Learners' Preference: A Reason to Use Code-Switching in Teaching and Learning Short Stories in Grade X English

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Abstract

Code-switching is a phenomenon where there is an alternation between two or more languages or dialects within a sentence in a conversation. It can be used as one of the strategies of teaching short stories in the Bhutanese classrooms. However, in Bhutan, English being the medium of instruction, teachers and students are obliged to communicate only in English in the class. This impedes students reasoning, critical thinking skills and the overall learning process both within the classroom and outside the learning environment. Impacts and factors leading to code-switching in teaching literary texts has been widely explored in other countries. However, very little research has been carried out in Bhutan. Hence, this study explored the factors leading to code-switching in L2 classrooms to teach short stories to grade X students of one of the higher secondary schools in Trongsa dzongkhag. It also attempted at examining the perception and attitudes of English teachers and learners towards code-switching in the teaching and learning of short stories. The study was conducted using mixed methods: integrating structured survey questionnaires and semi-structured interview and the data were analyzed using descriptive analysis. Thus, the researcher found the significant factors such as, difficulty in comprehending the new concepts, new vocabularies and pronunciation and to encourage students' participation in the class which leads to the use of L1. Further, it also found that both teachers and students have positive attitudes towards the use of code-switching as a technique to teach short stories to grade X students in English as a Second Language classroom but not to use as frequently as they wished to.

Keywords: code-switching, literary text, short stories, bilingual teachers, English

Introduction

Bhutan is a multi-lingual society with diverse ethnic groups such as Ngalops, Sharchops, Khengpas, Lhotshampas, including the Tibetans. Various dialects are spoken by these groups throughout the kingdom and there are nineteen different languages in the country (Driem, 1994). Dzongkha is a national language

and also an official language of Bhutan and it is regarded as the language of national culture and identity. However, English is learned as a second language and is considered as a Lingua Franca. Majority of educated Bhutanese are fluent in English and therefore considered bilingual in Dzongkha and English.

Modern education in Bhutan dates back to 1914 where subjects such as English, Arithmetic, Hindi and Dzongkha were taught in the learning classes. With the establishment of first school in 1914 at Haa, Bumthang and Thimphu in the following years, King Ugyen Wangchuck (1907-1926) introduced a western education system (Penjore, 2013). English is then the medium of instruction for all other disciplines in schools across the country except Dzongkha subject. Although English is a medium of instruction in the schools, students are allowed to speak the two literacy languages, that is English and Dzongkha languages (Namgay, 2012). Therefore, code-switching has become a common phenomenon in the Lower remote schools of Bhutan. Code-switching is one of the strategies used in the bilingual and multilingual community to communicate effectively and meaningfully as it is the part of the sociolinguistic study in the bilingualism, and is especially common in second or foreign language classes. Code-switching is a process of an alternation between two or more languages or dialects within a sentence or in a conversation. According to Franceschini (1998), code-switching is not a historical language where it is passed on from one generation to another generation but a kind of interlanguage which is produced anew in each sociocultural situation. Earlier code-switching phenomena was considered as a random process, an interference, or performance error by incompetent bilinguals (Duran, 1994). The two very important reasons why people switch codes in a community is when the speakers can hardly communicate with the target language and when they have diverse communication objectives.

According to Bista (2010) and Leyew (1998), there are several socio-linguistic factors that impact the behavior of code-switching. These factors are such as lack of equivalent words in English, unfamiliarity with the used English words, bridging gaps in conversations, facilitating the first language speech, misunderstanding avoidance, intimacy delivery, privacy maintenance, adding emphasis, and English language proficiency.

Teachers and students both use code-switching in the classroom as it has a number of positive influences on teaching and learning process and should be allowed when there is difficulty in continuing a conversation in a new language (Borlongan, 2009). A teacher should allow children to use a word or so from any other languages if he is unable to remember a word in the middle of a sentence. This will help the students to continue and complete his sentence. Caganaga (2015) stated that while doing a pair activity, language switching can help students

in clarifying misunderstanding using their target language and also engage them in practicing and explaining concepts to each other. A teacher can also switch codes to explain and convince the concept to the students while introducing a new chapter, to explain meaning of words and sentences and to explain the themes. Thus, code-switching can be used as one of the teaching strategies. However, teachers usually switch codes subconsciously, as a result teacher may not always be aware of the functions and outcomes of the code-switching process (Burenhult, 1999). Whether code-switching is a conscious or subconscious process, inevitable or not, it serves some basic functions that is beneficial in creating a conducive classroom environment and building a strong classroom rapport (Qing, 2010).

In Bhutanese classrooms, most of the time teachers and students are found switching from English to Dzongkha, but teachers do not embrace the concept of code-switching and therefore such linguistic resources are left unexplored in English classrooms. Students of Secondary classes encounter difficulties in critical thinking, reasoning and problem solving since such behavior is restricted in the classrooms. Often the teachers tend to prohibit switching languages with the assumption that first language will impede in second language learning process. However, the findings of Centeno-Cortés and Jiménez-Jiménez (2004) proposed that prohibition of L1 in the classroom, might hamper learning because L1 has been found to aid as a vital cognitive and metacognitive tool for the learners. Thus, switching languages must be encouraged instead of prohibiting it to promote learners' learning.

Rationale

Short story is one of the genres under English literature taught in Bhutanese classroom. Students enjoy short stories, yet lack excellence in their performance in this section of literature paper. The factors that contribute to such poor performance could be due to learner's inability to pose comments on the meaning of the text and understand its intrinsic literary value. The other factors also could be their inability to show into life lessons as taught from the text and the ineffective strategy used to teach the lesson. Though various teaching strategies are employed in teaching English literature texts, the teacher must select the best teaching strategy to make conducive learning environment. Among various strategies, code-switching is found to be one of the most effective tools to teach short stories. However, many principals and educators claim that English be the sole medium of instruction apart from Dzongkha subject taught in the class. Researchers have indicated that learners' native language promote language two acquisition (Cummins, 1981); fulfills pedagogical functions and has socio-psychological benefit (Atkinson, 1987); facilitates teaching and influences learners' behavior (Kharma & Hajjaj, 1989); and serves as a communicative strategy in English classroom (Scheweers,

1999). Thus, discouraging the use of native language in the context of English as second language instruction impedes the comprehension of meaningful insights of literary works resulting in poor academic performance.

