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Elementary EFL Teachers' Perceptions on Code-Switching in Primary Learning Contexts

Kristian Florenso Wijaya⁽¹⁾, Retno Muljani⁽²⁾, Barli Bram^{(3)*}

(1) (2) (3) Sanata Dharma University, Jalan Affandi, Mrican Sleman, Yogyakarta 55281, Indonesia

*Corresponding author. Email: barli@usd.ac.id*Received: 10 03 2020; Revised: 29 01 2021; Accepted: 29 01 2021*

Abstract: In this 21st century teaching and learning, there is an intense debate involving language experts whether code-switching should be integrated into EFL learning contexts or not. The supporters of the L2 believed that intense training in the target language will enable EFL learners to be more proficient target language users. While the L1 experts allowed EFL teachers to apply their mother tongue while delivering the teaching-learning materials in order to deliver their teaching-learning instructions clearly for the learners. In line with this contradictory paradigm, EFL teachers need to implement the first language more judiciously in order to preserve learners' first language and acquire their target language competencies fully. This study attempted to discover Elementary EFL teachers' perceptions of the use of code-switching in primary learning contexts. This study utilized narrative inquiry utilizing one research instrument, open-ended interview questions to discover Elementary EFL teachers' perceptions regarding the utilization of code-switching in primary learning contexts. The participants involving in this study were EFL teachers working in Demangan Baru 1 Elementary School, Yogyakarta. Findings from this study revealed that code-switching did not only help EFL teachers to deliver particular learning materials clearly but also promote greater EFL learning enjoyment for the students.

Keywords: code-switching; EFL teacher's perception; primary learning context; second language

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Introduction

Code-switching is a phenomenon where people usually alter their means of communication by harnessing one or more particular languages, they both understand. This occurrence is inevitable in second language communication since people come from different cultural, social, and linguistic backgrounds. Hence, the use of code-switching should be applied more intensely in second language discourses to maintain the solidarity between the interlocutors, address the messages clearly, and maintain the flows of communication. (Bhatti, Shamsudin, & Said, 2018) argue code-switching will enable all speakers to involve more mutually in one particular discourse. By the same token, in bilingual classrooms, particularly beginner second language classroom contexts. Language teachers need to implement code-switching while delivering the teaching-learning materials and monitoring particular activities endured by learners to promote more enjoyment in second language learning dynamics and help them to attain the target language easily. Ferguson (2009) believes that code-switching will generate more mutual engagement for EFL learners since they have known all the teaching-learning instructions and activities in which they are going to endure. Despite its advantages mentioned above, many second language researchers discourage the implementations of code-switching in a bilingual classroom setting since it will hamper the flow of second language acquisition and transform the language learning situations become translation learning activities. (Canagarajah 2005; Lin & Martin, 2009) reported that there are a huge number of second language studies contend the implementations of code-switching in bilingual classrooms. Moodley (2007) also argues that code-switching will reduce access for EFL learners to understand the second language through means of teaching-learning instructions fully.

In stark contrast, code-switching utilization in bilingual classrooms is inevitable and worthwhile to be preserved sensibly since the teaching-learning processes will run more smoothly without being

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stuck in translating the target language into the mother tongue. Levine (2011) believes that efficient and wise implementations of code-switching will serve as a meaningful means of communication trajectories among the teachers and learners. As a result, the learners will get closer to the target language socio-cultural and linguistic backgrounds. Apart from this aforementioned advantage of code-switching, again, language teachers need to keep the balance between the first and second language usage in bilingual classroom situations unless they will rely too much in their native language when engaging in the teaching-learning activities and perceive the target language as a major means of communication as a trivial matter since they can accomplish the learning tasks without implementing the target language in the communication discourses. Ellis (2010) argues that language teachers should maintain the equilibrium between the first and second language utilization in bilingual classroom contexts. Jingxia (2010) believes that EFL learners will abandon their second language active utilization of the teachers rely too excessively on the first language while delivering the teaching-learning materials for learners.

