STUDENTS' PERCEPTION TOWARDS THE USE OF CODE-SWITCHING IN TEACHING AND LEARNING

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ABSTRACT

Code-switching concerning the swapping from one language to another in classrooms is a typical situation in numerous multi lingual and multicultural classes. In this situation, both teachers and students switch languages for different teaching and learning purposes. Though code-switching has been a controversial topic in the field of linguistics and education, code-switching between the first language (L1) and English as the second language (L2) is widely practiced in local schools and institutions where English is made as the medium of instruction. Past research has shown that this type of code switching as a teaching strategy, enhances students' learning and achievement. However, local research concerning this practice is limited, thus this study aims to look at the perception of local university students towards the use of code-switching by their lecturers in the teaching and learning process. From a survey involving 45 respondents consisting of diploma students from three different faculties, it was found that lecturers' code-switching occurs occasionally for several academic purposes particularly involving difficult words, struggling students, assessment matters and class assignments. Generally, the students view their lecturers' code-switching practice positively as they like the class better, they feel more relaxed and they believe that they obtain more input regarding the subject. In relation to the comprehension of the subject, majority of them feel that their achievement is improved due to lecturers' code-switching practice as they are able to recognize their errors, to learn new words and to answer questions asked by the lecturers. However, the students have never misjudged the code-switching practice as a sign of their lecturers' language incompetence; the students believe it is performed purely to ensure their comprehension of the lesson, to clarify explanation and code-switching is deemed necessary to achieve these purposes.

Key words: Code-switching, first language (L1) and second language (L2)

INTRODUCTION

Code-switching is a situation when a person swaps languages, usually one's first and second language interchangeably, for different intentions (Gumperz, 1982). Code-switching is always a debatable subject among educators; while some teaching approaches regard the benefits of the mother tongue interference, others believe it should be barred as it may hinder the second language acquisition. Nevertheless, code-switching is still commonly practiced in classrooms all around the world especially where the second language like English is made as a medium of classroom instruction.

Generally, code-switching is employed for different aims and purposes at various levels of education, namely early childhood, primary, secondary and tertiary. Anselmo and Williams (2012) discovers that the pre-school teachers' code-switching practice supports the Hispanic children's acquisition of English as the second language. In schools, Gumperz (1982) finds that teachers code-switch in classroom to provide instructions for classroom tasks, as well as to encourage students' involvement in group activity to accomplish the tasks. Likewise, clarification made by the school teachers in the students' mother tongue makes it possible for the students to comprehend new concepts (Strupeck, 2006). While for tertiary level education, according to Ustunel (2004) as cited by Then (2009), lecturers use code-switching to deal with students' passive participation in class activities and students' error.

Code-switching is also practiced by educators all around the globe in classrooms that are using second or foreign language as the medium of instruction. Yang (2004) uncovers that teachers in China strategize code-switching to suit their students' language proficiency level in order to achieve their performance objectives for the current semester. In Brunei Darussalam, Martin (1996) as in Then (2009) discovers that code-switching is practiced by school teachers in primary level 4 and 5 especially in teaching History, followed by Science, Geography and Mathematics. In addition, a study on lecturers teaching German done by Seidlitz (2003) as quoted by Then (2009) shows that American lecturers code-switch more compared to German lecturers. German lecturers prefer to restate but restatements made by the American lecturers are longer. In terms of the purpose, American lecturers code-switch because they assume that the students do not understand the lesson, whereas German lecturers code-switch when they are asked by the students. American lecturers also use code-switching to create sense of humor in classroom, to compliment students' accomplishment, to motivate students and finally to punish students' wrongdoings. Locally, in their research involving nine pre-service English teachers, Mahadhir and Then (2007) reveal that these teachers code-switch for the purpose of rephrasing, drawing attention and interacting with the students. They need to use the students' mother tongue to aid students' understanding and also to enhance their vocabularies. In order to do this, the teachers become the resource persons, needs analysts and also facilitators in promoting students to communicate with each other.

