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MASTER'S THESIS

“TEACHER AND STUDENT’S CODE SWITCHING IN EFL CLASSROOMS IN KOSOVO:
FUNCTIONS AND PERCEPTIONS

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Declaration

I declare that I worked on my thesis on my own- pursuing the Academic Honesty Statement's principles in word and spirit- and used the sources mentioned in the Bibliography.

DEDICATION

I would like to dedicate this thesis to my beloved grandparents Azize and Osman Berisha, who are like second parents to me. Thank you for your love and encouragement in all my endeavors.

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I would like to express my profound gratefulness to my mentor, Prof. Dr Agim Poshka for the unwavering support in the writing process of this thesis. His patience, encouragement, positive energy and vast knowledge, helped me in the completion of this thesis, ergo I am truly indebted to. Thank you for your patient guidance, motivation and advice throughout my Master's studies.

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ABSTRACT

Code-switching has primarily been studied in a number of socio-cultural contexts, particularly in the contexts of foreign and second languages. The instances of code-switching which happen in activities initiated by teachers as well in teacher- student interactions appear to serve a myriad of pedagogical objectives as well as represent a complex language use. Determining the predominant code-switching's functions and roles among Kosovo's EFL high school teachers and pupils is going to be the main purpose of this study. Despite the pervasiveness of code-alternation in EFL classes, little effort has been done in addressing the reasons that induce students and teachers to code-switch. As a result, in order to comprehend the prevalence of this phenomenon, we should primarily identify the "why," as without knowing the "why," there is little possibility of finding the solution. Correspondingly, the study intends at identifying the external and internal factors that influence code-switching in Kosovo's EFL classes. The Kosovar culture, among other external influences, is demonstrated to be one of the key responsible parameters for students and teachers' code-switching behavior during English sessions, based on data collected from students and teachers. Both parties, students and teachers explained that they code-switched for different reasons. However, if employed carefully code-switching can be an effective tool to

enhance learning, as supported by the analysis of the extracted results.

Keywords: Code-switching, EFL teaching, L1 use in EFL, Kosovo

1. INTRODUCTION

In this era of globalization and technological growth, the majority of the world's population is bilingual rather than monolingual. The number of multilingual speakers is growing rapidly and that is due to the reason that the number of languages one knows plays a pivotal effect in influencing one's chances of success (Ahmad & Jusoff, 2009). Therefore, students in many educational institutions are equipped with knowledge of a second or foreign language. In most cases, English is a mandatory subject in elementary, secondary, or postsecondary education in nations such as Nigeria, Oman, Tanzania, Bangladesh, Malaysia (Fasanmi, 2011; Al-Husseini, 2006;)and even Kosovo (Curriculum Framework of Pre-University Education of the Republic of Kosovo, 2016). Teachers have a huge burden on their shoulder blades when it comes to educating and teaching students to grasp the English Language and reach a near native-like level. The pressure is heightened even more nowadays with the significance that is put on students mastering the English language. The difficulty arises when teachers and students are burdened with the teaching and learning of the two languages. These languages unfortunately do not share the same culture, the grammatical and phonological characteristics that is why this makes it incredibly hard to perceive. Educators are doing their best in making this language as easy as possible by making everything simpler for students to comprehend. Nevertheless, the option of code-switching is preferred by teachers since this phenomenon puts emphasis to the importance of providing students with opportunities to interact and improve their understanding. Learners who have acquired two languages show an interesting phenomenon known as “code-switching”. According to (Grosjean, 1982) code-switching is generally explained as the alternation or shifting that takes place “between two or more languages simultaneously or interchangeably within one conversation”. The transition from one language to another is widely

known as the phenomenon of Code switching, and this is a prevalent occasion in a foreign language class. As claimed by Sert (2005) there are two contrary sides on the matter of code-switching in language classroom settings. Surprisingly, one can see teachers who in one hand are inclined to follow the practices of talking only in their target language, since they think it will help in improving as well as practicing communication, consequently mastering the language decently. Taha (2008) conducted a study that supports this opinion, he believes that “alternation between L2 and L1 in the classroom” should be discouraged, and that all students in the classroom are obligated to employ the medium of instruction assigned for the study. This is predicated on the premise that students may be overly reliant on teachers' code-switching. In new linguistic situations of the second language, there might be a chance of losing their eagerness to acquire new information as well as their capability to approximate and deduce. The way learners communicate in the second language may be influenced by their frequent use of code-switching. Ergo, the students' L1 in the classroom can be compared with the elephant in the room; we feel its presence there, but we try to disregard it either consciously or subconsciously (Levine, 2013). Nevertheless, many language educators, like Crystal (1987), Cook (1991), and Sert (2005), believe that there are situations when explaining in the native language is more convenient. This obviously saves time and reduces confusion among students. Before deciding whether or not code-switching should be employed in English classes, educators need to do considerable planning and deliberation. This should be done despite the advantages and downsides of teacher's code-switching in ESL classes. Earlier research studies like (Greggio & Gil, 2007;) looked into the topic of code-switching and its linguistic implications. Lee (2010) investigated the attitudes of 44 English language teachers in the Sandakan district of Malaysia about code-switching and the roles it performs. Other researchers have looked into why learners code-switch (Butzkamm, 1998;

Zabrodska, 2007). Few studies have been conducted while tackling code-switching in the Kosovar context; what are the perspectives of teachers and students towards code-switching; ergo this study seeks to bring to light this phenomenon in Kosovo.

Code-switching happens not just at the inter-lingual level when bilingual speakers switch between two or more languages, but also at the intra-lingual level when bilingual speakers switch between two or more languages. It can also happen intra-lingually when monolingual speakers in a diglossic environment utilize the low (L) and high (H) varieties of the same word (Ferguson, 1959). The low variety is the language of home, family, streets and markets, friendship, and solidarity are included under the umbrella of the low variety, whereas the high variety is frequently taught in school and is used for public speaking, academic lectures and tv broadcasts, as well as writing. When you use a lot of different things, you get a lot of diversity. Educated individuals occasionally use the colloquial or low variety of code (Ferguson, 1959). Education, social status, age, gender, environment, and participation can all influence how people code-switch between formal and informal approaches. “Bilingual members of a speech are open to communication choices offered to them such as: switching between languages. Many linguists emphasized this fact by drawing parallels with monolinguals switching between styles and dialects” explain Aronoff and Rees-Miller (2001). Bilingual speakers code-switch primarily from their native language (L1) to the target language (L2) in a variety of social situations, including restaurants, coffee shops, the office, the bus, the market, and interactions with strangers and those of opposite sex. In the classroom, however, code-switching typically occurs in the other way, from L2 to L1, and students do so for a variety of reasons, including social, pragmatic, expressive, personal, and emotional (Cole, 1998; Söderberg, Arnfast & Jorgensen, 2003). The position of English as a second language in Kosovo has been enhanced by an extensive usage of English in

different contexts, primarily social and educational. The government has placed a strong focus on English language instruction through its ministries., Teachers are expected to teach high-quality English in English-only classes through classroom practice and the involvement with minimum code-switching. For learners to acquire a second or foreign language, the availability of high-quality input in the classroom is required. All language classroom input must be in the target language, and a good language usage model may ensure that the necessary learning is achieved (Krashen, 1988; Chi, 2000). Because learners have little exposure to adequate intelligible input from the natural environment, classroom teaching is the most useful experience for them. As a result, the diminishing level of English competence among students has necessitated research into possible solutions. As a result, teachers have started using code switching to provide pupils with opportunities to interact while also improving their comprehension. Furthermore, code flipping improves the flow of lectures by allowing teachers to save time rather than spend it explaining concepts to students or looking for the simplest phrases to ensure that they understand everything. Teachers see the necessity to code-switch, according to Norrish (1997), when the level of English either used in the book or being taught is outside the capabilities as well as capacity of the learner, or when the teacher's means of adjusting his speech to the learner's level have been exhausted. There are worries about English standards deteriorating, as seen by pupils' usage of the language (Asmah, 1992). Similarly, a large number of low-English-proficient students must enroll in various English-proficiency courses in order to catch up with schoolwork. The correlation between the emotional support and the academic accomplishment are two stakeholders that this study is going to tackle, alongside students and teachers' perspectives on code-switching, as well as a stray of students with different levels of English proficiency. Several researchers (Gulzar, 2010; Peregoy, Boyle, & Martinez, 2011) have claimed that code switching may

be an efficient technique in the teaching and learning of English. Others (such as Skiba, 1997) regard language evolution as a possibility since code switching enables effective information flow from senders to receivers. Despite the fact that the growth is minor and moderate, it is nevertheless a favorable sign of learning progress. According to Tien and Liu (2006), low-proficiency students found code-switching in EFL classrooms to be beneficial in acquiring greater comprehension, particularly when offering equal comprehension and providing classroom procedures. This study came to the same conclusion, especially when a multilingual classroom uses and knows a similar language. Learners in Kosovo have access to a common language. Because of their extensive exposure both inside and outside of the classroom, Kosovar students have mastered Albanian, the national language, enabling them to code-switch. Teachers would be able to assure successful transmission of desired skills to learners through code-switching because Albanian is understood by learners of all backgrounds. According to Ellis (1994), Widdowson (2003) who has studied second language teaching and learning, while exposure to the target language can assure success, it may not work in every classroom. The use of an English-only classroom has been suggested to cause irritation since the input is incomprehensible to the students. Code-switching should not be seen as an indication of a teacher's incompetence. Instead, the professors have devised a methodical plan. When code-switching is required with some learners in particular contexts, it should be permitted (Schweers, 1999; Chick & McKay, 1999;). The benefits of codeswitching are numerous according to the literature review. This phenomenon has a lot of helpful functions that are accepted and used by both teachers as well as students. Those include but are not limited to explaining grammar, instructions for tasks and tests, expanding vocabulary, creating a safe and comfortable setting for students to speak up when they do not understand something.

1.1 Background of the Study

Code-switching is now recognized as a highly intentional behavior rather than a fortuitous occurrence (Chen, 2004; Enama, 2015; Levine, 2003; Paradowski, 2008). Linguists, psychologists, and scholars have all grown quite interested in this topic. As a result, code-switching has mostly been studied in a variety of socio-cultural situations, particularly in ESL/EFL environments. In situations such as teacher-initiated activities or teacher-student interaction, the bulk of code-switching occurrences demonstrate sophisticated language usage and serve a range of educational goals (Enama, 2015). There has been a substantial disagreement over the use of the native language in the classroom, with one favoring the use of L2 exclusively in an EFL setting and the other more flexible accepting the use of both L1 and L2 in the classroom. Those who support the previous stance, termed the intralingual teaching technique, feel that teachers should refrain from using the mother tongue when teaching English. This is because it obstructs effective L2 acquisition and, as a result, invariably limits or impedes the development of good second language abilities (Chaudron 1988). Macaro (2005), who might be interpreted as a proponent of eliminating code-switching use among FL learners, is against code-switching for the following reasons. First, code-switching should be prohibited since the second/foreign language instruction tries to maximize both the teacher's input and the learner's output, both of which are considered critical for target language acquisition. Second, limiting code-switching eliminates negative transfer and ensures that, in addition to meaning negotiation, the maxims of understandable input are met. Third, avoiding code-switching necessitates the rejection of

antiquated approaches such as the method of grammar-to-translation. This strategy prioritizes the mother tongue while marginalizing the target language, resulting in learners' lack of competency and incapacity to communicate in their target language. Fourth, code switching is not politically supported since it may allow native English speakers to monopolize the English language teaching profession at the cost of non-native English instructors. This assumption, however, is inaccurate for a variety of economic and societal reasons. English native speakers, for example, are paid more than non-native speakers, and their natural accent attracts foreign language learners. Finally, ignoring code-switching is regarded as a sign of "excellent teaching," since it forces the usage of L2 without regard for L1. Other researchers who are less dogmatic (see Chen, 2004; Levine, 2003) accept code switching and hence advocate for the use of the mother tongue. Enama (2015) supports the usage of L1 since it serves as a catalyst in the learning of a second language. Paradowski (2008) similarly sees the usage of L1 as good, claiming that it awakens past foreign language skills. Furthermore, according to Peregoy et al. (2011), the mother language accelerates the teaching-learning process by increasing emotional factors such as self-confidence. Code-switching proponents say that it can help students learn foreign/second language abilities and linguistic components like structure and vocabulary. According to Skiba (1980), when learners code-switch owing to a lack of expertise, it can assist in maintaining easy speech and efficient communication between speakers. Code-switching is seen as improving communication and student interaction in this way. As a result, code-switching acts as a connection between what learners know and don't know, and may therefore be considered as a practical part of language instruction, especially when well executed. Code-switching proponents say that it can help students learn foreign/second language abilities and linguistic components like structure and vocabulary. According to Skiba (1980), when learners code-switch owing to a lack of expertise, it can

assist in maintaining easy speech and efficient communication between speakers. Code-switching is seen as improving communication and student interaction in this way. As a result, code-switching acts as a connection between what learners know and don't know, and may therefore be considered as a practical part of language instruction, especially when well executed. The phenomena of code-switching has been carefully examined in a number of studies. They paid little attention to its duties and responsibilities among pupils, instead focusing on the factors that led instructors to switch codes. As a result, one of the research gaps that this study covers is addressing both instructors and learners' code switching functions. In addition, the quantity of studies on code-switching in Kosovo is minimal. As a result, it was critical to perform this study among Kosovar instructors and students. This study may also aid other researchers in better understanding the roles of code shifting between English and Albanian.

1.2 Purpose of the Study

The perspectives of teachers and students, as well as the functions of CS in EFL classes, are all pillars that this study is going to tackle. Exploring and evaluating the teachers' approach in employing code-switching in everyday classes is what this study aims to study. Code-switching being used as part of classroom interaction when lecturing the subject of English is important to be tackled, therefore this study tries to bring to light the benefits and drawbacks of it, as well as the teachers' difficulties when employing or attempting to employ code-switching in English as a foreign or second language. This study will focus on code switching as a teaching and learning approach for achieving communicative competence in second language learners, particularly the grammatical, sociolinguistic, and strategic competencies outlined by Canale and Swain (1980). The research will take the shape of a functional handbook. Employing code-switching parameters in the teaching of EFL or ESL is pivotal, especially for different stakeholders since it will encourage them to put effort towards that direction. The study will focus on the usefulness of code switching and best practices for using it, with respect to the teachers as well as students, who may not always be conscious of the process's functions and outcomes. When applicable, examples of how to utilize each of the functions presented in this research will be provided within the respective function category. One hundred instances of code-switching were recorded and examined in a study of Turkish secondary school pupils. The findings revealed that students primarily used the L1 to aid communication in English, either by discussing over a lexical item required in English or by assisting in the establishment of shared understanding

before proceeding with the assignment. Students are not using the L1 to avoid English, but rather to make it easier for them to converse in English (Eldridge, 1996). As a result, the "English-only" paradigm is an out-of-date and unproductive technique for a classroom where the goal is for students to speak English fluently.

There are six research questions of the study:

- 1: What are the functions of the teachers' code-switching between English and Albanian in EFL classrooms in Kosovo?
- 2: How do instructors in Kosovo feel about the viability of classroom code-switching in EFL classrooms?
- 3: What attitude do students have in response to their own code-switching as well as their teachers' CS?
- 4: For what purposes do language teachers and students code-switch and how much code-switching goes on?
- 5: What is the impact of code-switching or not on class interaction?
- 6: What is the impact of not code-switching on the learner's strategy establishment?

