

TEACHER CODE-SWITCHING AS A SCAFFOLDING TOOL IN PRIMARY ESL CLASSROOMS IN BANGLADESH

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Declaration

It is hereby declared that

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2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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Ethics Statement

Throughout the study's planning, execution, and dissemination, it adhered to strict ethical guidelines. All participating in primary ESL teachers gave their informed consent after being fully informed about the study's objectives, methods, voluntary nature, and freedom to withdraw without repercussions. Pseudonyms (such as Chaya and Himu) and secure data storage were used to ensure anonymity and confidentiality, with no identifying information linked to answers. Leading or judgmental questions regarding code-switching patterns were avoided in the semi-structured interview questionnaire, which was intended to be non-offensive and culturally appropriate. All data were handled in accordance with institutional ethical requirements, prioritising participant well-being and research integrity, and pilot testing confirmed participant comfort.

Abstract

This study investigates how Bangladeshi primary ESL teachers use code-switching between Bangla and English as a scaffolding tool to support young learners' English development. Grounded in Vygotsky's sociocultural theory and the Zone of Proximal Development, the research conceptualises code-switching as a mediational strategy that provides temporary, adaptive support rather than a sign of linguistic deficiency. A qualitative design using semi-structured interviews and classroom observations explores when, why, and how teachers switch codes, and how these practices interact with English-only policy discourses. Thematic analysis reveals the functions of code-switching in clarifying concepts, reducing anxiety, and promoting participation, while also highlighting risks of overreliance. The study offers context-sensitive implications for teacher education, bilingual pedagogy, and language-in-education policy in Bangladesh.

Keywords: Code-switching; scaffolding; primary ESL classrooms; Bangla–English bilingualism; mediational tools; classroom interaction; learner anxiety; language policy; English language teaching (ELT)

Table of Contents

Declaration.....	2
Approval	3
Ethics Statement.....	4
Abstract.....	5
Table of Contents	6
Chapter 1 Introduction.....	11
1.1 Background of the Study.....	11
1.2 Importance of Code-switching as a Scaffolding Tool	13
1.3. Code- switching as a Scaffolding Tool in Bangladesh	14
1.4 Statement of the Problem.....	15
1.5 Central Research Objective	16
1.6 Research Questions.....	17
1.7 Scope of the Study	17
1.8 Limitations of the Study	18
1.9 Significance of the study.....	19
Chapter 2 Literature Review	21
2.2 Section 1: Code-Switching.....	22
2.2.1 Concept of Code-Switching.....	22
2.2.2 Code-Switching as a Learning Aid.....	22

2.3 Section 2: Effectiveness of Scaffolding in the Classroom	23
2.3.1 Concept of Scaffolding.....	23
2.3.2 The Role of Scaffolding in Language Learning	24
2.3.3 Effectiveness of Scaffolding through Code-Switching.....	26
2.4 Section C: Code-Switching through Scaffolding in Bangladeshi Classrooms.....	27
2.4.1 The Use of Code-Switching in ESL Classrooms in Other Countries	27
2.4.2 Code-Switching in Primary ESL Classrooms in Bangladesh	28
2.4.3 Benefits of Code-Switching through Scaffolding in Bangladeshi Classrooms	29
2.4.4 Challenges for Using Code-Switching in Bangladeshi Classrooms.....	30
2.5 Research Gap	31
2.6 Theoretical Framework.....	33
2.7 Chapter Summary	35
Chapter 3 Methodology	37
3.1 Introduction.....	37
3.2 Research Design	38
3.2.1 The Qualitative Paradigm and Its Philosophical Assumptions	38
3.3 Research Setting and Participants	40
3.4 Researcher's Role.....	40
3.5. Selecting The Participants.....	41
3.5.1. Participants Profile	41
3.6 Sampling Technique	42

3.7 Data Collection Methods	42
3.7.1 Classroom Observations.....	43
3.7.2 Semi-Structured Interviews with Teachers	43
3.8 Research Tool Development.....	43
3.9 Data Analysis Framework.....	44
3.10 Data Analysis.....	45
3.11 Ethical Considerations.....	46
3.12 Ensuring Trustworthiness.....	47
Chapter 4 Findings	49
4.1 Introduction.....	49
4.1.1. Occurrences and Situations of Code Switching	49
4.1.2. Pedagogical Purposes of Code-Switching	50
4.1.3. Code-Switching Classroom Management and Behavior	51
4.1.4. Favoring Understanding and Engagement.....	52
4.1.5. Gradual Reduction of L1 Scaffolding Toward English Independence	53
4.1.6. Benefits of Code-Switching That Are Perceived	55
4.1.7. Perceived Threats and Difficulties	56
4.1.8. The Variations in the Beliefs Regarding Code-Switching.....	57
4.2. Conclusion	58
Chapter 5 Discussions.....	60
5.1. Introduction.....	60

5.2. RQ-1: The Role of Code-Switching as Scaffolding by Teachers	60
5.2.1. Scaffolding within the ZPD	60
5.2.2. Pedagogical Roles: Understanding and Management of Tasks.....	61
5.2.3. Emotional Encouragement and Involvement.....	62
5.2.4. Finding the Balance Between Support and Immersion.....	62
5.3. RQ-2: Perceptions Towards Code-Switching of Teachers and Students	63
5.3.1. Positive Attitudes Toward Code-Switching.....	63
5.3.2. Congruence with Learner Perceptions in Other Studies	64
5.3.3. Bangladeshi Specific Characteristics of Primary Classrooms.....	65
5.3.4. Compiling Results with the Literature At Large	65
5.4. Conclusion	66
Chapter 6 Conclusion	68
6.1 Introduction.....	68
6.2. Major Findings.....	68
6.3. Contributions to Existing Literature	69
6.4. Suggestions.....	70
6.5. Future Research and Limitations.....	71
References	72
Appendix A.	75
Appendix B.	76
Appendix C.	77

Appendix D.....	87
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Chapter 1

Introduction

1.1 Background of the Study

Educational academics have become more interested in code-switching as a teaching method in ESL/EFL classrooms in recent years, especially as a scaffolding technique. Research from around the globe has shown that when teachers switch between teaching the students' first language (L1) and the target language (English), students typically better understand complex ideas, participate more actively, and speak more confidently (Murad, Zafar & Mushtaq, 2024, on low-achieving undergraduate students in Pakistan).

Code-switching improves learner engagement in multilingual classrooms and enhances comprehension of instructions, according to another study by Nawaz, such as "Exploring How Code Switching Helps ESL Learners Understand and Participate Better" conducted in Khyber Pakhtunkhwa, Pakistan (2023). Furthermore, in Malaysia, code-switching has been shown to help clarify understanding, reduce anxiety, and promote a more inclusive educational environment. Globally, code-switching is increasingly regarded not as a "bad habit," but as a potentially helpful scaffolding tool—if utilised consciously and wisely (Joglu, 2024).

Several studies in Asia have examined how teachers and students perceive and use code-switching in ESL/EFL contexts. For example, Eilias et al. (2022) reported that in Malaysia, students claimed that code-switching helps them grasp lectures better, particularly when English instruction becomes challenging and lecturers employ the local language to bridge understanding. In the Philippines, a study of junior high school teachers and students discovered that code-switching is commonly used to help pupils understand content, regulate classroom conduct, and maintain contact, particularly in multilingual settings (Gamelo et al, 2024).

