

Role of Code-switching in Vocabulary Instructions to the First Year Undergraduate EFL Learners in Bangladesh

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Abstract

It has always been a challenge for EFL instructors to teach the vocabulary of the target language in useful ways. Language practitioners, especially in the EFL contexts around the world are in a continuous process of crafting and fitting various methods and techniques to teach vocabulary to learners. With a view to evaluate the efficacy of code-switching as a tool to deal with the teaching of vocabulary in EFL situations, the current study undertakes a focused group experimentation on 30 first year undergraduate EFL students at Jahangirnagar University. A finite set of vocabulary were selected based on the target learners' responses in a pre-instructional reading test activity. Teacher-made materials including class lectures, audio-visual clips, worksheets, etc. were developed with to establish an optimum level of interlanguage negotiation between English and Bengali. The study required 20 sessions of 50 minutes each to teach the selected vocabulary items with the help of code-switching and to measure their extent and nature of usages by the learners. Both qualitative and quantitative methods were applied throughout observations, evaluations, and explanations of the research findings. The performance rubrics were developed based on the participants' responses in the post-instructional test activities. The outcomes observed in the post-instructional test activities were found promising and productive as code-switching facilitated the target learners with learning and applying the target vocabulary items purposefully in their contextual needs.

Key Words: Code-switching, Vocabulary, EFL Context, Interlanguage Negotiation, Contextual Needs

1. Introduction

Code-switching (CS) as a practice of alternation between Bengali and English is a common phenomenon at different levels of EFL instructions in Bangladesh. The use of CS in EFL situations in Bangladesh is rooted in the pedagogical absorption of *The Grammar Translation Method*, particularly in the primary, secondary, and the higher secondary levels of education. The first year undergraduate EFL learners at Bangladesh encounter plenty of difficulties with managing English vocabulary for they have to adapt to an instructional medium typically based on English. Furthermore, the undergraduate EFL learners do not only wrestle with a wide range of English vocabularies, but also with instructional strategies they are not accustomed with. Using a focused group experimental design involving two groups of undergraduate students, the current study investigates the pedagogical implications of CS in vocabulary instruction to the first-year undergraduate learners in Bangladesh. The main objective of the study is to evaluate how far code-switching enhances the acquisition and retention of English vocabulary among EFL learners at this level. The study takes a mixed method approach in explaining the outcome of CS's application through a comparative analysis between the pre and post instructional test activities. Furthermore, it shades light on some pedagogical reclamation from the learners' insights retrieved from a casual conversation in L1 after the post-instructional test activities were over.

Although the incorporation of CS in vocabulary instruction in EFL contexts is considered contentious by many EFL researchers, the current study takes the complex sociolinguistic space of Bangladeshi EFL contexts into consideration with intent to redefine the implication of CS as an adaptive strategy at this level of education. The relevance of this study lies in both its academic contributions and practical implications. Firstly, very few studies have addressed previously the application-based implications of CS in vocabulary instructions in the EFL contexts. Secondly, most of them were found to be reluctant in statistical characterization of CS's operations into EFL situations. Through a comprehensive approach into investigation, the

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current study finds CS as an adaptive contextual strategy that facilitates “comfortable negotiation of meaning, easy networking between existing and new knowledge structure, and a stress free learning environment” (see Nation & Newton, 1997) . Moreover, the implications of CS is found to be aligned with learners’ “cognitive needs and linguistic realities” (Auerbach, 1993; Gulzar, 2010). This research further interrogates the affective dimensions of CS: learners’ comfort, motivation, and classroom participation- often linked to their sense of linguistic security (Krashen, 1982). Therefore, the study underscores CS as a theoretically efficient strategic notion in the vocabulary instructions at this level of EFL context.

The current mixed method approach into the investigation finds CS compelling in vocabulary instructions to the first year undergraduate EFL context in Bangladesh. Findings of the study demonstrate a wide range of beneficial impacts of CS: reduce learners’ anxiety, ensure classroom engagement, effective negotiation of meaning, and an overall improvement into the learning of English vocabulary for the target EFL learners. The study reveals that the sincere use of CS facilitates both comprehension of the target vocabulary items and learners’ functional mastery over the focused dimensions of vocabulary usages: synonymic, antonymic, inflectional, derivational, and contextual applications. The outcomes observed in both the listening and guided writing tests in the post-instructional period show multifarious benefits of CS, especially for learners joining English-dominant academic instructions without sufficient prior exposures or readiness. In addition to its cognitive and linguistic advantages, the findings of the study also confirm CS’s satisfactory role in addressing the affective factors of language instructions, particularly in the EFL context in Bangladesh.