Though, there appears to have been researched on code -switching in the Bhutanese classroom, it is limited to a few and no research has been conducted on code-switching as a strategy to teach short stories to secondary students, where literature text is considered equally important as grammar in English discipline. Thus, this study explored the importance of code-switching as teaching learning strategy and drew attention on its benefits for teacher and students. The researcher further explored on the research conducted by Adendorff (1993), Gila (1995) and Marawu (1997) which explains that code-switching can be applied as a strategy in facilitating understanding of literary works and promoting scholastic achievement. Code-switching also contributes to the issue of "English- only" policy of medium of instruction. The study examined the possibility of employing English-Dzongkha code-switching as an effective strategy to teach short stories to secondary students. Furthermore, this research studied the factors affecting code-switching, perception and attitudes of the students on code-switching. The findings of this research would be beneficial in determining the significance of code-switching in understanding the short stories in the literature text.

Aims and Objectives of the study

The following were the objectives of the study:

1. To examine the students' perception and attitudes on code-switching.

2. To analyze the significant factors leading to code-switching in learning short stories in English as a Second Language (ESL) classroom.

3. To study the impact of code-switching on short story text comprehension.

Literature Review

According to Lever-Duffy and McDonald (2005), learning is a complex activity that can be seen differently depending on individual's needs. Every individual has different learning abilities and styles, and possess knowledge in diverse ways. Learners' perception differs on how and why they do that way. That is why some students learn more effectively when taught with their preferred methods of teaching. So, it is important that the teacher choose the most appropriate teaching method that fits the learners' choice and enjoy learning the subject(s) (Riding & Smith, 1997). According to Cummins (1981), teaching the subject content often in learners' native language promotes the second language (English) acquisition and result in better scholastic performance. Kharma and

Hajjaj (1989) also stated that teachers' efficiency in using native languages in English classroom facilitates teaching and influences learner's behavior in active participation. Therefore, studies by Cummins (1981), Kharma and Hajjaj (1989) and Riding and Smith (1997) indicated code-switching as one of the most effective teaching and learning strategies that can be applied for active classroom learning. Over recent years much attention has been given to learner-learner interaction in the classroom to facilitate learning. There has been a need for a shift from the traditional transmission approach where the teacher is seen as a transmitter of information and the learner as the passive receptor to one where the teacher is a facilitator and the learner an active participant in the learning process (Wells, 1982). Wells' 'Reciprocal Interaction Model of Learning' stresses language as a resource and thus emphasizes the interactional context in which children learn the concept through interaction by using different languages. Thus, Wells' model of learning has relevance to this study which involves ESL learners and for whom code-switching can be perceived as a resource. Code-switching plays a significant pedagogical role in the classroom. Code-switching is useful for explaining and elaborating on concepts, increasing classroom participation, establishing good classroom relationships, ensuring the smooth running of the lesson, and making connections with the local culture of learners (Clegg & Afitska, 2011). Code-switching can be effective teaching and learning strategy that features the importance of bilingual pedagogy and various language practices that teachers could adopt to facilitate pupils' understanding and participation in the classroom. So, code-switching may occur during the teaching and learning process in the classroom to ensure that students understand instructions and content. Cook (2001) explains that teachers may use the first language in order to explain activities so that the activities would be beneficial to the learners. The use of the learners' first language would allow negotiation and better understanding of the required task. Several studies have been conducted to investigate the purpose and function of code-switching around the world. For instance, Tien and Liu (2006) claim that code-switching in Taiwan's EFL classroom is inevitable. Learners of the language by and large do not participate actively in English communication within their multilingual setting. Learning the target language poses a challenge because the language is not in practical use after academic hours. Hence, the teaching and learning process cannot take place until one resorts to switching between languages. A numerous study shows that teachers and pupils exercise code-switching during lessons to achieve learning and teaching goals in the classroom (e.g., Adjei 2010; Ezuh 2008). Similarly, Arthur (1996) examines the interactions between teachers and pupils in grade six classes in two primary schools in north-eastern Botswana. The policy accentuates the use of their national language, Setswana from pre-primary to grade 3 and use of English medium from grade 4.

Numerous linguists in Malaysia have focused their studies in finding the functions of code-switching. However, few efforts have been devoted in finding the functions of code-switching among practicing teachers in the English classroom and how the practice affects the curriculum. The contribution of code-switching in the learning of literary text is still largely unresearched. Findings from the study by Then and Ting (2009) stated that both the languages are still being alternately used by English and Science teachers in Malaysia although English language has been implemented as the language of instruction for both the subjects in schools. The researchers found that teachers employ two languages in their teaching to facilitate students' comprehension of the content area. The study concluded that the low proficiency learners had a positive perception towards teachers' code-switching and these learners supported future code-switching in English classrooms.

Over the years, attitudes towards code-switching have changed. Yevudey (2012), acknowledged that code-switching in Ghana has become an expected code choice as its normality and acceptability has increased among bilinguals and multilinguals. Code-switching is encountered in areas such as on radio and television, and in churches and classrooms. Forson (1979) indicates that code-switching was not a code choice in Ghana until after the early 1950s when English was introduced as the medium of instruction in the elementary schools. Forson records that during meetings of bilingual Akan and English speakers they slip into code-switching as an occasion for spontaneous giggling where the speaker usually find himself as a participant in the ridiculing. Ezuh (2008) stated that the effectiveness of the use of code-switching as a medium of instruction in the classroom facilitates the students' academic performance. Ezuh assumes that the students from the two schools performed better when they were taught via code-switching where as their performances declined when taught using English as the only medium of instruction. In a response to a questionnaire survey, both teachers and pupils have positive attitudes towards code-switching in the classroom and encouraged its adoption as a medium of instruction. This conclusion reflects Arthur and Martin's (2006) argument that the use of code-switching in the classroom should be viewed as a "teachable pedagogic resource". The implication is that teachers should be introduced to the strategic use of code-switching in the classroom. Therefore, it should be incorporated into the teacher-training curriculum.