Scholars in Pakistan have identified patterns of teacher-student code-switching for explanation, solidarity, and transactional communication (translating and explaining difficult language) in ESL courses (Nawaz et al, 2023). These findings confirm that code-switching frequently serves as scaffolding in Asian multilingual classrooms, not just for comprehension but also for affective support (helping students feel safe, reducing fear, and so on).

In Bangladesh, less research has been conducted specifically on code-switching as scaffolding at the primary ESL level, but there are relevant studies in related contexts. At the tertiary level, for example, a recent study, "Code-Switching and Code-Mixing During Speaking among Tertiary Level Learners in Bangladesh" (Chowdhury, 2024), investigated how Bangladeshi university students mix languages in speaking tasks and identified factors such as lack of confidence, negative judgment, and motivational challenges that affect speaking performance. While this study does not directly address primary-level scaffolding, it does highlight how language switching influences learners' affective and functional features.

Another study, "Code-Switching in EFL Classrooms at the Tertiary Level in Bangladesh" (Maqsood, 2022), investigated instructors' and students' views and observations of language switching between English and Bangla, finding that instructors employ L1 for clarification, rapport, and contextualization.

These findings indicate that Bangladeshi instructors and students already employ code-switching for pedagogical purposes, though less is known about how this works in younger learners' classrooms (primary school) and how teachers use or perceive scaffolding through code-switching.

To sum up, research worldwide and in Asia increasingly suggests that code-switching can serve as a scaffolding tool in ESL/EFL classes, supporting comprehension, student engagement, and affective support when used correctly. In Bangladesh, some research at the tertiary or

secondary levels confirms comparable functions for L1 use, although studies directly targeting primary ESL classrooms and teacher practices of scaffolding with code-switching are rare. Further research is needed to understand how primary-level teachers in Bangladesh use code-switching, its function in scaffolding, and its impact on young learners' learning, comprehension, and participation.

1.2 Importance of Code-switching as a Scaffolding Tool

In recent years, code-switching (the purposeful alternation between the learners' L1 and the target language in classroom interaction) has been widely reconceived as a conscious pedagogical scaffolding method rather than a sign of teacher or student weakness. From a sociocultural standpoint, well-managed teacher code-switching facilitates learners' progression through the Zone of Proximal Development (ZPD) by providing temporary linguistic or conceptual support — for example, clarifying vocabulary, providing quick translations, modelling forms, and framing tasks — and gradually withdrawing that support as learners assume greater responsibility. This function is consistent with recent studies on scaffolding, which emphasise its role in making content accessible while increasing learner autonomy (Ertugruloglu et al., 2023).

Mahmoudi and Zarei (2022) postulated that realistic classroom studies demonstrate various tangible benefits of using short, focused transitions to the L1 as a scaffolding step. First, code-switching can improve comprehension and accelerate conceptual uptake in situations where instruction in the L2 alone would leave learners perplexed (for example, clarifying instructions, explaining complex concepts, negotiating meaning). Second, strategic L1 use has been linked to decreased cognitive load and lower affective filters (including reduced fear), allowing learners to participate more easily in oral and writing tasks. These classroom-level outcomes

have been documented in quasi-experimental and classroom observation studies conducted in a variety of EFL environments.

Adder (2020) explained in his study that, pedagogically, code-switching serves as both procedural and epistemic scaffolding. Procedurally, teachers switch temporarily to verify comprehension, structure work instructions, and regulate classroom engagement; epistemically, they utilise L1 to connect new L2 forms to learners' existing knowledge and cultural schemas. This dual role means that code-switching can speed up vocabulary learning, aid in meaning negotiation, and scaffold higher-order tasks (e.g., articulating a concept, evaluating an argument) if the switching is principled (planned, constrained, and pedagogically driven). Recent classroom studies and syntheses show that teacher interventions combining targeted L1 support with follow-up L2 practice yield the best learning outcomes.

In conclusion, Wang and Chen (2021) added that research on teacher and student perceptions (2020-2024) indicates that when code-switching is explicit, purposeful, and aligned with established classroom policy, both instructors and students view it as advantageous rather than destructive. In other words, teacher code-switching as scaffolding works best when it is supported with a clear justification (e.g., "I'll use Bengali for this vocabulary explanation, then we'll switch back to English for practice"), role modelling of L2 use, and progressive reduction of L1 support. This view code-switching as a reflective classroom tool, one that teachers may tailor to student level and course objectives.

1.3. Code-switching as a Scaffolding Tool in Bangladesh

In Bangladesh, a growing body of recent research (2020-2024) demonstrates the widespread use of Bangla-English code-switching in school and college classrooms, on social media, and in mainstream media. Researchers note that teachers frequently use Bangla for quick clarification, structuring difficult conceptual information, evaluating comprehension, and

maintaining classroom discipline, particularly when students' English proficiency is low or when complex ideas must be communicated swiftly. These investigations situate teacher code-switching within everyday pedagogical activities rather than as an isolated failure, and they highlight translanguaging practices among young people outside of the classroom that influence in-class language selection (Ahmed et al, 2024).

Ahmed (2022) postulated that Bangladesh-specific work also emphasises context sensitivity: code-switching is used more in large, mixed-ability classes and lessons involving complex content (science, mathematics, or abstract vocabulary), with teachers treating brief Bangla use as a scaffold that allows students to re-engage with English tasks. At the same time, researchers warn that unplanned or excessive L1 use can reduce L2 exposure; thus, Bangladeshi scholars frequently advocate balanced policies — principled, limited L1 use tied explicitly to scaffolding goals (clarification, checking comprehension, linking to prior knowledge), followed by structured L2 practice — to maximise both understanding and L2 development.

1.4 Statement of the Problem

Although English is considered a required subject in Bangladeshi primary schools, young students frequently struggle with comprehension, vocabulary development, and classroom involvement when instruction is delivered entirely in English. Globally, code-switching is increasingly recognised as a purposeful scaffolding strategy that can help overcome these barriers by clarifying complex concepts, lowering affective filters, and facilitating learners' progression through the Zone of Proximal Development (Ertugruloglu et al., 2023; Mahmoudi & Zarei, 2022). According to research, successful teacher code-switching is principled and operates both procedurally (e.g., managing instructions, testing comprehension) and epistemically (e.g., connecting new L2 forms to existing knowledge) (Adder, 2020). When

done correctly, this technique not only improves comprehension but also promotes student autonomy and minimises anxiety (Wang & Chen, 2021).

Recent research in Bangladesh shows that Bangla-English code-switching is a widespread educational strategy, especially in large, mixed-ability groups where students need extra help engaging with English assignments (Ahmed, 2022; Ahmed et al., 2024). Teachers commonly use Bangla to clarify and structure difficult topics, and to maintain discipline, with experts highlighting that such scaffolding is most effective when it is quick, deliberate, and linked to stated learning objectives. However, research warns that unplanned or excessive dependence on the first language may limit students' exposure to English and reduce possibilities for authentic practice (Ahmed, 2022).