2. Background of the Study:

This experimental study premises on the pragmatic EFL landscape of the first-year undergraduate program in Bangladesh that seeks to understand the implications of ‘Code-switching’ (CS) as a strategic tool in vocabulary instructions. This section of the study sheds light on specific objectives, research questions, significance, and research limitations those substantiate the background of the study.

2.1 Objectives of the Study:

EFL instructors have been wrestling for decades to teach English vocabulary in most useful ways. Code-switching, a method of ‘alternation of two languages within a single discourse, sentence or constituent’ has been practicing as a major pedagogical strategy in EFL contexts in teaching target language vocabulary. The current study in the form of focused group experimentation intends to measure the efficacy of ‘code-switching’ as a method in teaching English vocabulary to the EFL learners. The core objective of the study is to measure the impacts of ‘code-switching’ as teaching technique in vocabulary instructions to the first year undergraduate EFL context in Bangladesh. Specifically, the present study aims to accomplish the following objectives:

1. to assess the efficacy of ‘code-switching’ in EFL classroom
2. to understand how the EFL learners associate, manage and use interlanguage properties
3. to offer pedagogic insights for vocabulary instructions in EFL situations

2.2 Significance of the Study:

This experimental study grounds on the implications of ‘code-switching’. Like all other EFL contexts, ‘code-switching’ is found to be extensively practiced phenomenon from the primary to the higher secondary level of education in Bangladesh though, the first year undergraduate EFL learners encounter an English-centric monolingual instructional system. That is to say, the learners at this level face multifarious challenges due to the transitions in pedagogic prescriptions and practices. The study at hand concentrates on the instructional efficiency of CS, particularly in instructing English vocabulary where the EFL learners at this level encounter significant transitional complications. This study takes CS as a strategic pedagogic tool to be implemented in vocabulary instructions, particularly to the EFL learners who go through a major pedagogic transition. Firstly, the significant investigative endeavour of the current study includes the identification of the contextual needs of the target EFL learners by theorizing the implication of CS in a statistical move. Secondly, with all its comprehensive findings; attempts to measure the pedagogic necessities required to have an optimum outcome out of the controlled implementation of CS in EFL contexts. Finally, based on the findings, the study also addresses

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significant affective factors that manipulate CS-based vocabulary instructions in the defined EFL context. Therefore, this empirical study is endowed with meaningful investigative activities with a view to uncovering the pragmatic roles and pedagogic possibilities of CS as an adaptive strategic tool in EFL vocabulary instructions.

2.3 Research Questions:

Having studied several research articles on the topic at hand, the researcher finds a significant lack in the application-based investigation on the implementation of CS as a pedagogic tool in vocabulary instruction at the undergraduate EFL context in Bangladesh. Most of the relevant studies are found to be conducted with a qualitative approach based on semi-structured interviews with EFL learners and instructors. On these grounds, the researcher of this experimental study takes a mixed method approach that intends to qualify the impact of CS in EFL vocabulary instructions in light of quantitative data based on the learners' performances. Prior to the conduction of the research, the researcher considers the following as the research questions of the study:

1. How far 'code-switching' functions as an adaptive strategy in vocabulary instructions in the undergraduate EFL context of Bangladesh?
2. To what extent does 'code-switching' help the first year undergraduate EFL learners in retention and application of the target vocabulary items?
3. In what ways 'code-switching' helps first year undergraduate EFL learners prevail over the affective factors in vocabulary instructions?

2.4 Limitations of the Study:

Like many experimental studies in controlled environments, the current study is not free of its limitations. The major limitation of this experimental study centers around the limited number of participants it takes into operation. Additionally, the target vocabulary items were also limited in number. Furthermore, the pre-instructional and post-instructional test activities as the tool of assessment on learners' performance did not address all the four major language skills. Moreover, the extraneous variables like the facilities in experimental environment, experiences, and outward distractions may cause significant deficiencies to the assessment and evaluation process of this study. Again, the findings of this study may contain results stricken by Hawthorne

effect due to the extra sensitivity and sincerity from the participants' part. However, keeping possible challenges in focus, the current study aspires to theorize instructional efficacy of CS with a view to enriching instructional pedagogy in the undergraduate EFL context in Bangladesh.

