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Translanguaging Dynamics in Non-Native English Classrooms

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Abstract

This research investigates the pragmatic applications of code-switching employed by English language instructors in the pedagogical context, aiming to discern its role during interactions within the English teaching and learning process. The study, conducted in Lalitpur across three educational institutions, observed over 15 classes taught by five different educators. Utilizing interpretive ethnography within a qualitative research paradigm, the methodological framework involved meticulous observation, audio-visual recordings, and subsequent transcription for data collection and analysis. The findings revealed that code-switching in the English as a Foreign Language (EFL) classroom serves as a facilitative tool for enhancing interactions during the learning process. The identified purposes of code-switching by teachers during instructional activities include clarification, reiteration, explanation, inquiry, translation, assessment of comprehension,

emphasis on linguistic elements, inferential communication, vocabulary development, facilitation of class discussions, provision of feedback, support for memorization, classroom management, and entertainment.

Keywords: Code-Switching/Mixing, translanguaging, English language teaching, sociolinguistic

Introduction

Effective communication plays a pivotal role in the field of language instruction. Proficient communication in language teaching necessitates using diverse communicative techniques by educators. To establish a robust communicative rapport with students, language teachers employ various strategies, including code-switching, code-mixing, translanguaging, and various discourse markers (Ataş & Sağın-Şimşek, 2021). Code-switching, in particular, is

a prevalent phenomenon observed in multilingual and multicultural classrooms, manifesting itself in both teacher and student discourse within English Language Teaching (ELT) settings.

Diverse linguistic definitions contribute to varied conceptualizations of language. Crystal (2008) posits that language constitutes a tangible act encompassing speaking, writing, and signing within a context (p. 265). Richards and Schmidt (2010) define language as a structured system of human communication, involving organized sounds or their written representations (p. 311). The utilization of structured sounds, or codes, during communication, is crucial for conveying specific messages. Wardhaugh (1986) underscores that language is a system of arbitrary vocal symbols employed for human communication (p. 3). In this context, code-switching operates as a function of the arbitrary vocal system, aligning with Wardhaugh's definition of language as the systematic production of sound for message delivery.

Language serves as a conduit for transmitting culture, messages, and intentions across members of a society and from one generation to the next. Within the structure of a language, reflections of a culture's worldview and significant distinctions can be discerned (DeCapua & Wintergerst 2016). The historical prevalence of the grammar-translation method in language instruction, rooted in nineteenth-century pedagogy, underscores a shift towards contemporary language teaching methodologies. The increasing demand for English language proficiency worldwide has led to a substantial need for quality language teaching and instructional materials (Richards, 2006). Consequently, the demand for effective teaching methodologies persists, with communicative language teaching (CLT) emerging as a predominant choice.

While many language educators opt for communicative language teaching, there exists a broad spectrum of interpretations regarding its definition. Richards (2006) characterizes communicative language teaching as a set of principles encompassing language teaching goals, the learning process, optimal classroom activities for facilitating learning, and the roles of teachers and learners in the educational setting. Despite its popularity, language teachers often possess limited knowledge about the intricacies of the communicative language teaching approach, emphasizing the ongoing need for enhanced understanding and awareness within the pedagogical community.

Non-Native Context

English as a Second Language (ESL) and English as a Foreign Language (EFL) are distinct instructional paradigms within the broader framework of Teaching English to Speakers of Other Languages (TESOL). The nomenclature differentiates the instructional context based on the linguistic proficiency and familiarity of learners with the English language.

EFL, represented by the acronym EFL, pertains to the teaching of English to individuals who encounter the language primarily for academic pursuits or professional tasks, without prior exposure or comprehensive knowledge (Kumaravadivelu, 2006). In this educational setting, English serves as a foreign language, and students engage with English

subjects for the explicit purpose of language acquisition. The objectives extend beyond mere communicative competence, encompassing preparatory measures for future endeavours in English-speaking countries, international trade, and other professional commitments. The pedagogical emphasis in EFL contexts gravitates towards the development of communicative functions rather than a meticulous focus on linguistic elements.