Code-switching is given considerable recognition for its effectiveness as a teaching tool. Teachers, nonetheless, are advised to adopt the technique with caution in each individual context so that improvement can be monitored. Yusuf (2009) noted that code-switching was less frequently elicited by the need to attain emphasis or efficiency and to gain attention from the students, which was fulfilled by the pragmatic functions of proper name, hesitation, quotation, and transfer of subconscious markers. The findings also indicated that the language instructor

most often switched codes for the purpose of accuracy, especially to explain general concepts used in the field of industrial ergonomics, and for facility of expression. Code-switching can be used by teachers by integrating it into the teaching points. This can serve as a motivational tool by involving them in discussions so that they can relate the knowledge base in the backdrop of their own culture. Teachers can also begin a lesson in one language, then switch to another language, forcing the learners to listen carefully and comprehend the subject matter (Sultana & Gulzar, 2010).

Therefore, from the above literature on code-switching as a purposeful instructional strategy in the classroom, it can be concluded that although some research recommends that code-switching should be discouraged in the classroom, most studies suggest that it can play an important role in the teaching and learning processes as pupils' participation and understanding may increase when they are free to use the language(s) that are most familiar to them. To sum up, issues pertaining to attitudes and the actual use of code-switching by teachers and pupils have been some of the main concerns of code-switching research.

The types of language people prefer is greatly influenced by the environment, culture or society they live in. Language of the families would change according to the place of their living and pickup speaking or learning a language of the majority (Barron-Hauwaert, 2010). The findings from Saunder's (2006) study states that more than half of the world's population use more than one language while engaging in the activities basic to human needs. Thus, bilingualism has long been considered the norm and there has always been a great deal of bilingualism. Similarly, Bhutan is a multicultural and multilingual society with different ethnic groups of Ngalop, Sharchop, Lhotshampa, and other indigenous groups including the Tibetans (Driem, 1994). Majority of Bhutanese can speak at least two languages and probably understand one or two others, while some may speak five to six languages. Gyatsho (2003) mentioned that Bhutan has complex linguistic situation as there are as many as nineteen different vernaculars spoken across the country. As a multilingual society, several dialects are spoken with Dzongkha as an official national language. There are good numbers of people who can communicate effectively in more than one or two languages. Ever since the introduction of a western-style English medium education system in Bhutan, English is taught as a subject and used as medium of instruction of school curriculum. So, code-switching between English and Dzongkha is a usual scenario and has even led to the genesis of 'Dzonglish'. As it is apparent from the above lines; it mostly occurs when one is at the loss of words and it questions one's fluency. This is a serious weakness. Dorian (1998) also, however, supports the lack of technical terms or concepts incur the necessity to borrow, which in turn may act as a cause for the code- switch. On the contrary, Singh (2005) argues that

the phenomenon is considered nothing more than speakers making full use of the resources offered by a bilingual situation, and is in no way stigmatized.

Thus, this study was undertaken to contribute to the existing discussions on the relevance of the use of code-switching as a technique for teaching short stories to grade X students of one of the higher secondary schools in Trongsa dzongkhag. The paper attempted to study the factors leading to code-switching, perception and attitudes of students towards code-switching in teaching short stories in the classroom. The researcher tried to unravel the pedagogic relevance of code-switching in the classroom and how its use facilitates pupils' text comprehension and enhance classroom participation.

Methodology

The research adopted mixed method approach. Survey method was employed to garner quantitative research data objectively and systematically (Almeida, 2017). The qualitative data was collected through interview which was semi structured in nature.

The targeted participants for this research consisted of grade X students. The population of 60 heterogenous ability students voluntarily participated to examine the factors leading to code-switching and perception of students on code-switching through survey questionnaires. The survey questionnaires include five-point Likert scales to minimise the statistical problems and to determine their level of opinions. Subsequently, a semi-structured interview was administered to 6 volunteers of the group to examine their attitudes and beliefs in the practice of code-switching in the classroom.

The selection of the participants was based on purposive sampling as the researcher sampled with a purpose and had a specific predefined group based on the purpose of the research (Trochim, 2006). The sampling was applied to grade X students of one of the higher secondary schools under Trongsa dzongkhag. The selected participants completed the structured survey questionnaires and semi-structured interview respectively to study the factors leading to code-switching and the participants' perception and attitudes towards code-switching in L2 classroom to teach and learn short story text.

The format of the survey questionnaire consisted of a self-rating scale to find out the degree of respondents' use of code-switching (Dzongkha and English) among bilingual students and teachers. Questionnaires were designed to determine the learners' perception about use of code-switching in learning short stories in English literary text. So, the survey questionnaire included the use of a Likert Scale with five points or options to identify the level of opinion of the participants (Strongly Agree=5, Agree=4, Neutral=3, Disagree=2, Strongly

Disagree=1). Before implementing the study, research protocols were fulfilled and participants were briefed on the purpose of the study. Participants were also informed regarding the confidentiality of the data and ensured that it will be used for the sole purpose of this study only.

Descriptive analysis was used to analyze the data collected from the survey questionnaire and presented in mean and standard deviation. The interview data have been quantized and represented in a graphical form that made it easier to draw the conclusion.

Table 1

Analysis of Survey Questionnaires to Determine the Learners' Perception about Use of Code-switching in Learning Short Stories in English Literary Text.

Statements	Mean	SD	Remarks
The use of Dᵤongkha language by the teacher helps me to enjoy the short story lesson.	3.87	0.947	Agree
The use of Dᵤongkha language by the teacher helps me to understand the lesson better.	4.08	0.962	Strongly Agree
The use of Dᵤongkha language by the teacher makes me feel more confident and motivated in learning short stories.	3.82	0.965	Agree
The use of Dᵤongkha language by the teacher enables me to focus on the lesson without worrying about unfamiliar words and sentences.	3.87	0.873	Agree
The use of Dᵤongkha language by the teacher encourages me to actively participate in classroom activities	3.90	1.020	Agree
I would prefer the teacher to use English only during lessons and not to use Dᵤongkha language.	2.63	1.301	Neutral
I would prefer the teacher to minimize the use of Dᵤongkha language during short story lessons.	3.18	1.142	Agree
I would prefer the teacher to use both English and Dᵤongkha language during short story lessons.	3.92	1.124	Agree
I don't like it when the teacher uses Dᵤongkha language during short story lessons.	2.42	1.139	Neutral
I find it difficult to learn when the teacher does not explain new words/topics/concepts in Dᵤongkha language.	3.87	1.081	Agree
I find it difficult to concentrate when the teacher uses English only in short story lessons.	3.63	1.178	Agree
I switch codes when I am unable to express myself in English	3.85	0.880	Agree
I switch codes to help myself maintain the flow of conversation	3.77	0.871	Agree
I switch codes when I communicate with my peers who share the same language	3.95	0.891	Agree
I switch codes when explaining difficult words and sentences to my peers	4.13	0.700	Strongly Agree
	3.66	1.005	Agree