Given the growing body of evidence, most research in Bangladesh has focused on general classroom practices or higher education settings. There is still a lack of understanding of how primary school teachers use code-switching as a scaffolding tool to benefit young ESL learners during a vital period of language development. Without a thorough examination of the context, it is difficult to identify how code-switching might be improved to balance comprehension and language exposure.

This study aims to fill this gap by investigating the pedagogical usage of teacher code-switching as a scaffolding approach in Bangladeshi primary ESL classrooms. By examining both classroom practices and teachers' perspectives, the study aims to provide evidence-based insights into how code-switching might best support young learners' language-learning needs.

1.5 Central Research Objective

The main objective of this research is to investigate how primary school teachers in Bangladesh employ code-switching as a scaffolding tool in ESL courses. The study's specific goal is to examine the purposes, strategies, and perceived effectiveness of instructor code-switching in

relation to young learners' understanding, participation, and overall English language development.

1.6 Research Questions

RQ-1: How do primary ESL teachers use code-switching as a scaffolding tool during classroom instruction?

RQ-2: How are the perceptions of primary ESL teachers and students regarding the effectiveness of code-switching in supporting English language learning?

1.7 Scope of the Study

This study investigates the use of instructor code-switching as a scaffolding tool in primary ESL classrooms in Bangladesh. It focuses on how teachers switch between English and Bangla to enhance understanding, provide explanations, manage classroom dynamics, and encourage learners' participation. The study is limited to five purposively selected primary school teachers with expertise in teaching English to young learners, ensuring that the participants are well-informed and capable of providing valuable insights into classroom methods.

The study explores instructor practices, goals, and perceived consequences of code-switching rather than directly testing students' language ability or long-term learning results. Data will be gathered through classroom observations, field notes, and semi-structured interviews, allowing for a thorough examination of instructors' tactics and comments. The scope also involves determining the settings and frequency of code-switching, as well as how it helps students understand and interact.

However, the study is limited to selected elementary schools in Bangladesh; the findings may not be applicable to all schools or locations. Nonetheless, the study's goal is to provide valuable

insights that might improve classroom practices and lead future research on effective scaffolding tactics in early English language teaching.

1.8 Limitations of the Study

Though the purpose of this study is to provide a thorough understanding of teacher code-switching as a scaffolding tool in primary ESL classrooms in Bangladesh, certain limitations should be noted. First, the study is qualitative in nature and focuses on a small group of five purposively selected primary school teachers. While this approach provides a thorough examination of classroom procedures and teacher perspectives, it limits the applicability of the findings to all primary ESL classrooms in Bangladesh. These teachers' experiences may not fully reflect the range of teaching methods, student competency levels, or institutional contexts across the country.

Second, the study is mostly based on classroom observations, field notes, and semi-structured interviews, which are open to researcher interpretation and bias. Although reflexivity and methodological rigour will be maintained to reduce bias, the researcher's presence in the classroom may impact instructor conduct (observer effect), potentially compromising the legitimacy of some observed behaviours.

Third, the study focuses on teachers' perceptions and classroom activities rather than directly assessing students' language outcomes or growth in competence. As a result, while the study can offer useful insights into scaffolding tactics, it cannot definitively quantify the quantitative impact of code-switching on learners' language development.

Finally, because the study is limited to certain schools in Bangladesh, socio-cultural, institutional, and regional variables may have an impact on the findings' application elsewhere. Despite these limitations, the study provides important insights into effective classroom practices for young ESL learners.

1.9 Significance of the study

This study is crucial because it sheds light on how teacher code-switching works as a scaffolding strategy in Bangladeshi primary ESL classrooms. By investigating teachers' strategies, goals, and perspectives, the study identifies practical solutions to improve young learners' understanding, engagement, and English language development. The findings can guide teachers' classroom methods, allowing them to use code-switching more successfully and strategically. Furthermore, the study helps to reshape educational policy and curriculum development by highlighting the need for L1 support in early language learning. Finally, it addresses a gap in the existing literature on primary-level ESL instruction in Bangladesh, laying the groundwork for future research on scaffolding strategies, translanguaging, and language-teaching methodologies in similar multilingual contexts.

1.10 Definition of key terms

Code-switching: the purposeful alternation between two or more languages during a conversation or classroom session. In ESL classes, teachers frequently utilise it to clarify meaning, develop knowledge, or regulate classroom activities. Code-switching can serve as both procedural and epistemic scaffolding, helping learners understand and engage with the target language (Adder, 2020; Wang & Chen, 2021).

Scaffolding: Scaffolding is the instructional support given by teachers to help students progress through their Zone of Proximal Development (ZPD). It entails providing temporary support, such as explanations, prompts, or modelling, which is gradually reduced as students achieve independence (Ertugruloglu et al., 2023).

ESL (English as a Second Language): ESL refers to the teaching and study of English in a setting where English is not the learners' first language. In this study, ESL classes are primary-

level classrooms in Bangladesh that teach English as a foreign language (Mahmoudi & Zarei, 2022).

Primary ESL Classrooms: These are classrooms in elementary schools (grades 1-5) where English is taught to young learners in the early stages of language development. Classroom activities, including code-switching, are evaluated in terms of their scaffolding functions.

Chapter 2

Literature Review

2.1 Introduction

The body of research on teacher code-switching has expanded significantly in recent years as scholars have examined its effects on second language acquisition, learner perceptions, and pedagogical purposes. According to research conducted worldwide, code-switching is not just an indication of a language deficit but rather a deliberate scaffolding technique that promotes understanding and advances students' development within Vygotsky's Zone of Proximal Development (Ertugruloglu et al., 2023). Classroom-based research has demonstrated its ability to lower cognitive load, make complex ideas easier to understand, and promote student participation in Asian cultures (Mahmoudi & Zarei, 2022).

Both primary and secondary classes in Bangladesh, where English is taught as a foreign language, frequently use instructor code-switching. According to empirical research, teachers frequently use Bangla to control classroom engagement, clarify abstract language, and simplify directions (Ahmed et al., 2024; Islam & Sultana, 2023). Although some academics advise against overusing code-switching, others stress that it improves student learning results and creates a positive learning atmosphere in the classroom.

To sum up, this paper examines how teachers use code-switching as a scaffolding technique from global, regional, and Bangladeshi perspectives. It focuses on the educational value, constraints, and consequences of this practice for English language classes in Bangladesh.

Section 1: Code-Switching discusses the concepts of code-switching and its effectiveness as a learning aid.

Section 2: Effectiveness of Scaffolding in the Classroom discusses the concepts of scaffolding, its role in language learning, and its effectiveness through code-switching.

Section 3: Code-Switching through Scaffolding in Bangladeshi Classrooms discusses code-switching in primary ESL classrooms in Bangladesh, the benefits of Code-Switching through scaffolding in Bangladeshi classrooms, and the challenges of using code-switching in Bangladeshi classrooms.

2.2 Section 1: Code-Switching

2.2.1 Concept of Code-Switching

A study by Kamal et al. (2024) found that students frequently mix languages (code-switching/mixing) in class mainly due to limited English proficiency, but also for privacy, ease of communication, or to sound sophisticated. While code-switching is common in both undergraduate and graduate classes, undergraduates do so more often due to weaker English skills, whereas graduates use it more selectively. Surprisingly, undergrads scored higher on tests despite more code-switching.