3. Review of Literature:

Olivera (2021) maintains a qualitative study examining CS's affective role in Philippine tertiary EFL classrooms, focusing on how switches to Filipino influenced students' confidence and participation in vocabulary teaching. This study operates on semi-structured interviews with 25 students and three teachers at a single university. Interviews investigated into teachers' CS strategies, students' emotional responses, and perceptions of CS's impact on learning vocabulary and meanings. The study proclaims that L1 clarifications reduced anxiety among the participants and fostered clearer understanding of the new vocabularies. It describes CS as an emotional scaffold, bridging linguistic gaps and enhancing engagement. However, based on the teachers' and students' perspectives, the study cautioned that excessive CS could hinder L2 practice, particularly for speaking skills, as students reverted to Filipino during tasks. The study recommends moderate CS—targeted to initial explanations—to support confidence while encouraging English use.

Further, Gallagher (2020) maintains a comparative qualitative study exploring CS practices in tertiary EFL classrooms across three unspecified multilingual settings, focusing on its role in vocabulary instruction among other functions. Data were collected through classroom observations and semi-structured interviews with teachers. Observations noted CS's efficiency in conveying meanings, particularly for low-proficiency learners, with teachers reporting improved comprehension and participation. Interviews revealed that 80% of teachers viewed CS as a necessary scaffold but worried frequent use reduced English practice, especially for speaking tasks.

Adriosh & Razi (2019) undertake a mixed method study exploring the pedagogical functions of CS in EFL undergraduate classrooms at two universities in Libya, with a focus on its role in vocabulary instruction. This study sets its' core instrument as classroom observation in Arabic-

EFL situations to examine CS's influence on learners' comprehension of new words and engagement in instructional activities. The study denotes that the teachers used Arabic in 60% of CS instances to define complex academic vocabulary for overcoming learners' limited proficiency as a barrier to comprehension. This focus group experimentation showcases that 85% of students perceived CS as reducing confusion, enabling faster understanding of word meanings, particularly for discipline-specific terms. However, the study also records that frequent switching disrupted fluency practice, especially in speaking tasks, as it shifted focus to L1 processing. Teachers acknowledged CS's scaffolding role but expressed concerns about over-reliance, which could undermine L2 immersion.

Again, Ehsan et al. (2019) conducted a study entitled, "The Impact of Code-switching on Vocabulary Learning among Iranian Upper-intermediate EFL Learners" through a focus group experimentation of about 64 male participants in Iranian context. The researchers equally divided the participants into two groups where one group got the treatment of code-switching and another was not in the process of interlanguage explanation in new vocabulary teaching. The new word items were selected with the help of a pre-test activity for all the 64 participants and the results were presented based on the post-test performances between the experimental and controlled group of participants. The study offers an effective outcome in favour of the group treated with code-switching in teaching new vocabulary.

Mazur et al. (2018) ascribes the significance of context-based vocabulary learning in "Teaching Words in Context: Code-Switching Method for English and Japanese Vocabulary Acquisition Systems" with the help of a computer-mediated system of code-switching in L2 situations. In this experimental study, the researchers offer a wide range of statistical analysis in favour of context-based vocabulary learning. The study uses a co-mix method of vocabulary instruction and signifies the positive outcome of the code-switching phenomenon through the portrayal of results in semantic differential scale.

Zhao & Macaro (2014) undertakes a mixed method experimental study that examines CS's role in vocabulary acquisition among 100 Chinese EFL undergraduates at a university in China. Participants, with intermediate to advanced proficiency, were randomly categorized into two

groups: a CS group and an L2-only group. Data were collected via pre-tests, post-intervention tests, and production tests with certain intervals. The study also includes classroom observations that ensured consistent delivery of CS or L2-only methods. The result of the study offers that the CS group showed superior initial comprehension, achieving 88% accuracy versus 72% for the L2-only group, as translations linked words with L1 perceptions of the CS group. However, one month later to the initial investigation, the L2-only group outperformed in productive use (65% vs. 50% accuracy), reflecting stronger lexical integration from wrestling with English explanations. The CS group retained comprehension advantages (80% vs. 75%), but gains eroded over time. Students in the CS group reported lower cognitive effort, while L2-only students noted initial frustration but greater confidence in using words actively. The study concludes with a note that CS excels for immediate understanding but limits productive mastery to certain extent.

A qualitative study by Chowdhury (2012) investigated CS practices among EFL instructors at two private universities in Dhaka, Bangladesh, emphasizing the use of Bangla in English instruction, particularly for vocabulary teaching. The study was conducted with classroom observation and semi-structured interviews with instructors. This study proclaims students' low to intermediate proficiency and anxiety as key drivers behind the deficiencies in EFL instructions at the tertiary level of education in Bangladesh, particularly to teach vocabulary items. It also recognizes CS's promising contribution in the reduction of cognitive load. Besides, it records that the incorporation of CS accelerates comprehension of new words, particularly when English-only explanations were unclear. The study positions CS as a culturally ingrained practice in Bangladeshi tertiary classrooms, necessitating careful management for it may potentially limit L2 exposures and hinder fluency.