Findings

The overall analysis of the survey data "to determine the learners' perception about use of code-switching in learning short stories in English literary text" revealed that students "Agree" that code-switching is an effective strategy in teaching stories to grade X students as evident from a high average score of (Mean = 3.7, SD = 1.0) as reflected in Table 1. Majority of the students switch codes for different reasons such as it serves as a communicative resource for students and that it is the preferred choice of language used amongst students who share the same language.

The specific findings indicate that students "Agree" to the statement "The use of Dzongkha language by the teacher helps me to enjoy the short story lesson". While switching from English to Dzongkha in short story lesson, teacher explains meaning of words and sentences in learners' preferred language that help them enjoy and understand the lesson. The result demonstrates that the students "Strongly Agree" that the use of code-switching by teachers frequently improved their understanding and comprehension of short story lessons.

It is observed that students "Agree" that code-switching by teachers improve their confidence and motivate them in learning short stories. They claim that they become more confident and motivated in learning the target language when teachers include the use of their first language in the short story lesson. They feel that they are able to comprehend concepts better in their first language. Furthermore, majority of the respondents "Agreed" that the teachers' use of code-switching enables them to focus on the lesson without worrying about unfamiliar words and sentences. It also states that the majority of the respondents "Agreed" that teachers switching codes from English to Dzongkha encourages them to actively and confidently participate in classroom activities. The finding also shows that students are skeptical ("Neutral") when teacher uses only English language during lessons. Instead, students prefer (Agree) learning short story lessons by switching languages at least for difficult words and phrases. As reflected in Table 1, the students have mixed response (Neutral) when their lesson is taught in both English and Dzongkha languages because they feel that the essence of English language is lost when other language is applied during short story lessons in ESL classroom. The finding also indicates that students "Agree" that they find difficulty in concentrating in short story lesson when the teacher does not explain new words/topics/concepts in Dzongkha language. Therefore, students "Agree" on using code-switching whenever they are unable to express themselves in English because this technique helps them maintain the flow of their conversation. The finding indicates that most of the students "Agree" using code-switching to

communicate with their peers who share the same language because this technique helps them explain and make their peers understand difficult words and sentences easily.

The study also revealed that code-switching can play an important pedagogic role in the classroom. It is useful for explaining and elaborating on concepts, increasing classroom participation, establishing good classroom relationships, ensuring the smooth running of the lesson, and to contextualize. To determine code-switching as an effective strategy in teaching short stories to grade 10 students, the student interview have been quantatized by highlighting on the main concerns related to the practice of code-switching in learning short stories in the ESL classroom as detailed below.

Majority of the students (83%) have positive opinions about the language policy to speak either English or Dzongkha language in school to have strong language culture in the community. However, few students (17%) have expressed their preference for minimal use of English or Dzongkha language in the school as they are not comfortable speaking in these two languages, instead they preferred speaking in their mother tongue as reflected in Figure 1.
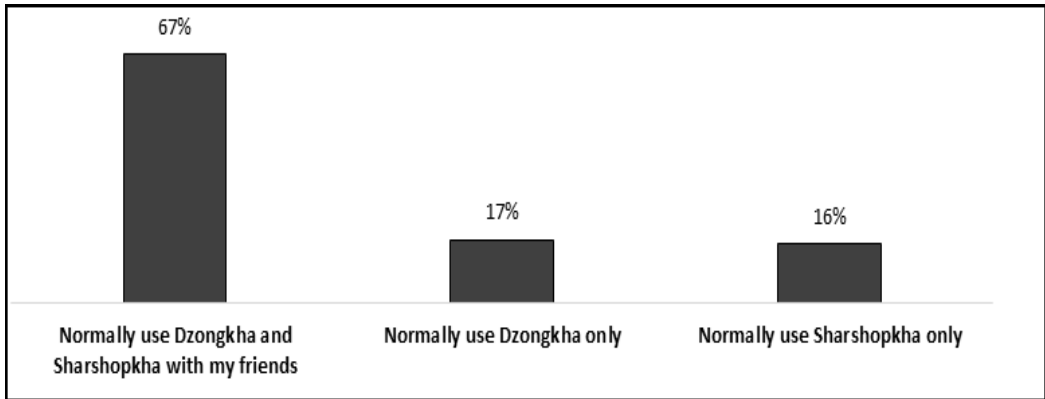
Figure 1
Students' Perception on School Language Policy
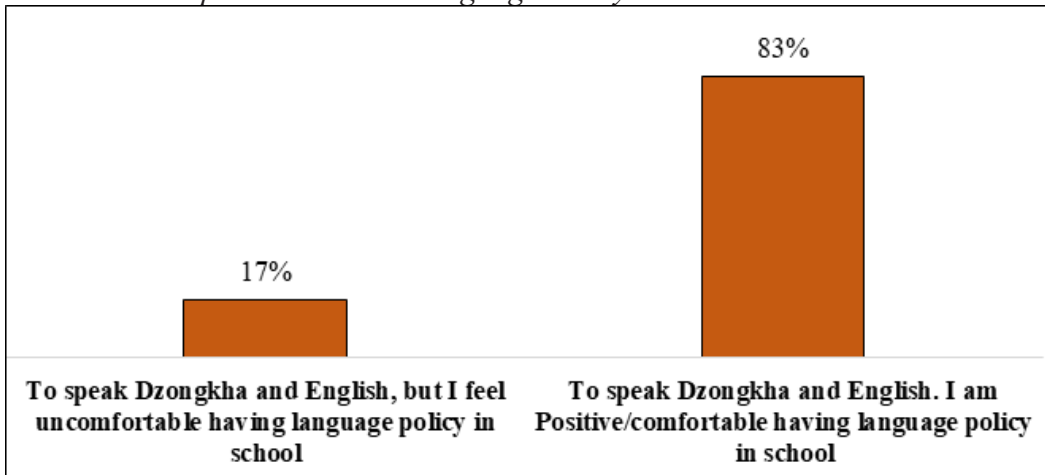
Code-switching is a useful technique for students when they have difficulties communicating in English. A majority of the respondents (67%) reported that they switch to Dzongkha when they communicate with their friends as revealed in Figure 2.
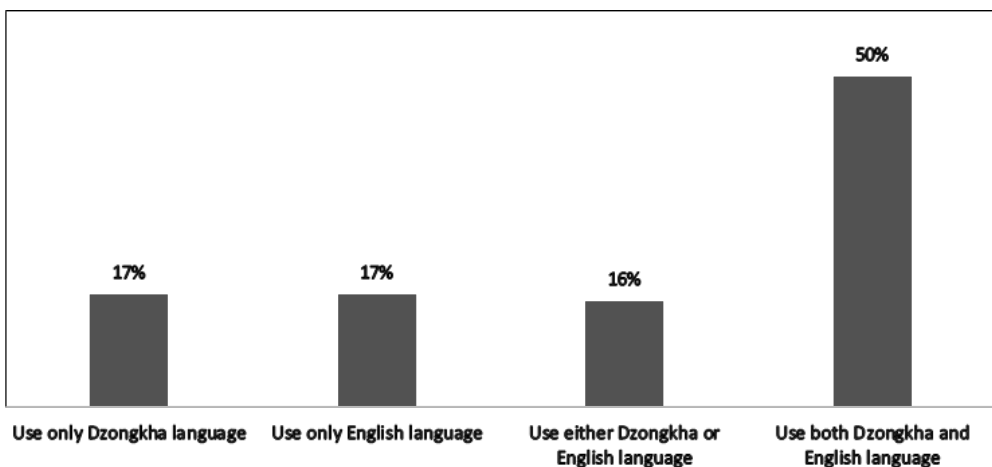
Figure 2