Conversely, Bayley and Shafer (1998) argue ESL, denoted by the acronym ESL, characterizes situations where individuals refine and enhance their existing proficiency in English. Imagine a student who immigrated to an English-speaking country with some basic English skills. ESL classes would help them refine their communication, grammar, and vocabulary to function effectively in their new environment.

Typically, ESL learners possess a foundational understanding of English as a language and undertake further studies to perfect their language skills. ESL instruction is characterized by a faster learning pace compared to EFL, as learners in this context already possess rudimentary reading and writing skills in English. This prior familiarity accelerates the learning process, distinguishing ESL from the more introductory nature of EFL instruction. The dichotomy between ESL and EFL manifests in the fundamental distinction between learners who approach English as a new and unfamiliar language, as in the case of EFL, versus those who seek to advance and refine their existing English proficiency, as in the case of ESL (Nesi, 2012). The inherent differences in learner readiness and linguistic exposure underscore the unique challenges and considerations associated with each instructional context.

Code

Code serves as a versatile linguistic medium facilitating effective communication with comprehensive meaning. This encompassing term may denote a dialect, register, or language. Richard et al. (2010, p. 87) defines code as a term interchangeable with language, speech, variety, or dialect, considered by some to be a more natural descriptor. It is employed when emphasizing a language or language variety within a specific community. Code functions as a communicative tool adaptable to context and situation, facilitating conversation through a set of conventions for converting one signaling system into another (Crystal, 2008, p. 82). It encompasses not only conversations but also the entire spectrum of functions and tools vital for human communication.

In the global linguistic landscape, English serves as a paramount vehicle for communication among speakers of the language and diverse linguistic varieties. The prevailing trend of linguistic globalization has led to the widespread occurrence of bilingualism. In bilingual communities worldwide, individuals frequently engage in code-switching, the practice of alternating between two languages or dialects to meet communicative demands. Code-switching predominantly manifests in spoken language rather than written expression. As elucidated by Muysken (2000), code-switching encompasses instances where lexical items and grammatical features from two languages coexist within a single sentence, highlighting its inherent linguistic functions.

Moreover, code-mixing, as articulated by Shogren (2002), involves the embedding of various linguistic units, such as affixes, words, phrases, and clauses, in a manner that requires participants to reconcile auditory input with comprehension. This linguistic phenomenon, as described by Bokamba (1989), entails the deliberate integration of diverse linguistic elements, including words, tones, morphemes, and even entire sentences from one language into another. Code-mixing serves as a strategic approach to delivering a message effectively, employing various linguistic techniques and tools to enhance communication (Alcnauerová, 2013). In essence, both code-switching and code-mixing exemplify dynamic linguistic practices, enriching communication by drawing upon the resources of multiple languages and linguistic elements.

Code Switching and Code Mixing as Translingualism

Code-switching, a linguistic phenomenon involving the integration of multiple languages, occurs when speakers incorporate alternative linguistic elements into their primary language during communication. This practice entails the alternation between two or more languages within the context of a conversation. Various linguists offer diverse definitions of code-switching, shedding light on the intricacies of this linguistic phenomenon.

Chana (1984) defines code-switching as the juxtaposition of items from two different languages within a passage of speech. This definition emphasizes the occurrence of code-switching when a speaker seamlessly inserts elements from two distinct languages into their utterance, creating a language mixture. Gumperz (1982) underscores that code-switching occurs when speakers consciously or subconsciously blend two different languages within a speech, relying on the meaningful comparison of strings formed according to the internal rules of distinct grammatical systems.