1.3 Statement of the Problem

The usage of code switching has been a topic of debate among academics for a long time. (Rugemalira, 2005) supports this phenomenon as a strategy that both stakeholders teachers and students use when they are in an EFL class. Code-switching makes students feel at ease whenever they are in other subjects as well, since they are able to learn more easily when the interaction happens in two languages (the speaker's most used language and the target language) (Macaro, 2001). Others, on the other hand, believe that the aforementioned points hold little or no weight in learning and practicing a second language, which is a contentious issue. Researchers argue that code shifting can assist students understand subject matter in other fields but it would not help them improve their English skills. According to (Garza and Nava 2005), code switching is an indication of linguistic degradation because it shows that bilinguals are unable to efficiently acquire the language. In Tanzania, however, poor English language proficiency amongst secondary school leavers remains a problem. The way the language is utilized, particularly the usage of code-switching without justification and against the language policy's demands, are some of the reasons that contribute to this situation. (Kamwangamhalu (2000). Numerous languages are part of everyday life in multilingual nations; any limitation on language choice is cumbersome; and speaking just one language is not only uneconomical, but also ludicrous. (Pattanayak, 1984) Language researchers have used a range of approaches to define and investigate communicative competence, including the usage of the grammar translation method. As the subject of sociolinguistics, particularly language acquisition, has switched

its attention from grammar to communication, second language (L2) instructors and scholars have worked to alter their teaching methodologies and linguistic analyses. With the growing popularity of English as a foreign or second language, code switching has become more common in English-speaking nations and in the more globalized world of speakers who use English as part of a multilingual repertoire (Anton & DiCamilla, 1998). Teachers who teach EFL/ESL have staunchly adhered to the ideology of English Only in the Classroom, passionately opposing and banning the use of the English learner's native language (L1) for any reason. Nonetheless, code shifting is common among bilingual and multilingual speakers in accordance to contextual factors such as setting and social relations, as well as speaker's motivations (Wolfram & Schilling, 2015). Consequently, CS is becoming a prevailing development in communities where English is mostly spoken. (Modupeola, 2013; L1 code flipping also assists students to keep focused on the overarching aims of a learning effort while figuring out how to handle a specific learning challenge. Pupils who are comfortable but completely engaged can more effectively engage in instructional practices and exercises, resulting in improved English language learning Greggio & Gil, 2007). This is especially significant in a class context at the elementary level. According to research, the L1 can help learners of English as a second or foreign language achieve a variety of goals, including developing methods and practices to make a difficult task more manageable, getting a head start on achieving efficient and positive learning so they can gradually become near-native English language speakers, and thus maintaining interest in the task. L1 can help in fulfilling a lot of objectives, those include but are not limited to making difficult tasks easier to approach, achieving effective learning so students can become near-native-like speakers by developing specific methods and practices. Being early exposed to CS while studying English as a second or foreign language promotes the formation of a comfortable setting by allowing students to

absorb the teacher's instructional material socially and emotionally. Establishing methods to make a hard task more manageable is one of the objectives that L1 can help students learn English as a second language, or a foreign language. This is done for the purpose of aiding learners in reaching an efficient and positive learning so they can gradually become near-native English language speakers. By being exposed to CS while acquiring a new language helps to create an environment that is comfortable, consequently this allows them to be ready to understand the teachers' instructions from a social and affective standpoint. Learners will be able to fully focus and participate in classroom practice and activities with more success when provided a relaxed and comfortable environment (Modupeola, 2013).

1.4 Significance of the Study

There were two important pillars that motivated me to conduct this research: the increased interest in learning the English language as well as the failure of EFL learners to reach a near-native level of proficiency. Many scholars have looked at the functions and roles of code-switching in EFL and ESL classrooms, although not much research has been done in English medium classes in countries where English is a foreign language. Moreover, there are no studies that investigated both teachers' and learners' attitudes toward code-switching in English medium classes in Kosovo. The data on the occurrence, extent, motivations, situations, and techniques of using L1 in EFL classrooms will help practical teachers perceive how to use L1 successfully in EFL classrooms to achieve good learning outcomes. Furthermore, the study's findings may be valuable to instructor trainers and administrators, as well as curriculum developers, in gaining a better understanding of students' and

instructors' needs and attitudes toward the use of L1 in the classroom. It will also serve as a guideline for scholars interested in EFL teaching and learning, broadening our understanding of code-functions switching's and attitudes toward it. The differences when expressing their thoughts, emotions, and identities, and the language repertoires are two pillars that bilingual and multilingual people frequently employ them. Furthermore, this diverse repertory and mix of languages allows them to communicate their thoughts, emotions, and identities in nuanced and complicated ways. As a result, a bilingual teaching paradigm is more in sync with today's world: English serves as a lingua franca in today's modern world. The vast majority of English communication seems to be between people who do not speak English as a first language, and is used as an universal medium of communication by bilingual or multilingual individuals who do not speak English as a first language. Because there are many more L2 English speakers than L1 English speakers, the variability of English code switching has continued to grow exponentially, and students who are new to English language learning and exposure will benefit from advanced recognition of these parameters as a tool and an integral part of the English language learning experience (Swain, Kirkpatrick & Cummins, 2011). The students' needs are addressed and met whenever this phenomenon is implemented in English classes. When we allow CS, encourage CS as part of the English teaching process from the very beginning, we are acknowledging the diversity of students' linguistic backgrounds. Furthermore, it offers students with a portrayal of real-life around the grammatical, as well as strategic and sociolinguistic dissimilarities, hence all of those help in instruction methodology and achievement. Thereby, English instructors would excel teaching pupils in a realistic and effective manner, ergo this would allow them to enhance their English language abilities in the current world happenings.

1.5 Definition of Terms

English as a Foreign Language (EFL) : refers to the acquisition of English as an additional language in a country where English is not the first language.

MEST: The Ministry of Education, Science and Technology of the Republic of Kosovo creates laws for the pillars of education as well as science in Kosovo.

Code-switching (CS): usage of more than one language during the same conversation (Heller, 1999).

Attitude: “favourable or unfavourable assessment of something, somebody or situation” (Asali, 2011).

First language (L1)/Native language/Mother tongue: a language that is acquired from nativity or during the critical period, a language that the one speaks the best (Asali,2011). Some people associate the term native language/mother tongue with their identity of ethnicity, “while the one may have several native languages by being bilingual or may have native language different from his/her ethnicity” (Davies,2003).

Second language (L2) or Second Language Acquisition (SLA): a language that is acquired or learned after L1 (Heller,1999).

Foreign language (FL): a language that is not usually spoken in a specific country or social group (Heller, 1999).

Target Language (TL): is a language that someone is acquiring, or a language into which a text has to be translated.

Bilingualism: instances while two languages are used in a country or social group (Aitken, 1992).

Multilingual/Multilingualism: when one speaker talks in more than two languages or instances where two languages are spoken whether it is in a country or social community. (Aitken, 1992).

2.0 Theoretical Perspectives of Target Language-only Method

Language accretion, according to Krashen and Terrell (1983), is pivotal in accordance with language learning. They emphasize the necessity of getting as much language input as possible in class, especially when it is the only location where the target language is spoken. The importance of language input, on the other hand, is overestimated, as seen by the tenets issued at a 1961 conference. For instance, the following were claimed in that conference “the more English is taught, the better the results; if other languages are employed excessively, English standards will drop” (Auerbach, 1993). The exclusion of L1 from foreign language classrooms is considered natural and justifiable after the propagation of these beliefs. The principle of linguistic compartmentalization supports target

language-only practice (Cook, 2001). Instead of a single "compound bilingualism," the target language and the L1 are "coordinate bilingualism," according to this theory. Nonetheless, the establishment of the psycholinguistics hypothesis has been overthrown. The two languages in the human mind have been shown to be intertwined on many levels. The affective aspect that underpins classroom language monolingualism is motivation. According to MacDonald (1993), continuous use of the target language by teachers helps raise pupils' awareness of its immediate value. As a result, students have the tendency to use target language in and outside the class with the purpose of learning acquisition. Similarly, professors who do not use the target language enough will demotivate students to rely on their mother tongue. None of these ideas, however, can decisively and pedagogically defend the rationality of classroom monolingualism. In fact, no matter how hard we try to keep the L1 out of foreign language classes, it finds its way in. Teachers can, in effect, make reasonable and systematic use of it rather than confronting it with guilt in class (Cook, 2001). Macaro (2005) goes on to say that code-switching should be one of the goals of curriculum development. In the course of language learning, pushed language output (Swain, 1993) and meaning negotiation (Long, 1996) are also essential. Furthermore, code-switching is a natural occurrence in situations where learners are conversant in two languages (Turnbull & Arnett, 2002). Students that have access to the L1 find it easier to complete activities, (Swain & Lapkin, 2000), especially those who are not cognitively mature. As a result, using the L1 sparsely will not demotivate but rather push students to learn the language. Students will be deprived of a valuable cognitive tool if they are denied access to the L1. The usage of L1 in a foreign language or L2 classrooms are numerous in the literature. It can aid language acquisition, facilitate teacher-student communication, and establish teacher-student rapport (Harbord, 1992). When teachers are evaluating comprehension, emphasizing crucial points, or grabbing

attention, code-switching is regularly noticed, etc. (Liu et al., 2004). The reasons for instructors' classroom language choices include the instructional methods they use, the pressure they face from guidelines and policies, the teachers' aptitude, and so on. As a result, this study does not aim at discussing the L1 usage in classrooms, however it aims at elaborating on the stances of Kosovo's English Language teachers, more specifically the functions, reasons and ratios of CS. Teachers' perspectives and self-evaluations will also be used to investigate the subject of maximum target language use.

2.1 Theoretical Framework of the Study

Teachers' pedagogical considerations impact practical acquisition of English learning at the very foundation of students at high school level in Kosovo, as in many other nations. One can not give a decent explanation that is complete and constrictive as well as able to act for the interchange of language inputs that happen during an English class. As a result, an eclectic method was used to develop the theoretical framework that directed the research and assisted in the development of major philosophical concepts from many viewpoints.

2.2 Theory of Language Acquisition

The study was guided by a number of ideas, including theories of language learning (Crane, Yeager and Whiteman, 1981). Children tend to learn different languages through listening to and repeating what they hear in their surroundings, which this considers to be an imitation hypothesis. Language acquisition, according to this concept, consists of remembering the words and phrases of a language. The premise is that learning to copy speech is the means of acquiring a language. Children must first hear such phrases said by others before reproducing or imitating them. According to Thorndike (1911), a youngster automatically creates a wide range of noises, some of which resemble words and are rewarded by the child's environment.

In addition, the youngster learns to utilize the rewarded noises in comparable settings in order to get similar outcomes. Thorndike examined the notion that a youngster would feel instinctively satisfied by making a sound that is comparable to the one that reverberates in the aspect of memory and meaning. Data collecting served as a demonstration which showed to the audience that the tendency of students/ learners to speak the language that is being spoken/ heard is high. Consequently, children were able to copy and imitate the language their teacher was speaking in the classroom. Language is hard to acquire that is why one can see the child's earliest tries at recreating specific utterances or sentences were not flawless.

This is not unexpected, given that learning to talk involves a lot of speaking and practice, as learning to talk is similar to learning to work. Stewart and Vaillette (2001). Per (Thorndike, 1911) The wrongly pronounced words as well as the involvement of syntax in a conversation with a child is not something that they have even heard or learned by an adult

An example might be a statement like "my mother goed to the market" The parents do not use the term "goed" in place of "went" (Thorndike, 1911).

2.3 Inter-language Theory

The progressive process of acquiring a second language from a first language is referred to as inter-linguistic theory (Henderson, 1985). In order to motivate pupils, teachers must be aware of this progressive learning. Learners have grammatical rules at every level of the learning process that aren't still flawless in comprehension. As the kids develop, the regulations get increasingly difficult. As a result, according to Selinker (1972), inter-language informs us nothing about the learning of a second language.

The linguistic systems that the second-language users tend to use is more important than the mistakes, prior to the concept of Inter-Language support this claim.

Therefore, it is perfectly alright for language teachers to use the term to refer to "communicating in a foreign language."

2.4 Stage of Inter-language Development

i) Spontaneous errors: the learner has only a hazy understanding of the principles that govern the language, although they are rigidly applied. ii) The learner has started to identify and absorb the rules of the system. These might be incorrect (not the same as the L2 rules). They are, nevertheless, the greatest the learner has at this point. The learner has a lot of backsliding at this point. S/he appears to understand the rules but then forgets them. For example, instead of using simple past, he/she can use simple present ("I buy tomatoes in market yesterday"). And he or she may not be able to fix themselves. iii) The third stage is referred to as the systematic stage. The student is getting closer.

At this level, the students are closer to mastering the second language and make less mistakes. iv) The stabilization step is the final phase. Less mistakes are made by the learner. The instructor must understand that this blunder provides the student with a foundation from which progress is expected. He or she must encourage the student to talk rather than discourage them from doing so. This may cause the student to lose fluency since he or she is prone to analyzing rules and grammar before speaking in order to avoid potential mistakes. Error analysis advises instructors not to be discouraged by errors, which might inhibit pupils from progressing in their language acquisition.

Errors by students are viewed as a normal and necessary component of the learning process. When learning a new language, it is natural for pupils to make mistakes. Teachers should deal with the students' work in a non-threatening manner. One method is for a teacher to correct what a pupil has stated improperly without drawing more attention to the inaccuracies (Selinker, 1972). This is done for the purpose of not discouraging students for future participation in the class. Praising as well as rewarding are two pivotal elements that encourage children to talk like grown ups, as it is supported by the reinforcement theory. This theory goes on to emphasize that when doing so, they manage to use the proper forms of words, and if they make any mistakes they tend to correct themselves. Parents

and other caregivers, on the other hand, report that they routinely correct their children's grammatical errors and reward them when their revised form is shown. Such corrections are rare because, while parents frequently correct their children, their corrections are usually focused on the statement's veracity or truth rather than its grammatical form (Stewart and Vaillette, 2001)

3.0 The stance of English as a foreign language in Kosovo's education policies

It is undeniable that English has become a global language, consequently, its influence can also be seen in Kosovo. As a result, project ideas for using English as a foreign language beginning in first grade were produced. In light of this, the Ministry of Education, then led by Enver Hoxhaj, took a step forward in 2010 by producing a magazine called "OK Kids" and delivering it to primary level as a pilot project/experiment in learning English beginning in first grade. Learning English from this level should have begun in 2011, per the Kosovo Curriculum Framework from 2010, but it did not. Despite the fact that English language instruction originally expected to begin in the first grade, the Ministry of Education decided that English language instruction will begin in the third grade for the 2011-2016 term. English language became a mandatory subject from the first grade, according to the new 2016 curricular framework, which began in 2017 and was intended through 2021. When developing subject curricula/learning programs, the Ministry of Education appears to have overlooked the challenges of teaching English to first graders. These difficulties appear for a variety of reasons, the most significant of which is a scarcity of qualified teachers for this level. It's significant to mention that while the English language and literature department in Kosovo teaches students a variety of

teaching methods, they only offer one subject on teaching methodology and none on the psychology of teaching a foreign language to students in elementary school or at any level of education. Furthermore, the ambiguity and deficiency of information shown in the official documents such as the “Subject Curricula/Learning Programs” makes the language acquisition a challenging process. For instance, novice or expert teachers do not know how much they are allowed to use their mother tongue in the English class, since only a short paragraph was devoted to this sensitive topic (code-switching to L1) in those official documents. In the paragraph it is explained that “While there is clearly a place for the mother tongue in the classroom, teachers should make efforts to keep the use of the mother tongue to a minimum”. Now the question raises, what is considered minimum? Teachers were not given specific guidelines, or policies in what situation they should use code-switching or how much code-switching should be happening in class. There are no such guidelines or policies, ergo they should be created by the Ministry of Education Science and Technology’s stakeholders (including directors, Education officers, curriculum planners and teachers). Moreover, Kosovo does not group pupils in a classroom based on their ability, you have classes with mixed-ability pupils, because of this, it is tremendously hard for teachers to teach English without switching and this situation becomes even more difficult when having approximately thirty students in the classroom. The aim of the teachers is to help their students master the foreign language decently, as well as help them attain a near-native-like level. Considering the fact that students deal with two languages that possess different cultures as well as grammatical and phonological elements, being able to differentiate to meet the needs of students can be a very tricky and tough process. The impact of English on Albanian language acquisition is a component that should equally be paid attention to. It's important to look into how Kosovo's society has reacted to the English language's rapid rise in popularity over the previous 15

years. Today, students in different levels of education in Kosovo utilize a wide range of loaned words from English. The use of the Anglicisms affected and will continue to affect the Albanian Language acquisition, therefore the curriculum writers and the Ministry of Education must explore this problem more in depth. English Language is now perceived by the students as a prerequisite to be successful in their future. Moreover, being able to speak and understand this language one will serve them well since that is quite an important requirement to be met when job hunting. All the activities held by different Kosovar NGOs are held in English, therefore making this language the first or sometimes the only language of communication in all the international activities. The importance of English language and the necessity of speaking English language may force Kosovars to enroll in private schools or private foreign language courses, and this will continue as long as there are difficulties in implementing a practical curriculum at all levels of education, providing training opportunities for teachers, and taking into account the need to reduce the number of students in the classroom.

3.1 Challenges Faced in Teaching English Language Subject

Teaching English Language subjects has become a very complex duty. Teachers' necessity to possess multidimensional skills is pivotal in the field of teaching foreign languages. Teachers educate students on several facets of any culture while they are immersed in a foreign language situation. However, according to the New Kosovo Curriculum, English Language will be taught from the first grade. Do the teachers have the appropriate training to teach English to Young Learners? A large percentage of English teachers are qualified but untrained in methodological ways to work with children of this age group, putting students in a variety of learning environments. This is influencing negatively in the foundation of the English Language base, hence students pass grades without establishing a good level of English proficiency. As a result, kids' English performance has

plummeted, obstructing learning to a dangerous degree. According to (Roy-Campbell & Qorro, 1997), one of the reasons why secondary pupils have so many issues with English is their aversion to it. When students' level is not decent, problems like the lack of participation in the class discussions seem to appear. They are encountered with problems such as the poor skills to express themselves in English. If we draw parallels between students who were not exposed to English from the beginning of primary school and those that are, the latter are able to cope with using English in secondary level, and their performance tends to be excellent, as supported by (Sert, 2005). There are a number of challenges/reasons that influence the decline of English acquisition and teaching, those being: the lack of proper textbooks, reference books, subsidiary reading materials, conventional and inappropriate teaching methods, as well as lack of motivation and lack of proper language impact (Batibo, 1990). The use of inappropriate teaching strategies is one of the most significant reasons for the decline in English and learning. Teachers lack the imagination to establish their own teaching strategies. They tend to rely on textbooks and employ techniques such as translation and repetition. The scarcity of qualified instructors and the scarcity of resources are a prevalent issue when it comes to teaching English in Tanzanian High schools as stated by (Mattioli, 2004). The weak command of English leads to different results such as the lack of interest and confidence to speak up in the classroom. We should contribute to educating generations that have a native-like proficiency. (Rabin, 2011) Because the low English proficiency is a barrier to employment and economic development in today's more competitive labor environment. An adequate command of English, regardless of the level of understanding of the subject matter could cause a student to fail her national examinations and prevent her from graduating and moving on to university (Sa,2007). It is unsurprising that pupils do poorly on national exams, with significant failure rates.