Common Language Use as a Means of Communication with Friends in the School

Further, Figure 3, reveals that majority of students (50%) prefer using both English and Dzongkha languages while interacting with their English teachers in the school although their teachers instruct them using English language as reflected in Figure 5 as it helps them improve the standard of their English language. Figure 4 and 6 indicate that students have a strong preference for using code-switching in classroom learning as it provides assistance in understanding lessons better. It is found that almost 70% of the respondents reported that they use code-switching as a tool to help them understand and explain difficult words and sentences in ESL classroom for learning short stories.
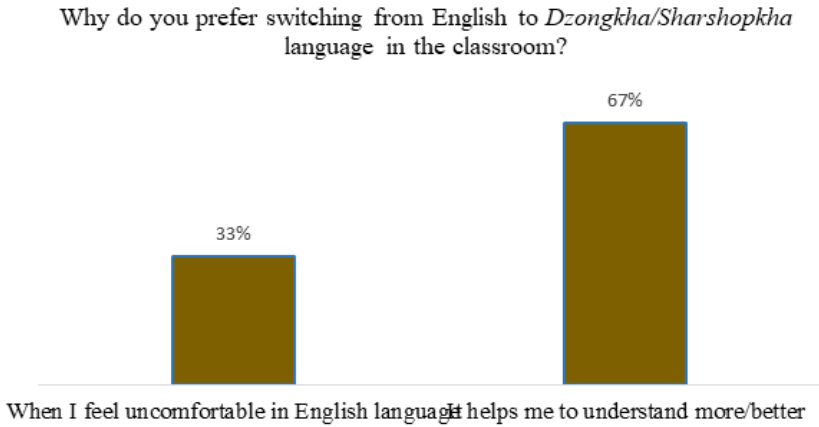
Figure 3