The research suggests controlled code-switching can aid learning—helping explain unfamiliar terms and clarify lessons—but excessive use may disrupt immersion. Teachers should balance their use based on students’ ages, proficiency levels, and contexts. Knowing students’ native language helps educators manage this strategy effectively. The key takeaways are that code-switching is useful if purposeful, but overuse risks hindering English development.

2.2.2 Code-Switching as a Learning Aid

Jegade (2024) examined how students and teachers in Nigerian schools use code-switching (mixing languages) to aid learning, express cultural identity, and build social connections. It highlights the importance of valuing indigenous languages in education to promote diversity

and inclusion. The research supports bilingual education, suggesting that embracing code-switching and local languages can improve learning and cultural pride. It calls for policies and teaching methods that respect linguistic diversity and help students succeed academically while preserving their heritage.

Gahramanova (2024) explores code-switching as a key strategy in Azerbaijani EFL classrooms, highlighting its role in aiding comprehension, reducing anxiety, and enhancing engagement. Both students and teachers view it positively, using it to bridge linguistic gaps, clarify complex concepts, and foster inclusivity. The mixed-methods research (quantitative scale validation and qualitative classroom observations) confirms its pedagogical value and recommends tailored training for teachers to optimise its benefits in multilingual education.

According to Jegede (2024), code-switching is used in Nigerian schools to express cultural identity and foster social ties, in addition to serving as a teaching tool. By emphasising the contribution of indigenous languages to diversity, inclusivity, and academic achievement, the study promotes bilingual education. Similarly, Gahramanova (2024) found that code-switching benefits students in Azerbaijani EFL classes by enhancing understanding, reducing anxiety, and encouraging participation. It was well received by both teachers and students, and the study suggested that, to optimise its pedagogical advantages, teacher preparation should be implemented.

2.3 Section 2: Effectiveness of Scaffolding in the Classroom

2.3.1 Concept of Scaffolding

Li (2021) compared how expert and non-expert English teachers in Chinese primary schools use scaffolding (support techniques) to help students learn. Expert teachers were better at gradually guiding students toward independence by mixing subtle hints with clear explanations. They also used more open-ended activities, which created natural opportunities

for tailored support. In contrast, many non-expert teachers struggled with scaffolding, underscoring the need for better teacher training programs—such as workshops on scaffolding methods and practice with real classroom examples.

Limitations included a small sample size and short observation time. Future research should test different lesson types (such as stories) and track students' long-term progress to see how scaffolding boosts learning. The key takeaways are that training teachers in flexible, student-centred scaffolding can make English lessons more effective.

This systematic review highlights code-switching as a powerful tool in multilingual classrooms, improving comprehension, engagement, and social integration. It aids language learning, boosts confidence, and fosters inclusivity. The findings urge educators to use it strategically and call for more research on best practices to maximise its benefits in diverse classrooms (Ramaila, 2025).

Expert teachers in Chinese primary schools employ scaffolding more skillfully than non-experts, according to Li (2021), who progressively leads students through open-ended activities, explanations, and hints. The study emphasises the importance of training teachers in adaptable, student-centred scaffolding. Ramaila (2025) also highlighted how code-switching enhances social integration, confidence, and comprehension in multilingual classrooms. Both studies make the case that learning can be improved by strategically using scaffolding and code-switching, but they also urge further research and teacher preparation to maximise these strategies.

2.3.2 The Role of Scaffolding in Language Learning

Tolipjonova (2025) shows that code-switching (mixing the native language and English) helps students understand difficult English concepts, such as grammar and vocabulary, by explaining them in their first language. Teachers found that it boosts confidence and participation,

especially among shy learners, by allowing them to discuss ideas in their native language before switching to English. It also creates a more inclusive classroom by valuing students' linguistic backgrounds. However, challenges include managing multiple languages in a single class, preventing overuse of the native language (which can reduce English practice), and a lack of teacher training in how to use code-switching effectively. To make it work best, teachers suggest structured activities—such as bilingual word lists or sentence starters—and clear rules to keep English as the main focus. The study recommends better teacher training, more bilingual resources, and smaller class sizes to support this approach. Future research should explore its long-term effects on learning English. Overall, when used carefully, code-switching can make ESL classrooms more supportive and effective for students.

Jabbar (2025) explores in his paper how code-switching (mixing a native language and English) helps ESL students learn more effectively. When teachers explain difficult English concepts in students' first language (L1), it boosts understanding, reduces anxiety, and builds confidence. Code-switching acts like a temporary support ("scaffolding")—helping learners grasp ideas in L1 before transitioning to English. It also improves participation by letting students discuss ideas in their familiar language first. However, challenges include overusing L1 (which can slow English progress), managing multilingual classrooms where not all students share the same native language, and negative views that code-switching is unprofessional. The key is balance: teachers should use code-switching strategically to clarify lessons but encourage English practice. When done right, it creates an inclusive, effective learning environment that respects students' linguistic backgrounds while advancing their English skills.

Tolipjonova (2025) and Jabbar (2025) both highlight that code-switching supports ESL learning by clarifying complex concepts, boosting confidence, reducing anxiety, and fostering participation. While it creates inclusive classrooms and values students' linguistic backgrounds, challenges include the risk of overusing the first language, a lack of teacher

training, and negative perceptions of professionalism. Both studies stress the need for balance, structured strategies, and teacher preparation to maximize its effectiveness in language learning.

2.3. 3 Effectiveness of Scaffolding through Code-Switching

Aziz et al. (2023) explore ESL teachers' mixed views on code-switching (mixing native and English languages) in classrooms. While some teachers see it as a helpful tool—improving understanding, boosting confidence, and respecting students' cultural backgrounds—others worry it might slow English learning if overused. Teachers use code-switching mainly to explain tough concepts or to make lessons more inclusive, but challenges include balancing languages and navigating strict school policies. The impact varies—some students benefit, while beginners may get confused. The study suggests training teachers to use code-switching wisely, adapting it to students' needs, and creating supportive policies for better language learning. Overall, code-switching works best when used carefully and purposefully.

Sulaiman et al. (2022) postulated that ESL learners have mixed but mostly positive views of teachers using code-switching (mixing their native language and English) in class. Most students prefer when teachers code-switch because it helps them understand lessons better, feel less anxious, and stay more motivated. They also code-switch to connect with classmates and help peers who struggle with English. However, some learners worry it might slow their English progress if overused.

Despite its benefits, many schools ban code-switching, forcing students to hide it. The study suggests that policymakers and teachers should recognise code-switching as a useful learning tool—not a weakness—and design classroom strategies that balance both languages to support real learning, rather than strict English-only rules. The key takeaway is that smart, flexible use of code-switching helps students learn better while keeping them engaged and confident.

Code-switching has been shown to have mixed but generally good impacts in ESL classrooms by Aziz et al. (2023) and Sulaiman et al. (2022). Both educators and learners acknowledge its importance in elucidating complex ideas, lowering fear, increasing self-assurance, and fostering inclusivity. However, there are worries that it could slow down learning English, confuse newcomers, and discourage its use through restrictive school practices. Both results suggest thoughtful, well-balanced, and encouraging policies that recognise code-switching as a valid learning tool rather than a flaw.