Hoffman (1991) expands on this concept, stating that code-switching encompasses the use of two languages or linguistic varieties within the same utterance or conversation. This definition highlights code-switching as a situation where a speaker utilizes two different languages to communicate during the same speech event. Additionally, Wardaugh (2006) introduces the concept of code mixing, which occurs when conversants use both languages within a single sentence, reflecting intra-sentential switches.

Methods

To achieve the research objectives, I undertook ethnographic research procedures, a methodology that diverges significantly from experimental methods in its underlying assumptions, methods, and approach to evidence (Nunan, 1992, p. 56). In contrast to the practical action-oriented data collection of experimental procedures, ethnographic research, rooted in anthropology and sociology, focuses on human behaviour, knowledge acquisition, and its application in real-world settings, with a tradition extending even to the study of animal behaviors (Wilson, 1982, as cited in Nunan, 1992, p. 56).

According to Le Compte and Goetz (1982, as cited in Nunan, 1992, p. 57), ethnography is characterized by the utilization of both participant and nonparticipant observation, a concentration on natural settings, and the incorporation of the subjective views and belief systems of participants in structuring the research. The investigator refrains from manipulating study variables, emphasizing a holistic understanding of the research context. Ethnographic research adheres to key principles such as adopting a grounded approach to data, providing ‘thick’ explanations, and moving beyond mere description to engage in analysis, interpretation, and explanation (Nunan, 1992). Watson and Ulichny (1988) emphasize the importance of interpretation, analysis, and explanation in ethnography, suggesting that explanation should take the form of grounded theory derived systematically from data.

The concept of ‘thick explanation’ underscores the necessity of considering all factors that may influence the phenomena under investigation. Chaudron (1988, as cited in year) identifies ethnography as one of the major traditions in applied linguistic research, describing it as a qualitative, process-oriented approach to investigating interaction. Given the interpretive nature of ethnographic research, it involves extended participant observation, making the process time-consuming due to the substantial amount of raw data required. The research is open in nature, and to fulfill the research objectives, I meticulously framed the study based on ethnographic research. This involved selecting the research problem, formulating objectives, and designing the research framework, serving as a blueprint for the study. Afterward, I made essential preparations for participant selection and developed tools for data collection aligned with research objectives. Following refinement of these tools, I conducted fieldwork for data collection, organizing and thematically analyzing the data to draw meaningful insights. This comprehensive process aligns with the principles of ethnographic research, emphasizing a nuanced and in-depth understanding of the research context. The study concentrated on data collected from five different teachers, emphasizing their speech behavior with regard to code switching. The primary objective was to uncover the purposes driving the speaker’s decision to change the code during English language instruction.

Participants and Selection Procedure

The population under consideration for this study comprised English language teachers who incorporate code-switching in English Language Teaching (ELT) classrooms. Employing a convenient sampling technique, I selected five English language teachers to achieve the specified objectives. The selection process involved visiting two schools in close proximity to my workplace, where I identified and approached English language teachers for data collection.

To facilitate easy access to data, I sought permission from teachers in my own school for classroom observations. The teachers readily agreed, expressing a mix of apprehension and enthusiasm, making the observation process feasible. Prior to the observations, I provided a

detailed explanation of the purpose behind my study and outlined the specific activities I would be engaging in during the classroom sessions. This initial communication was crucial in gaining the teachers' understanding and cooperation for the observational aspect of the research.

Participants

The research was carried out at two schools located in Lalitpur, where the primary medium of instruction is the English language. In both educational institutions, English is taught as a foreign language. The study involved the participation of five English language teachers, all of whom specialize in English language teaching at the secondary and higher education levels. These teachers graduated from various universities, and their selection as participants was based on a convenient purposive sampling approach.

Among the participants, four were male, and one was female, all of whom shared Nepali as their mother tongue. The educational background of the participants varied, with two holding M. Phil degrees from Kathmandu University and the remaining three having completed their master's degrees in English language teaching from Tribhuvan University. Despite some participants having recently completed their master's degrees, they possessed significant teaching experience. Notably, two participants had been teaching English for over ten years.