After discerning all of the controversies, advantages, and disadvantages of code-switching implementations in bilingual classroom contexts, it will be more rewarding for the researchers to address some previous researches dealing with the integration of code-switching in second language classroom contexts. The first study was conducted by Sert (2005). In his study, the researchers discovered that sensible use of code-switching will sustain the flows of communication between the teachers and learners in such a better way. Ahmad and Jusoff (2009) also found that meaningful implementations of code-switching will enable the teachers to create more positive relationships with their learners through well-connected discourses and help beginner EFL learners to learn the target language better. In a similar vein, Probyn (2009) discovered that the proactive engagement of South African students has been increased more dramatically after the language teachers can design more adequate balance between the native and target language. Liebscher and O’Cain (2005) also found that a higher sense of second language communities’ belonging has been fostered more significantly when the learners are allowed to implement some first language terms in their communication moderately since their origins have been revered by the teachers. Canagarajah (2015) reported that the modest usage of code-switching will enable the language teachers to manage the classroom better, deliver the learning materials more clearly, and lead their learners to be more effective second language communicators, who also appreciate their unique local cultures through native language. All of these prior interesting studies have provided better enlightenment for second language teachers and researchers regarding the advantages of code-switching implementations in target language learning. Otherwise, these previous researchers have not conducted more profound investigations on EFL elementary teachers’ perceptions of the use of code-switching in their bilingual classroom contexts involving beginner second language learners. Due to this gap, the researchers were motivated to delve more profoundly about primary international school teachers’ perceptions of the use of code-switching in their bilingual classroom environments to yield more renewable perspectives of the impacts promoted by the first language to second language classroom contexts. In conformance with this major objective, one research problem is formulated to shed a light in this study, namely: How do EFL Primary school teachers create balanced usage between the first and second languages when teaching elementary school students?

Literature Review

To obtain more clear-cut correlations and derivation of code-switching, the researchers would explain and exemplify 3 pivotal elements enabling the accurate implementations of code-switching in bilingual classroom contexts involving beginner EFL learners. The first notion deals with how code-switching is implemented in second language classroom contexts in the presence of multilingualism. The second notion talks more about the exact discourse contexts where children apply code-switching. The ultimate notion attempts to delve deeper into the connections between code-switching and translanguaging in second language classroom contexts.

How code-switching is integrated in EFL classroom contexts in the face of multilingualism

Before going deeper into this conception, it is notable to note here that multilingualism phenomena have been embedded within our daily basis as human-beings involving fully in particular social communities. Therefore, to make this discourse phenomenon come to our daily discourse interplays, as affective second language communicators, we have to be able to understand the topics

which we are going to discuss with our interlocutors, particularly socio-cultural contexts in which our interlocutors involve, and our interlocutors' true identities. By understanding all of these cycles, we are not only able to provide betterment for our communication but also create more holistic communication where there are no specific linguistics and socio-cultural boundaries between the speakers and interlocutors. Reyes (2004) argues that multilingualism involves the topics, socio-cultural contexts, and backgrounds of life between the speakers and interlocutors. In line with this conception, code-switching is often prohibited to be utilized in bilingual classrooms since it can devastate the whole dynamics of second language learning and show the incapability of EFL learners in using the target language as a means of their second language classroom discourses. Park (2013) states that language teachers tend to abandon the utilization of the first language in second language classroom contexts for they feel anxious if their learners' second language competencies will be fossilized swiftly. On the contrary, in this modern age, most of language teachers have considered using the first language in their second language learning dynamics since it will ease them to interact with global educators to develop more appropriate language learning materials, help learners to establish more robust solidarity with other people deriving from different socio-cultural backgrounds, and convey particular messages clearly to their interlocutors. Kramsch and Whiteside (2007) state code-switching serves as a means of meaningful cultural communication between people coming from different nationalities. Reyes (2004) states that code-switching will avoid the interlocutors from any kind of misunderstandings in their discourses. Lin (2013) argues that more meaning-making multicultural communication will coexist within people who implement one particular language they are familiar with.

Thus, to integrate the use of code-switching more fully in second language classroom contexts, the teachers should allow their learners to utilize and balance the proactive utilization of their native and second languages by activating their socio-cultural backgrounds, linguistics repertoire, historical backgrounds, and prior experiences while harnessing these two languages. This vulnerability will not only bring the learners to get closer to the second language cultures and competencies but also enable them to know how to create meaningful communication events with other multilingual interlocutors, enrich their existing understandings regarding the utility of two different languages, and transform them to be more experienced communicators in these two different languages. Immaculada and Sanchez (2010) state that the major aim of translanguaging is to familiarize the learners to be more accustomed to utilizing two different languages at the same moment. Lewis, Jones and Baker (2012) argue that when language teachers have planned their second language learning activities more strategically and efficiently in which all learners are allowed to make use of their two different languages simultaneously, they will be able to be more effective communicators, language communication experts, and competent communicators.