2.4 Section C: Code-Switching through Scaffolding in Bangladeshi Classrooms

2.4.1 The Use of Code-Switching in ESL Classrooms in Other Countries

Diverse language landscapes, cultural conventions, and educational regulations are reflected in the ways that teacher code-switching in ESL/EFL classes appears in diverse worldwide contexts. While emphasising contextual adjustments, research from a variety of nations demonstrates its consistent use as an educational resource for comprehension, engagement, and affective support.

Jegade (2024) investigated code-switching in Nigerian schools and discovered that it is used by both instructors and students to promote learning, express cultural identity, and fortify social ties. The study argues that code-switching fosters diversity, inclusivity, and academic performance in multilingual environments and supports bilingual education that incorporates indigenous languages (Jegade, 2024).

Similarly, Gahramanova (2024) conducted a mixed-methods study in EFL classrooms in Azerbaijan and found that code-switching reduces learner anxiety, bridges linguistic gaps, and clarifies complex concepts. There are suggestions for specialised teacher training to maximise

its use, and both teachers and students view it favourably as a tool for inclusivity and engagement (Gahramanova, 2024).

Through code-switching, China offers insights about scaffolding. In a comparison of proficient and inexperienced English teachers in elementary schools, Li (2021) demonstrated how proficient teachers expertly incorporate code-switching into more comprehensive scaffolding strategies, such as open-ended assignments, explanations, and hints, to help pupils become more independent. This contrasts with novices' less successful methods, highlighting the necessity of focused professional development (Li, 2021).

According to Ramaila (2025), code-switching is a potent tactic in multilingual classrooms in South Africa that improves understanding, self-assurance, and social integration. To maximise its advantages across a variety of language contexts, the systematic review recommends strategic deployment and further research into best practices (Ramaila, 2025).

These global examples show how adaptable code-switching is as a scaffold; nonetheless, its use varies with student proficiency and cultural policy. These results offer a comparative perspective on its potential in Bangladesh, where policy tensions differ but linguistic dynamics are comparable.

2.4.2 Code-Switching in Primary ESL Classrooms in Bangladesh

Ahmed et al. (2022) explore how Bangladeshi university students frequently mix English and Bangla (code-switching) in conversations and social media. Students use this blend to express ideas clearly, sound smarter, or compensate for weak Bangla vocabulary. While code-switching helps improve their English skills—useful since universities teach in English—it risks undermining Bangla proficiency if overused.

The research had a small sample size and focused only on Facebook chats. A broader study (across more platforms, real-life talk) could provide deeper insights. The key takeaways are

that code-switching is helpful for English practice but should be balanced to protect Bangla's richness. Students should remain mindful of honouring their native language while benefiting from bilingual flexibility.

2.4.3 Benefits of Code-Switching through Scaffolding in Bangladeshi Classrooms

Surovi (2022) explores how teachers' code-switching (mixing Bengali and English) affects English learning for university students in Bangladesh. Both teachers and students agreed that code-switching helps—making lessons easier to understand, improving vocabulary, and reducing stress in class. The research found that banning code-switching isn't helpful; instead, it should be used as a teaching tool to support learning.

However, the study had limitations—only one university was surveyed, and a few teachers disagreed, saying it might not help with new vocabulary. Future research could expand to more universities and explore how to make code-switching even more effective or identify potential downsides.

Ahmed et al. (2024) examine how code-switching and code-mixing (blending languages) have become common in Dhaka's daily communication, especially among youth. Young people frequently mix Bengali with English, Hindi, Korean, and other foreign languages picked up from social media, music, and entertainment—viewing it as trendy and smart. While Hindi influence dominates social gatherings (like weddings), English remains crucial for career growth in formal settings.

These language blends help bridge global communication gaps, making foreign words part of the Bengali vocabulary. However, they also erode native-language purity as youth increasingly express emotions in non-Bengali terms. The rise of technology and globalisation is erasing language barriers, pushing monolingual societies toward multilingualism.

Code-switching between Bengali and English helps university students learn English by simplifying classes, increasing vocabulary, and reducing stress, according to Surovi (2022). Although both professors and students have a high opinion of it, several teachers doubted its usefulness for developing new vocabulary, and the study was restricted to a single university. Ahmed et al. (2024), on the other hand, emphasise how media and globalisation have made code-switching and code-mixing prevalent in Dhaka's young culture. Bengali is frequently mixed with Hindi, English, and other languages by young people, which improves international communication and opens up job prospects, but also runs the risk of reducing the purity of the original language. Collectively, these studies demonstrate the educational advantages of code-switching in Bangladesh as well as its wider societal effects.

2.4.4 Challenges for Using Code-Switching in Bangladeshi Classrooms

Kamal and Roy (2024) found that students frequently mix languages (code-switching/mixing) in class mainly due to limited English proficiency, but also for privacy, ease of communication, or to sound sophisticated. While code-switching is common in both undergraduate and graduate classes, undergraduates do so more often due to weaker English skills, whereas graduates use it more selectively. Surprisingly, undergrads scored higher on tests despite more code-switching.

The research suggests controlled code-switching can aid learning—helping explain unfamiliar terms and clarify lessons—but excessive use may disrupt immersion. Teachers should balance their use based on students' ages, proficiency levels, and contexts. Knowing students' native language helps educators manage this strategy effectively. The key takeaways are that code-switching is useful if purposeful, but overuse risks hindering English development.

All the research reviewed points to code-switching as a vibrant and significant teaching strategy in multilingual classrooms. It helps students overcome language hurdles, lowers their anxiety,

and increases their comprehension by serving as both a scaffolding technique and a communication tactic. When used intentionally, code-switching promotes inclusivity, cultivates cultural identification, and boosts student confidence, according to research conducted in a variety of contexts, including China, Bangladesh, Nigeria, and Azerbaijan. However, relying too heavily on the native tongue can limit English-language growth and impede immersion.

Code-switching is common in Bangladeshi official and informal contexts, particularly among learners with varying levels of English proficiency. Although most teachers and students agree that it is a useful tool for engagement and learning, there are still issues in balancing its use with the requirement to improve English fluency. According to the literature, deliberate, well-run code-switching can greatly improve language-learning outcomes when supported by flexible rules and teacher training. Therefore, to optimise the instructional effectiveness of code-switching in ESL classrooms, it should be carefully incorporated as a scaffolding strategy rather than outright prohibited.

2.5 Research Gap

The phenomenon of code-switching (CS) in ESL classrooms has been extensively studied across various educational levels and cultural contexts, yet significant gaps remain when examining its role as a scaffolding tool in Bangladeshi primary education. While existing literature provides valuable insights into CS practices at tertiary (Kamal & Roy, 2024; Surovi & Hossain, 2022) and secondary levels (Tolipjonova, 2025; Aziz et al., 2023), there is a conspicuous absence of research focusing on primary-level ESL classrooms in Bangladesh. This gap is particularly striking given the country's unique linguistic landscape, where Bengali (L1) and English (L2) coexist in complex, dynamic ways within educational settings.