While the participants demonstrated a good understanding of the research, some initially displayed a limited interest in becoming involved in the study. Nevertheless, they extended their support with great enthusiasm and made commendable efforts to contribute to the research, showcasing their commitment to the advancement of English language teaching.

Analysis of Data

In this study, audio recordings of the teachers' lectures were meticulously transcribed by the researcher to ascertain the types and functions of code-switching employed by English language teachers in an English as a foreign language classroom. The audio recordings captured fifteen lectures of varying durations, conducted by five different teachers in the context of an English as a foreign language classroom.

The data analysis unfolded in two stages. First, the audiotaped recordings were scrutinized based on the three types of code-switching proposed by Poplack (1980): Tag-switching (involving exclamations, tags, discourse markers, adverbials, terms of address, etc.), Inter-sentential switching (involving the insertion of a phrase or a clause between sentences), and Intra-sentential switching (involving the insertion of words, phrases, or clauses in the middle of a sentence). Subsequently, the data underwent analysis according to the purposes of code-switching as suggested by Appel and Muysken (1987) and Hoffmann (1991). The analytical approach adopted in this study was qualitative and descriptive in nature.

Results and Discussion

The findings revealed that English language teachers employed code-switching for various purposes, a practice facilitated by their contextual bilingualism. Teachers who were

unfamiliar with the students' mother tongue were less inclined to engage in code-switching. However, when there were multiple common languages shared between teachers and students, the likelihood of code-switching increased, occurring in diverse situations and serving various communicative purposes. The subsequent sections will delineate instances where the teacher utilized code-switching in the mother tongue of the students.

Translating New Words, Tag and Sentences

Translation, whether intentional or inadvertent, is a pervasive aspect of language teaching. It is challenging to identify a monolingual classroom in language instruction, as even in classrooms where the mother tongue is the medium of instruction, the translation technique plays a crucial role in aiding student comprehension. In the Nepali language classroom context, translation is frequently employed by both students and teachers to facilitate understanding. This process, known as code-switching, involves the simultaneous use of two languages. An example of this is when a teacher switches the code to translate a new word, such as "spectacles," rendered as "power bhayeko chasma" or "Glasses, power navayako chasma." Translation, in this context, extends beyond a mere word-for-word rendition, often involving supporting phrases to convey nuanced meanings.

Tags, or commonly used expressions in language teaching, are frequently utilized in translation. During observations, the repetition of the same tag multiple times appeared less effective, prompting the teacher to incorporate exact translations. For instance, the phrase "See here, (Yeta hera)" is used as a tag with its exact translation. The efficacy of such translation or code-switching is influenced by the teacher's satisfaction and the students' responsiveness. At times, tags with translations are employed as colloquial expressions, serving as a habit for the teacher during language instruction.

Commands or requests in the form of tags, such as "Be attentive, Dhyan deu hai," are frequently used in language teaching, further highlighting the commonality of code-switching. When a teacher completes a sentence and repeats it in the second language, students tend to be more attentive and satisfied. This translation strategy is used to emphasize specific sentences, with additional information often provided in the second language. For example, "*You have to look at your answer, Timile answer hernu pardacha, ani balla timile bujhdachhau. Answer herne ani connect garne.*" Here, the teacher not only translates the sentence but also adds clarification in Nepali, demonstrating that code-switching is employed to enhance comprehension.

In another instance, the teacher translates a sentence while incorporating terms from the first language, such as "relative clause" and "sentence." This demonstrates that code-switching is used strategically to provide clear concepts and explanations to students. Overall, the integration of translation and code-switching in language teaching serves as a valuable tool for effective communication and comprehension.