Teaching vocabulary for L2 situations is asserted effective in context by Smith (1969) in his appreciated work entitled *Teaching Vocabulary*. Paul Smith argues that the foreign language teachers, while engaged in teaching vocabulary should concentrate less on the structure of the target words as they offer a plenty of framework than content. The study prioritizes the essence of contextual teaching and learning of target language vocabulary over accurate pronunciation

and command of structure of the vocabulary items particularly, with a view to minimize the semantic blanks during lecture sessions. With an intention to bridge between the ‘word’ and the ‘referent’, Paul Smith suggests a wide range of activities related to the target learners’ context along with the crafting of well suited testing modules in foreign language vocabulary teaching. That is to say, the study reflects an urge to place the learners on a platform of actual experience of L2 vocabulary items in native context.

4. Theoretical Overview:

4.1 Code-switching:

Code-switching, as a tool to teach foreign languages to the target learners arrests increasing interest among language practitioners around the world. The method of code-switching became popular in the EFL contexts, particularly with the language communities who have been dealing with certain systems of “The Grammar Translation Method” in teaching English for decades. Jamshidi & Navehebrahim (2013) see code-switching as “the alternation of two languages within a single discourse, sentence or constituent”. For example, “Multifarious exploitation from the military government of Pakistan built JATIOTABADI CETANA among common Bengali people in 1971”. Here, JATIOTABADI CETANA is a Bengali phrase used within an English sentence that replaces *nationalistic conscience*. In general sense, it is viewed as a system of insertion of a word or a group of words from one language into another. People involved in code-switching are generally bilingual in nature and they do this with an intention to convey meaning effectively in conversational contexts. On the contrary, the coin has its’ opposite side as well. Nishimura (1995) offers lots of evidences that code-switching is also used by people having less proficiency in the second/ foreign languages to minimize linguistic gaps especially, while they face the problem of insufficient vocabulary. However, researchers of around last two decades pen through the positive effects of code-switching in teaching second language.

4.2 Vocabulary Instruction:

Vocabulary instruction is a fundamental part of language instructions, particularly in EFL contexts. Effective vocabulary instruction goes beyond simple memorization; it involves helping learners connect new words to their prior knowledge and use them in meaningful ways. Teachers

and/ instructors employ a variety of strategies such as using visual aids, bilingual translations, contextual examples, storytelling, and interactive activities to develop understanding. Emphasizing word relationships, such as synonyms, antonyms, and word families, also facilitates vocabulary knowledge. Repeated exposures and active engagement—through reading, writing, speaking, and listening—are crucial to reinforce vocabulary learning. Additionally, encouraging students to use new vocabulary in authentic conversations fosters retention and confidence. Teaching meanings alongside vocabulary not only enhances comprehension but also empowers learners to express themselves more clearly and effectively. In due course, a balanced approach that integrates direct instruction, context-based learning, and consistent practice builds a strong, functional vocabulary foundation for students.

4.3 EFL Context:

EFL stands for “English as a Foreign Language” denoting the practice of studying English in an environment where it is not the dominant language. EFL students mostly learn English as a foreign language within their own native country (or a country that is not a typical English-speaking one). It seems that these students are deficient in experience in the languages’ cultural and historical background. Their exposure is limited in the authentic target language community and they predominantly depend on their weekly classes. For example, Bengali is the native tongue of the EFL students of Bangladesh who learn English within their native context and mostly they depend on academic activities in doing English.

4.4 Undergraduate EFL Education in Bangladesh:

Oxford Learner’s Dictionaries defines undergraduate education as “the period of study at a university or college leading to first degree, most commonly a bachelor degree”. Undergraduate education in Bangladesh refers to the post-secondary education at universities, colleges, and institutes those certify degrees to the learners in their respective area of knowledge. English is taught as a compulsory GED course in almost all the disciplines at this level of education in Bangladesh. The current study considers the first-year students of Bachelor degree in the Department of International Relations at Jahangirnagar University who mandatorily takes 4 credits on English language course to attain their Bachelor of Social Science degree.