Globally, studies from Nigeria (Jegede, 2024), South Africa (Shinga & Pillay, 2021), and China (Li & Zou, 2021) have established CS as a valuable pedagogical strategy, particularly for clarifying instructions, managing classrooms, and reducing learner anxiety. In Asian contexts, researchers like Jabbar (2025) and Gahramanova (2024) have explored the socio-cultural dimensions of CS, emphasising its role in identity negotiation and inclusive education. However, these studies predominantly employ quantitative or mixed-method approaches (e.g., Sulaiman et al., 2022; Ahmad et al., 2024), focusing on measuring attitudes or frequency of CS rather than providing an in-depth qualitative understanding of how teachers strategically use CS as scaffolding to support young learners' language development.

Within Bangladesh, existing research on CS has primarily focused on tertiary-level students (Ahmed et al., 2022; Kamal & Roy, 2024) or on its occurrence in digital communication (Ahmad et al., 2024). These studies reveal that while CS is widely practised, it often occurs informally and without pedagogical guidance, raising questions about its optimal use in structured learning environments. Crucially, there is no focused examination of how primary school teachers—who play a foundational role in shaping students' bilingual competencies—utilise CS to scaffold English language acquisition while maintaining L1 proficiency.

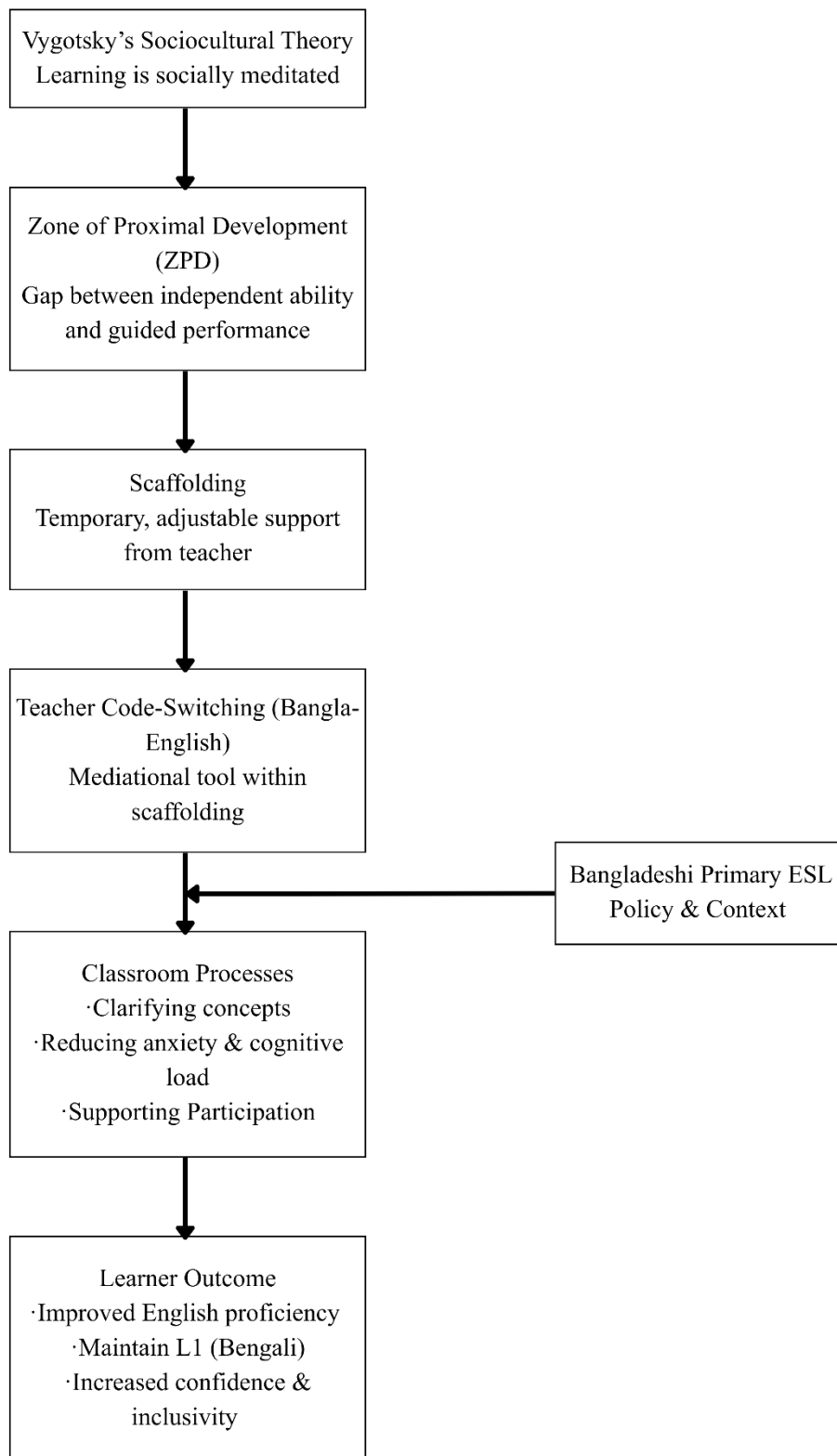
Several critical gaps emerge from this review, 'Primary-Level Focus', nearly all Bangladeshi studies target university students, neglecting the formative primary years where language attitudes and competencies are established; 'Scaffolding Perspective', while CS is acknowledged as beneficial, research rarely analyzes it through the lens of Vygotskian scaffolding how teachers gradually adjust CS use to transfer learning responsibility to students; 'Policy-Practice Divide', Bangladesh's English education policies implicitly discourage CS, yet classroom realities demand it (Ramaila, 2025). Research lacks models for aligning national curricula with effective bilingual pedagogies, and 'Developmental Impact' lacks long-term

research on how teacher-led CS in primary schools affects both English proficiency and Bengali maintenance over time (Ahmad et al., 2024).

This study addresses these gaps by employing a qualitative approach (semi-structured interviews and classroom observations) to investigate how Bangladeshi primary teachers use CS as a scaffolding tool.

2.6 Theoretical Framework

The central premise of Vygotsky's sociocultural theory of learning is that learning arises through social interactions in culturally relevant contexts (Vygotsky, 1978). There is a distinction made between ZPD, a "zone of proximal development" defined by the difference between what an individual "in theory" is able to do "with self-tuition or teacher guidance" (Wood et al., 1976) and GPD (the greatest level of progress an individual learner can achieve on his or her own, as defined by scaffolding, or any other type of flexible instructional procedure Daniels, 2001). Teacher code-switching between Bangla and English functions as a key mediational tool within scaffolding, facilitating classroom processes such as clarifying concepts, reducing cognitive load and anxiety, and supporting participation (Gahramanova, 2024; Li, 2021). Within Bangladesh's primary ESL context, marked by tensions over English-only policies, this approach yields learner outcomes including enhanced English proficiency, sustained L1 (Bangla) competence, and greater confidence and inclusivity (Jegade, 2024; Ramaila, 2025).