As code-switching is widely-practiced by educators in many countries, including Malaysia, for different intentions and due to its potentials in improving students' understanding of a subject, learners' perceptions towards this practice are also varied. Badrul Hisham and Kamaruzaman (2009) reveal that low proficiency learners in secondary classrooms in Malaysia view their teachers'

code-switching practice positively; they believe that their motivation to learn the subject and their achievement are related to this practice. For incompetent learners, they feel that teachers' code-switching helps them a lot and anticipate it to be practiced again by their teachers. Similarly, Selamat (2014) finds that both teachers and learners in an English as a Second Language classroom in Malaysia optimistically believe that code-switching practice is an effective tool for the teaching and learning process. In addition, learners in the Philippines really appreciate the code-switching practice when teachers are able to make the students understand difficult concepts by describing rare terms using their mother tongue (Abad, 2010). They feel more relaxed in the learning process as the language gap is reduced and this certainly helps them, especially slow learners, to comprehend the lessons.

In local universities where English is used as a medium of instruction, it is normal to experience mother tongue interference which creates possibilities for classroom code-switching by lecturers. English textbooks and text-based teaching materials from international publishers are used widely in various fields of study because of the lacking in local versions. Lecturers may need to translate and code-switch a lot during content explanation and clarification of difficult concepts for students' better understanding. However, we lack studies looking at university students' perceptions towards their lecturers' code-switching practice, particularly in institutions where English is made as the medium of instruction.

Due to this, together with the capacity of code-switching practice in promoting students' understanding of a subject matter for lessons taught in a second language, it is good to have a solid evidence of students' perceptions towards the practice in the local tertiary education context. It is assumed that, if found positive, code-switching practice could be adopted by many educators as one of the valuable means to upgrade their students' understanding of a lesson. Hence, this study attempts to investigate university students' perceptions towards their lecturers' code-switching practice, specifically it aims to find out:

1. What are students' perceptions towards the use of code-switching by their lecturers?
2. Do students perceive lecturers' code-switching practice influences their comprehension of the lesson?
3. What are students' perceptions of lecturers' rationales in practicing code-switching?

LITERATURE REVIEW

Language issues have been discussed and debated extensively over the period of time. English is taught as a second language in primary as well as secondary schools in Malaysia. Students in Malaysian schools are required to learn English as a subject since primary school and it has since become a compulsory paper to be taken in all the public examinations, UPSR, PMR or PT3 and SPM. However, English is being used to teach only English language subject and for other subjects, Bahasa Malaysia is used pre-dominantly. It was only recently that English for Science and Technology, Mathematics and Science are taught using English. Even that it is by choice whether to take up those subjects in English or in Bahasa Malaysia.

Based on the above scenario, when pursuing their studies in the tertiary level, many students had difficulty in adjusting to the new educational system since many higher learning institutions in Malaysia made English as their medium of communication and instructions. They were not able to comprehend their content subject such as Calculus, Human Resource and the History of Arts. Hence, many lecturers in the higher learning institutions in Malaysia have tried various ways to ensure that their lectures are being understood by the students. One of the popular methods is being bilingual, using both English and Bahasa Malaysia while giving lectures. Specifically, the code-switching practice; in which lecturers use both languages interchangeably at the same time has been used even though many educators themselves believed otherwise.

Code-Switching and Bilingualism

Code-switching is regarded as one important characteristic of bilingualism. When teachers or learners switch codes, they are actually maintaining the L1. As cited in Portes and Hao (1998), L1 maintenance is beneficial for cognitive development and metalinguistic abilities of bilinguals (Portes, 2002; Brice & Roseberry-McKibbin, 2001; Bauer, 2000; Zelasko, 1998; Cummins, 1984; Van Groenou, 1993; Vygotksy, 1962). Bilingual children from various language backgrounds (French-English, Chinese-English, German-French, and English-Spanish) were found to function at a higher cognitive level than monolingual children (Portes & Hao, 1998). Linguists pointed out those bilinguals tend to have enhanced cognitive performance because they really understand the lessons.