The Role of Code-Switching in Early Children's Development

Since the major aim of this study is to investigate how EFL elementary teachers can balance the utilization of the first and second languages for elementary school students, it is extremely crucial to know the exact role of code-switching in early childhood development. As we have known previously, conversation involves multivariant discourses and expressions in which two interlocutors are attempting to negotiate meanings between one another. Crucially, children have commenced this step when they interact with adults, neighbors, and learning peers in their vicinities. Due to this fact, it can be stated that children have acquired code-switching since their earlier ages to communicate meaningfully with their learning partners, persuade their parents, and ask bits of help from other people. Tripp and Reyes (2005) argue that humans have learned to alter their means of communication while communicating with others since they were still children. Hence, studies conducted on code-switching always delve more profoundly about how humans are adept in utilizing their two different languages through similar discourse contexts. Concerning the role of code-switching in children, most of the studies have discovered that code-switching is commonly implemented by children to reach the communication objectives with their interlocutors and hone their communicative skills while interacting with some peers (see Immaculada & Sanchez, 2010). Due to the important role of code-switching in children, Reyes (2004) argues that intermediate development of children's code-switching should proceed in more advanced educational levels to enable them to become more proficient language communicators.

The Interlinked Connection between Code-Switching and Translanguaging in Second Language Classroom Contexts

Indonesia is a Southeast Asian country possessing rich cultures and local languages. However, the Indonesian language is legalized as the national language to unite the nationalities among people coming from different tribes, socio-cultural backgrounds, and linguistics repertoire. In accordance with this fact, English is especially utilized by Indonesian people for the benefits of business, tourism, and second language learning contexts. Hence, it is improbable to expect that all Indonesia people can speak the target language efficiently and fluently since it is only functioned as an extracurricular subject in some particular schools in this country. Undeniably, the alternation between Indonesian and English languages done by EFL teachers in second language classroom contexts have always been an interesting topic to be discussed in this global era since EFL learners, particularly those who are still beginners, extremely require more intensive supports from their teachers to harness their first language moderately to assist them to have more meaningful interactions with others, accomplish some learning tasks successfully, and maintain their stronger volitions to acquire the second language competencies fully. Regarding all of these backgrounds and facts, this part attempts to highlight the interlinked connection between code-switching and translanguaging in second language classroom contexts.

As mentioned before, code-switching is extremely crucial to be implemented sensibly in second language classroom contexts, particularly for beginner EFL learners, since it will help them to shape an effective means of communication to their interlocutors and be more competent bilingual speakers who are capable of utilizing two different languages in their daily discourses. Losey (2009) believes that effective use of code-switching will allow the learners to express their tangible identities through meaningful interactions with others. Kirkpatrick (2014) states that it is unwise for language teachers to insist that their learners use the target language as a medium of communication. However, teachers often encounter serious doubt while implementing code-switching in second language classroom contexts since they will be handicapped as incompetent target language communicators and violators of the second language classroom contexts where English should be used fully as a medium of teaching-learning processes. Wang and Kirkpatrick (2013) state that language teachers experience a higher degree of anxiety while applying the first language as their medium of teaching-learning instructions since the major aim of EFL learning dynamics is to have all learners are capable of using the target language successfully. In order to overcome this doubt and anxiety of language teachers, the term “translanguaging” is coined to sustain an effective and meaningful utilization of code-switching in second language classroom contexts. Thus, if the teachers are able to wield this language communication strategy into its utmost, the teaching-learning processes do not only run in a better way but also the learners will gain more exhaustive insights and implications from two different languages they implement in second language classroom contexts. García (2009) asserts that translanguaging will enable the learners to construct more meaningful conversational practices with their interlocutors and know the specific contexts in which those two languages can coexist together. Heugh (2015) argues that effective implementations of translanguaging will enable the learners to hone their language cognitive areas more extensively since they must be able to create more mutual integrations between two different languages into specialized discourse contexts.