3.2 Importance of Teaching and Learning English Language

Kosovo's increasing globalization has had a significant influence on our society and the individuals who live here. Kosovo is a young country with a population of approximately 2 million people. Individuals must be able to speak with individuals from all over the world, and even in Kosovo the English language has become our primary means of communication. The English language has become increasingly popular in Kosovo. Many individuals are exposed to it on a regular basis whether listening to music, watching TV, or using social media. Children in Kosovo begin studying English at the age of six and continue until they graduate from high school. In comparison to other languages spoken in our culture today, English enjoys a high prestige in Kosovo in comparison to the other languages Albanian or Serbian.

English has become an important component of education, particularly at universities. Even if they are located in Kosovo, several organizations have English as their official language. English is the official language of one-third of the world's countries, or roughly 1.5 billion people, and English is spoken natively by at least 375 million people. In vital fields including politics, marketing, and the financial world, the bulk of international communication is conducted in English (Höglin 2002, p.7). English is currently our most common language for communication not just across borders, but also within our own nation with those who do not speak the same original language. Because English is

spoken all across the world, its importance in today's global context cannot be exaggerated. English is the most common and well spoken language. One in every five people is able to speak or comprehend English. It is also known as the "main window on the globe," implying that English provides us with a glimpse of the world's many developments. Something that should be emphasized is that teachers should do their best to teach students English at a very young age, and higher educational instances train the teacher to meet the needs of every students. They should do this so students will not be agitated as soon as they hear something in English. Students do not grasp English after twelve years of schooling and three years of college. While they are in school and college, English is not effectively taught. Furthermore, this behavior lowers the actual learning process since English Language can be very demanding therefore it requires practice and patience.

Students commonly believe that fluency or command of the English language is unattainable. Students have a hard time learning English when they behave like this. Because most learners begin to learn English for tests, they are unable to produce a single sentence that is devoid of grammatical faults. We are told that practice makes perfect, however kids are not offered the opportunity to practice the language that much to fasten the acquisition of language. If one aspires to advance in life, they must be able to be a well spoken one in English. It is the contemporary world's most significant window. This is especially true in developed countries that have opened their borders to the recruitment of technically skilled individuals. Only individuals with a strong grasp of the English language might be offered a job position.

When it comes to learning a second language, or any learning for that matter, motivation is crucial. There has been a lot of study done on the issue, and there are numerous ideas that can be used to examine it. However, because it is person-bound, it differs from one individual to the next, making

motivation a complicated issue from both a classroom and a teacher's standpoint. Private schools of foreign language classes are the places where a considerable percentage of public school kids continue to learn English languages. Students in order to grasp the content that is being taught in schools they have to attend private courses so they can catch up. According to the Kosovo Curriculum students should not see the need to attend those courses, since all knowledge should be given and all concepts should be taught to students in public schools until they grasp it. Teachers may utilize the curriculum to go directly into content selection and detailed syllabus preparation in order to achieve their goals and improve their students' performance. However, the question comes as to how to make the Kosovo curriculum autonomous in today's public schools. Teachers should adapt to the requirements of all students, regardless of their English proficiency. Students should not feel compelled to enroll in different courses outside of school just because the instructor is unable to use various tactics to ensure that all pupils receive the knowledge. Teaching English as a foreign language (EFL) has become a worldwide requirement as English has become a global language.

English as a medium of instruction (EMI), according to Pun, An, and Dearden (2018), has become a major global phenomenon, notably in higher education. More and more higher education institutions are increasingly eager to provide English-medium for undergraduate and postgraduate programs (Gumperz, 1982). There are a variety of causes for this, all of which are context-dependent. They include a perceived requirement to internalize the higher education institution in order for it to be prominent enough to attract international students (Earls, 2016). Shifting demographics, national cuts in higher education budgets, and the dominance of English as an international language (EIL), particularly in the field of research publishing, are all factors that impede or inhibit this process. Communication abilities, particularly the English language, has grown increasingly important in the

twenty-first century. In summary, regardless of the field selected, communication comes before all other talents necessary to go up the ladder and achieve goals. After all, effective and strong communication skills are crucial for a child to achieve every other professional milestones. The importance of English as a language in today's world is obvious. Many worldwide corporations have meetings in English, many colleges utilize English as the medium of instruction for many courses, and visitors and travelers use English as a common language all around the globe.

English is a globally spoken and powerful language. This has ramifications across the board. Without a doubt, English plays such a major role in the world that it is hard for anyone to fully disregard it. It has a bright future because it brings us together as part of a global community and may help us in our personal and professional lives. Whilst learning English might be tough and time-consuming, we can see how it can be quite helpful and open many opportunities. There are a number of causes that make the English language so important in today's world. Some of them include, but are not limited to:

1. English is the International Common Tongue

To begin with, English is the most frequently spoken foreign language in the world.. This implies that when two individuals from different nations (for example, an Albanian and a German speak) they frequently utilize English as their common language. As a result, in order to communicate on a

worldwide basis, everyone should learn the language of English. It will enable learners to communicate with individuals from all around the world, not just those from English-speaking nations. By 2020, the British Council expects that two billion individuals around the world will have learnt English. Learning English is crucial because it allows people to converse effortlessly with people from all around the world.

2. Education

In the realm of education, English is also required. Many nations teach and encourage youngsters to acquire English as a second language. Even in nations where English is not an official language, it is widely used. Many curriculums in the fields of scientific and engineering education are prepared in English. Because English is the superior language in the sciences, the majority of research and studies on any given issue will be written in English. To make information more available to overseas students, students at numerous universities study almost all of their fields in English. In schools and institutions, English continues to be a popular medium of instruction and a vast number of books and documents were written in English language.

4. LITERATURE REVIEW

Before going into the history of code-switching in education, this literature review chapter will discuss code-switching. The benefits and drawbacks of code-switching, as well as the limitations of the English-only approach are going to be tackled here.

4.1Background

Definition of Code-Switching

Code-switching is “an organic and persistent process that aids both communication and learning” (Eldridg, 1996). Many research has been conducted in educational environments on the topic of code-switching, indicating that both teachers and students use code-switching to communicate and engage in the foreign language classroom (Macaro,2001; Bergsieithner, 2002).The juxtaposition of two distinct variations that operate under two different grammatical systems is known as code-switching (Gumperz, 1982). “The notion ‘code-switching’ can cover an array of language (or dialect) switching and mixing occurrences whether, within the same conversation, the same turn, or the same sentence-utterance,” as claimed by Nilep (2006). Liu et al., 2004 have presented a much more concise

explanation of code-switching, noting that “code-switching – the alternating use of two (or more) languages– is a natural occurrence in the speech of bilingual individuals”. In addition, Rodman and Fromkin (1998) explained code-switching as "the insertion of a word or phrase from a language other than the one being spoken into a single sentence. Except that it can be the movement back and forth between two languages or dialects". Cook (2000) has built on Rodman and Fromkin's definition by including interlocutors: "moving from one language to the other in the midst of a speech when both speakers know the same two languages" (Cook, 2000:83). Code-switching, according to Richard (2014:1), is the practice of switching between two languages or dialects or registers of the same language(Levine, 2014) The technique of switching between multiple languages in different circumstances is known as code-switching. Everyone who speaks has learnt to switch codes depending on the situation. Code-switching is the application of transitioning between a primary and a secondary language or discourse in an educational setting. Code-switching is frequently regarded with skepticism in EFL sessions. Teachers and researchers of English as a second or foreign language have generally been concerned to minimize code-switching's occurrence in the classroom, believing that the transition signals a failure or disinterest to acquire the target language. Cook (2002:333) addresses the issue of code switching in multilingual classrooms, stating that the use of code switching in schools where students do not share the same native language may cause problems, as certain pupils (though few in number) may be overlooked. Skiba (1997:23), while defending the use of code switching in language classes, claims that when code switching is utilized owing to a lack of expression, it serves to maintain speech continuity rather than causing language interference. In this approach, code shifting provides communicative functions in the idea that it is used as a method for meaning transference as a supportive component in information sharing and social interaction. Furthermore, Brown (2007)

negotiation, as well as metaphorical and situational contexts, occur frequently in the regular classroom among English Language Learners. Per Wei (2013), code-switching is an organic occurrence among bilingual people . Furthermore, code-switching is an indication that the pupil is fluent in both languages. According to Lin (2015), code-switching is not a symptom of linguistic weakness in either language. To code-switch, you'll need a lot of inventiveness and a good understanding of both languages. MacSwan (2016) agrees, stating that code-switching demonstrates significant language awareness. Teachers of English Language learners should feel comfortable to use their students' first languages in their classes, even if they are in a mainstream setting because code-switching is normal and displays aptitude for both languages. According to Dailey-O'Cain and Liebscher (2009) the educator must actively integrate the L1 into critical areas of the course to receive the most educational advantage from it.

4.2 History of Code-Switching in the Classroom

Beginning in the 18th century and lasting until the mid-1900s, there was a widespread belief that English should be maintained as distant from the learner's native language as possible. This result was reached based on a number of assumptions. The first was that, because the L1 was learned separately from other languages, English should be studied independently of the L1. The second benefit of compartmentalizing the languages is that the student will be less likely to mix them together. The presence of the L1 was seen negatively because it is not effective in learning English. This negative perception is compounded by the fact that English is progressively being taught by monolingual English teachers who may have developed a skepticism of the culture and language

brought to class by students. The L1 in these kinds of classrooms is neither directly forbidden, discouraged, nor disregarded; it is certainly not viewed as a part of a healthy classroom (Cook, 2001).

Vivian Cook (2001) researched and tracked the changing trend of code-switching in the classroom. Scholars began to rethink those basic assumptions and build models of how the two languages may coexist in the latter half of the twentieth century, particularly in the 1980s and 1990s. The new concurrent approach, Dodson's bilingual method, and Community Language Learning are just a few of the innovative models. Each model allows the student to use their abilities from their first language and apply them to English. Even in a school where the teacher is monolingual in English, most experts now believe that code-switching has numerous advantages. There are a lot of opinionated teachers, who have a skewed perception towards the implementation of L1 in the classroom, but that is due to the fact that they have not researched language acquisition.

They have not kept up with the latest studies on CS benefits, therefore they should be change their perspective on this occurrence and in the future should keep up with latest studies on different concepts related to English teaching and learning,

4.3 Pedagogy and CS

There are three theoretical frameworks that provide evidence of the facilitative function of L1 use in L2 classrooms, according to Macaro (2009): Cognitive Processing Theory, Sociocultural Theory (SCT), and the phenomenon of "Code Switching in a Naturalistic Environment." Per the Cognitive Processing Theory, language is perceived, processed, and stored in the same way that other types of information is (Ellis, 2005). As a result, an organism's linguistic and communication talents

are shaped by their entire circumstances, which incorporate not just their own repertory but also the connections between languages. When a bilingual speaker attempts to use any of the languages, both the L1 and L2 lexical elements are going to be active in their long-term memory. Individual efforts and the social environment of learning processes are concepts that stick together under the umbrella SCT (Antón & DiCamilla, 1999). According to SCT, one's cognitive development is shaped by social and cultural factors. In SCT, the internal voice and private communication play a big part in the way one thinks and acts, and they're usually done in L1. Learners must depend on L1 to govern their L2 learning since it is needed for both linguistic engagement and cognitive process regulation. Furthermore, there is evidence that both L1 and L2 social speech has an impact on L2 learning (Lantolf & Beckett, 2009). Lastly, the third model that supports the facilitative effect of L1 use in L2 classrooms where CS happens in non-formal and non-instructional situations is the concept of CS in "naturalistic surroundings" (Macaro, 2009). Classroom participants, like those in other bilingual settings, may transition between two or more languages for natural communication needs. (Macaro, 2009). The assumption that learners' L1 should be kept out of L2 classes has also been questioned by the multi-competence perspective (Cook, 1991). "Multi-competence has an effect on other elements of cognition," claims Cook (1991) . The conclusion is that an atmosphere in which a person's first language skill is acknowledged and valued can have a major effect on their attitude to acquiring a new language, as well as an effect on the motivation. "It is the appropriate time for the creation of a principled multilingual approach to language classroom communication," adds Bialystok (2017). These theoretical frameworks supplied us with an understanding of the functions and motives for the teacher's usage of CS in the class for a variety of educational and social aims.

4.4 Types of Code-switching

The three basic types of code-switching defined by (Poplack, 1980) include the following: "tag-switching," "inter-sentential switching," and "intra-sentential switching".

(Romaine, 1989) defines tag-switching as the addition of phrases that may be introduced anywhere inside the bounds of a sentence or speech without damaging the sentence's grammatical restrictions.

Inter-sentential switching involves “a switch at a clause or sentence boundary” (Romaine, 1989) when, for illustration, the phrase or sentence was in L1 before being changed to L2.

Intra-sentential switching occurs when words or phrases from another language are incorporated into a sentence of the first language, without the occurrence of any morphological adaptation. (Yletyinen, 2004). This type is the most difficult sort of code-switching since it demands the speaker's ability to command two linguistic systems at the same time, for instance (Abelarda tiene los movie tickets- Abelarda has the movie tickets.) (Yletyinen, 2004)

4.5 The benefits and drawbacks of the linguistic phenomenon- Code-switching

There are certain misunderstandings concerning children who acquire two languages. Bilinguals, for example, gain greater cognitive flexibility than monolinguals, despite the popular belief that two languages muddle people's minds. Bilinguals may perceive events from several angles and have a greater understanding of how other individuals think (Hakuta, 1986). Bilinguals in comparison to monolinguals have higher auditory language abilities, such as the ability to differentiate the sounds

of a language. According to Levine (2014) bilingualism has the potential to alter brain structure and cognitive capacity. Al-Amri (2013), as well discussed the benefits of bilingualism. Bilingualism has a positive impact on both professional and social life. Regardless of which language is preferred, multilingual people's brains contain two functioning language systems. As a result, the brain's cognitive muscles are continually active. While other individuals may require more work and a sharp mind to overcome difficult and complex situations, bilinguals find it easier. Bilinguals have the ability to conceive of each item or concept in two or more words and phrases, which enhances their creativity (Doron, 2014). Early childhood language acquisition has been demonstrated to benefit children's cognitive, social, and linguistic thinking skills. The advantages of bilingualism for kids, according to Doron (2014), are as follows: Kids learn new vocabulary and voices as a result of extensive language input. They easily distinguish words in unified voices and categorize the words naturally. They respond at the same speed in both languages. Rhymed words are easier to comprehend. Bilingual children understand patterns and patterns better even at a young age. Despite all of these advantages, some research suggests that multilingualism has detrimental consequences. Many studies have been published to back up the claims that bilingualism has a deleterious impact on IQ and cognitive abilities. According to the findings of these studies, bilingualism is a mental strain for bilingual youngsters, causing them to be doubtful and confused (McLaughlin, 1978; Saunders, 1988). Bilingualism enhances schematic and mental attitudes, according to Weisgerber (1933). Monolingual children outperformed multilingual children in different fields such as: spelling, silent reading, oral reading accuracy, comprehension, and vocabulary (Carrow, 1957; Appel & Muysken, 2005). Bilingualism, according to some studies, can damage the intellectual capacity of an entire ethnic community and be perceived as abnormal (Weisgerber, 1933; Saunders, 1988). This linguistic

phenomenon in a foreign language classroom has received a lot of attention and discussion. There are two different attitudes which researchers hold when it comes to the usage of L1, TL, and L2, either it is the utilization of solely the target language or acceptance of CS and benefit from it. Switching to L1 is expected for numerous basic processes that may be advantageous in the field of foreign language learning, according to (Macaro, 1997). Many scholars believe that L1 should not be rejected in L2 schools, giving cognitive and sociolinguistic arguments in support of their position. From a cognitive standpoint, they argue that learners who have mastered L1 are advanced cognitive persons who consistently use L1 to comprehend the surroundings, new concepts, and a new language (Cook, 2001). As a result, learning L1 would provide them with a powerful cognitive tool (Artemeva, 1995). Leaving L1 out of the language classroom, on the other hand, would be ignoring the cognitive reality that tying new approaches to existing knowledge enhances language learning outcomes. Furthermore, L1 can be an excellent socio-cognitive instrument for gathering thoughts, which can aid in mediating L2 learning and promoting interaction among learners in the L2 environment (Thoms, Liao & Szustak, 2005). Schweers (1999) studied the validity of L1 usage in EFL classrooms at a university of Spanish language learners. The study drew some significant data, 88.7% of students and 100% of teachers were supporting the idea of Spanish being utilized in their classes. 86 percent of students thought their L1 should be utilized to assist them to understand difficult ideas, and 67 percent stated that code-switching made them feel more comfortable. This is reinforced by (Levine's, 2013) research, in which he describes the level of anxiety associated with the use of the target language among EFL students. According to the researcher, as the amount of target language used in class grew, individuals showed a higher level of anxiousness, especially the low-level students. The paper concluded by arguing that the first language plays a significant part in target language learning, and that teachers must discover

ways to incorporate the first language into the classroom and use it effectively. Sarçoban (2010) investigated EFL young learners' code-switching in a Turkish secondary school. The study by Sarçoban (2010) concluded that “no empirical evidence was given to support the premise that reducing mother tongue use will inevitably boost learning efficacy”. However, in order to achieve the fundamental purpose of language learning, the lecturer must establish an environment in which students can speak English in the classroom (Rahayu, 2016). In the context of FL classrooms, efforts to balance the amount of L1 in the classroom have raised various questions about how and why instructors switch to their L1 (Littlewood & Yu, 2011). The idea that the TL should be the dominant language in instruction is based on the fact that TL learners in FL environments lack sufficient input and interaction opportunities compared to L2 circumstances (Turnbull & Arnett, 2002). In response to the positive perspectives on code-switching in ESL classrooms, other academics (Wong-Fillmore, 1985) suggest that learners do not need to understand everything said in ESL classrooms because code-switching has a negative impact on the knowledge acquisition process (Brown, 2007). Furthermore, code-switching does not encourage learners to be inquisitive, thus they will be unable to master the language outside of the classroom (Chambers, 1991). In addition to the foregoing, excessive L1 utilization may have an impact on the quantity and quality of L2 input. As a result, teachers do not fully optimize classroom learning time, and students do not learn as much as they could when the teachers communicate entirely in the target language (Jingxia, 2010). It is also feared that using code-switching in the classroom may result in the internalization of non-standard L2 form and the fossilization of errors (Wong-Fillmore, 1985). Students may accept it as a regular form of the language they are studying and hence adhere to it without recognizing they have made mistakes

(Jingxia, 2010). As a result, code-switching in second-language schools can only be implemented with caution by the teachers.