Language Commonly Used to Interact with their English Teacher in the School

So, majority of them agree that they deliberately switch codes whenever they have difficulties in communicating in English.
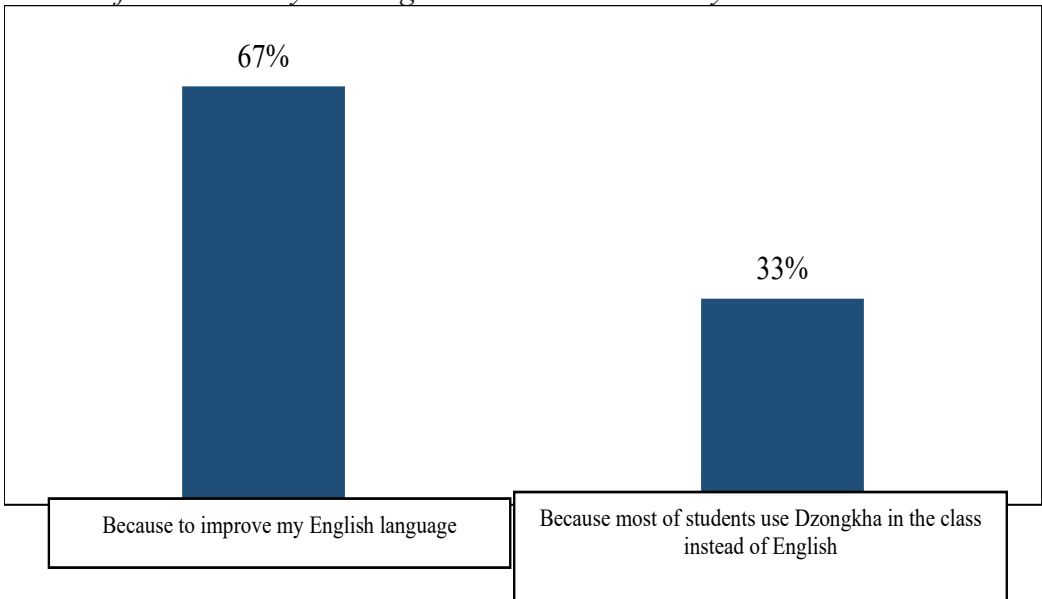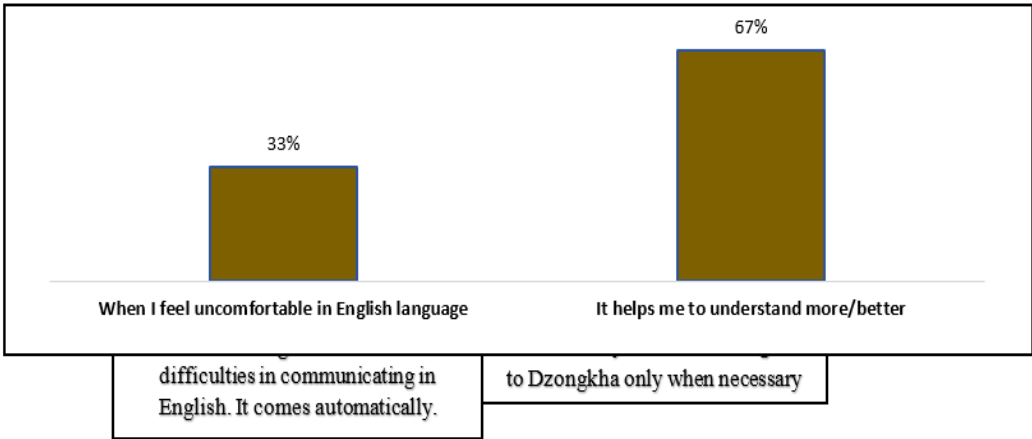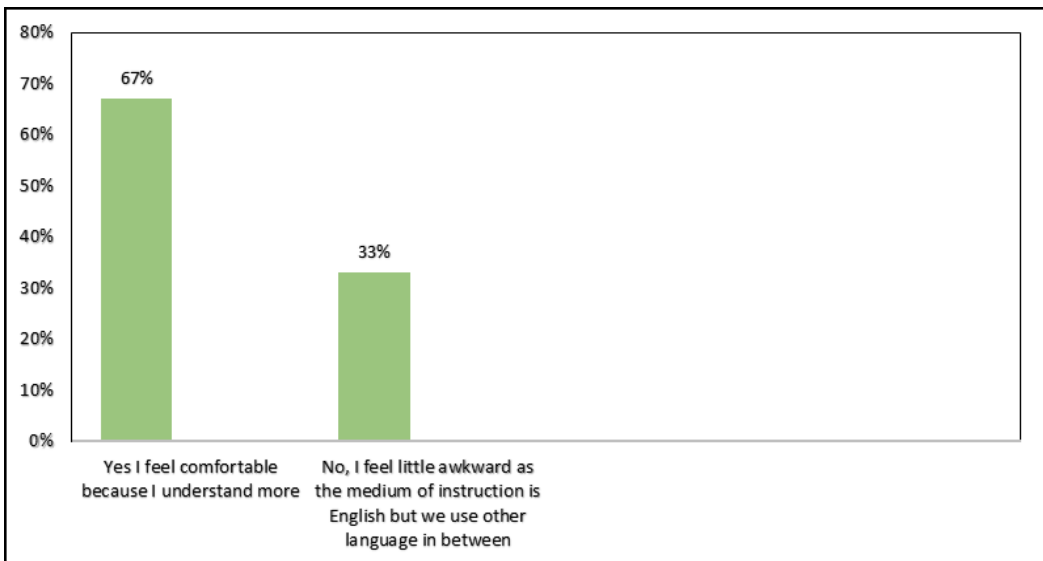
Figure 4

Students' Preferences for Switching from English to Dzongkha Language in the Classroom

Why do you prefer switching from English to *Dzongkha/Sharshopkha* language in the classroom?

67%

33%

When I feel uncomfortable in English language   It helps me to understand more/better

Figure 5

Reasons for Mandatory use English in the Classroom by Teacher

67%

33%

Because to improve my English language

Because most of students use Dzongkha in the class instead of English

Figure 6

Conditions for Switching Language from English to Dzongkha

Figure 7

Students' Opinions on Switching Languages during English Short Story Lessons

The results in Figure 7 and Figure 8 provide evidences that students feel comfortable to switch from one language to another for communicative purposes, to ensure that the conversation progresses smoothly and for better understanding when they come across difficult phrases. However, some

students expressed that they feel awkward to switch language as the medium of instruction is English. Nevertheless, majority of the respondents indicated that code-switching helps them to understand and learn concepts and difficult word meanings from short story text better. Students use code-switching in the classroom basically to accomplish different tasks and to serve specific goals. Furthermore, code-switching is used to better communicate with other students.

Figure 8

Students' Perception on their Learning level when English short story Lessons are Taught through Code-switching
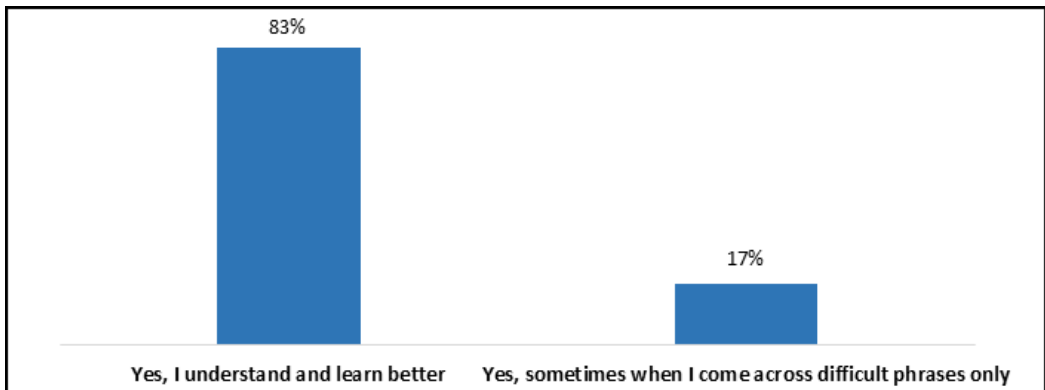
So, Figure 9 demonstrates that participants strongly recommend (67%) code-switching from English to Dzongkhag language during short story lessons because it helps them understand the concept better.