The evidence from Murshad's (2002) study suggests that in earlier school years, the use of L1 in the classroom through code-switching practice is necessary for the development of L2. As the bilingual skills of children directly impact their accomplishments, these children need both L1 and L2 to achieve their objectives and to fulfil the requirements of the tasks set in their classroom. In a study done in 1980 in San Diego, fluent bilinguals outperformed limited bilinguals and English-only speakers in standardized tests and grade point averages (Portes, 2002).

A study done in a Latino bilingual classroom with a Spanish and English speaking teacher determine that code switching is necessary for instruction and understanding (Nichols & Colon, 2000). Spanish is the dominant language used in instruction and it is found that the sometimes teachers produce an extended English sequence when they are talking to students after class or when they perceive students do not comprehend a significant point in Spanish. Sometimes students respond in English (L2), depending on their proficiency level, but the teachers often responded in Spanish, demonstrating that their expectation is that the students would comprehend spoken Spanish, even if English would have been easier at that time. The teachers also employ code-switching when clarifying directions and emphasizing a point. From this study, researchers concur that using native language in

class is a resource in an academic setting and it should be used to bridge academic gaps in second language learners (Nichols & Colon, 2000).

Evidence from researches into the crucial issue of the L1 use in classrooms around the world is analyzed by Mattioli (2004). For instance, L1 use in the Chinese classrooms offers evidence that L1 is a valuable tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. In addition, Schweers (1999) encourages teachers to insert the native language into lessons to influence the classroom dynamic, provide a sense of security and validate learners' experiences.

Code-Switching in Classroom Context

There are many instances when teachers practice code-switching in classroom. Brown (2000) defines code-switching as the act of inserting words, phrases or even longer stretches of one language into the other. Based on a study by Liu Aichun in 2003 to investigate teacher's code switching between English and Chinese in EFL classroom, the reason for teachers to code-switch is for the ease of expression. Teachers may switch to English for ease of expression when an English word or expression has its equivalent in a Chinese term or when its Chinese equivalent is not easy to be retrieved. For example, a teacher switches to the English words like "doctors" and "contrast" for convenience purpose, instead of searching for their Chinese equivalents. Furthermore, Aichun also discovers that teachers switch code when dealing with unfamiliar vocabularies or expressions as they want to get the meaning conveyed and understood by students.

Another reason for the teacher to code-switch in the class is for socializing functions. For example, teachers may switch to Chinese for interpersonal, to build good rapport with the students. This is traditionally termed as 'we code', a term coming from Gumperz (1982) as cited in Aichun (2003) intended to maintain friendship between teacher and students. Similarly, Merit et al. (1992) as cited in Aichun (2003) reveals the positive results from his study involving teachers' code-switching practice between English and Swahili in three Kenyan primary schools. The main reason they code-switch are for socializing purposes between teachers and students, apart from other reasons like indicating teachers' linguistic competency and reducing learners' insecurity.

Mattsson and Burenhult (1999) further highlights the potential of code-switching that is based on their study on code switching in a French foreign language classroom. The extensive use of code-switching in teachers' interaction with the students in classrooms are basically because of affective functions, socializing functions, repetitive functions, topic switches and learners' linguistic insecurity. Additionally, David Chen-On Then (2009) confirms the frequent code-switching use in the content lessons through his study on teachers' code switching in secondary English and Science schools in Malaysia. When teachers need to give explanation on difficult concepts, they could not do without Bahasa Malaysia for reiteration to ensure the message is conveyed to students.

Teachers' Rationales for Code-Switching Practice

Teachers opt to code-switch for different reasons and purposes. According to Sert (2005), the teachers' use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behaviour. Nevertheless, either conscious or not, it necessarily serves some basic functions which may be beneficial in language learning environments. These functions are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult (1999). In order to have a general idea about these, it will be appropriate to give a brief explanation about each function.

In topic switch cases, the teacher alters his or her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way as it is also suggested that "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2" (Cole, 1998).

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a conscious process on the part of the teacher. However, one may also infer the same thing for the natural occurrence of code switching as one cannot take into guarantee its conscious application if the Maori example given in Section II is considered.

Another explanation for the functionality of code switching in classroom settings is its repetitive function. In this case, the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses the importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviours. A learner who is sure that the instruction in foreign language will be followed by a native language translation may lose interest in listening to the former instruction which will have negative academic consequences; as the student is exposed to foreign language discourse limitedly.