4.6 The Arguments for Using the L1 in the L2 classroom

The benefits of L1 can be seen when students want to learn another language, since during the process of acquiring a new language they tend to rely on the language they already have a foundation in. Supporters of the L1 usage in the L2 classroom think that the L2 is taught on the basis of the L1, which has previously been learned, and that the L1 may therefore be viewed as a resource and valuable reference system while students are learning a new language (Stern 1992). Lastly, when employing L1 in the L2 classroom we are contributing in students gaining new skills such as translating or interpreting.

4.7 Techniques used to support the usage of the L1 in the L2 teaching.

The Grammar-Translation Method

From the 1840s until the 1940s, the Grammar-Translation Method dominated foreign language instruction, and it is still extensively used in modified forms today. The Grammar Translation Method's major purpose is to educate and strengthen students' abilities to read and write in the second language.

Grammar norms, vocabulary, and sentence construction are the pillars that are elaborated mostly. Another important part is translation, and the majority of class time is spent transcribing sentences from the L1 to the L2 and vice versa. Instructions and explanations are delivered in the L1 in the Grammar-Translation Method (Richards & Rodgers, 2001), and the L1 is also used as a reference system when learning the new language (Stern, 1983). As stated at the outset of this section, this approach and its alternations are still frequently employed today, though sometimes unconsciously (Stern, 1992).

Cognitive-Code Learning

The Oral Approach, Situational Language Teaching, and the Audiolingual Method prompted the development of Cognitive-Code Learning. The goal of Cognitive-Code Learning is for the student to comprehend a language's grammar principles, observe how they are applied, and then practice them in real-life situations. Grammar is crucial in Cognitive-Code Learning because it enables the L1 to be used as a reference system (Song & Andrews, 2009).

Other techniques of instruction.

Cook cites four other instructional strategies that involve the L1 as well, those being: Alternating Language Approaches, The New Concurrent Method, Community Language Learning, and Dodson's Bilingual Method. These four strategies all imply that using the L1 in the L2 classroom is beneficial, but according to Cook, they have never been widely adopted or implemented (Cook, 2008).

4.8 Arguments for avoiding the L1 in the L2 classroom

There are differing viewpoints on whether or not employing the L1 in the L2 classroom is suitable. Cook (2008) discusses reasons for and against utilizing the L1 in the L2 classroom in *Second Language Learning and Language Teaching*. Due to the fact that children do not have a language to build upon they have the tendency to create a good approach towards the acquisition of another language. Therefore a view stands that the learning of an L2 is alike to the learning of an L1. A second language learner's goal should be the ability to use the L2 autonomously of the L1, while keeping the two languages separate in the mind. Another reason for this avoidance is the teacher's L2 usage, which is frequently used as the major example for the students' real communicative use in the L2. Lastly, second language classes are considered as the only setting where students can enhance communication skills in the L2, insinuating that the L1 should now be lowered in an English Language program.

4.9 The English-Only Model

Why should teachers avoid establishing an English-only classroom style if advanced pupils are apt to follow every instruction given by them in this type of environment. A classroom that refuses to take into consideration the benefits of code-switching but completely eliminates its usage might

generate major challenges for pupils. This classroom, also known as a "English-only" environment, discourages and even punishes students who use the L1 in any circumstance, even when it is useful for learners. Considering the fact that the only way out for the students to “survive” in that learning community is to learn how to communicate, this is also supported by many advocates of English-only methods. Students, on the other hand, use the L1 to contextualize English, improving overall communication and motivation (Turnbull & Dailey-O'Cain, 2009). Students, for instance, may find it useful to be capable of drawing parallels between English and their target language structure. Additionally, it is a basis of culturally sensitive teaching if teachers allows their students to access their existing knowledge (Hansen et al., 2013). Teachers will achieve their ultimate goal for their pupils, which is to learn and use English fluently, by focusing on an English mostly classroom rather than an English only classroom. Educators should aspire for the bilingual students to be able to speak both languages fluently when they leave the classroom, and the classroom allows students to practice these skills (Turnbull & Dailey-O'Cain, 2009). The goal in a "English-only" classroom is to maximize English input and output rather than to eliminate the L1. The conclusion is that an atmosphere in which a person's first language skill is acknowledged and valued can have a massive effect on their attitude to acquiring a new language, as well as an effect on the motivation. "The time is right for the creation of a principled multilingual approach to language classroom communication," adds Levine (2014). For various educational and societal purposes, the purposes and motives for the teacher's CS in the class were explained using the theoretical frameworks stated above.

4.10 Techniques used to support the avoidance of the L1 in the L2 teaching

According “The L1 in L2 learning - teachers' beliefs and practices' ' by (Song & Andrews, 2009) there are different techniques when using the first language in a target language environment. Below are included some of the techniques used by Song&Andrews and their perspectives on the use of code-switching.

The Direct Technique

The direct technique was one of the first to use a "mono-lingual" approach to second language learning (Stern, 1992). A technique to teach a second has been attempted to be developed. This technique would be beneficial and would be more or less the same to the way children learn their native language.ergo, the direct method seems to be the result of the multiple tries done by different scholars. The concept that Direct approach carries away is a similarity between learning a second language to studying a first language. Thus, one should not teach/learn a second language while translating or using one's first language. The skills which are a pivotal part of the direct approach include the oral and pronunciation skills with an emphasis on precise pronunciation and grammar, as well as speaking and listening comprehension (Richards & Rodgers 2001:12). In this case, the L2 is the exclusive medium of teaching in the classroom (Richards & Rodgers 2001:12), whereas the L1 is strictly prohibited (Stern 1983:460). The Direct technique comes with its drawbacks. The teacher has

to be fluent in the foreign language like a native speaker and have a firm attitude on the L1's restriction from the classroom. This action often forced the teacher to use long explanations in the L2 when "a simple, short explanation in the student's native language would have been a more accurate approach to understanding" (Richards & Rodgers 2001:13).

The Natural Technique

In the 1970s, Krashen and Terrell developed and presented The Natural Approach, which concentrates on understanding and communication. According to the idea, successful L2 acquisition requires that learners of a second or foreign language acquire the appropriate type of understandable information in the second language (Richards & Rodgers, 2001). The L1 is ignored in the classroom since the Natural approach's major focus is on providing intelligible input in the L2. The L1 is accepted to have an important function for second language learners, according to Krashen and Terrell, although instructor's directives are always presented in the L2 (Song & Andrews, 2009)

Communicative Language Teaching

Communicative Language Teaching is a way to teach second languages that has become one of the most widely used in the world today. The most significant aspect of Communicative Language Teaching is that it concentrates on teaching the language as communication rather than acquiring language forms. This is done for the purpose of increasing students' capacity to communicate in the L2 (Richards & Rodgers, 2001). Where it comes to the usage of the L1 in the L2 classroom, the technique does not entirely exclude the first language, and the first language can be utilized judiciously

when it can help with L2 learning (Song & Andrews, 2009).

4.11 The Conversational Structural of Code-switching and its Social and Natural Embeddedness

We know: 1. Code-switching is linked to and suggestive of group membership in specific types of multilingual speech communities, such that the commonalities of switching the use of two or more languages within such a single discussion can vary dramatically among speech communities. 2. Where it happens, intra-sentential code-switching is controlled by syntactic and morphological concerns that may or may not be universal. The primary research issue in the first type of study is if language choice reflects power and inequality, or if it is a measure of the rights and duties owed to people in certain social groups. The second tradition generally approaches the issue of syntactic restrictions through the lens of a certain grammatical theory (Auer, 1998:5). The term "language negotiation sequence" refers to the sections of a multilingual conversation in which the participants are unable to agree on a common language of engagement.

3.12 The Functions of Teachers' Code Switching

According to Hymes (1962), code switching/mixing has five primary purposes. Following that, the researcher used Hymes' framework to examine the teacher's instruction in this course..

1. Expressive Functions

In order to express different emotions the teacher used code-switching. These switches are directed toward the addresser of the message and reflect his or her reaction to a situation. They

do not change the meaning of what is being spoken, but they do give extra information about the addresser's internal state, such as his feelings or opinions.

2. Directive Functions

When a speaker wants to direct someone, there's when one employs this function, since it can get the listeners' attention. Furthermore, this function often was situated in a variety of cases. Per Hymes, there are two sub-branches: (a) direction / conviction and (b) social exclusion.

3. Metalinguistic Functions

Defining terms, summarizing and paraphrasing other other people's utterances and some metaphors are all included under the umbrella of Metalinguistic Functions. Whenever we are encountered with speakers who make explicit references to one of the languages included, there when we know we are dealing with metalinguistic function.

4. Poetic Functions

When speakers tell jokes, use wordplay in another language, or when they strive to avoid using taboo words and phrases in the main language used in the discourse,

5. Referential Functions

The following are the categories of referential function, according to Chen's (2003) explanations. The first one is that terms are not commonly used in other languages. The second category includes concepts that do not have semantically adequate translations in other languages. The

third category includes phrases that individuals are more acquainted with L1 than L2. Instructors do not always realize they are using code switching, which implies they're not always aware of the process's purposes and outcomes. Regardless of whether it is conscious or not, it must perform some fundamental duties that may be advantageous in language acquisition situations. (Mattson and Burenhult, 1999) classify these functions as topic transition, affective functions, and repetitive functions. It will be necessary to provide a quick description of each function in order to gain a general understanding of them. When a teacher switches topics, he or she changes his or her language to match the topic at hand. This is most commonly seen in grammar classes, when the teacher switches to the native tongue of his pupils while dealing with specific grammar topics that are being taught at the time. By employing code switching and, as a result, the employment of native speech, the pupils' attention is drawn to the new information. It may be advised at this time that a bridge be built from the known (native language) to the unknown (new foreign language material) in order to convey the new content and meaning, as Cole also suggests (1998) "A teacher can use a student's prior L1 learning experience to help them grasp L2 better." In addition to the subject switch function of code flipping, the phenomena has emotional functions that allow for the expression of feelings. In this case, the teacher employs code switching in order to foster unity and intimacy among the pupils. In this way, code switching may be credited for helping to create a welcoming linguistic environment in the classroom. Another rationale for code switching's usefulness in educational settings is its repetitive nature. In this scenario, the teacher uses code switching to ensure that the pupils receive the information they need. Following the target language teaching, the educator code shifts to the native language to explain understanding, emphasizing the relevance of the foreign language material for effective comprehension. The

inclination to repeat instructions in the student's native tongue, on the other hand, may result in certain undesirable behavioral issues from students. Because the student is only exposed to foreign language discourse on a limited basis, a learner who is confident that the foreign language instruction will be followed by a native language translation may lose interest in listening to the former instruction, resulting in negative academic consequences (Sert, 2005: 1).

5. METHODOLOGY

Both qualitative and quantitative methodologies were used to gather, process, evaluate, and present data concerning the phenomenon of code-switching in teaching the English language to pupils of the Finnish School of Kosovo and Ismail Qemaili. The purpose of this study was to explore how high/middle school instructors and students code-switch for miscellaneous academic and collective roles using their available language abilities.

5.1 Ethical Consideration

Before beginning this research, permission from the school principal of Finnish School of Kosovo was sought. Because all of the respondents in this study are under the age of eighteen, authorization to conduct the study at the school was essential, particularly granting informed consent for their parents. Other ethical research approaches will be considered and put into practice. The research will be conducted in compliance with scientific and legal ethical standards. The participants' privacy, confidentiality, and anonymity will be guaranteed. In this case, the participants' identities will not be divulged in any way, and only the researcher will have access to the raw data. To avoid discomfort and harm, the participants will be treated equally and fairly throughout the study. The learners' and parents' option not to participate in the study will be respected as well. The school schedule will be

followed, and all data collection will take place outside of school hours so that those students who are taking part in the study are not disadvantaged.

3.2 Participants and Instruments

Participants in this research were students involved in the “Finnish School of Kosovo” and teachers who are currently involved in the “Finnish School of Kosovo” and “ Ismail Qemali” educational system. The sample of the participants is purposively chosen because of:

1. Participants’ awareness of this concept.
2. Direct participation of the relevant stakeholders in the process.

The participants included five EFL female instructors whose mother tongue was Albanian. They taught English to different grades at secondary and middle school levels, as well as employed different curricula such as AS (Advanced Subsidiary) , IGCSE (International General Certificate of Secondary Education), and Lower Secondary curriculum. All of them were experienced teachers, two of them having taught for more than 10 years, one teacher for 7 years and two for 4 years. 60 students filled out a questionnaire, 25 students from English AS level, 20 from English IGCSE level (secondary level), and 15 from Lower English Secondary (middle school level). Out of the 60 students, 35 were male and 25 were female, among these students, 7 had a different mother tongue than Albanian.

This study implemented three different instruments to collect data, those being: teachers and students' interviews, classroom observation and the questionnaire. A number of data collecting tools were deployed and piloted to establish their effectiveness and accuracy in order to triangulate the findings. The questionnaire's objective was to compare teachers' code-switching behavior with students' code-switching preferences. The questionnaire looked into students' perceptions regarding code-switching in various educational settings, as well found out how often teachers switch codes; when and why they code-switch, and how frequently the students use English in or after class.

The interviews elicited information about students' background, English learning experience, some basic attitudes to the code-switching in accounting English class, and their justifications for those attitudes. The researcher also asked about teachers' perspectives on teaching, specifically code-switching, if it is a beneficial approach or not in the development of students' foreign language skills.

4.3 Piloting

In order to identify potential issues regarding the clarity and the length of our questionnaire, we conducted piloting with students from grade 7-12 at Finnish School of Kosovo. The researcher conducted piloting with six students and this took plenty of time since it was difficult to contact the students. From the feedback received during the piloting process, the researcher got a clearer picture regarding the structure of the questions and also about the length of the questionnaire. Students' responses showed that they understood the questions based on the answers that we posed in addressing code-switching in an EFL classroom. Moreover, students were also asked at the end of the questionnaire whether they understood the questions or if they had any suggestions. In general, the questions were clear, however one recommendation was given to use simpler words since they

were a lot of advanced words, and they were concerned whether the students will understand the idea of the question without having the need to ask for clarification.

4.4 Data collection

During the final stage of collecting data from the questionnaires that we revised after the piloting, the researchers surveyed 60 participants. Initially, the questionnaires were distributed online in platforms such as Teams and Seesaw after receiving explanations and instructions regarding the questionnaire and its purpose. Afterwards, the data collected were analyzed separately by the researcher in order to investigate the factors. After having analyzed the data, the findings were collected in one main discussion part and were analyzed via excel sheets through tables and charts. During this process, the researcher divided the factors that contributed to students' code-switching in the EFL classroom.

4.5 Data Analysis

For the purpose of collecting data, a mixed method of questions was used, which include open and closed questions. A closed-ended question has pre-populated answer options for the responder to choose from, whereas an open-ended question allows the participant to express their thoughts without even being affected by the researcher. The qualitative and quantitative research are the two complementary methods that the researcher combined in the questionnaire to get the best

results.