Explaining Difficult Ideas

The utilization of one's mother tongue to articulate intricate ideas is a natural inclination, and similarly, teachers resort to code-switching to elucidate challenging concepts. In the course of this research, it became evident that the teacher employs the second language with confidence, believing that it will effectively convey complex ideas to the students. The instances of code-switching observed in the following examples exemplify this strategy: "Do you know performance-changing drugs? *Teyo kheladi le gair kanooni rupma ausadhi haru prayog garxan ni performance badhaune.*" In these examples, the teacher strategically switches the code to expound upon specific noun phrases, showcasing a departure from mere sentence translation. In the first example, the teacher initially uses the first language and subsequently employs the second language to provide a more detailed explanation of the topic, demonstrating the deliberate use of code-switching to clarify intricate phrases or ideas.

Maintaining Discipline

Teachers employ code-switching to address students and establish expectations for positive moral conduct and classroom behavior. Tags and phrases are employed as disciplinary measures, such as "*hey, yeta hera, kina chaleko, book nikalnu pardaina,*" emphasizing the need for maintaining discipline in the language class. Alongside English phrases, teachers also integrate Nepali phrases by switching from L1 to L2. This approach is occasionally applied in integrated language instruction, where frequent code changes are utilized. Silence in the classroom is also influenced by the teacher's state of mind, and in cases of overcrowded classrooms, teachers may use English words to maintain order.

Furthermore, teachers may use long examples or address specific incidents in Nepali to assert control over the class. An example of this is the teacher using L1 for certain words and phrases, stating,

"Timilai kehi kaam linu chha. Timi pasalma gayau kehi saman chahiyeko chha. Tyaha j sukai hos timilai matlab vayena hoina? Whether man is there or woman is there, no matter for you. Tara yeha chai sathi haru sanga basda problem bhayo. Kun duniya ma chhau ka timiharu."

This intentional use of L1 for maintaining discipline and providing real-life examples proves effective in classroom management, highlighting the acceptability of using L2 in an English language class.

Making Listener Attentive

In instances where students divert their attention to friends or engage in gossip, the teacher strategically employs L2 to regain and maintain their focus. The use of regular language, a similar intonation or tone, or inadequate eye contact has the potential to distract students from their studies. Conversely, the intentional use of L2, characterized by a high tone and a stern gaze, proves effective in capturing the students' attention. Throughout this intervention, the teacher employs L2 with phrases such as "*Yaha hera hai, khoi ta book,*

nursery 12 class jasto.....maile vane pachhi jhula hernia thalis. Hai listen hay! Look at here, yaha hera ta.” The purpose of code-switching in these instances is to redirect students’ attention back to the class or the ongoing instruction.

Repeating Important Points

In many instances, teachers tend to translate complex structures into L2, but there are cases where the teacher repeats the same information in L2. This approach may stem from the teacher’s lack of confidence in the students’ understanding in L1 or a desire for personal assurance. Repetition of the same meaning in L2 serves the purpose of providing students with additional clarity and confirmation on the matter at hand. In these situations, teachers often rephrase controversial ideas in both languages, making modifications to vocabulary and meaning to simplify the concept.

For example, a teacher may say, *“tyo glass ra spectacles vanya ni, power vayeko navayeko chasma vanna khojiyeko ho tara hami kahilekahi synonyms ko rupma prayog garna khojiraheka hunchhau.”* In this example, the teacher uses L2 more explicitly to explain the concept. The teacher employs “spectacle” for “*power bhayako*” and “glass” for “*power nabhayako*,” providing additional information that goes beyond a direct translation. This method of explanation involves repeating the words in L2, contributing to a more comprehensive understanding of the topic.

Motivating Students

Motivation plays a crucial role in language teaching, and language teachers employ various techniques to inspire and encourage their students. The use of different languages with distinct tones can be an effective strategy for fostering motivation in the classroom. In multilingual classes, a teacher can utilize a variety of languages to teach a particular language, contributing to enhanced learning and heightened motivation among students. Code-switching, whether employed consciously or unconsciously, serves as a language teaching technique to motivate students, with the frequency and language preference determined by the teacher’s motivational approach.