Then (2009) shows more interest in the phenomenon of teacher code-switching. By adopting approaches of Choi and Kuipers (2003) and Richards and Rodgers (1986), Mahadhir and Then (2007) analyse the code-switching of nine pre-service English teachers in Malaysia in relation to teacher roles. The teachers switched to other languages for devoicing, calling attention and personalisation, and in the process they acted as resources, needs analysts, and communication facilitators for their students. The primary function of switching to languages familiar to students was to facilitate their understanding and build their vocabulary knowledge. In another study on teachers of second year university German classes, Seidlitz (2003) finds that, on average, the five American teachers of German performed more situational switching than the three German native speakers.

As for metaphorical code-switching functions, Seidlitz finds that the German native speakers' reiteration was slightly more frequent while the American speakers' reiteration was typically lengthier. The American teachers tended to speak German first, followed by English, while the order of the languages for the Germans was the reverse. Moreover, "the American teachers tended to switch in response to perceived student misunderstandings while the Germans' use of English was typically motivated by student language choice" (Seidlitz, 2003, p. 82). Message qualification was observed infrequently among the teachers studied. There was a difference between the two groups of teachers pertaining to personalization versus objectification, with native American teachers using English overall much more often for humor, praise, encouragement, and chastising than German native speakers did. Addressee specification and direct quotations were not found. While these studies affirm that the code-switching functions identified by Gumperz (1982) were used by the students or teachers, there is less understanding of the relationship between code-switching for different discourse functions in good instructional practice.

Some bilingual teachers use code switching to reformulate concepts, ideas, and instructions (Setati et al, 2002; Nichols & Colon, 2000). In a study done in rural and urban South Africa, it was found that some teachers switch more often in the math and science classes, while the teachers of English rarely used code switching to explain or give directions (Setati et al., 2002). This difference was probably due to the fact that the goals of the classes varied. In English, the goal was to use English, and develop language skills. However, in the science and math classes, the primary goal was to teach concepts, mathematical and scientific structures. The power of language depends on its suitability with the context in which it is used. With this in mind, schools need to understand the arguments and agree upon how they will deal with bilingual issues.

Teachers' and Learners' Perceptions towards Code-Switching Practice

Some earlier positive perceptions towards the use of code-switching by teachers come from Krashen (1981) as he states that teachers believe learners' anxiety is reduced if they swap the second language with the mother tongue in the learning process compared to stressful environment learners have to experience in "English Only" class as ruled out by the school authority. Additionally, according to Krashen, teachers realize that when learners are too anxious in language learning, they become defensive which then hampers the language acquisition. Similarly, teachers feel that code-switching practice plays a big role in creating a low-anxiety mood among learners to encourage them to participate actively in classroom tasks (Abad, 2010).

Another teachers' perception about code-switching discovered by Abad (2010) is that it promotes positive teacher-student relationships as the code-switching involves languages understood by both parties. This is definitely helpful for teachers in dealing with learners' behavior; make it easy to supervise them for various learning activities that impart more input to them. According to Abad, learners have the same opinion as they view code-switching practice as a communication tool to link them with their teachers. This is because they notice that the interaction between them and their teachers become very formal if code-switching is not allowed. On the other hand, as grammar is not too strictly considered during code-switching, learners feel relaxed and more willing to participate in class interactions.

The next discovery by Abad (2010) is that teachers will always try their best to make their students understand the lesson and they believe that code-switching practice is necessary to help the students in several difficult situations involving new and complex theory. The practice bridges the language gap between learners and the lesson taught in English. However, learners still prefer English as the medium of instruction. In their opinion, code-switching is essential in their communication with the teachers, however they are afraid that too much code-switching during the lesson will distract their learning process.

Though some people think code-switching as ineffective, we cannot deny its advantages towards the learners. From his research, Schweers (1999) has discovered that a high percentage (88.7%) of the student participants felt their mother tongue should be used in their English classes. This is supported by Kavaliauskienė and Janulevièienë (2000) as they reveal that 86% out of 110 respondents from English for Specific Purposes (ESP) classes felt their native language should be used in the classroom, particularly for explaining difficult concepts, introducing new material, defining new vocabulary, and explaining the link between English and Lithuanian.