The data analysis of the questionnaires was mainly done through computer-based method, respectively Microsoft Excel for quantitative data, where the data is analyzed using mathematical and statistical procedures. Additionally, the analysis is done through coding, which is a ubiquitous part of the qualitative research process and as (Strauss, 1987) emphasizes, helps in categorizing open-ended responses into groups that can then be further used in order to aid in the analysis.

One of the notable hallmarks of conducting research using these methods is that data are analyzed regularly all throughout the study; this is done from conceptualization through the whole data collection phase and into the interpretation and writing stages. With the amalgamation of both quantitative and qualitative research and data, the researcher gains a deeper sense of understanding, while offsetting the flaws inherent to using each approach by itself.

6. RESULTS AND DISCUSSION

After distributing questionnaires among the participants and collecting the data, the following results were obtained.

6.1 Students' attitudes of using code-switching in the EFL classroom

The results' analysis of the students' questionnaire revealed that the majority of the students' attitude toward code-switching is positive. Around 75.0 percent of the respondents viewed code-switching as a positive thing to be executed in everyday and classroom contexts, while 25 percent regarded it as a neutral phenomenon. Amongst 60 respondents, none of them considered code-switching as a negative phenomenon to be implemented in EFL classes.

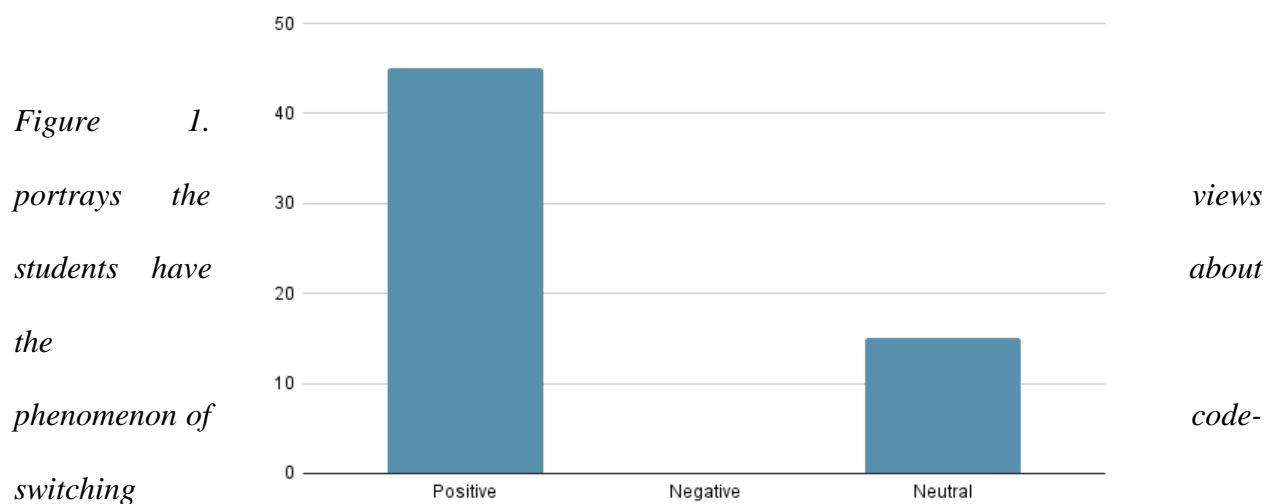


Figure 1. As a linguistic phenomenon, which occurs in EFL classrooms, what do you think about code switching?

- a) positive b) negative c) neutral

As Table 1 depicts, 28.3% of the students believed that the English-only approach is beneficial to them, 51.7% are neutral, and 20% do not agree with this point. Students' attitudes concerning code-switching as a facilitator of learning include 75% of respondents who agreed with this statement, 21.7% who were neutral, and 3.3% who disagreed. In addition, many of the students agreed that CS accelerates students' process of learning. Hence, 76.7% of the students agreed that CS fastens the acquisition of knowledge, 18.3% of them were neutral, and 5.0% disagreed. At the same time, 17.4% of the students report that they are confused by the teachers' usage of both languages in the class, 13.0% are neutral, and 69.6% state that code-switching in the classroom does not confuse them. The students' opinion about code-switching leading to the weakness of English is also shared. Thus, 16.7% agree that code-switching weakens their English, 30% are neutral, and 53.3 do not think the same. Despite this, 65 percent of respondents believe code-switching improves their English, 26.7 percent are undecided, and 8.3 percent say it doesn't. More than half of the students stated that CS makes them feel more comfortable and confident in class, 25% were neutral and 6.7% disagreed. Similarly, 50% of the students feel less lost when using CS during the lesson, 25% of the students are neutral, and 25% do not agree with this statement.

Table 1. Circulation on of the Students' Respondents Related to the Attitudes toward the Teachers' Code-switching

Item		S/ A	A	N	D	S/ D
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1	Teaching English without transition to L1 is helpful to students	6	11	31	12	0
2	Codeswitching facilitates learning	23	22	13	2	
3	Combination of Albanian and English results in the weakness of my English	3	7	18	24	8
4	Combination of Albanian and English strengthens my English.	8	31	16	5	0
5	If confuses me when the teacher uses both languages to teach one topic	2	6	6	35	1
6	CS accelerates the learning process of the students	16	30	11	3	0
7	CS makes me feel more secure and self--assured in class	10	31	15	4	0
8	CS makes me feel less lost during the lesson	10	20	15	12	3

Interestingly to remark is that almost half of the respondents' level of English was Advanced/ Native proficiency.

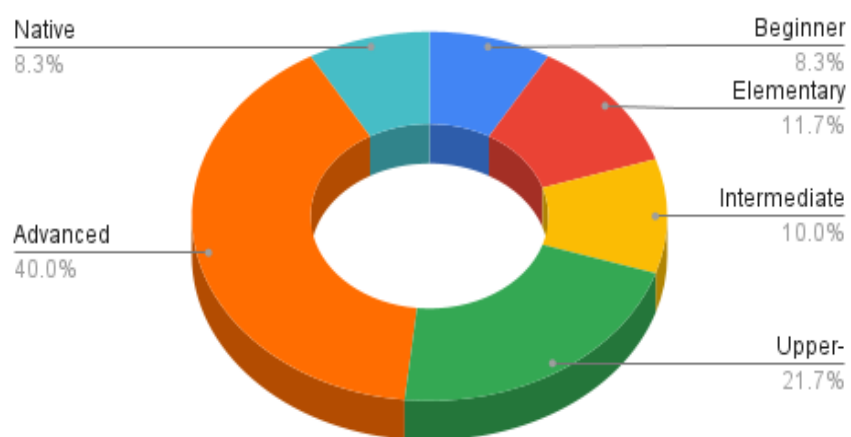


Figure 2. shows the students' English language proficiency

However, when asked if they preferred their lecturer to switch between Albanian and English in EFL classes, the majority of them said they would prefer their teacher to code-switch. Aside from the reasons such as: *“if we would talk only in English we would have covered the chapters faster, without the need of the teacher to pay attention to the lower-level students”*. *“Moreover, the flow of the discussions in the class would have gone smoother, without the need to explain certain opinions or translate specific words that some students did not understand”*.

On the other hand, the students who had a neutral stance towards this statement claimed that it does not bother them if their teacher code-switches in the class, for them it was only significant to reach the objectives of the lesson by the end of the day. Nonetheless, the majority of students despite their high language proficiency and high ability to acquire every information delivered by the teacher in English, gave empathetic answers, thus considering the language skills that the rest of their classmates had. Based on their answers, the researcher decided to explore the cultural factor in relation to code-switching. What was interesting to note in this study is that Kosovo fits the norms of being a collectivist culture, where the needs of the group as a whole are emphasized over the needs of each individual. In the Kosovar context, it may be inferred that students establish strong peer relationships as they are assigned to the same courses throughout three years of high school studies. Moreover, they are likely to be in the same classes as their primary school friends. Thus, they create a cooperative environment rather than a competitive one. This bond between peers was inferred from students' responses as their ultimate goal was for all to progress, succeed and achieve better results and not be penalized just because of their low level of English. The

cultural factor is considered as one of the main ones that contribute to the phenomenon of code-switching.

Equally important to note is the frequency of this linguistic phenomenon in the classroom by the students and teachers.

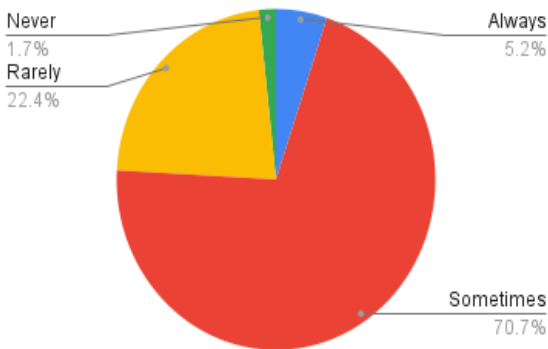


Figure 3. shows the frequency of students' code-switching in the English class.

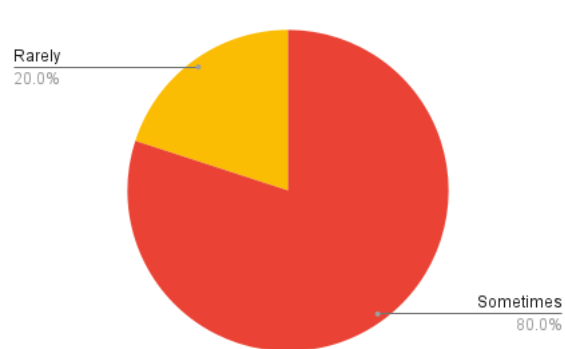


Figure 4. shows the frequency of teachers' code-switch in the English class

As shown in the figures 3 and 4 linguistic code-switching is quite frequent and there are many reasons/functions to use this method and different attitudes from teachers and students upon its prevalence in the classroom, which are going to be presented further in the study.

6.2 Teachers' attitudes towards the use of codeswitching in the EFL classroom

The results revealed that all of the educators with the highest percentage (100%) have positively agreed with the statement that they code-switch while delivering their lectures to help their students understand better the lesson taught.

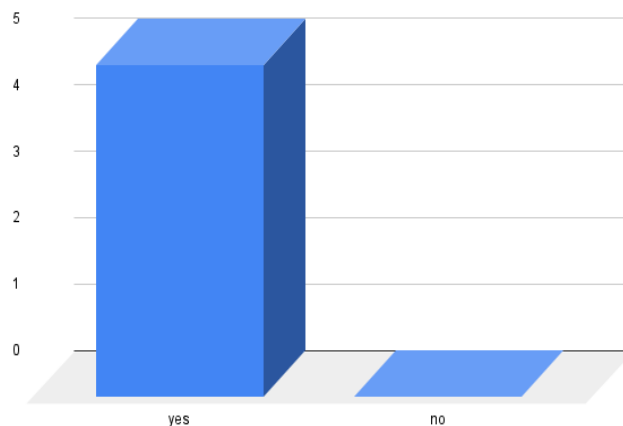


Figure 5. shows the responses of teachers in relation to the usage of code-switching in their classes

Teaching courses solely in English is advantageous to pupils. This is supported by 20 % of students , 60% go against it, 20% are undecided and none of them disagree. Moreover, a statement in the questionnaire asked teachers' opinion whether using solely English in teaching language courses is more beneficial to learners at the university level rather than high school. 80% were positive answers, and 20% were neutral. When asked if they liked to employ code-switching in class by their teacher, 20% said yes, 20% had a neutral stance, and 60% said no. However, when inquired if students' English proficiency was a factor that triggers switching into Albanian, all of the respondents agreed that in order for those students to advance they had to code-switch in the

classroom. Teachers hold different views about the productivity of code-switching. Per the results extracted from the questionnaire, 20% of teachers believe code-switching causes pupils' English to be weaker, 40% are neutral, and 40% disagree. 60% of students believe that code-switching in the classroom improves students' English, 20% are neutral, and none of them believe that code-switching does not improve students' English learning. A significant result which emerged from the data were the 100% positive answers on the question is “Code-switching an effective strategy in language teaching”, nonetheless when asked if “Using CS in classrooms should be completely stopped in language teaching /learning process”; 20% strongly agreed, 20% were neutral and 60% disagreed with this clause. There is a substantial variation between these two questions, therefore the researcher sought clarification in the teachers’ interviews. They suggested that code-switching should not be seen as a hindrance, on the contrary it must be seen as a beneficial technique if the objective is to make concepts clear and transfer information to the students in a structured way. As a result, code-switching may appear to be a tactic to encourage kids to learn quickly and easily. Code-switching can have a positive attitude in students attempting to acquire a language. This is because when they switch the code they have the tendency to create a connection from the known; which happens to be our mother tongue to the unknown; (Sert, 2005). Liebscher and Dailey-O’Cain (2005) and Lin (2016) claim that code-switching in foreign language classrooms is useful. However, in an English language learning context, the use of the code-switching approach should be minimized in order to guarantee that the target language is taught and learned with the importance it deserves. Table 2 depicts the teachers’ attitudes towards the linguistic phenomenon of code-alternation.

Table 2. Teachers' Attitudes Towards Their Own Code-Switching: A Distribution of Responses

Items		S/A	A	N	D	S/D
1	Using CS in classrooms should be completely stopped in the language teaching /learning process.	1	0	1	2	1
2	Using solely English in teaching language courses is more beneficial to learners at the university level rather than high school.	1	3	1	0	0
3	Using CS from English to Albanian will lead to enhance the weakness of learners' ability in English language	1	0	2	2	0
4	Students' English proficiency is an important factor triggering switching into Albanian.	3	2	0	0	0
5	Code-switching is an effective strategy in language teaching.	2	3	0	0	0
6	Departmental policy is an important factor triggering switching into Albanian.	1	0	4	0	0
7	Using a mixture of languages strengthens the learning of English.	2	1	2	0	0
8	I prefer teaching courses using mixture of different languages.	0	1	1	3	0
9	Teaching courses only in English language is beneficial to students	1	0	1	3	0

Furthermore, when asked how much code-switching is appropriate for students/teachers in an EFL class, teachers said the following:

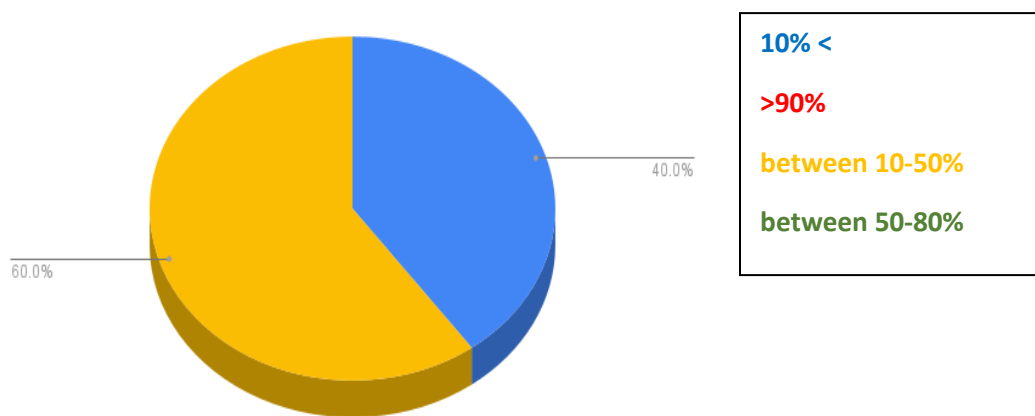


Figure 6. *shows the teachers' views on how much code-switching is appropriate for students/teachers in an EFL class.*

In addition, teachers think that departmental policy is an important factor which triggers switching into Albanian. 80% of the respondents had a neutral stance, while 20% a positive stance towards this statement. Based on the data from the questionnaire, 60% of the teachers stated that they have policies in their school which require them to deliver the lessons solely in English, without switching to Albanian, while 40% stated that they do not have such policies. In terms of respect, only 1 teacher said that she respects that rule approximately 95% of the times.

“95% of the time, I do this because in an English-speaking class, this is a basic requirement and it also makes the students familiar with listening and speaking English all the time. But there are certain situations like the impossibility of conveying the message to the student where one just has to switch to Albanian”

The other teacher was not fortunate enough to teach students that have nearly the same level of English proficiency, thus she gave her views in this way.

“No, I do not respect it, even though the school is an international school where everyone should be speaking English, the students that come at our school, their level of English is very low, hence it is impossible for the teacher to talk only in English since the students will be completely lost and will not be willing to participate in any activities that I will initiate”

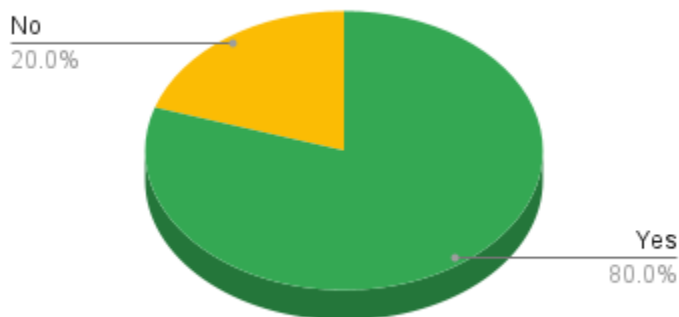


Figure 7. shows the teachers' responses of the question "Do you teach students whose level of English is all the same?"