Figure 9

Students' Recommendation on Code-switching during English Lessons
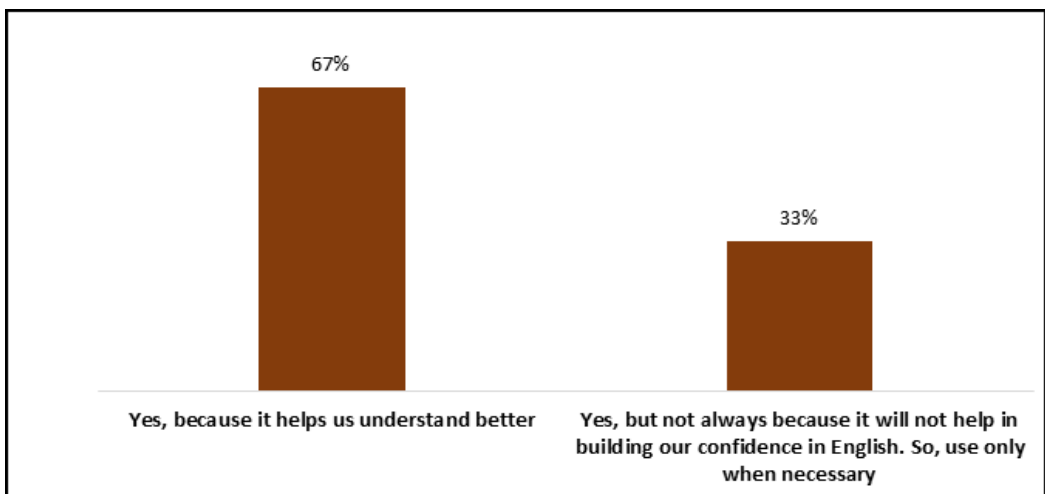
The overall analysis from the questionnaires revealed that code-switching as a valuable teaching and learning strategy to teach short stories in grade X. The main reason why students switch codes in the ESL classroom in learning short stories, is due to limited English vocabularies and the lack of confidence to communicate in English. The nature of code-switching is dependent on the social environment. So, the amount of code-switching varies from schools in urban areas and those in rural areas. In urban schools, students are considered more proficient English speakers. It is noticed that students use less code-switching while in rural schools the use of code-switching is more. They consider code-switching to be one of the best solutions to assist them in overcoming the learning difficulties due to their lack of comprehension of the text in English.

Code-switching helps less competent students to understand any concepts taught. So, to facilitate comprehension and understanding of the text, teachers use code-switching as a technique to increase students' motivation and confidence in learning English. However, the use of code-switching as a technique in ESL classroom must be kept as the last resort, because excessive use of code-switching is believed to result in overdependence on the students' first language (Dzongkha). Therefore, teachers should remind students to abide by the language policy of using English as a medium of instructions to improve their English language standard. Nevertheless, it can be concluded that students are satisfied and had positive opinions towards the use of code-switching as a technique to teach short stories to grade X students in ESL classroom but not to use as frequently as they wished to. Code-switching must be practiced only at times of difficulty in convincing the concept and when they come across new terms.

Discussion

In this section, the main findings of the study are discussed in relation to the three objectives outline earlier namely - significant factors leading to code-switching in learning short stories in English as a Second Language classroom; examine the students' perception and attitudes on code-switching; and the impact of code-switching on short story text comprehension which are in turn discussed below.

Significant Factors Leading to Code-switching in Learning Short Stories in English as a Second Language classroom

The findings indicated that the most influential factor which resulted in using of code-switching in students is their limited proficiency or incompetency in speaking English (L2) compared to their first language (Dzongkha). This indicates that higher the speaking proficiency in L2 would have positive impact in L2 learning, which is consistent to the findings by Wang (2003) and Weijen, Bergh,

Rijlaarsdam and Sanders's (2009) that the L2 proficiency is a defining factor in L2 text quality. The inclusion of students' L1 in the classroom provides affective support to decrease students' learning anxiety. Therefore, students switch codes as it helps in the acquisition of the second language (English) which is evident from the learning theory stated in the literature review. Cummins (1981) stated that teaching the subject content often in learners' native language promotes the second language acquisition and results in better scholastic performance. Similarly, students responded that they are able to perform better and promote their English language. Thus, the result is consistent to Cummins' statement.

Further, as revealed from the survey findings that students are encouraged to actively participate in classroom activities when the teachers use Dzongkha language. This finding aligns with what Arthur (1996) revealed in his study that teachers switch codes to encourage participation by students. Students prefer switching languages from L1 to L2 as it is easier to communicate and feel more comfortable when they use two languages within the same discourse. Therefore, they use switch codes to avoid misunderstanding, express emotions, fill in stopgaps, and actively participate in classroom discussion. Kharma and Hajjaj (1989) also supported that teachers' efficiency in using learners' native language facilitates learners' behavior in active classroom participation.

Despite being required to follow the school's language policy; students continue to switch codes because it is difficult to find proper equivalents when contextualizing the text. This practice confirms Bista (2010) and Leyew (1998) findings that sociolinguistic factors such as a lack of corresponding English words and unfamiliarity with commonly used English words influence code-switching behavior.

Examine the Students' Perception and Attitudes on Code-switching

On the perceptions and attitudes of students on switching codes from L2 to L1. It is evident from the survey findings that students have positive attitudes towards code-switching in the classroom and are in favor of using it as an alternative approach to teaching and learning in the classroom. This conclusion reflects Arthur and Martin's (2006) argument that the use of code-switching in the classroom should be viewed as a "teachable pedagogic resource". As code-switching seems to be an unavoidable code choice in the classroom, Amekor (2009) suggests that teachers should be introduced to the concept of code-switching to enable them to know the types and use it appropriately to enhance both content and language acquisition. Further, code-switching is given considerable recognition for its effectiveness in facilitating the language learning process. Almost half of the student participants perceived code-switching to be particularly beneficial when explaining unfamiliar words and sentences to the students who have limited

knowledge in L2. The data shows that when students lack proficiency in the target language, they feel compelled to switch codes, which is consistent with the findings of Ariffin and Husin's study (2011). Teachers, nonetheless, are advised to adopt the technique with caution in each individual context so that improvement could be monitored.