5. Methods

5.1 Setting and Participants:

The study takes place in the English language classrooms of the Department of International Relations at Jahangirnagar University that involves 30 participants from the first year B.A. (Honors) program. The range of age of the participants was eighteen to twenty and they had an experience of studying English as a foreign language for at least twelve years. The two groups, each containing 15 members and mixed in sex were formulated among the participants to operate the post-instructional test activities. The participants were grouped on basis of the comprehensive score they obtained in the MCQ based pre-instructional test. Group-1 was formulated with the participants who scored above 70% marks in the pre-instructional test activity. On the other hand, Group-2 was formulated with the participants having less than 50% marks in the pre-instructional test. The first language of all the participants in both the groups was Bengali.

5.2 Instruments:

The primary instrument applied into the current study was a MCQ based pre-instructional reading test to measure their proficiency in the target language vocabulary. A well thought reading passage of about 1000 words along with 20 MCQ questions is used as the researcher-made pre-instructional vocabulary test instrument to the participants to be respond to. The researcher develops and applies a variety of language materials into the later instructional sessions and activities focusing on the vocabularies that challenged the participants during the pre-instructional test activity. The researcher-made post-instructional vocabulary test instruments in the form of listening and writing tests were designed in such a way that the participants might get frequent opportunities to use the target words in the post-instructional test segments.

5.3 Procedure:

After the conduction of the pre-instructional reading test on vocabulary skills, the researcher checked the responses of the participants with a view to find out the words those were beyond their current level of competency. Then the researcher made a friendly environment in the

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classrooms through a casual conversation with the experimental groups in L1 to be more accurate in his pre-instructional test findings by making a bridge between the participants' response papers and the vocabulary challenges exposed orally by the participants in the conversation hours. After having learners' collective perspectives on the use of CS to expose vocabularies and their meanings, the researcher considered 10 vocabulary items in common to be taught for all the participants round the semester with the help of well-developed language materials focusing on the selected vocabulary items. During each instructional session, the target vocabularies were explained with the help of code-switching from the target language to the native tongue of the experimental groups. Each time the target vocabulary items were taught and explained, they were treated sincerely in accordance with the target learners' native contexts. The selected vocabularies were pronounced, translated, their grammatical categories were explained with inflectional and derivational formations and their contextual usages were explained and exemplified through grammatically well-formed sentences. After the completion of 20 instructional sessions, two post-instructional test activities: one listening test and one guided writing test were arranged. The test contents set at this level of activities were well thought by the researcher so that the participants may create chances to use them in answering. The post-instructional test responses were well scrutinized by the researcher and a separate portfolio was developed for each participant according to his/ her usages of the target words. Finally, the researcher made some mathematical calculations to make the findings definite and visible.

5.4 Data Collection and Analysis:

In the current focus group experimentation, pre-instructional and post-instructional test activities function as the main sources of data. Since, the number of participants in the experimental groups was limited in number; their responses against the pre-instructional and post-instructional test activities were evaluated, scrutinized, and calculated carefully by the researcher in the most traditional way of scripts checking. The data based on their various dimensions of performances were preserved in the individual portfolio for each participant. Finally, the researcher uses descriptive statistics including mean and percentage to analyze and explain the data for

measuring the impacts of code-switching in vocabulary instructions to the focused experimental groups.

6. Findings and Discussion

The findings of the empirical study showcase a number of affirmative implications on CS's application in vocabulary instructions- to clarify meanings, explain difficult concepts, develop grammatical categorizations, learn syntactic procedures through cross-linguistic structural discoveries, relate contextual needs of the target learners, and manage effective classroom interactions at the first year undergraduate EFL education in Bangladesh. In catching the CS's impact on instructional outcomes, performative checklists for both the groups were developed based on the post-instructional test activities showing learners' supremacy in retention and contextual handling of the target vocabulary items that are assessed through certain levels of performative areas. As the assessment checklist record, the learners from both the groups performed almost equally after having similar CS-based instruction, although their performance-based grouping in the pre-instructional period suggests a clear inter-group gap in terms of knowledge and skills related to the target vocabulary management. The precise performances of the focused groups and their parallel progresses in target vocabulary management during the post-instructional test activities are marked out in the following section of the study.