As shown from the graph 20 percent of the teachers teach students whose level of English is all the same, while 80 percent do not. This point calls for a solution, what should teachers do? Talk only in English or switch codes from time to time? If so, in what circumstances should they switch or encourage students to switch? Or should the school have any general recommendations or guidelines for teachers when it comes to the use of Albanian in English classes?

When asked this final question, 100% of the teachers said that they do not have any guidelines or recommendations in their schools, but all of the teachers were very supportive of the idea to have such guidelines. One of the teachers even said the following:

“Indeed they would be helpful, especially if you work in an international school where the students and the teachers are expected to talk only in English. Therefore language education policy-makers should design more formal and concrete guidelines to help FL teachers use students’ Mother Tongue judiciously”

Moreover, teachers were asked if there was any situation where students should be encouraged to code-switch, surprisingly all of them answered positively while listing the cases where they should incite pupils to switch codes, and those included: when they cannot find a way to express themselves in English but they still want to share their ideas, encourage lower-level students to participate in discussions, and when the teacher wants to evaluate comprehension.

All of the teachers agreed that CS has a significant and beneficial impact on foreign language learning, if utilized appropriately. (Sert,2005) who believes that code-switching in foreign language schools is beneficial, agreed with the teachers. “It is a strategy for encouraging linguistic solidarity, particularly among those who share the same ethnocultural identity”. Moreover, if code-switching has got the benefits as shown in this study and has not posed any difficulties as

demonstrated in this research; teachers should encourage code-switching instead of prohibiting it in foreign language classes. Furthermore, in order to facilitate L2 acquisition, teachers should perceive code-switching as beneficial and the usage of L1 as good and relevant. Regardless of how difficult it is for children to learn a language, the teacher should establish a comfortable environment for them. Liebscher and Dailey O'Cain (p. 236) describe this type of classroom as "a community of practice". Both teachers and students expressed positive feelings about the usage of Albanian in the content topic classroom. Gulzar (2014) discovered similar results in different locations of the world. Although there is a current tendency in EFL classrooms to favor the use of students' native languages, Ariffin and Husin (2011) discovered that attitudes could be moderated by the students' English competency. Students with higher levels of English competence support the lesser frequency of the mother tongue in the classroom, while the lower-level students support the opposite.

3.3 Code-switching's future usage in the classroom

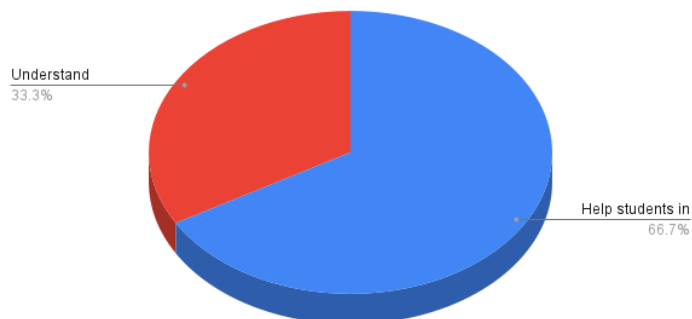


Fig.x shows the results of the following “Code-switching helps students in English classes” “Code-switching helps students understand teachers’ instructions and learn new words” A significant percentage (66.7 percent) said that they would motivate teachers to apply CS. On the other hand, 33.3 percent claimed that CS has benefitted them in understanding the teachers’ instructions for the lesson as well as expanding their vocabulary. They typically stated that code-switching aids learners in comprehending classroom instructions, comprehending word meanings, and, eventually, aiding learners in improving their English. Pupils who opposed the usage of code-switching in the future said that it would not assist students enhance their proficiency. They also thought that English classes had to be conducted entirely in English. They also stated that teachers must speak in English in order to teach pupils to acquire English. Despite their rejection of further code-switching, this might be interpreted as a sign that they have reached a level of expertise that automatically triggers rejection. The type of learners engaged in the learning also influences the utilization of code-switching. The study looked at the low-English-proficient students as well, and the results showed that they agreed with the teachers' code-switching. This supports the findings of Lai (1996), Critchley (1999), Schweers (1999), Dash (2002), and Greggio and Gil (2007), who found that code-switching can be beneficial in both low- and intermediate-level courses (Tang, 2002; Critchley, 1998;).

Despite the fact that the study came to positive results, it has several flaws. The first is that it only looked into pupils with different command of the English language. A study of students with same proficiency levels could provide different results because pupils with various levels of competence have acquired distinct language abilities. Second, the outcomes are only the students' impressions. The real associations between the factors might differ from the study's findings. One good element of this is that students discovered they were able to understand and participate in the

discussion initiated in the class, which consequently means that they would perform well in the future exams. Instructors may code-switch between English and Albanian to accomplish tasks, ensuring that students receive the emotional support they need to succeed in their language growth. Teachers should be reminded, however, that code-switching is a measure or approach for ensuring that intelligible material is transferred from the teachers to the students. Learning success may be ensured by the systematic use of code-switching to fulfill particular tasks. Code-switching does not give teachers unlimited powers to use Albanian as often as they wish. Code-switching should be viewed as a technique rather than a method of instruction.

6.3 Learners' language learning success in correlation to Code-switching

Table 3 summarizes the overall findings. Due to a significant proportion of respondents who were uncertain in their decision, respondents generally believed that code-switching has aided in ensuring that they attain their desired goal. When asked if code-switching had helped them comprehend challenging ideas in their studies, the replies were almost all the same, supporting this function. Code-switching helped 58.3% of the 60 respondents learn new terminology, 66.7 percent understand any difficult topics in the course, and almost 80% (87.3%) understand the grammar which is being explained by the teacher. When instructors code-switched, 78.2% of the respondents said it helped them learn English in the classroom, and 82.0 percent said it made it easier for them to complete any work provided by the teachers. Students believed that the professors' code-switching had an impact on their learning achievement. The study's findings

revealed a significant correlation between teachers' code-switching and students' learning achievement, as proven by their responses during the interviews, proving students' happiness with their learning. Low-performing students may now grasp both the subject matter and the classroom activities. This explains the pivotal function of code-switching in improving students' psychological well-being during English classes. This would later transfer into them becoming more engaged and accountable in their studies (Schweers, 1999; Chi, 2000; Cole, 1998; Mattioli, 2004). They are more likely to participate actively in classroom activities because of the anxiety-free environment that the teachers provided for them. Students believed that the professors' code-switching had an impact on their learning achievement

Table x. Learning Success in correlation to Code Switching

		Disappr oved %	Not Sure %	Approved %
1.	It helps me to comprehend new words.	25.0	16.7	58.3
2.	It helps me to comprehend hard concepts.	25.0	8.3	66.7
3.	It helps me to comprehend	3.6		

	English grammar.		9.1	87.3
4.	It helps me in acquiring the English language in the class.	12.7	9.1	78.2
5.	It helps me conduct the task successfully.	12.0	6.0	82.0

6.4 Code-switching and learners' affective support

Overall, learners had a favorable impression of the psychological support provided by the teachers' code-switching . 65.0 percent of the respondents said that the tendency of the professors to switch between languages made the class more delightful, when they were asked the question if they enjoyed their teachers' CS. Following that, roughly 63.3 percent of respondents said they were happy with their learning as a result of the transition, while 61.7 % said they were more comfortable with the courses when lecturers code-switch. extracted from the data analysis. After a thorough analysis there was revealed a substantial connection between learners' perceptions of the relationship between instructors' code-switching and learners' positive emotional support in learning. As a result, the stronger the learners' emotional state is, the more teachers code-switch. As a result, there is a link between code-switching by teachers and a positive affective learning

condition. This study further elaborated how due to students' ability to interpret the professors' feedback, code-switching helped learners enjoy their studying. They became less stressed and created a more comfortable space to learn as a result of the understandable input delivered by teachers. Learners are likely to concentrate and participate in classroom practice and activities after they are comfortable with the setting and are freed of unnecessary tension c. As a result, having psychological support when learning a language lets learners feel more at ease. They will be eager to learn more English once they have gained confidence in their ability to comprehend the lesson without becoming disoriented. Finally, instructors' code-switching is crucial in establishing a psychologically conducive environment for learning (Lai, 1996; Schweers, 1999), as well as constructing a firm basis for their emotional fulfillment. Early exposure to code-switching helps students to obtain a head start on effective and successful learning while also eventually becoming users of the target language (Lai, 1996; Cole, 1998; Schweers, 1999; Chi, 2000; Mattioli, 2004).

		Disappr oved %	Not Sure %	Approved %
1.	It helps me like the lesson being taught..	25.0	10.0	65.0
2.	It helps me feel overjoyed with my learning.	21.7	15.0	63.3
3.	It offers me a comfortable setting to learn.	21.7	16.7	61.7
4.	It helps me feel less tense.	26.7	18.3	55.0

5.	I feel more oriented during the lesson.	33.3	18.3	48.3
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6.5 The usefulness of code switching as a teaching approach for EFL students as seen through the eyes of teachers.

Whether they can teach a class properly without code-switching, EFL lecturers from the Finnish School of Kosovo and Ismail Qemali answered there are two options. It is perfectly possible to teach advanced level classes without code-switching, however, it is difficult to teach beginners and English as a Second Language (ESL) classes without code-switching. They basically believe that code-switching is a useful teaching approach for beginners and ESL classes. *“Yes, I have to code switch in my ESL and beginner classes,”* one respondent stated. I usually code-switch to the student's mother tongue when it comes to the discipline in the classroom as well as to give explanations around grammar rules. Furthermore, another respondent from School "Ismail Qemali" stressed that code-switching is an effective teaching approach for establishing relationships with pupils and maintaining good classroom management. According to Ferguson (2009), code-switching is employed for classroom management and interpersonal

relationships. Ahmad and Jusoff (2009) also claimed that code-switching is a useful and efficient teaching approach for educating pupils with low proficiency. According to the responders, code-switching is also useful for communicating complicated themes, subject matter, and intercultural concerns. Furthermore, one of the respondents stated that “For an interactive teaching and learning environment, one of the most significant techniques is code-switching”. They also stated that code-switching aids them in developing relationships with students, which leads to more successful teaching. The findings of this study in relation to students and teachers’ code-switching in English classes are consistent with similar studies which have confirmed that code-switching is established in ELT classrooms and on various proficiency levels (Sert, 2005). According to the findings of this study, the majority of participants code-switch to their L1 (Albanian) in their classes, with only 11 percent reporting otherwise. The purposes of code-switching included expressive, directive, and referential, per Apple and Muyskne's (2006) model. When the findings of this study are compared to those of prior studies on code-switching from various perspectives (Boztepe, 2009), a general conclusion emerges: code-switching is indispensable and most of the time is done consciously in the classroom. As a result, it can be concluded that code-switching is more than just the alternation or usage of two or more languages (Grosjean 2010). Rather, the international language option enriches the learning environment on several levels and better delivers the message than any other language. Whether code-switching has numerous disadvantages or should be prohibited or permitted in the classroom, Zentella (1981) states that “it appears premature to restrict code-switching from the classroom when we do not know what we are banning along with it”. “It is helpful to emphasize that code-switching should be incorporated into the classroom in a mechanical way,” he adds. The usage of code-alternation depends on what kinds of levels the students are in. The majority of participants feel that the language lesson should be held in the

target language as it is the only way they can practice it, while other teachers are concerned that using L1 occasionally in the language classroom can be beneficial to the lower-level pupils.

6.6 The Attitudes of Teachers Towards the Feasibility of Code-Switching in the Classroom

Several intriguing characteristics of the instructors' attitudes about classroom CS and L1 use in EFL classrooms in Kosovo were uncovered through the investigation of the teachers' interviews. Teachers expressed a preference for using L2 (English) as a medium of instruction in the classroom. They were, nevertheless, enthusiastic about using L1 (Albanian) for particular and limited purposes. They believe that in the classroom, L2 should be the primary language of instruction. Nonetheless, they recognized the importance of a teacher's CS for pedagogical and social purposes.

6.7 L2 (English) as a dominant medium of instruction

All the teachers accepted that in their EFL lessons, L2 was the primary language being utilized. They claimed that English was primarily employed as a medium of instruction, and that they only shifted to the students' L1 for explanation on rare occasions: : It's impossible to say with

certainty, but I'd say approximately 80%. However, it is highly reliant on the situation and circumstances. Because you can see the students are perplexed, you may find yourself using Albanian at times, but I always use English. Per some teachers, the rate of L2 utilization in EFL classrooms is more than 80%. However, L1 was admittedly used in some circumstances for reasons of acquisition. It's also important to note that the predicted percentage was determined without the use of a statistical parameter. However, some teachers made extensive reports about it, and the results of the structured observation analysis corroborated this.

6.8 Positive versus negative effects of code-switching in the classroom.

There is a firm belief held by the instructors that the primary language of teaching should be L2. They assert this despite the usage of CS between L1 and L2 when dealing with pedagogical challenges as well as achieving social objectives. The educators agreed that L1 was a valuable resource that may help them express a desired message. They claimed, however, that depending on L1 will deprive students of increased exposure to L2 in the classroom: **To be honest, I think they must speak the TL, even if, as I told you, in some cases I would use Albanian since it is quite beneficial in some cases, however I don't feel guilty if I do so.**

The above excerpt demonstrates the teachers' belief and approval of the use of L1 to address pedagogical challenges and achieve other social objectives. However, they were concerned about the overuse of L1 in the classroom, which they believed could generate pedagogical issues.

6.9 Reasons that incite students to code-switch in the classroom.

Pivotal to note are the results related to **Research Question 1: For what purposes do students and language teachers code-switch?**

Table 3 clearly indicates the descriptive statistics of items related to research question one. It includes the frequency, percentage and total score of the participants' responses to questionnaire items related to students' reasons for using L1.

Table 3. Percentage of Items Related to Participants' Reasons for Using L1

Reasons	S/agree	Agree	Neutral	Disagree	S/disagree	Agreement
nr						
1.Code-switching enables me	24	33	3	0	0	81

to say what I want to say easily.	(40.0%)	(55.0%)	(5.0%)	(0%)	(0%)	
2. I switch to repeat what may	22	22	8	7	1	57
not have been understood by	(36.7%)	(36.7%)	(13.3%)	(11.7%)	(1.7%)	
the teacher or students						
3. I code-switch to avoid any sort of	23	30	7	0	0	76
conflict or misunderstanding	(38.3%)	(50.0%)	(11.7%)	(0%)	(0%)	
4.I switch to keep the line of	19	27	9	5	0	60
Communication without interruption	(31.7%)	(45.0%)	(15.0%)	(8.3%)	(0%)	
5. I code-switch because of my low	19	7	17	9	8	20
proficiency in English	(31.7%)	(11.7%)	(28.3%)	(15.0%)	(13.3%)	
6. I switch to maintain rapport and	9	26	20	5	0	39
interpersonal relationships	(15.0%)	(43.3%)	(33.3%)	(8.3%)	(0%)	
7. I code-switch to express my	19	24	17	0	0	62
emotions easily	(31.7%)	(40.0%)	(28.3%)	(0%)	(0%)	
8. Students use code-switching to create	25	27	3	2	3	69
a sense of belonging.	(41.7%)	(45.0%)	(5.0%)	(3.3%)	(5.0%)	

9. Students use code-switching	13	19	23	4	1	39
to joke with each other.	(21.7%)	(31.7%)	(38.3%)	(6.7%)	(1.7%)	
10. I code switch because it shows	33	8	8	5	6	73
that I'm well-educated.	(55.0%)	(13.3%)	(13.3%)	(8.3%)	(10.0%)	
11. I Code-switch due to the lack of	22	18	11	4	5	48
vocabulary in English	(36.7%)	(30.0%)	(18.3%)	(6.7%)	(8.3%)	
12. Code-switching makes me feel more	10	31	15	4	0	47
comfortable and confident in classrooms.	(16.7%)	(51.7%)	(25.0%)	(6.7%)	(0%)	
13. I code-switch with my colleagues	13	36	11	0	0	62
for discussing lectures and exams.	(21.7%)	(60.0%)	(18.3%)	(0%)	(0%)	
14. Because there is no English	45	8	6	1	0	97
equivalent (a lexical gap).	(75.0%)	(13.3%)	(10.0%)	(1.7%)	(0%)	
15. To emphasize a point of discussion	6	33	18	3	0	42
	10.0%	55.0%	30.0%	5.0%	(0%)	
16. I code-switch for habitual expressions.	14	29	16	1	0	56
	(23.3%)	(48.3)	(26.7%)	(1.7%)	(0%)	
17. Because certain words are easier	42	13	4	1	0	96

to express in my mother tongue.	(70.0%)	(21.7%)	(6.7%)	(1.7%)	(0%)	
18. Because I can't recall a fitting English	44	14	1	1	0	101
word/phrase at the given time.	(73.3%)	(23.3%)	(1.7%)	(1.7%)	(0%)	
19. I code-switch while studying	8	38	9	4	1	48
because it helps me better	(13.3%)	(63.3%)	(15.0%)	(6.7%)	(1.7%)	
recall the content of a lesson later						
20. I speak L1 with classmates when	10	22	17	10	1	30
I need to re-explain teacher's	(16.7%)	(36.7%)	(28.3%)	(16.7%)	(1.7%)	
explanations						
21. I switch codes because it makes me	34	8	11	3	4	65
feel more connected to my culture	(56.7)	(13.3)	(18.3)	(5.0)	(6.7)	

Agreement number in the last column in Table 1 shows how far the participants agreed with each item. It is obtained through adding each choice which has been multiplied by its own coefficient. "strongly disagree" has the coefficient of -2, "disagree" -1, "neutral" 0, "agree" 1, and "strongly agree" 2. If the given number is positive, it shows that participants agree with that item. If the number is negative, it shows that the participants disagreed with that item. According to the obtained agreement numbers, eight items are significantly higher than the other items. This denotes

that the participants agreed with these eight items much more than the other items. Therefore, it can be said that these items are the main reasons why students use L1.