According to Lai (1996), Brice and Roseberry-McKibbin (2001), and Widdowson (2003), as cited by Rasouli and Simin (2016), learners deem code-switching practice by their teachers as one of rational approaches in the teaching and learning process, thus it should not be seen as the teachers' incompetency. However, Rasouli and Simin's (2016) later research reveals the contradictory finding when their participants think that the practice clearly indicate teachers' inadequacy of the language.

METHODOLOGY

Respondents

The samples of this study were Part 1 and Part 2 Diploma students of Universiti Teknologi Mara (UiTM) Perak Branch of mixed genders and age ranged from 18 to 20 years old. The selected students came from different family backgrounds and proficiency levels. As there are certain subjects taught in Bahasa Malaysia, the purposive sampling is used to ensure that the respondents were only students from classes taught in English. 45 students were randomly selected from three different subjects in three different faculties, namely Financial Accounting subject from Faculty of Accountancy, Art History subject from Faculty of Arts and Design and Building Construction subject from Faculty of Architecture, Planning and Surveying.

Instrument

This study employed a quantitative approach using survey method to gather data about students' perceptions towards lecturers' code-switching. The main instrument used to collect the data was a questionnaire adapted from Levine (2003) consisted of 30 items divided into 3 sections:

1) Section A: 4 items on respondents' profile, namely their gender, subject, faculty and current semester.
2) Section B: 8 items on lecturers' general code-switching practice in classroom. Respondents were asked to rate the statements using a three-point Likert scale: always, sometimes and often, to get information on how code-switching is practiced by lecturers in the class.
3) Section C: Divided into three sub-sections (i) 6 items on respondents' feeling due to lecturers' code-switching practice, (ii) 6 items on respondents' description of their performance due to lecturers' code-switching practice, and (iii) 6 items on respondents' opinion about lecturers' code-switching rationales. The statements used the four-point Likert scale: strongly disagree (1), disagree (2), agree (3) and strongly agree (4).

Prior to this, a pilot study of the questionnaire was conducted to ensure reliability of the results and the accurateness of questions to the aims of the study.

Procedure

Students' responses collected from the questionnaires were being tabulated and analyzed using SPSS for frequencies and percentages. This is a base to identify which descriptors have been viewed similarly or differently by the respondents. Descriptive statistic was adopted for answering research questions in Section B and Section C which explored lecturers' code-switching practice in classroom, students' perceptions on their feeling and performance due to the practice, and students' opinion about their lecturers' code-switching rationales. Data analysis and interpretation through percentage distribution was then supported by non-linear data including 3-D bar graphs and tables to illustrate students' perceptions towards the code-switching practice by their lecturers.

FINDINGS

A number of 45 respondents were employed in this study. Out of the total number, 16 participants or 35.6% were male and 29 or 64.4% were female with 33.3% from each three faculties.

Lecturers' Code-switching Practice

Based on Table 1, the finding shows that lecturers' code-switching practice only happened occasionally for all purposes, particular in explaining words (68.9%), easing students' situation (66.7%), talking about test (62.2%) and giving reasons for activity (62.2%).

Table 1: Lecturers' code-switching practices

Practices	Always (%)	Sometimes (%)	Never (%)
To explain words	31.1	68.9	0
To clarify concepts	44.4	55.6	0
To give instructions	22.2	51.1	26.7
To talk about tests	11.1	62.2	26.7
To give reasons for activity	26.7	62.2	11.1
To check understanding	37.8	55.6	6.7
To ease situation	31.1	66.7	2.2

Students' Perceptions towards Lecturers' Code-Switching

Table 2 shows the students' feelings towards their lecturers' code-switching practice. From the table, majority of the students agreed that when their lecturers code-switched, they felt comfortable being in the class (82.2%), they received useful information (77.8%), they liked the class (73.3%) and they also hoped the lecturers will continue to code-switch in the class (71.1%). In addition, 40% of the students strongly agreed that they felt easier to participate in class activity when their lecturer code-switch in the class. However, 15.6% of them disagreed that lecturer's code-switching practice made them comfortable to use L1 in class.