By correlating these basic conceptions of code-switching and translanguaging in second language classroom contexts, the teachers and learners will experience more enjoyable and flexible language practices through effective and affective means of conversational events since they have attributed translanguaging and as a precious opportunity to implement two different languages more appropriately in diverse discourse contexts and hone their two language competencies into more advanced levels. Lewis, Jones, and Baker (2012) state that translanguaging will allow both teachers and learners to obtain more practical usages of two different languages and rehearse these languages into specific conversational events. Lewis, Jones, and Baker (2012) also mention four major advantages of translanguaging implementations in second language learning namely helping the learners to understand specific target language lessons more profoundly, assisting further growth of two different languages, transforming them become more cooperative language communicators, and enhancing their second language competencies through flexible classroom activities. To a lesser extent, language teachers and researchers should attribute code-switching and translanguaging as one of the interactive and meaningful ways of conversational compensatory strategies which functioned to alter the classroom interactions become more positive, dynamics, and cooperative.

Methodology

The researchers applied the qualitative method to obtain more profound data of Demangan Baru 1 Elementary school EFL teachers' perceptions of the use of code-switching in bilingual classroom contexts. Two Elementary EFL teachers had participated in this study. The first female teacher has been teaching higher graders of Demangan Baru 1 Elementary School, grades 4, 5, and 6 for 3 years. She completely loved teaching young learners since they were different from adult learners in terms of attractiveness, honesty, and creativity. This first teacher graduated from Sanata Dharma University. The second female teacher was also keen on teaching children since she loved being around in kids' worlds. Further, this teacher had taught smaller grades of Demangan Baru 1 Elementary School, Yogyakarta for 1 year. She graduated from Muhammadiyah University, Magelang. Deveci and Onder (2013) argue the main objective of qualitative research is to comprehend certain phenomena or behaviours evinced by human beings. Further, narrative inquiry is also integrated into this qualitative study to explore Demangan Baru 1 Elementary school EFL teachers' tangible experiences while utilizing code-switching to teach their primary school students. Therefore, five reflective open-ended questions about the use of code-switching in Primary School Contexts were addressed to Demangan Baru 1 Elementary school EFL teachers as the interviewees in focus group discussion to obtain more in-depth perspectives regarding the utilization of first language in second language learning circumstances. Ary, et al. (2018) state narrative inquiry will discover human beings' experiences more profoundly through stories. Ultimately, the major aim of this study is to discover some strategies that Demangan Baru 1 Elementary school EFL teachers implemented while utilizing code-switching in their primary classroom contexts. To meet this main objective, the researchers conducted the interview activities by harnessing the Indonesian language to obtain more relevant responses from two teachers who are going to be the interviewees of this study.

Results and Discussion

In this part, the researchers will provide the results of the study obtained from the interview activities. This section revealed about 2 Demangan Baru 1 Elementary school EFL teachers' perceptions on the use of code-switching in primary learning contexts. Further, two major findings are drawn and recited in the forms of narrative to help the readers understand the phenomenon with a clearer understanding namely the balanced utilization of Indonesian and English Languages empower EFL teaching-learning processes. Further reports and explanations can be seen as follows.

Teacher 1: The balanced use of Indonesian and English

The first EFL teacher acknowledged that the Indonesian language has empowered the teaching-learning processes conducted in EFL classroom contexts since she experienced that primary school students were able to understand the delivered materials better. This first finding is in line with the theory of translanguaging proposed (Lewis, Jones, & Baker, 2012). They suggested EFL teachers being more confident while utilizing their mother tongue in EFL classroom contexts since learners will gain more profound insights from their specific subject matters. In a similar vein, the first teacher also asserted that:

Yes, of course. I use both Indonesian and English in order to make my students really understand about the materials. For elementary students, I think it is still important for using the first language to engage their understanding about the materials.

Additionally, the first teacher also denied the fact that the full utilization of English language will enable learners to be more proficient and qualified target language communicators since she assumed that to be able to master the second language, especially for young learners, they need to be exposed intensely to their first language to assist them to obtain richer mastery skills in the second language. This current finding is contradicted with Kirkpatrick's previous finding (2014) on EFL teachers' code-switching utilization in second language learning processes. He discovered that most

EFL teachers refused to implement the first language in their second language classrooms since they feel anxious if learners' English skills will be diminished with the existence of the first language. In corresponding with this previous finding, it can be argued that the use of the first language will not distract the whole second language learning processes or elude EFL learners from mastering the target language competencies. Rather, the first language will enable all EFL learners, particularly young learners, to obtain more fruitful learning outcomes since they have been able to obtain the essence of learning materials. This argument is aligned with the first teacher's story. She said:

If I just use English all the time, probably just some of the students will understand about what I am saying. In my opinion, using the first language really help me to engage my students understanding to learn English.

