was saved by the man near the train station, thek hai?" (L14).

In the light of the above discussions, it can be said that there are numerous important implications for language acquisition and interpersonal interaction when the types of (CS) used in ESL classes are analyzed. Concerns include partial language learning, a language power imbalance, linguistic unease etc. Learners who learn a language sentence by sentence might face difficulty in acquiring grammar and other structures of a new language due to which they might use one language more as compared to others because of which they develop skill gaps in language learning. Moreover, they also develop confidence issues.

While less common, intra-sentential code-switching also creates a lot of problems. The habit of mixing one language with another usually result in errors related to grammar and as a result, it affects the learners as well as the listeners. Additionally, such behavior can lead to problems in settling in monolingual environments.

Tag-switching is not used very often, which implies that its influence on language acquisition may be smaller than that of the other two CS kinds. Nevertheless, further study is necessary to fully comprehend its impacts, so it still merits investigation. The next part explores the practical uses of code-switching, explaining the insights obtained from the analyzed data that is stringently followed by the results and discussion section.

### Interviews

The information gathered from the interviews indicates that ESL classes use sentence-level CS. Despite teachers providing explicit justifications for implementing code-switching (CS) in their classes and both pupils and educators actively engaging in sentence-level CS in the classroom, this activity substantially hinders language development. As one of the educators stated, "I think it relies on the pupils' proficiency in English. If they are proficient in it, students ought to speak English; if not, classroom instruction is conducted in native tongues (C1). This further demonstrates that rather than discouraging pupils who struggle with English, professors enable them to practice CS in class. This is an issue since instructors provide lectures and establish the norms for behavior and atmosphere in the

classroom. Even if some pupils are not proficient in English, code-switching will become frequent if the teacher encourages it, which will hinder their language development.

Others backed CS, "I am of the view that combining traditional languages into the English as a Second could enhance student experience by creating a diverse setting" (C6) & "I am a strong advocate for involving indigenous language in the ESL classroom, as it fosters awareness of culture while improving knowing" (C2). A tutor commented, "I think local languages can be used in an English as a Second so it gives students a more profound connection to the heritage while maintaining English learning" (C9). These and other educators feel code switching (CS) is vital to maintain target language as well as local culture classroom links. However, this shows instructors are unaware of how CS influences language development.

Some teachers thought CS should be learned. "Generally, I suggest that local languages can be used sporadically in the ESL classroom so that there is a focus on improving English proficiency" (C3) and "The implementation of indigenous spoken languages in the power source ESL classroom can be useful for students dealing with English, but it will be controlled" (C4), which suggests they think overkill code switching (CS) among educators hurts target They justified moderate code-switching by saying children's cognitive ability fluctuates and CS helps them acquire new concepts. A tutor commented, "I think that local languages should play a limited role within the ESL classroom, used mainly to help with cognition in certain cases" (C11). An educator said that "The implementation of regional languages in English as a Second Language (ESL) lessons has to be undertaken cautiously, assuming it enhances rather than subtracts from language instruction," a critical CS point. This perspective helps language acquisition since CS practice prioritizes language development above classroom management and lecture style.

## **Findings**

The researcher has meticulously conducted a comprehensive study that includes the preceding sections' introduction, research methodology, data analysis, and interpretation. The main goal of the study was to evaluate the amount and frequency of CS that was seen in ESL classes. Because students in ESL classes usually come from a variety of language origins, CS is a natural and unavoidable occurrence. Furthermore, the results and factual information gathered from the investigation clearly confirm the extensive use of CS in ESL classroom settings. It was clear from observations in the classroom that teachers and students in ESL classes were using various sorts of code switching. A number of significant trends were further revealed by the quantitative and qualitative examination of the data. In particular,

inter-sentential code-switching was shown to be more common among pupils than intra-sentential code-switching, despite the professors opposite behavior. The fact that pupils relied more on their native languages compared to on English in their academic work was detrimental to their general academic achievement. When lecturing in English, instructors were less inclined to transition throughout various codes within the same phrase as opposed to transitioning between distinct utterances. Additionally, the participants of study rarely used tag switching.

According to the findings of this study, CS had a significant influence on English as a second language classrooms at Peshawar University. The purpose of this study is to investigate the widespread and intricate consequences that this linguistic phenomenon has on the process of learning English. The results of this study demonstrate that CS has a negative impact on grammar, vocabulary, voice confidence, as well as self-expression. The study demonstrates that there are grammatical errors and vocabulary limitations in the complex interactions that English has with its many originating languages. The researchers of study investigated how CS influences the thinking and confidence of students who speak English. Educators, politicians, and stakeholders are interested in the work because it provides pedagogical solutions to challenges in CS, in addition to its academic quality. Language training for multicultural groups is hindered by linguistic convergence and the complex implications it has on CS. According to the findings of study, a world that is becoming more linked, calls for the acquisition of several languages and multilingualism.

### **Conclusion**

It has been observed that teachers were of immense importance in the educational settings of the country. They often used intra-sentential code switching (CS) in their instruction to help students understand difficult ideas and provide clarification. Additionally, teachers typically code-switched individual units when necessary and concentrated mostly on delivering lectures, which meant that they practiced intra-sentential code-switching far more frequently than inter-sentential CS. Conversely, because they mostly code-switched entire or partially phrases rather than just single units, students employed inter-sentential CS far more frequently than intra-sentential CS. This suggests that the pupils' mastery of the target language is lacking. Due to the minimal usage of tag swapping in classrooms, both teachers and students seldom engaged in the practice.

In summary, the empirical data of the study and conclusions indisputably support the widespread use of code switching (CS) in ESL classroom settings. Observations in the classroom revealed that in ESL classes, teachers and students were using various CS activities.

The quantitative and qualitative examination revealed a number of additional notable trends. Teachers behaved in the opposite way from the students, who were found to use inter-sentential code-switching (CS) more than intra-sentential CS. The pupils' reliance on native tongues over English was the cause of their poor English language skills, which led to such behavior.

Intra-sentential CS was taught more frequently in English courses than inter-sentential CS. As a kind of justification, they referred to particular servicemen. Tag switching is not commonly used in classrooms, and as a result, instructors and students seldom engage in it. In English as a Second Language (ESL) programs, code switching (CS) is a prevalent practice that can hinder grammatical ability and other aspects of language, which is crucial for language mastery.

### Recommendations and Implications of the Study

It is possible for a longitudinal study to investigate code-switching (CS) in a variety of linguistic settings, the impacts of large-scale teacher training programs designed to minimize CS, and the long-term implications of CS reduction on the language ability of students. A possible explanation for CS patterns as well as language acquisition is the cognitive influence of often switching languages while partaking in sociolinguistic pursuits in a variety of classroom settings. Based on the practical results, it is recommended that lawmakers mandate intense training for educators in order to eradicate CS and encourage English immersion.

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