This empirical study records the pedagogical value of code-switching (CS) in the teaching of English vocabulary to the first year undergraduate EFL context in Bangladesh. Despite having significant gaps in terms of command over target vocabulary items between the experimental groups in the pre-instructional period, the performance records reflected in the following checklists based on the post-instructional period highlight that the careful conduction of CS in vocabulary instruction accelerated both the group performances. Both the groups show positive reflections of CS in both of the post-instructional test activities: the listening test activity and the guided writing test activity. The learners' post-instructional performances are documented in the performance checklists follows:

| Target Vocabulary Items | Accuracy in Listening Test in terms of the number of the participants | Performative Distribution in Guided Writing Test | | | | | | | | |
|-------------------------|---|--|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|---|
| | | Synonymic Usages | | Antonymic Usages | | Inflectional Usages | | Derivational Usages | | Contextual Appropriation in terms of the number of the participants |
| | | Total Number of Users | Total Number of Usages | Total Number of Users | Total Number of Usages | Total Number of Users | Total Number of Usages | Total Number of Users | Total Number of Usages | |
| Ambiguous | 14/15 | 7/15 | 11 | 4/15 | 5 | 0/15 | 0 | 4/15 | 5 | 2/15 |
| Assessment | 15/15 | 8/15 | 13 | 1/15 | 1 | 8/15 | 11 | 2/15 | 2 | 8/15 |
| Arbitrary | 13/15 | 10/15 | 16 | 5/15 | 9 | 0/15 | 0 | 5/15 | 8 | 3/15 |
| Derivation | 14/15 | 11/15 | 17 | 0/15 | 0 | 4/15 | 5 | 3/15 | 5 | 4/15 |
| Identical | 15/15 | 12/15 | 18 | 6/15 | 8 | 0/15 | 0 | 1/15 | 1 | 5/15 |
| Instigation | 12/15 | 4/15 | 9 | 2/15 | 5 | 2/15 | 3 | 0/15 | 0 | 3/15 |
| Pragmatic | 14/15 | 6/15 | 13 | 3/15 | 4 | 0/15 | 0 | 0/15 | 0 | 3/15 |
| Reinforce | 14/15 | 9/15 | 12 | 2/15 | 3 | 5/15 | 8 | 2/15 | 2 | 5/15 |
| Sophistication | 15/15 | 11/15 | 14 | 4/15 | 7 | 3/15 | 6 | 0/15 | 0 | 2/15 |
| Stimulus | 14/15 | 10/15 | 15 | 3/15 | 4 | 3/15 | 5 | 0/15 | 0 | 7/15 |

Figure-6.1: Performative Checklist in the Post-instructional Test Activities (Group-1)

| Target Vocabulary Items | Accuracy in Listening Test in terms of the number of the participants | Performative Distribution in Guided Writing Test | | | | | | | | |
|-------------------------|---|--|------------------------|-----------------------|------------------------|-----------------------|------------------------|-----------------------|------------------------|---|
| | | Synonymic Usages | | Antonymic Usages | | Inflectional Usages | | Derivational Usages | | Contextual Appropriation in terms of the number of the participants |
| | | Total Number of Users | Total Number of Usages | Total Number of Users | Total Number of Usages | Total Number of Users | Total Number of Usages | Total Number of Users | Total Number of Usages | |
| Ambiguous | 15/15 | 6/15 | 11 | 5/15 | 7 | 0/15 | 0 | 3/15 | 7 | 3/15 |
| Assessment | 15/15 | 9/15 | 14 | 2/15 | 3 | 9/15 | 11 | 6/15 | 11 | 6/15 |
| Arbitrary | 12/15 | 11/15 | 14 | 6/15 | 11 | 0/15 | 0 | 4/15 | 4 | 2/15 |
| Derivation | 13/15 | 10/15 | 16 | 0/15 | 0 | 3/15 | 6 | 3/15 | 6 | 3/15 |
| Identical | 14/15 | 12/15 | 17 | 8/15 | 12 | 0/15 | 0 | 2/15 | 3 | 4/15 |
| Instigation | 13/15 | 8/15 | 10 | 5/15 | 5 | 3/15 | 3 | 0/15 | 0 | 2/15 |
| Pragmatic | 15/15 | 7/15 | 12 | 7/15 | 8 | 0/15 | 0 | 0/15 | 0 | 4/15 |
| Reinforce | 14/15 | 10/15 | 13 | 3/15 | 6 | 7/15 | 9 | 3/15 | 3 | 5/15 |
| Sophistication | 14/15 | 9/15 | 13 | 4/15 | 5 | 3/15 | 5 | 1/15 | 1 | 2/15 |
| Stimulus | 13/15 | 6/15 | 10 | 2/15 | 3 | 3/15 | 6 | 0/15 | 0 | 3/15 |

Figure-6.2: Performative Checklist in the Post-instructional Test Activities (Group-2)