Table 2: Students' perceptions towards lecturers' code-switching

Students' Feelings	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
They receive useful information	0	2.2	77.8	20
They feel comfortable	0	8.9	82.2	8.9
They like the class	0	6.7	73.3	20
They feel relaxed using BM	15.6	26.7	53.3	4.4
They feel easier to participate in activity	11.1	22.2	26.7	40
They hope lecturers continue code-switch	4.4	15.6	71.1	8.9

Students' Comprehension due to Lecturers' Code-switching

Based on Table 3, it is discovered that when their lecturers code-switched in class, majority of the students strongly agreed that they noticed their mistakes (73.3%), they gain new vocabularies (68.9%) and they were able to answer questions asked by the lecturers (64.4%). In addition, majority of the them agreed that they understood the lessons better (77.85), their achievement improved (62.2%) and they benefited a lot from concept explanation (55.6%).

Table 3: Students' comprehension due to lecturers' code-switching

Students' Self-Perceive Performance	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
They better understand lessons	0	0	77.8	22.2
They notice their mistakes	4.4	2.2	20.0	73.3
They benefited from concepts explanation	0	8.9	55.6	35.6
They are able to give answers	4.4	8.9	22.2	64.4
They gain vocabularies	4.4	6.7	20	68.9
They improve achievement	0	17.8	62.2	20

Students' Opinion about Lecturers' Code-Switching Rationales

The findings from Table 4 highlights the students' opinion about lecturers' rationales in code-switching. Most of the students agreed that their lecturer's rationales in code-switching were to help them with the lessons (86.7%) and to clarify explanation (84.4%). Most of them also agreed that the lecturers code-switched as they were concerned about the students' comprehension of the lesson (82.2%) and it was necessary to code-switch at that particular time (73.3%). However, almost all of the students (97.8%) strongly disagreed that the reason their lecturers code-switched was because he or she was not proficient in English.

Table 4: Students' opinion about lecturers' code-switching rationales

Students' Opinion about Lecturers' Rationales	Strongly Disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
They want to help students	0	0	86.7	13.3
They are concern about students	4.4	0	82.2	13.3

Their English is not proficient	97.8	2.2	0	0
They are asked by students	46.7	13.3	33.3	6.7
They want to clarify explanation	4.4	4.4	84.4	6.7
They know it is necessary	6.7	2.2	73.3	17.8

DISCUSSION AND CONCLUSION

Lecturers' Code-Switching Practice

For tertiary institutions, code-switching is practiced by lecturers mainly to ensure students' understanding of the lesson. They know the right time to switch code and they do not overdo it. Code-switching is practiced occasionally by lecturers when they know it is necessary to do so as they believe this practice can aid the learning process. Some of the occasions include explaining words, facilitating learners' situation, talking about assessment and justifying activities, which require learners' better understanding before they can proceed to other learning tasks. In certain crucial situations, language swapping may happen quite often especially when illustrating new difficult concepts and verifying learners' understanding of certain topics. This is in agreement with David Chen-On Then (2009) findings that teachers switch code quite frequently in content explanation and when it comes to difficult concepts, they could not do without L1 for reiteration to ensure the message is conveyed to students.

The use of L1 is necessary especially because the lecturers realize that some of the students are not proficient in English, thus the language gap may result in the failure of these students to grasp the subject matter. Some of them are bright students with high potential to excel in their study. With help from their lecturers, especially in dealing with their language problem, they will be able to complete the tasks given. This supports Nichols and Colon's (2000) statement that using native language in class is a resource in an academic setting and it should be used to bridge academic gaps in second language learners. Therefore, it can be concluded that code-switching is practiced because of lecturers' concerned towards their students' performance and is not triggered by their own selfish purposes.