It is apparent from the survey findings that many students are in favor of code-switching. 80% of the students said that it was more fun for teachers to employ code-switching in ESL classes during short story lessons. Pupils said that switching codes by the teachers boosts their knowledge and understanding of the short story text during English classes. It is also noted that most students are encouraged to participate actively in classroom activities such as question and answer session, group discussions and presentations when they are allowed to switch codes by their teachers. This statement is consistent to the claim made by Cook (2001) that teachers could use L1 in order to explain the activities so that the activities are beneficial to the learners' active participation in the activity. Moreover, most of the students felt that switching codes during the lesson enhances confidence and therefore they were able to enjoy learning in ESL classroom. This demonstrates that code-switching could be used as an effective strategy which enhances students' learning process. Code-switching may be the preferred option of students when new materials are delivered, but it may not be the preference for other aspects of the lesson such as to exclude others, reflect social status and to seek attention. Nonetheless, it is found that students regard code-switching as a valuable classroom resource for knowledge transfer and expressive purposes. This conclusion aligns with Wells' (1982) "Reciprocal Interaction Model of Learning" which emphasizes language as a resource for the interaction purpose. Children learn the concept through interaction by using different languages. Thus, it considers language as a resource in which code-switching is perceived as a resource in the classroom.

The findings also revealed few negative sentiments among the participants about using code-switching in teaching-learning short stories. Code-switching is undesirable because it leads to unacceptable language use among students, which might lead to deterioration of English standards. It is evident that some students prefer teachers to conduct the lesson entirely in English without referring to the first language. This may be because students perceive the amount of target language exposure as an important factor in determining their success in acquiring the target language. This finding is very much similar to the findings of Selmat's (2014) study on the perception of code-switching in Malaysian ESL classroom. According to Brew-Daniels (2011) code-switching in the classroom does not necessarily cause a blockage or deficiency in learning a language, on the contrary, it fosters pupil's

performances. Nevertheless, he also cautioned that it should be used sparingly as its pervasive use might hamper students' language competency. Therefore, it may be concluded that the classroom reality does not encourage complete exclusion of code-switching but could be used as the most convenient and effective tool in practicality.

The Impact of Code-switching on Short Story Text Comprehension

This research question sought to explore how the practice of code-switching enhances text comprehension. The findings from the study demonstrates that the use of L1 enhances learner's vocabularies, provides meaningful and significant information, ensures understanding of plot, characters and other elements of short stories and promotes learners' creativity and critical thinking. Therefore, to facilitate the interaction and collaboration amongst students for effective learning, switching codes whenever necessary have a number of positive impacts. It is also noted that code-switching might help students in lexical searches, aids in L2 word generation and overall synthesis of text. According to the study on teachers' code-switching in classroom instructions for low English proficient learners, explored the significance of code-switching for text comprehension in the study by (Ahmad & Jusoff, 2009). Their findings revealed that almost 70% of the respondents reported that teachers switch codes in the classroom to facilitate students' understanding of the text. So, it is evident from the current study and the earlier findings that code- switching is an effective teaching and learning strategy in facilitating students' text comprehension.

Limitations

Although the findings support existing literature and reveal several pedagogical implications of code-switching as a technique in teaching short stories to higher secondary school students in grade X, it is acknowledged that there are certain limitations to this study. Since, the study was conducted with small sample size of the population in just one higher secondary school, the findings might not be applicable to the whole population. Some of the survey questionnaire items might not be that relevant to the situation where the research has been conducted. Moreover, acquisition of any language(s) depends on the environment, demographics, the age and background of learners and psychodynamic modality of the class itself. In such cases, data interpretations could be classified differently. For generalization, there is a need to conduct the study with larger population size, students' learning process and their background in more details which is not done in this study.

Conclusion

Code-switching is a natural phenomenon among bilingual speakers. Speakers switch codes for a variety of reasons, the most common of which is their lack of proficiency in the second language and the need to grasp new concepts quickly. Other factors include encouraging students' participation, strengthening interpersonal relationship, to check comprehension, and organizing classroom tasks. Bhutan is a multicultural and multilingual country of many ethnic communities, with many Bhutanese speaking at least two languages and understanding at least one or two others. Most of the people in a multilingual culture can easily communicate in more than one or two languages. English is taught as a subject in Bhutanese schools and is used as the medium of instruction. However, code-switching from English to Dzongkha or any other languages is a common phenomenon in the Bhutanese classroom.

The findings established that the most influential factor which resulted in using of code-switching in students is their limited proficiency or incompetency in speaking English (L2) compared to their first language (Dzongkha). This finding has led to the conclusion that code-switching serves as an essential pedagogical function. Thus, the study found code-switching to be useful for communicating and elaborating ideas by reducing students' anxiety in learning literature. It also found code-switching to be useful in conveying the clear understanding of the concepts and to encourage students' active participation in the classroom. The result also shows that students strongly agree that teachers' code-switching improved their understanding and comprehension of the text. Students also reported that code-switching helps gain confidence and motivates them to participate in the class activities. Furthermore, owing to the complexity of the plot and unfamiliar materials or topics, and also the students' diverse learning background and low competency level, code-switching is considered as an effective technique in teaching short stories. Thus, this suggests that code-switching can be perceived as an effective pedagogical tool to improve students' comprehension of the text and learn better.

Depending on the context, a teacher may employ such repertoire. However, it might have an implication such as code exchange may bring unharmonious relationship among different speakers in the classroom. Therefore, teachers' understanding of the students' native language is important in order to handle the lessons carefully without hurting anyone's sentiments when switching codes in the classroom. Similarly, code-switching might promote unacceptable language use among students, that could lead to a decline in English standards. On examining the negative impacts of code-switching, it is found that such practices might deprive students from becoming independent learners. Nevertheless, if the purpose of using code-switching is to help students understand better and make

them learn as quickly as possible, code-switching might be an effective teaching and learning strategy. A teacher may allow students to switch codes in classroom learning to deliver the intended message and also to help in learning the target language.

In a nutshell, code-switching may be considered as one of the most effective teaching and learning strategies to teach short stories to grade X students. It was also found that teachers and students have positive attitudes and experiences of code-switching to help cater to the needs of students in the classroom. However, teachers also have concerns with regard to negative aspects of code-switching in the target language. Such inconsistency in their perception of code-switching could impact the way in which it is used in the classroom. Therefore, concern teachers may ensure that the practice of switching codes to L1 does not interfere with the acquisition of the target language, instead promote students' learning abilities and language acquisition of the target language.

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