Conscious and unconscious code-switching for motivational purposes depend on how frequently a teacher seeks to inspire students and the language chosen for this purpose. Here are examples of the teacher using L2 for student motivation:

“Warm up, tataguni paryo ni tapai haru lai.”

“Ma Nepali dherai janne chhu bhanne lai pani yo challenge ho hai.”

“Natak garko bhaya panoi nagareko jastai hos hai ta bujhnu bhayo ta?”

“Maile skeleton matra bhaneko thiya ni le yaha hera full flesh text chh aba bhayana ta sajilo?”

These motivational expressions in L2 during language teaching not only help students concentrate on their tasks but also contribute to a heightened eagerness to engage with the teacher and participate in various activities.

Quoting Examples from Real Life

Human experiences are inherently diverse, and when sharing the nuanced details of personal experiences, using one's mother tongue often enhances the expression of authentic feelings. In such situations, teachers may engage in code-switching, employing their mother tongue for conveying difficult vocabulary or opting for a mixture of codes. While some teachers may narrate the entire story in L2, the blending of codes is frequently observed during extended L2 use. For instance:

“Listen hai aaja yo period ma padhauna aaina mero substitution aru kasaile garnuvayo tara kamko substitution vayo hola tara person ko substitution hunccha? hudaina. Word ko pani tyahi rahechha, kahile kahi kaam chalauna ka lagi arko sabda prayog garinchh. Prayog gareta pani has its own value. Meaning ko substitutionko lagi gariela.”

In this example, certain challenging Nepali terms are substituted with English words. Whenever a teacher deems it convenient to incorporate English vocabulary into Nepali speech, whether consciously or unconsciously, they may opt for the English terms. Similar instances were noted during my observations, even in Nepali discourse.

Explaining Different Concepts

The translation of challenging vocabulary items and phrases may not always suffice for foreign language learners, especially when confronted with complex contexts in language teaching. At the initial and foundational levels of translation, code mixing occurs with simple and less familiar words. For instance:

“yo international book ma lekhak ko nam jaruri xaina.”

In this expression, the use of “international book” is perceived as more accessible than “*antarastriya pustak*.” Similarly, the substitution of “Important” for “*jaruri*” and “*author*” for “*lekhak*” serves to simplify the language for learners. The teacher strategically switches the code to incorporate easier words when explaining various concepts in language teaching.

Findings of the Research Study

Based on the analysis of the data and the interpretation of the results, this section summarizes the major findings and key aspects of the study. The primary focus of the study was to examine the purposes behind code-switching in English language teaching. The investigation delves into the code-switching behaviors of teachers during the instruction of the English language in an EFL context. The samples extracted from the data provide a consistent representation of the speech patterns and code-switching tendencies exhibited by the teachers in the formal classroom setting. Context and subject matter were identified as key factors influencing code-switching behaviors, and the results appear closely connected to the speaker's mood, the reasons for code switching, and the specific circumstances in which the code switching occurred.

Code-Switching for Clarification

Teachers often switch between languages (code-switching) to clarify complex concepts for their students. This technique is employed in several situations. Firstly, teachers may

code-switch when encountering difficult vocabulary or confusing grammatical structures. They might switch to the students' native language (L1) to explain the concept or provide a simpler equivalent in the target language (L2). This helps students grasp the meaning and avoids confusion. Additionally, teachers may repeat key phrases or sentences in either L1 or L2 for emphasis, ensuring students understand the intended meaning. Sometimes, students themselves might prompt this repetition by requesting clarification.

Secondly, code-switching is a valuable tool for explanation. Language teaching involves various elements like vocabulary, grammar, and sentence structure. When a sentence appears complex, the teacher might explain it in L1 to provide a clearer breakdown. This allows students to grasp the individual components before understanding the whole sentence in L2. This targeted explanation using the preferred language ensures students receive the necessary information to understand the concept effectively.