The figure 6.1 as the performance rubric of the experimental group-1 maintains that 93.33% participants in average were accurate in response in the post-instructional listening test activity. On the other hand, the figure 6.2 ensures that 91.86% participants in average from the experimental group-2 attained accuracy in the similar post-instructional test segment. The performance rubrics also hold that no target items were performed by less than 80% participants from both the experimental groups. The lowest average accuracy (83.33%) attained against a single item by respondents from both the groups. The reason behind the poorer performance on a single item was justified in the post-instructional conversation session by most of the participants with a note that the pace and native like accent of the listening text was quite up above their competence in the target language. Few of the participants also accused the pedagogic limitation of orientation and practice of listening activities in their prior academic levels. The finding on the post-instructional listening test interestingly catches that 33.33% of the target items were performed with 100% accuracy by the respondents from any and/ or both groups. The performances on the post-instructional listening test articulate learners' progression in detection, comprehension, and application of the target vocabulary items equally for learners having discrepancies in exposure and ability. The overall result in the post-instructional listening test activity signifies CS as an effective adaptive strategy for the first year undergraduate EFL learners in Bangladesh. Figure 6.3 below summarizes a comparative performance record between the experimental groups on the post-instructional listening test that infers significant positive outcome of CS in vocabulary instructions at the first year undergraduate EFL context in Bangladesh.

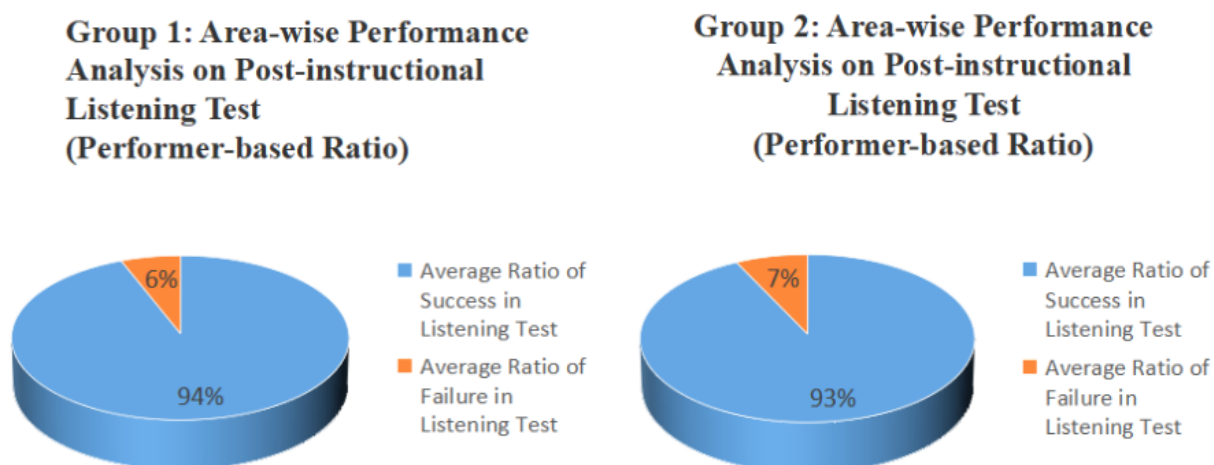
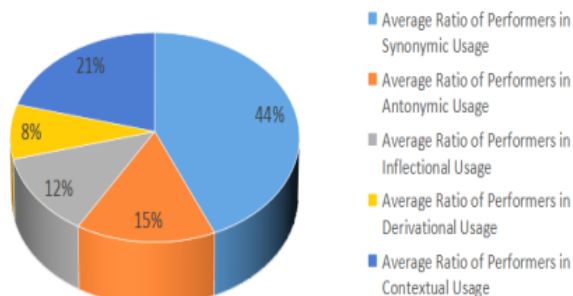


Figure 6.3: Comparative Analysis on Area-wise Performances between Experimental Groups in the Post-instructional Listening Test

Again, the performance checklists of both the groups maintain harmony in terms of learners' excellence and achievements in the post-instructional guided writing test. At this stage of assessment, learners' performances were measured against five distinctive set skills of vocabulary usages: synonymic usage, antonymic usage, inflectional usage, derivational usage, and contextual usage. The guided writing test were instructed in such a way that the learners might have opportunities to use every target vocabulary item in their composition by utilizing their prior knowledge and apply them in the set dimensions of usages. The overall performances of the learners from both the groups were found promising. Figure 6.4 below reflects the comparative graphical record between the two experimental groups regarding area-wise average performances and thus, the affirmative implications of CS on EFL learners' mastery over set vocabulary items becomes justified.