Table 4. The eight most frequent items of the questionnaire which have been agreed upon by the students significantly more than other items.

Order number	Item	Agreement
1	Because I can't recall a fitting English word/phrase at the given time	101
2	Because there is no English equivalent (a lexical gap)	97
3	Because certain words are easier to express in my mother tongue	96
4	Code-switching enables me to say what I want to say easily	81
5	I code-switch to avoid any sort of conflict or misunderstanding	76
6	I code switch because it shows that I'm well-educated	73
7	Students use code-switching to create a sense of belonging.	69
8	I switch codes beacuse it makes me feel more connected to my culture	65

6.10 Reasons and functions of teachers' code-switching in the EFL class

As a term originally borrowed from sociolinguistics, code-switching in SLA has been traditionally looked upon as a symptom of error and lack of competence, though Cook (2001) considers code-switching a pedagogical instrument in the hand of teachers, and the research findings of this study have supported his view as well. Prior findings seem to support the results of the surveys on the rationales and functions of instructors' code-switching to Albanian (Levine, 2003). Consequently, this means that switching to L1 performs some basic purposes that are beneficial in EFL classes. The information from the interviews supports the perspectives on functional uses and adds to the information from the surveys. The practical uses of code-switching to Albanian can be identified in the following categories, based on thorough computation and analysis: 1) organizing the class 2) translating unfamiliar vocabulary items 3) explaining grammar 4) testing for knowledge 5) highlighting certain themes 6) demonstrating empathy or solidarity 7) clarification purposes 8) giving instructions 9) motivation purposes 10) lessen anxiety 11) help low-level learners be good participants.

The researcher of this study gathered data from teachers and analyzed it by using excel sheets through tables and charts. They investigated that teachers, at times, preferred functions of code-switching on various conditions as a strategy to eliminate the communication gap. Moreover, they encouraged code-switching as a teaching strategy because it provides flexibility in the teaching methodologies of teachers.

The researcher investigated the functions of teachers' code-switching where they recognized two extensive classes, "methodological and social" (Qian et al., 2009)

For L1 translation, emphasizing, and efficiency, a methodological code-switching was adopted. The employment of L1 for appreciation, humor, encouragement, and criticism of students' behavior in class were all examples of social code switching. Likewise, in the study, the researcher denoted that teachers switched codes mainly for the sake of comprehension, managing class and coping with discipline issues, explaining complex grammatical points and lexical items, and introducing new concepts, as supported by Inbar-Lourie (2010). The function of repetition is also quite prevalent in the topic of code-switching. The teacher should repeat the conversation in Albanian, preferably as a sentence or phrase. Repetition is done for the purpose of students comprehending the concept even if they did not grasp it in the first place. In cases when the lessons require additional explanation, teachers tend to employ the code redirection, ergo the explanation is carried away in Albanian to clarify the information provided in English. Sali (2014) also showed that all the teachers employed code-switching to better engage students' attention, regulate the classroom interactions, and build rapport with the students; these functions were also extracted from the questionnaires and interviews of this study.

7. CONCLUSION and RECOMMENDATIONS

The cases at the Finnish School of Kosovo and Ismail Qemali demonstrate the difficulty that is posed when teachers and students tend to avoid CS at the secondary level. Part of the cause is a flawed language-in-education program that does not adequately prepare pupils for challenging higher-level English learning. The data reveal that both teachers and students are enthusiastic about the usage of Albanian in the classroom. The findings of this study suggest that using code-switching in an ESL classroom aided students' learning. In this view, L1 use yielded significant benefits when teaching students with low levels of proficiency or motivation, whereas continuous use of the target language raised their anxiety, leading to a negative attitude toward the language. The responses of teachers revealed that they typically code switch when students' reactions to comprehensibility are negative and they struggle to grasp concepts in L2. They never encourage students to speak Albanian unless they want to convey their thoughts in class. It is not difficult for teachers to conduct a lecture in L2, but it is entirely dependent on the learner's comprehension. Furthermore, this study discovered that ineptitude in the second language is the primary cause of code-switching in EFL classrooms. Other noted factors were: clarification, maintaining privacy, repetition, making it easier to speak in their own language than to speak in English, recapitulation, avoiding misunderstanding, socialization, being unfamiliar with similar words in English, class management, etc. The findings of this study corroborated assertions made by second-language theories about the beneficial function that L1 can play in English as a Foreign Language classroom.

For example, Elmetwally, 2012 asserted that “its application lowers anxiety, promotes the efficient setting for knowledge acquisition, takes into account socio-cultural aspects, facilitates the assimilation of learners' life experiences, and allows for learner-centered curriculum development,”. Questionnaires, personal teaching experience, and interviews with participants led to the conclusion that code-switching is a common occurrence among bilingual students in L2 learning, and that employing the L1 is almost unavoidable. Nevertheless, the requirements for employing the learners' L1 should be kept in mind, utilize them with prudence. That's because what appears to be a helpful tool for language acquisition can become a problematic factor if it's used wrongly while causing learners to become overly reliant on it. Rather than merely suggesting that L1 use may be advantageous or detrimental to the language teaching process, this papers came to the conclusion that the one who will make a decision on when to use which language is absolutely the teacher who knows the students, their needs, and their learning strategies as supported by Copland and Neokleous (2010). Essentially, this study demonstrated how speakers are inextricably linked to their language and cultural roots. In conclusion, based on the outcomes of this study, judicious, methodical, and limited use of the L1 where needed is recommended, as evidenced by numerous other research studies (Alshammari, 2011; Auerbach.1993; Spahiu, 2013). In a summary, code-switching could be a useful method in the classroom if the goal is to make meaning understandable and to efficiently impart knowledge to pupils. This study added to the growing body of knowledge about the roles and functions of code-switching in foreign language acquisition. Many experts have undertaken numerous research studies on this phenomena; however, the majority of these studies focused solely on instructors' code-switching responsibilities and roles, leaving students out. In contrast to several previous studies, this one used two instruments: a questionnaire and classroom observation. For the purpose of helping

students learn as well as filling the linguistic gap between these two stakeholders , instructors at FSK and Ismail Qemali carry on to use CS in their English classes. Therefore the aim of this paper to equip the reader with more information about teachers' use of code switching in multilingual classrooms, including the motivations for it, assessments of its utility, attitudes toward it, and experiences with it. Code-switching is one of the most widely used notions in bilingual and multilingual speaking groups. In language courses, CS serves as an equivalence tool and a beneficial communication method for bilingual pupils. The findings of this study revealed that learners frequently consented to the use of code-switching in classroom interactions and communications, as well as their positive impression of code-switching as a medium of education. In a speaker's conversations and compositions, CS refers to the use of target language terminology, phrases, clauses, and sentences. The concept of CS is widely recognized in the speech of bilingual educators and students in academic situations at the lexical, semantic, and syntactic levels. Linguistic, psycholinguistic, and social situational factors all impact code switching. Although there may be a variety of extrinsic causes that cause code switching, It has been shown to lessen anxiety among L2 learners by providing a familiar setting and allowing students to utilize their native language. Code switching is necessary to pique learners' interest and motivation in studying L2, but it must be lowered as learners' competence improves. While instructors' use of code flipping is fraught with debate, the method should not be dismissed because it improves comprehension and communication skills. It's important to remember that if the technique isn't employed as the sole method of learning, it won't necessarily have a bad impact on students. As a medium of teaching, code-switching has no detrimental consequences on language acquisition and is thus acceptable in communication. In terms of language exposure and learning methodologies, it can be argued that the more pupils are exposed to the language, the more familiar they get with

its subtleties and culture as they acquire and learn it. Students will become skilled and successful communicators in this way. Because language exposure and language learning techniques are linked, students are urged to spend more time in an English-speaking community or context in order to acquire and apply more effective language learning strategies. For a more in-depth examination of English language learning, researchers should perform a study on the link between exposure and language learning methodologies in relation to language competency. While code switching in the ESL classroom should be avoided, it is equally crucial to note that students should not be penalized harshly if they switch as a natural accommodation technique to learning L2. The study is unique in that it uses visual data as a beginning point and motivation for further investigation into this issue. Although the study was confined to only five instructors, the results may not be generalizable, the findings indicate some of the issues that high schools in Kosovo may face. Now, while the study only included a limited number of participants, the findings might be applied to a large number of additional high schools in Kosovo. A variety of consequences may be drawn from the findings of this research. The results of this study, as well as a review of the literature, demonstrated the critical, but often underestimated, role of L1 in foreign language classes.

Furthermore, this article raised instructors' knowledge of the usefulness of classroom CS and its functional effect in assisting students in better understanding. Furthermore, rather than interfering with students' acquisition and/or use of the original language, the teacher's CS mediates it. Assisting students with tasks they do not understand, giving instructions to the assignments that are given in the class as well as teaching grammar; all of these are code-switching situations per the results acquired from the data. Despite its exploratory nature, this study sheds light on the complex and dynamic nature of language difficulties affecting and confronting English Second Language

instructors in Kosovo. Teachers' differing views, knowledge, and attitudes regarding and toward code switching must be investigated further and addressed in order to aid teaching and learning in multilingual situations. The findings of this study revealed that learners frequently consented to the use of code-switching in classroom interactions and communications, as well as their positive impression of code-switching as a medium of education. This research also reveals that students' perceptions of code-switching has no impact on their academic achievement and have no negative consequences for their learning or the learning environment. This study will assist students in recognizing the usage of code-switching when speaking on a regular basis. Per the extracted data, one can see that teachers code-switch whenever they see the students struggle and those cases involve helping them with the class tasks and simplifying grammar rules. Code-switching was also used for social purposes, such as preserving classroom discipline or lessening the social gap between pupils and the teacher. The data show that lecturers code-switch to help students understand the substance of the session. They employ two sorts of code-switching in this regard: inter-sentential and intra-sentential. Moreover, code-switch is employed when doing tasks including encouraging cohesiveness, developing topics, exemplification, idea translation, and classroom management. In this aspect, code-switching as a sociolinguistic activity is critical in explaining how a language's unique surroundings and history might aid comprehension of its users' real linguistic behavior. Nowadays since the objective is to foster classroom involvement and communication, there is a tendency by the lecturers to utilize their own bilingualism to associate it with a language that the students are most familiar with. The code-switching scenarios reported in this study are representative of any bilingual educational setting. According to Eldridge (1996), one challenge with code-switching functional analysis is that switches might have diverse purposes or be perceived differently, making it difficult to categorize a switch into one or two categories.

Per (Eldrige,1996) functions may cause some problems "The primary challenge in understanding code-switching in functional terms is that many switches may be either multi-functional or accessible to diverse functional interpretations," Based on the findings of the study, data processing, and discussion of findings, it can be concluded that the first topic, which addressed the identification of the drivers of code flipping in the classroom, has merit. Especially, it is supported how there are genuine reasons for teachers' use of code-switching. It has been stated that code switching aids in the clarification of ideas and the elaboration of new concepts among users by employing relevant words and phrases. The usage of Albanian by professors at each of these schools reveals two key difficulties. A point being how difficult it is to dissuade someone from speaking their native language when they feel it is important. Moreover, how present and common CS is in bilingual or multilingual situations. Furthermore, teachers in this study code-switched for a variety of reasons, including emotive reasons, delivering directions and guidance, language insecurity, repetition, translation, subject change, and class management. One of the study's unique findings is that professors code-switched due to a lack of command or mastery of the target language. The severity of the problem is highlighted by teachers' poor mastery of the target language. It may be necessary to reconsider alternate methods of certifying and training teachers in order for them to meet acceptable language competency criteria that allow them to utilize the target language accurately and effectively. Code-switching was also used for social purposes, such as preserving classroom discipline or lessening the social gap between pupils and the teacher. Teachers are not always aware of their own code-switching, which is often done on an unconscious level (when not dealing with grammar, help-switching, or directions). Instructors accepted it as a given that English should be utilized as much as possible in the classroom. However, they also noted that there were times when speaking Albanian had pedagogical value,

such as when teaching grammar. Furthermore, the instructors noted that there may be a number of variables that influenced their language choice. Time constraints or situations unrelated to the matter/topic as well as students' abilities were some of the most important elements addressed, but the latter was more highlighted. It is possible that code-switching among teachers is a problem and can be very well studied further. Furthermore, the incentives for code-switching among lecturers are mostly related to the usage of English as a lingua franca. To ensure comprehension, faculty staff and students who use English as a lingua franca make conscious choices and they have the tendency to mix linguistic and non-linguistic patterns. It was discovered that students code-switch mostly to preserve rapport and interpersonal ties, to keep the channel of communication open, and to prevent any disagreement or misunderstanding. Code-switching clearly serves non-linguistic tasks, focusing on emotive concerns such as friendship, rapport and social interactions, and classroom communication. One implication is that teachers should help students improve their English language skills in areas such as solidarity, rapport, and interpersonal relationships by providing them with a large number of English terms and expressions that serve this purpose and encouraging them to use them on a regular basis. As Björkman (2011:960) points out, English in a lingua franca setting is difficult for both students and professors. As a result of this situation, lecturers are investing substantially in various ways to improve classroom communication. Furthermore, studies on using English as a lingua franca suggest that lecturers in such situations adopt a number of strategies to keep communication from breaking down. Code switching is one of these methods (Shartiely, 2013 ; Taha, 2008). After all, code-switching is a common occurrence among multilingual speakers. According to research on bilingual speakers, bilinguals have various benefits that monolinguals do not. Bilingual teachers, for example, can teach the same topic in two languages at the same time (Zabrodskaja, 2007). The dichotomy

between using as much English as needed and ensuring that students understand is a major issue, and it would be interesting to know more about how educators handle it. An interesting analysis would be the identification of any differences in CS behaviors among teachers that work with children of different ages, as well as how children, particularly those with low academic performance, interpret the issue. There is no consensus on whether using or avoiding L1 in L2 teaching and learning is helpful, according to previous research. Overall, our findings suggest that, when employed as a strategy rather than a flaw, code-switching can help multilingual societies like Kosovo teach and learn more effectively. Based on the findings of the study, this paper suggests that existing code-switching behaviors be investigated in order to discover the beneficial contribution that they make to the production of new knowledge. Teachers are torn between competing professional and personal goals, such as speaking English and engaging weak students, and competing pedagogic goals, such as exposing weak students to English while avoiding alienating them. This study suggests that pupils interpret the use of code-switching as a way to reduce linguistic barriers, particularly when it is utilized as a medium of education. Finally, a better knowledge of student needs, abilities, and techniques for overcoming the barriers to interpreting English communication and normalizing the artificial "pretended monolingual L2 setting" is needed since it appears to be the important component in successful English-speaking practice in Albanian classrooms. This study will help instructors understand why code-switching is frowned upon and how it may have serious detrimental consequences for students' language acquisition. For society, this study supports the idea that code switching is a widely accepted method of communication for bridging the language divide. In this regard, (Li, 2008) suggests that empirical studies in multilingual settings be conducted to examine the circumstances in which classroom code-switching is required. Moreover that is because it is used to recognize appropriate

pedagogical and fruitful code switching procedures, as well as to disseminate good code switching strategies through demonstrations, seminars, and training of teachers. Lin (2013) also offers several improvements to the sort of study conducted on classroom code-switching in order to acquire fresh insights into the practice. The demand for longitudinal research, in which the researcher focuses on the same class for a longer duration instead of doing a single video recording, is one of these recommendations. There is a significant necessity to not just look at some specific cases of CS, but rather look deeper into the position of MT at different stages of the syllabus. Moreover, the research on integration of classroom CS should be done and focused on how participants engage in classroom code-switching. The article suggest to create several policy implications for schools as well for the usage of CS in classes. According to the findings, all five professors engage in code-switching, and it is not a coincidence that they do so. When they repeat concepts or ask questions, they code-switch. They also use code switching to translate or clarify topics, manage classroom conduct, and demonstrate unity with kids. In addition, the paper demonstrates that lecturers employ code switching to express their authority and voice. Institutions have a propensity to "freeze the circumstances for speech," according to (Blommaert, 2008). Despite the limitations of their institutions, the participants in this research employ code-switching as a means of communicating with others. More research on how non-native English speakers of varied competence levels interpret academic work in this medium is clearly needed. Teachers who teach in an international school where every subject is taught in English, and they must talk in English as well, however they are encountered with students whose level of English is low, there is when they modify the language policy to their surroundings as supported by (Mashiyyi, 2014). These findings shed light on why people do things the way they do in their everyday lives, even when it contradicts how things are planned, appraised, and accounted for elsewhere in theory or at

work (Heap, 1990). The Kosovar government should expound on the policy that permits instructors to utilize Albanian in teaching at all levels of education, from basic to secondary. Once a result, it may be possible to prevent the problem of students struggling with English as they enter university. This measure would also clarify the country's language-in-education policy, which is now ambiguous. The use of code-switching in the observed courses led us to the conclusion that the instructor employed a variety of discourse functions, including affective, subject switch, interjections, and repetition, with two major goals in mind: to establish a pleasant classroom environment and to explain content. Furthermore, the emotive function was shown to be the most prevalent in the teacher's discourse. Despite the fact that clarification was necessary in this situation, we found that the emotive aspect was the most significant in the instructors' practice, since their unique method of approaching pupils accounted for the pleasant environment the teacher established. I observed that students used discourse functions to transmit three sorts of responses: individual, collective, and emotional, when it came to their speech. In regards to the first, it was seen that students moved from English to Albanian to communicate their thoughts, clarify word definitions, prevent communication gaps, and double-check the teacher's information. As a result, while offering individual replies, the students mostly employed reiteration, floor holding, and equivalency. It was intriguing to see how youngsters used interjections to show delight, disapproval, astonishment, and desire to engage in the activities presented based on their emotional responses. Finally, the study makes a claim for its contribution to the area of education and multilingualism by focusing on the usage of code switching in rural under-resourced environments and employing unique methodological techniques in data collection. When done correctly and prudently, code switching can help to promote not only literacy in Kosovo and abroad, but also "social cohesiveness" and communication among the country's many categories

of

inhabitants.