Checking Comprehension

The teacher asks questions or uses tags in L2 to check students' understanding. While instructing in language students seem confused at the same time the teacher asks some questions to check students' understanding. Switching or using tags in L2 is a code switching to check students' understanding. Checking language comprehension is a very important task in language teaching where a teacher may use various activities to measure students' understanding. During the use of multitasking to understand students' understanding about the class the teacher uses L1 and L2 simultaneously which is a type of code switching for checking a student's understanding.

While making inference the teacher asks questions in both languages. Sometimes the teacher asks questions in English language and sometimes he changes the code or asks questions in L2, while asking questions to make inferences the teacher switches the code or sometimes s/he uses mixed expressions. Which is the purpose of code switching. An inference is an idea or conclusion that is drawn from evidence and reasoning. It is an educated guess. When a teacher makes an inference you are reading between lines or just looking carefully at the facts and coming to a conclusion. The process can be seen as an evaluation of students while the instruction is going on smoothly. A teacher can make inferences to check the students' comprehension. Similarly, at the same time the students can ask questions in self.

Asking for memorization is one of the processes of evaluation in language learning class. In this case the teacher sometimes uses both the languages to ask questions to the students. During the evaluation of memorization the teacher sometimes translates the exact question in L2 and sometimes modifies the question with mixed expressions.

Classroom Management

Teachers switch the code during the discussion in class to make discussion more effective and meaningful. A teacher uses multiple ways and languages in classroom discussions as a result s/he switches the code may vary on the frequency alternation of

language. It is because of the variety of students with different linguistic backgrounds and language proficiency. To be more specific or informal to answer the questions of students the teacher switches the code. In this section the students' code switching is ignored. To manage class the teachers are found using L2 and sometimes mixed expressions as classroom management is the additional technique in language class, however the role of language in management of class cannot be ignored.

Translation

Translation is the communication of meaning from one language to another language. Translation refers to written information whereas interpretation refers to spoken information. The purpose of translation is to convey the original tone and intent of a message, taking into account cultural and other differences between source and target language. The translation communicates the same message in another language. Here in this study the speaker translates the message into another language shifting/switching code during the class.

Conclusions

The outcomes of this study contribute a nuanced perspective to the understanding of code-switching and its impact on classroom interaction. Code-switching is not merely a linguistic phenomenon but is, to some extent, reflective of fundamental teaching principles. The research, based on rigorous observation of English language teaching classes, reveals various factors influencing student teachers' code-switching in the classroom. Employing a qualitative research design within an interpretive ethnographic research paradigm, this study systematically analyzes and explains data collected through in-depth observation.

The observation focuses on the specified objectives, aiming to identify the code-switching strategies of teachers to discern the purposes behind mixed expressions in English language teaching classes. While initial assumptions suggested specific strategies, the observation reveals that code-switching occurs randomly, sometimes strategically, and at times unconsciously due to the interference of the first language with the second language speaker. Despite the apparent randomness, specific purposes behind the mixed expressions are identified and analyzed in the research.

The study's participants are English language teachers in Nepal, specifically in Lalitpur district, teaching in reputable secondary schools with higher qualifications and considerable language teaching experience. The mixed expressions recorded during their teaching reveal the professional quality of participants in language teaching. The findings emphasize that code-switching is a significant strategy employed by language teachers, even in the context of English as a medium of instruction.

The research identifies several purposes for code-switching during English language teaching, including translation of new words or phrases, maintaining silence, repeating essential points, motivating students, explaining different concepts, and providing real-life examples. Despite

institutional restrictions in some cases, teachers frequently use mixed expressions, which are well understood by students.

In conclusion, this study sheds light on the why, when, and how language teachers employ code-switching in formal classroom settings. It emphasizes the multifaceted nature of code-switching in language teaching and highlights its value in enhancing comprehension and communication in the English language classroom.

Author's Bio

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