This finding is closely interlinked with Martin's theory about code-switching in EFL classroom contexts. He argued that the teaching-learning instructions, activities, and outcomes will be understandable for all learners if the teachers implement the first language as one of the media of teaching-learning instructions. In stark contrast, the first teacher also suggested that the active utilization of the first language needs to be minimized wisely in order not to hamper EFL learners to attain more incentive communication practices in the target language and avoid them from becoming sluggish learners who always rely on their teachers to translate all of the teaching-learning instructions into the first language. Therefore, the implementations of the first language should be kept balanced with the target language utilization in order not to place one of these languages into fossilization. This finding is corresponding with the theory of code-switching proposed by (Liebscher & Dailey-O'Cain, 2005). They stated that there must be an adequate balance between the activation of the first and second language in EFL classroom contexts to create more supportive second language learning environments for learners. Furthermore, the first teacher confessed that:

Of course not all the time I use "Bahasa", I only use "Bahasa" just when my students feel difficult to understand certain materials.

This finding has shared a tight-knit relationship with the previous finding discovered by Ferguson (2003). He stated that code-switching is rewarding to be applied in EFL classroom contexts since flexible and relaxed communication events will be endured simultaneously by the teachers and learners when discussing certain specific subject matters. At the end of the interview section, the first teacher also inserted that she usually used the first language when involving the learners in many kinds of exciting learning activities such as watching videos, playing EFL games, and discussing particular themes related to their current lessons. In her opinion, this kind of teaching strategy has empowered EFL learners' engagement and volitions to participate more actively in second language learning processes since they have captured all of the teaching-learning instructions and activities in such a better way. This ultimate finding is in conformance with two previous findings proposed by (Yim & Bialystok, 2012) and (Pennycook, 2010, as cited in Lin, 2013). The first experts found that the moderate use of the first language will promote active second language learning engagement for EFL learners. As a result, their target language learning achievements will be more satisfying. The second expert also discovered that code-switching should be treated as a meaningful means of communication among the teachers and learners rather than perceiving it as a language boundary, which can potentially confound second language acquisition. By the same token, the first teacher also acknowledged that:

When I explain about the materials, explain about the videos, or games that I gave to them and make them understand about the instruction. Also, when they have group discussion, I allow them to use "Bahasa".

On the whole, it is worth restating here that EFL teachers, particularly those who teach the target language to young learners, need to support the concepts of multilingualism since more enjoyable learning dynamics will be experienced by the whole learners and more rewarding for them. This positive second language learning outcome can be seized by EFL learners since they have been able to preserve their first and second languages simultaneously and understand all of the teaching-learning instructions and materials delivered by their teachers. Hence, continuous nourishment of the first and second languages will not only promote tangible advantages for learning environments along with second language acquisition but also maintain tight-knit solidarity among the teachers and learners since they have reached a meaningful means of communication interactions through more enjoyable learning dynamics.

Teacher 2: Mutual Use between first and second languages

Alike the first EFL teacher, the second teacher confessed the mutual utilization between the first and second languages had empowered EFL teaching-learning processes in Primary School contexts since EFL young learners will be more motivated and confident in using the target language when they have understood some common words related to their daily basis. In other words, EFL young learners will proceed to the higher levels of target language learning through the harmonization between the first and second languages as their daily communicative practices. For instance, the learners will be able to create more complex sentences by harnessing the target language when they have been familiar with the structure of this language through some chunks of the first language translation. To restate, the teachers can translate some important words or sentences of the target language into the first language as long as it does not redundant and deforms the whole second language learning processes. This first finding is akin to two previous findings discovered by (Kavaliauskienė, 2009) and (Saliu, 2017). Both of these experts agreed that the sensible utilization of the first language will enable EFL learners to establish more intimate relationships with their teachers along with peers and comprehend particular challenging materials easily. Aligned with these aforementioned conceptions and actual findings, the second teacher also stated that:

Yes, I do. Because most of the small grade students do not understand about the meaning of English yet. So, I often combine the use of Indonesia and English language when I was teaching to introduce English to them from very simple vocabulary both related to the material or not. For examples, when I teach the materials about stationery. Not only vocabulary of stationery like rubber, ruler, and pencil I tell them but also sentences like I have a book, I have two books.