The recommendations of this study are given based on the drawn conclusions of this paper. This section of the paper is created to illuminate all Ministry of Education Science and Technology stakeholders, including directors, Education officers, and teachers, afterward learners, as well as the role of parents in their children's learning process, who are the most important stakeholders in improving learners' performance in whatever subject they are learning. It is reasonable to suppose that teachers are able to instruct primarily in TL or in mixed code. They only should use L1 to express a message or maintain a positive social relationship when the situation calls for efficient classroom instruction. However, instructors and teacher trainers should keep in mind that L1, or well-contemplated CS, should be used in the classroom in a limited or selective manner. When there appear to be hurdles, teachers should not automatically switch to L1 to explain themselves. Accordingly, a productive solution would be if the above-mentioned stakeholders advise curriculum designers on what ground rules should be incorporated in the implementation of code-switching in teaching English. Teachers would have a clear guideline on how to use code-switching in their lessons if those ground rules were followed. Furthermore, when developing the ground rules, they should take into account the students' age, proficiency level, attitude toward the target language, the needs, as well as other relevant factors related to the learners, and communicate those to the students so that everyone has a clear understanding how much the L1 usage is tolerable. They can, however, be useful in any situation where teachers feel the need to use the L1 as a “facilitating factor” rather than just an “interfering factor” (Brown, 2007). Ergo, it is recommended that the Ministry of Education Science and Technology among the other points that were mentioned above, send inspectors to visit teachers in rural areas unexpectedly, because teachers tend to change their attitudes when they know that there are visitors in the school if this

is done, consequently the improvement of the implementation of code-switching in schools would increase. Moreover, providing opportunities for meaningful English use outside of the classroom can give students a variety of linguistic activities in which they can improve their English. Most students develop the habit of speaking English in class, since “the class” is seen as a learning environment. The development of speaking skills can be done through conversation tables, speech contests, and interest groups. These are just a few examples of activities that can be used for both academic and social reasons. Such activities would not only allow students to practice English in real-world situations, but they would also encourage social interaction and help them form friendships with people from other nations. Administrators should focus on encouraging language development rather than merely providing opportunities for kids to socialize when implementing these activities.

8.LIMITATIONS

This study has a number of limitations that must be acknowledged. It is plausible that these limitations might have influenced the results obtained from this research, therefore the findings need to be interpreted carefully. First, the major drawback of this study is the small number of participants involved. The sample from which the data were collected cannot account for the whole EFL instructor/student population in Kosovo. Furthermore, the interview data was limited to five teachers who each represented diverse CS frequencies based on their own personal theories concerning CS (Macaro, 2001; 2009). Teachers and students from more schools must be included in order to obtain a comprehensive picture of EFL teaching in Kosovo. Second, the questionnaire results were based on the respondents' overall opinions and beliefs about English instruction, rather than a specific time period. This suggests that the participants may have answered the questions

with their own subjective thoughts. Third, some characteristics, such as students' personality characteristics, learning/teaching techniques or learning motivation, and teachers' preconceptions, were not considered in this study, which may have affected their attitudes toward code-switching to Albanian. This study is only the tip of the iceberg, but it can function as a springboard for further investigation. It is thus a preliminary research in the subject of code-alternation research in Kosovo's EFL classrooms, and those who are interested should know that there is far more work to be done in this area.

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Appendix A

Students' Questionnaire

This research is being conducted as part of the researcher's Master Thesis in the Faculty of Languages, Cultures and Communication at South East European University.

The aim of this questionnaire is to investigate the phenomenon of Code-Switching — namely, the use of two or more languages in a single sentence or conversation between bilinguals or multilinguals. Specifically, this study intends to examine the reasons why students and teachers whose mother tongue is Albanian and speak English as a second language tend to switch codes between their L1 and L2 whenever they are in an EFL classroom.

Participating in this survey is voluntary and will only take about 10 minutes of your time.

Honesty is highly expected while answering the questions below. Please, use your own classroom experience and give opinion. All identifiable data will be kept confidential and used only for the purpose of this research. Completing this questionnaire indicates your consent to participate in the study.

What is your age:

- ☐ 12-13
- ☐ 14-15
- ☐ 16-17
- ☐ 18

What is your gender:

- ☐ Male
- ☐ Female
- ☐ Other_____
- ☐ Prefer not to say

What is your nationality?

Choose the statement that fits you. I consider myself...

- ☐ Monolingual (fluent in only one language)
- ☐ Bilingual (fluent in two languages)
- ☐ Multilingual (fluent in several languages)

What level of English language proficiency do you have?

- ☐ Beginner
- ☐ Elementary
- ☐ Intermediate
- ☐ Upper-Intermediate
- ☐ Advanced

- ☐ Native Proficiency

What level of English language proficiency do you have?

- ☐ Beginner
- ☐ Elementary
- ☐ Intermediate
- ☐ Upper-Intermediate
- ☐ Advanced
- ☐ Native Proficiency

On a daily basis, do you speak your own vernacular or do you mix/switch to English from time to time? *

- ☐ Vernacular
- ☐ Mixed

Which language conflicts with the other? Select the statement that fits your experience.

- ☐ When I am speaking in Albanian, I tend to use expressions in English.
- ☐ When I am speaking in English, I tend to use expressions in Albanian.

☐ It happens both ways.

☐ Other

Does your teacher switch codes in the class for the purpose of explaining a concept to the students with lower level of English?

a) Yes b) No

If yes/no how do you feel about that?

In your opinion, you could become more proficient in English if the teacher

☐ speaks entirely in English

☐ switches codes frequently

Do you find yourself interchanging Albanian and English in an English as a Foreign Language class?

- a) Yes b) No

If, yes how often do you use Albanian in EFL class?

- a) Always b) Sometimes c) Rarely d) Never

To what extent do you shift from one language to the other?

- ☐ Only words here and there
- ☐ Phrases
- ☐ Full sentences

Choose the option that applies to you regarding the intention behind code-switching.

- ☐ I choose to code-switch intentionally.
- ☐ It happens naturally and unconsciously, without intention.
- ☐ Sometimes it happens unconsciously, sometimes I do it on purpose.

Please read each of the following statements very carefully and tick ✓ the answer which best describes your degree of agreement or disagreement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree
Code-switching enables me to say what I want to say more easily					
I switch to repeat what may not have been understood by the teacher or students					

I code-switch to avoid any sort of conflict or misunderstanding					
I switch to keep the line of communication without interruption					
Code-switching makes it easier for learners to acquire knowledge and master language					
Code-switching helps me to understand new vocabulary and grammatical rules					
I code-switch because of my low proficiency in English					
I switch to maintain rapport and interpersonal relationships					
Students use code-switching to express their emotions easily					

Students use code-switching to translate and clarify new words.					
Students use code-switching to create a sense of belonging.					
Students use code-switching to joke with each other.					
Code-Switching enhances my communication skills.					
Using Code switching shows that I'm well-educated.					
I Code-switch due to the lack of vocabulary in English					
Code-switching allows me to understand better the lectures.					
Code-switching helps me to convey a message easily.					

Code-switching makes me feel more comfortable and confident in classrooms.					
I code-switch with my colleagues for discussing lectures and exams.					
I code-switch with I am working in a group with Albanian classmates.					
Code-switching helps me in learning new words that I don't understand.					
Usage of Albanian allows me to express the ideas that I can't express in English.					
Because there is no English equivalent (a lexical gap).					
To emphasize a point of discussion					

Because certain words are easier to express in my mother tongue.					
For habitual expressions.					
Because I can't recall a fitting English word/phrase at the given time.					
Code switching makes me feel less lost during the lesson.					
Code switching accelerates learning process of the students.					
I codeswitch while studying because it helps me better recall the content of a lesson later					
I code-switch to give excuses to my teacher					
I speak L1 with classmates after they had finished doing a classroom activity					

I speak L1 with classmates when I need to re-explain teacher's explanations					
I code-switch when I want to ask questions in the classroom.					
I switch codes with my classmates during English class because it makes me feel more connected to my culture					
Switching codes when my teacher gives me feedback on my homework is very helpful					
Teaching English without transition to L1 is helpful to students.					
It confuses me when teacher uses both languages to teach one topic					
Combination of Albanian and English results in the weakness of my English					

Teachers' code switching facilitates learning.					
Combination of Albanian and English strengthens my English					

As a linguistic phenomenon, which occurs in EFL classrooms what do you think about code switching?

(1) positive ; (2) negative ; (3) neutral

Do you prefer your lecturer to switch between Albanian and English in EFL classes? Why or why not?

How often does your teacher code-switch in EFL classroom?

a) Always b) Sometimes c) Rarely d) Never

How much, do you think, is it proper to code switch? (If you don't agree, you can ignore this)

(1) 10%< ; (2) >90% ; (3) between 10-50% ; (4) between 50-80%

In what cases does you teacher switch codes in EFL class?

- a) Manage class
- b) Explaining grammar rules
- c) Explaining new vocabulary items
- d) Check comprehension
- e) Repeat a concept to be sure that students understand it.

Other:_____

In your opinion, when do you think Albanian is necessary in the EFL class?

- ☐ Define new vocabulary
- ☐ Practice translation
- ☐ Explain complex grammar rules
- ☐ Explain complex concepts
- ☐ Provide instructions
- ☐ Suggest how to learn English efficiently
- ☐ Other:_____

Which do you think which is the key stage for the development of your bilingual competence
?

- ☐ primary school
- ☐ secondary school
- ☐ high school
- ☐ college(or university)
- ☐ others_____ ()

Appendix B

Teachers' Questionnaire

This research is being conducted as part of the reseacher's Master Thesis in the Faculty of Languages, Cultures and Communication at South East European University.

The aim of this questionnaire is to investigate the phenomenon of Code-Switching — namely, the use of two or more languages in a single sentence or conversation between bilinguals or multilinguals. Specifically, this study intends to examine the reasons why students and teachers whose mother tongue is Albanian and speak English as a second language tend to switch codes between their L1 and L2 whenever they are in an EFL classroom. Participating in this survey is voluntary and will only take about 10 minutes of your time. Honesty is highly expected while answering the questions below. Please, use your own classroom experience and give opinion. All identifiable data will be kept confidential and used only for the purpose of this research. Completing this questionnaire indicates your consent to participate in the study.

Gender:

- ☐ Male
- ☐ Female
- ☐ Prefer not to say

What is your qualification?

- ☐ BSc.
- ☐ MSc.
- ☐ PhD.

What is your age:

- ☐ 23 to 27
- ☐ 28 to 35.
- ☐ 36 to 45.
- ☐ 46 to 55
- ☐ Above 55.

Experience in teaching:

- ☐ Less than 5 years.
- ☐ Between 5 to 10 years.
- ☐ More than 10 years.

Nationality:

Choose the statement that fits you. I consider myself... *

- ☐ Monolingual (fluent in only one language)
- ☐ Bilingual (fluent in two languages)
- ☐ Multilingual (fluent in several languages)

Do you have classes with students whose level of English is the same?

a) Yes b) No

Do you have an English only policies in your school which require to deliver the lessons solely in English, without switching to Albanian?

a)Yes b) No

If yes, do you respect this English only policy?Why? (If you don't have such policies,you can skip this question)

Do you use Code-Switching in your classrooms?

☐ Yes ☐ No.

Does your school have any general recommendations or guidelines for teachers when it comes to the use of Albanian in English class?

a) Yes b) No c)Maybe d)Other

If yes, do you agree with these guidelines?

a) Yes b) No c) Other

If no, do you believe such guidelines would be helpful?

Do you switch codes based on the skill that you are teaching ?

a) Yes b) No

If yes, tick all the below options that are accurate for you.

- ☐ Grammar
- ☐ Reading
- ☐ Writing
- ☐ Vocabulary
- ☐ Speaking
- ☐ Pronunciation
- ☐ Listening
- ☐ Other

Please read each of the following statements very carefully and rate your level of agreement/disagreement.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Translate and clarify difficult vocabulary.					
Translate and clarify terminology.					
Teachers who switch codes from English to Albanian can better explain the grammatical points and lexical items in the text.					
Teachers who switch codes from English to Albanian can better explain cultural topics in the text.					
Teachers who switch codes from English to Albanian can better elicit responses from students					
Teachers who switch codes from English to Albanian can better clarify the lesson content taught.					

Teachers who switch codes from English to Albanian can better clarify task instruction.					
Teachers who code-switch from English to Albanian can better engage students' attention.					
Teachers who switch codes from English to Albanian can better discipline the students.					
Teachers who switch codes from English to Albanian can better encourage students.					
Teachers who switch codes from Albanian to English or from English to Albanian can better enliven the atmosphere of class (e.g. make a joke for humor).					
Using solely English in teaching language courses is more beneficial to learners at the university level rather than high school.					

Using CS from Albanian to English will lead to enhance the weakness of learners' ability in English language .					
Using CS helps to bridge the social gap and to build trustful relationships between the teacher and student.					
Using CS makes it easier to communicate with low – level learners and makes them at ease and be good participants.					
Using CS will lessen anxiety and reluctance through the processes of teaching/learning language courses .					
Using CS helps Albanian learners to express their feelings in a better way.					
Using a mixture of languages strengthens the learning of English.					
Using CS in classrooms should be completely stopped in language teaching /learning process.					
I switch to Albanian to give feedback.					

Students' English proficiency is an important factor triggering switching into Albanian.					
Departmental policy is an important factor triggering switching into Albanian.					
Code-switching is not an effective tool in EFL instruction.					
Code-switching is an effective strategy in language teaching.					
Code-switching diminishes students' oral production.					
I switch to Albanian in the classroom for personal communication with my students (daily talks, hobbies, etc.)					

During the English class, students respond...

- ☐ In English
- ☐ In Albanian
- ☐ They switch codes
- ☐ Other:

How much do you think is appropriate for students/teachers to code-switch in an EFL class?

- ☐ 10% <
- ☐ >90%
- ☐ between 10-50%
- ☐ between 50-80%
- ☐ Other:

Do you switch codes depending on which one of your classes you are teaching?

a)Yes b) No c)Other

If yes, what is the reason for this?

Are there situations when you encourage students to speak Albanian?

What are the advantages/disadvantages towards using solely English in the EFL classroom?

Can code-switching be avoided? If yes what measures do you think should be taken?

Appendix C

Teacher Interviews

1. What are your subject(s) besides English?
2. How many years have you been teaching?
3. What do you think about the usage of Albanian in the English classroom, in general?
4. In what situations do you choose to speak Albanian?
5. Are there times and situations when you always speak Albanian? When and why?
6. Do you think that L1 should be minimized in EFL classes or forbidden?
7. Does CS help students in the process of acquisition?
8. Are there disadvantages when students switch to Albanian when you speak?

9. Are there situations when you encourage students to speak Albanian?
10. Do you code-switch on social networks? Why or why not?
11. How does code-switching affect the educational process?
12. What are the advantages and drawbacks of using Code-switching in classrooms?
13. What are the most common English words that you usually use while teaching?
14. What is your philosophy of teaching?
15. How much L1 do you use in class?
16. Do you code-switch in your classes? Why or why not? (e.g. to facilitate the learning process, to check if the subject has been comprehended, to reduce anxiety and make a relaxing learning atmosphere)
17. How do you code-switch? (for e.g. filling the stopgaps, for word substitution)