2.7 Chapter Summary

The literature review highlights the evolving scholarly understanding of teacher code-switching (CS) as a purposeful and pedagogically valuable strategy in second language learning. Research from diverse contexts demonstrates that CS is not merely a sign of linguistic deficiency, but a deliberate scaffolding technique rooted in Vygotskian theory that supports learners' comprehension within the Zone of Proximal Development. Studies from Asia, Africa, and Europe consistently show that strategic CS promotes engagement, lowers cognitive load, and enhances classroom inclusivity, particularly in multilingual settings.

Globally, researchers emphasise the dual function of CS—as a communicative bridge and as an instructional scaffold. Studies such as those by Jegede (2024) and Gahramanova (2024) underscore its role in promoting cultural identity, reducing learner anxiety, and facilitating understanding of complex linguistic forms. Empirical work further supports that moderate and purposeful CS use strengthens learning outcomes, whereas excessive reliance may hinder students' immersion in the target language.

The review also emphasises scaffolding as a foundational pedagogical approach that aligns closely with the functions of CS. Li (2021) and Ramaila (2025) show that effective scaffolding requires teacher expertise, flexibility, and training to adapt support to student needs. Code-switching complements scaffolding by offering immediate linguistic support while gradually fostering learner autonomy. Studies by Tolipjonova (2025), Jabbar (2025), and Aziz et al. (2023) collectively indicate that when CS is used strategically, it enhances comprehension, participation, and learner confidence; however, challenges remain, including overuse, inconsistent teacher practices, and policy restrictions.

From the Bangladeshi perspective, code-switching is prevalent across both formal and informal contexts, reflecting socio-cultural, educational, and global influences. Research by Surovi

(2022), Ahmed et al. (2024), and Kamal and Roy (2024) demonstrates that teachers and students generally perceive CS as beneficial for simplifying instruction, improving vocabulary acquisition, and reducing emotional stress. Yet, concerns about its long-term effect on English proficiency and native language preservation persist. Despite its ubiquity, policy frameworks in Bangladesh still discourage CS, creating a mismatch between classroom realities and educational directives.

Finally, the literature identifies clear research gaps, particularly regarding primary-level ESL contexts in Bangladesh. While prior studies have focused mainly on tertiary education or digital communication, little is known about how primary teachers use CS as a scaffolding technique. There is also a lack of qualitative insight into classroom processes, teacher decision-making, and long-term developmental impacts. Addressing these gaps, the present study aims to explore how Bangladeshi primary school teachers employ code-switching as a structured scaffolding tool to support early English language learning while maintaining students' first-language competence.

Chapter 3

Methodology

3.1 Introduction

The methodology chapter outlines the overall design and procedures the researcher intends to follow to investigate the role of teacher code-switching as a scaffolding tool in primary ESL classrooms. The study adopts a qualitative research design to gain an in-depth understanding of teachers' classroom practices, perceptions, and the reasoning behind their use of code-switching to scaffold learners' comprehension and participation. Unlike quantitative approaches that rely on numerical data, qualitative research provides richer, more descriptive insights into social and classroom phenomena, making it the most appropriate choice for this study.

The researcher has employed purposive sampling to select five primary school ESL teachers with substantial experience teaching English at the elementary level. This sampling method is chosen to ensure that participants are knowledgeable about the phenomenon under investigation and can provide valuable insights into their code-switching. Data have been collected primarily through semi-structured interviews with teachers, which have allowed flexibility for probing deeper into participants' responses while maintaining a focus on the research objectives. In addition, classroom observations have been conducted to examine real instances of code-switching, the context in which it occurs, and its effectiveness in scaffolding student learning.

The gathered information has then been analysed by theme to identify common patterns. The teacher's perceptions are related to classroom practices and interconnections. Whether or not a child is exposed to the application of the law in its early years is an important determinant of his/her future. Not to generalise the findings to all of the contexts, but to offer a rich, conditional examination of how code-switching can be used as an instructional tool in primary schools. ESL classrooms. With this approach, the researcher has been able to reveal both the advantages and the setbacks of code-switching, contributing to the general discussion on teaching approaches in multilingual classes.

3.2 Research Design

This study employs a qualitative exploratory design to understand the various aspects and complexities of the research. Knowledge of the natural behaviours of classroom teachers, as well as ideas behind such behaviours. Qualitative research can be particularly appropriate for studying human behaviours and real-life social practices (Creswell, 2013). Because the emphasis is not on measuring or quantifying code-switching but on understanding its purposes and educative relevance in primary ESL classrooms, such measurement and quantification are not pertinent to this research harmonisation. The qualitative direction has assisted the researcher in feeling the contextualised richness of teacher-student interactions.

The study is interpretive in nature and grounded in a constructivist paradigm, which assumes that knowledge is socially constructed through interaction. This aligns with Vygotsky's Sociocultural Theory, the theoretical framework guiding the study. The findings have been derived from observations of authentic classroom practices and in-depth interviews, allowing for a holistic understanding of code-switching as a teaching strategy.

3.2.1 The Qualitative Paradigm and Its Philosophical Assumptions

Gleeson (2021) postulated that, according to Creswell, research design is influenced by the researcher's philosophical assumptions and ideas about the world. These assumptions shape ontology, epistemology, and research paradigms. Among the different paradigms, the researcher has chosen interpretivism to examine the effectiveness of feedback on Bangladeshi primary school students' writing skills. The idea behind interpretivism is that reality is different for each person and is shaped by society. Which is, we might relate to someone's reality through their experience of it; this experience might differ from the perspective of someone else, depending on the person's background and social perspectives (Understanding Pragmatic Research, n.d.). Various individuals in a community view and understand the exact same "objective" situation in a variety of ways, and many circumstances affect their actions (Nickerson, 2022). The philosophical assumptions below are drawn from Creswell et al. (2007, p. 17) table of "Philosophical Assumptions with Implications for Practice."

Research Paradigm	Philosophical Assumptions			
	Ontology	Epistemology	Axiology	Methodology
Interpretivism	There can be different perceptions of the effectiveness of feedback in writing skills.	Understanding the effectiveness of feedback which can vary from person to person.	The discussion will cover the researcher's values and perceptions, as well as participants' interpretations.	Qualitative Multiple Case Study Approach.

As noted by Creswell et al. (2007), ontological assumptions shape how different participants in a study perceive reality. Junjie and Yingxin (2022) explained that, according to Lincoln and Guba, interpretivism acknowledges multiple social realities and suggests that reality is fixed yet constructed by individuals and is context dependent. In this study, the researcher has analysed in-depth interviews to examine how primary ESL teachers use code-switching as a scaffolding tool in class (RQ-1). The analysis of the teachers' interviews shows their perceptions regarding the effectiveness of code-switching in supporting English language learning (RQ-2).

The second assumption is epistemology, which explains how human interpretations and social interactions construct knowledge, postulated by Denzin & Lincoln (Gobo, 2023). Interpretivism asserts that the information is flexible and produced by individuals within certain settings. In this research, the idea is that the effectiveness of feedback and the use of different methods for it are subjective and can differ from person to person. So, the researcher might engage with teachers through in-depth interviews to understand how they develop their feedback techniques. The third assumption is axiology, which defines that values play a significant role in research and should be identified and accounted for, according to Denzin (Edelheim et al., 2022). Interpretivism recognises the existence of values and ethics in research. It acknowledges that the researchers and participants contribute their own views and viewpoints to the study. In this study, the researcher is open about personal values and recognises the positive effect of data interpretation values. The last assumption is the methodology: for conducting the study, the researcher has followed a qualitative approach. In the study, the researcher has involved in-depth interviews. So, this has helped the researcher to gain rich, context-dependent data which aligns with the interpretive nature of the research paradigm.