Furthermore, the second teacher also acknowledge that she felt motivated to implement the first language in her second language learning contexts since she believed that this mutual interplay between the first and second language did not menace the whole language learning dynamics, yet lead EFL young learners to a higher degree of enthusiasm while engaging in these learning processes. This second finding is closely interlinked with two prior findings discovered by (Sharma, 2006) and (Butzkamm, 2011). These two studies suggested EFL teachers applying the use of the first language more judiciously since language learners will experience more positive nuance in their learning processes after gaining a profound understanding of some particular laborious materials delivered by their teachers. Crucially, the second teacher also argued that the sensible utilization of the first language also depends on specific learning circumstances, contexts, and situations where she was engaged for she also felt guilty when her young learners are not able to communicate well with their teacher and learning companions due to the excessive use of the first language in second language learning classrooms. This third finding has impinged with the prior finding discovered by (Paker & Karaagac, 2015). They suggested that EFL teachers need to abandon their particular idealism when wield the first language in their second language classroom contexts as long as they utilize it to establish positive relationships with their learners, deliver the learning materials more clearly, check the students' existing towards certain materials, and conduct more intensive classroom management for the benefits of learning conduciveness. Bearing this in mind, the second teacher also asserted that:

My motivation to use the first language is to enable all learners to learn the materials better. For me, supportive situations will have a positive effect in my EFL classroom contexts. The situation when students are enthusiastic in English teaching and learning processes.

Regarding all of these three previous findings, the teacher remarked that the balanced utilization of the first and second languages in EFL learning contexts will not distract the teaching-learning processes. Again, based on her perspectives, the first language had assisted her to manage the classrooms in such a better way, make all of the teaching-learning materials understandable for all learners, and annihilate the socio-cultural gaps among the learners. This ultimate finding is in accord with two previous findings discovered by (Mahmutoglu & Kicir, 2013) and (Rahimi, 2009). The first study found that the judicious activation of the first language will enable EFL Turkish learners to obtain an exhaustive understanding of particular difficult learning materials addressed by their teacher. While the second study also discovered that the integration of the first language had helped EFL learners to locate their common errors in writings easily and shun them from repeating similar mistakes in the future writing learning processes. From has been said so far, it is evinced that mutual combination between the first and second language should be applied judiciously by EFL teachers, particularly those who are dealing with elementary school students. The second teacher said:

In my opinion, the utilization of first language will help me a lot in terms of managing the classroom activities. It makes me can deliver the learning materials clearly. It can establish more positive rapports with the students and it can bridge the cultural gaps of the students.

Given the complexity of all of these findings and conceptions, it can be inferred that EFL teachers dealing with beginner EFL learners need to embrace all of the complexities of teaching-learning dynamics thoroughly by integrating more mutual combination of the first and second languages without being rigidly adhere to the obsolete second language learning rules implying all of the teaching-learning instructions and activities need to be composed in a prestigious manner; using English. On the contrary, judicious language teachers are still able to accommodate their EFL learners' learning needs and preferences through the sensible use of the first language by establishing more positive rapports between the learners, checking their learners' comprehension towards particular learning materials, managing the classroom circumstances in such a better purpose, addressing some challenging materials more clearly for learners, and bridge the cultural barriers among learners emanating from distinctive socio-cultural backgrounds.

Conclusion

All in all, the mutual interconnectedness between the first and second language should be inculcated earlier by EFL teachers, especially for young learners who are still exposed to two different types of languages; the first and second languages. This action needs to be taken judiciously and meticulously since EFL learners are still learning the structure of their first language and striving to get closer to the second language competencies attainment. To do so, the first language should be utilized to create better classroom management, more positive learning atmosphere, establish positive relationships among the learning communities' members, measure learners' understanding, assist the learners to gain more profound insights toward some laborious subjects, and overcome some cultural barriers potentially destructing the conduciveness of second language learning processes. In correspondence with all of the findings, this study still contains some major shortcomings since it only involved two English teachers as the participants in this study and measured their perceptions on the utilization of the first language in primary school contexts.

Due to the aforementioned shortages, the researchers suggest future researchers to conduct more profound investigations about secondary or senior high EFL teachers regarding the tangible impacts of the first language in their more advanced EFL classroom contexts to generate more actual and renewable

perspectives of the first language implementations in the second language classroom environments. Further, future researchers need to involve more EFL teachers deriving from secondary and high school institutions to gain richer data which can potentially put an end to these intense debates whether the first language should be included or excluded in second language learning contexts.

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