Students' Perceptions towards Lecturers' Code-Switching

When dealing with young adults in universities, it is necessary to create an environment that they like boost their mood to learn particularly when L2 is used as a medium of instruction. It is so easy for them to lose interest especially when they have to struggle to understand the language, in order for them to understand the content of the lesson. Lecturers' code-switching practice promotes exciting environment in classroom, thus making learners eager to learn. When L1 is used whenever necessary, the process in understanding the content subject becomes less burdensome and this increases learners' ability to comprehend the subject matter. Learners enjoy the learning process because they feel comfortable with the classroom vibes and this motivates them to participate actively in any class tasks. Lecturers' code-switching is like a psychological support that make learners feel more relaxed when learning as they are able to follow the lesson and not feeling lost, thus they look forward to learn more.

This is similar to Krashen's (1981), Abad's (2010) and Badrul Hisham's (2009) findings that code-switching practice plays a big role in creating a low-anxiety mood among learners to encourage them to participate actively in classroom tasks. When learners are comfortable with the environment, without any unnecessary anxiety, they are able to focus and participate in classroom practice and activities more successfully. Therefore, it can be concluded that learners have positive perceptions towards their lecturers' code-switching practice.

Students' Comprehension due to Lecturers' Code-Switching

For most university students, their main goal when they start a new semester is to perform well during exam. Sometimes this goal is hindered due to a language gap as not all of them are proficient in English. As books, lectures, instructions, assignments are all in English, these struggling students need the mother tongue to assist them in understanding and carrying out all these tasks. Therefore, due to lecturers' language swapping between English and Bahasa Malaysia for different learning purposes, learners believe that they understand the lessons better, in fact they are able to notice their mistakes as highlighted by their lecturers in their L1, hence enabling them to rectify the mistakes. Apart from that, as learners have built confidence in the subject, they become excited to join the class discussion as they are able to give response as expected by their lecturers or other learners. This also indicates a positive impact towards learners' cognitive level initiated by the lecturers' effort to code-switch in class.

This is consistent with several previous research claiming that learning success requires successful provision of comprehensible input to ensure learners understand the intended content, covering new concepts, skills and vocabulary which would consequently translated into successful execution of tasks (Schweers, 1999; Chi, 2000; Tang, 2002 as cited in Badrul Hisham Ahmad 2009). Thus, we can conclude that learners believe lecturers code-switching practice brings about positive impacts towards their comprehension of the lessons.

Students' Opinion about Lecturers' Code-Switching Rationales

Code-switching is practiced by lecturers for different purposes for the benefit of learners. Learners always have confidence in lecturers' ability and they have never considered the code-switching practice as a sign of their lecturers' language weakness. This supports Rasouli and Simin's (2016) statement that learners deem code-switching practice by their teachers as one of rational

approaches in the teaching and learning process, thus it should not be seen as the teachers' incompetency. In fact, learners believe that rationales in opting for the practice are always positive as part of their lecturers' efforts to make learners understand better. Learners also feel the use of L1 in certain situations is necessary especially when clarifying or giving more explanation about the lessons taught, as said by Schweers (1999) that most students felt their mother tongue should be used in their English classes. Hence, it is deduced that students believe lecturers only code-switch for positive purposes that give educational benefits to learners.

Contributions to Teaching and Learning

For learners, the research may show some ways educators can help them to learn better. Though certain subjects are taught in English, it does not mean that they cannot score for the subjects just because of their low proficiency in the language. They can ask their lecturers to code-switch in order to explain and clarify difficult areas.

For educators, findings from this survey may provide them with justifications and approaches in practicing code-switching in their teaching and learning context, so that they can fulfil the intellectual needs of their students. The positive influence of lecturers' code-switching practice towards the students' perceptions of their feelings and performance gives a hint that this practice should be applied in classroom whenever necessary.

For people from the Ministry of Education and ESL/Bilingual field, this survey may offer them answer and concrete reasons to take into account the potential of code-switching in enhancing learners' understanding of subjects and lessons. Too often they overlook the benefits of code-switching and the use of students' first language in most Dual Language Programme (DLP) classrooms. It is recommended that they provide some inputs or guidelines about the implementation of code-switching practice, which is helpful for teachers or educators to avoid from overusing it.

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