Group 1: Area-wise Performance Analysis on Post-instructional Writing Test (Performer-based Ratio)



Group 2: Area-wise Performance Analysis on Post-instructional Writing Test (Performer-based Ratio)

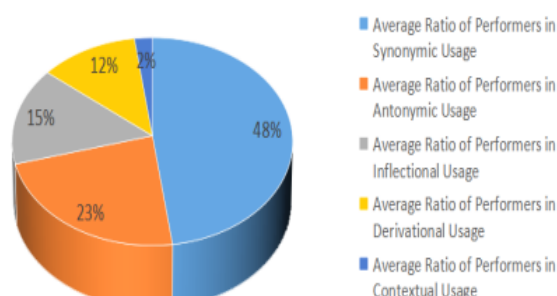


Figure 6.4: Comparative Analysis on Area-wise Performances between Experimental Groups in the Post-instructional Writing Test

To be precise in outcome; learners' achievement in the guided writing test showcases that the learners from both groups ensure synonymic usages to all the words from the target vocabulary list. Again, 93.33% targeted items in the vocabulary list were used with their antonymic forms by the performers of both the groups. Almost in all cases, the ratio of users and usages between two experimental groups in synonymic and antonymic applications were found analogous to great extent. Similar result is reflected in case of the inflectional and derivational usages of the targeted vocabulary items by both the groups. The learners from group-1 show their ability to use the targeted words inflectionally by 60%, whereas the learners from group-2 confirm 70% of the targeted words to be used in inflected ways. The performance checklists also present that 60% items from the target vocabulary list is accurately constructed through derivational process by the learners of group-1, whereas the learners from group-2 excels 10% more in the same ground of performance. The scenario substantiates learners' development in grammatical and morphological understanding on the targeted vocabulary items. The performance checklists again reflect learners' growing ability to satiate their contextual needs by incorporating the new vocabulary items in communication. As the checklists show, 100% targeted vocabulary items are contextualized by the learners from both groups; including 28% of the participants from group-1

and 22.66% of the participants from group-2. The overall scenario in the post-instructional guided writing test represents EFL learners' progresses and possibilities in vocabulary acquisition with the assistance of CS as an efficient learning and adaptive strategy.

7. Conclusion:

The findings of this empirical study confirm the pedagogical efficiency of code-switching (CS) as a contextually beneficial and functionally adaptive instructional strategy in enhancing English vocabulary acquisition among the first year undergraduate EFL learners in Bangladesh. Despite initial discrepancies in vocabulary knowledge and their usages, both the experimental groups demonstrated notable improvements in their post-instructional performances, which clearly support the role of CS in bridging linguistic and cognitive gaps during vocabulary instruction. Through a balanced integration of Bengali and English, CS provided learners with a comprehensible and comfortable platform for negotiation of meaning, facilitated learning, and ensured engagements in classroom activities.

The study further reveals that the strategic use of CS not only aids in the comprehension of vocabulary items but also enhances learners' functional mastery across various dimensions of vocabulary usage, including synonymic, antonymic, inflectional, derivational, and contextual applications. The substantial gains observed in both the listening and guided writing tests underscore the multifaceted benefits of CS, especially for learners lifting them up into an English-dominant academic environment without sufficient prior exposure or readiness. In addition to its cognitive and linguistic advantages, CS plays a crucial role in addressing the affective dimensions of language learning. As found in the post-instructional conversations, learners expressed comfort and reduced anxiety when CS was employed during instruction. This emotional reassurance seemingly contributed to their increased motivation and willingness to participate in the pedagogical activities. The consistent performance between the two groups, despite their varying initial competencies, strongly suggests that CS helps level the playing field and fosters inclusive participation.

The findings of this research call for a pedagogical shift in the traditional monolingual approach of vocabulary instruction in Bangladeshi first year undergraduate classrooms. While complete reliance on L1 is neither encouraged nor practical, a judicious and purposeful application of CS can act as a scaffolding tool, easing the transition from L1 to L2 learning. The study aligns with prior research advocating for learner-centered approaches that are sensitive to learners' linguistic realities and socio-cultural contexts (Auerbach, 1993; Nation & Newton, 1997). Given the empirical evidence and the sociolinguistic dynamics of the Bangladeshi EFL context, educators and curriculum designers are suggested to reconsider the rigid boundaries around language use in the classroom and embrace CS as a supportive instructional tool that aligns with learners' needs, rather than viewing it as a pedagogical concession. The study leaves spaces to the future researchers for expanding on these findings by exploring the long-term retention of vocabulary and investigating CS's implications in other linguistic competencies such as reading comprehension and oral fluency.

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