3.3 Research Setting and Participants

The research was conducted in a school located in Banasree, Dhaka, Bangladesh, where English is taught as a compulsory subject at the primary level. The school is a private institution which ensures a diversity of classroom settings.

The participants consist of five English language teachers currently teaching English to students in grades 1 to 5. These teachers are selected based on the researcher's preliminary knowledge or consultation with school authorities, who use code-switching as part of their regular teaching practice. All participants have been informed about the nature of the research and have voluntarily agreed to take part.

3.4 Researcher's Role

In qualitative research, the researcher plays a central and active role as the primary instrument of data collection and interpretation. For this study, the researcher has served as both an observer and interviewer, ensuring that data is collected in a systematic, ethical, and respectful manner.

As an interviewer, the researcher has conducted semi-structured interviews with participating teachers, guiding the conversation with prepared questions while also allowing flexibility for participants to elaborate on their experiences and perspectives. The researcher's role here is to listen attentively, probe for clarification when needed, and create a comfortable environment in which participants feel confident sharing their authentic views.

As an observer, the researcher has attended ESL classes to document how teachers use code-switching as a scaffolding tool. This requires the researcher to remain non-intrusive, avoiding any disruption to the natural flow of the classroom. Detailed field notes have been taken, focusing on the context, frequency, and purposes of code-switching instances.

In addition, the researcher acknowledges their subjective position within the study. Personal biases, prior knowledge, and assumptions about code-switching may influence interpretations; therefore, reflexivity will be maintained throughout the research process. This means the researcher has

continuously reflected on their own role, decisions, and possible influence on data collection and analysis.

Overall, the researcher's role is not only to collect and analyse data but also to ensure that participants' voices are represented truthfully and ethically, thereby producing findings that are both credible and meaningful for the field of ESL teaching.

3.5. Selecting The Participants

A qualitative sample plan includes the number of observations, interviews, focus group discussions, or cases necessary to collect thorough and substantial data that significantly contribute to the research findings. For the purposes of the study, the researcher has adopted a purposive sampling technique (Patton, 1990, as cited in Nasheeda, 2022), which involves selecting participants based on specified criteria relevant to the study subject. The purposeful sample size is defined by theoretical saturation (Nasheeda, 2022). To continue this study, the researcher has applied specific criteria for participant selection.

The participants in this study should be teachers from Bangladeshi English-medium or English-version schools.

The participants should be English teachers.

They also had to know what code-switching and scaffolding are.

Teachers must be willing to complete the study.

3.5.1. Participants Profile

The researcher has purposively selected four participants from a Bangla-medium primary school for the interview. Participants profile –

Teacher's Name (Used pseudonyms)	Age & Gender	Educational Qualification	Teaching Experience	Teaching
Mala	45, Female	M.A. in English Literature	14 years	6 to 10

Chaya	24, Female	Graduated in English Literature	2 months	playgroup, nursery, class 2,3 and class 5
Soha	27, Female	B.A. , Major in History	7 months	up to Secondary level
Himu	25, Female	English Linguistics from North South University	6 months	Class 8, 9, and 10 but sometimes I also take classes of 5,6, and 7
Rita	25, Female	Now doing M.A	4 years	Most of the time have taught little kids but taught adult learners too

3.6 Sampling Technique

Purposive sampling has been utilised as the sampling method, a non-probability method in which participants are chosen either with respect to or because of a particular criterion of interest to the research purpose. In this regard, the criteria are:

1. Instruction in the English language at the elementary level.
2. At least one year of experience in teaching.
3. Frequent application of code-switching to classroom teaching.

Purposive sampling can be applied because sampling is not aimed at making inferences to a wider sample; instead, in-depth insights into information-rich cases will be sought (Patton, 2002). The choice of five teachers provides easy-to-manage yet diverse data to collect, enabling a more focused analysis of patterns and themes in code-switching practices.

3.7 Data Collection Methods

To obtain a comprehensive understanding of how teachers use code-switching as a scaffolding tool, multiple data collection methods have been employed, ensuring triangulation and enhanced validity.

3.7.1 Classroom Observations

Each teacher has been observed during their regular English classes, depending on school permission and teacher availability. Observations have focused on identifying instances of code-switching and the purposes they serve. A structured observation checklist has been used to note:

- i. When code-switching occurs,
- ii. The function of the switch (e.g., explaining, managing, encouraging),
- iii. Students' responses to it.

Additionally, field notes will be maintained to capture the classroom atmosphere, teacher gestures, tone, and student behaviour. If allowed, observations may be audio-recorded to improve data transcription and analysis accuracy.

3.7.2 Semi-Structured Interviews with Teachers

After observations, semi-structured interviews were conducted with each of the five participating teachers. The interviews have allowed teachers to reflect on their language choices, share the rationale behind their code-switching, and express their beliefs about its benefits or drawbacks. The use of open-ended questions has enabled rich, descriptive responses. Interviews have been conducted in either English or Bangla, depending on the participants' preference, and have lasted around 30–40 minutes. All interviews have been audio-recorded with consent and later transcribed for thematic analysis.

3.8 Research Tool Development

A semi-structured interview questionnaire has been used as the main research instrument in this study. It has carefully selected the complex, situation-specific information necessary to investigate how Bangladeshi primary ESL instructors use code-switching as a scaffolding technique. This method is consistent with the qualitative character of the study, allowing flexibility to explore emergent themes related to teachers' pedagogical decision-making, classroom practices, and perceptions of code-switching within Vygotskian scaffolding frameworks. This enhances the credibility and depth of the findings.

The study's research aims and questions, which focus on the roles, trends, and difficulties of code-switching in primary ESL classes, served as the basis for the methodological development of the questionnaire. The questions are designed to be straightforward, unambiguous, and non-leading, focusing on key topics such as teachers' language skills, their encounters with linguistic discrimination or policy restrictions, their experiences with code-switching during instruction, and their recruitment into ESL teaching. Open-ended questions, such as "Can you describe a lesson where you switched between Bangla and English, and why?" promote thoughtful, in-depth answers without prejudicing participants.

The tool has been created in straightforward, understandable language, utilising both English and Bangla (bilingual format), mirroring users' primary linguistic repertoires in Bangladesh's multilingual setting to ensure accessibility and comprehension. This dual-language strategy maximised response quality and inclusivity by ensuring that all primary school teachers, regardless of their English proficiency levels, could fully comprehend and respond with ease.

The questionnaire emphasised relevance and credibility through stringent validation procedures, as it is a qualitative tool. Three primary ESL teachers from comparable settings participated in the pilot testing; their comments revealed unclear wording and unduly complicated items. The questions are improved for clarity and focus through revisions based on this feedback, removing repetition while maintaining consistency with the study objectives.

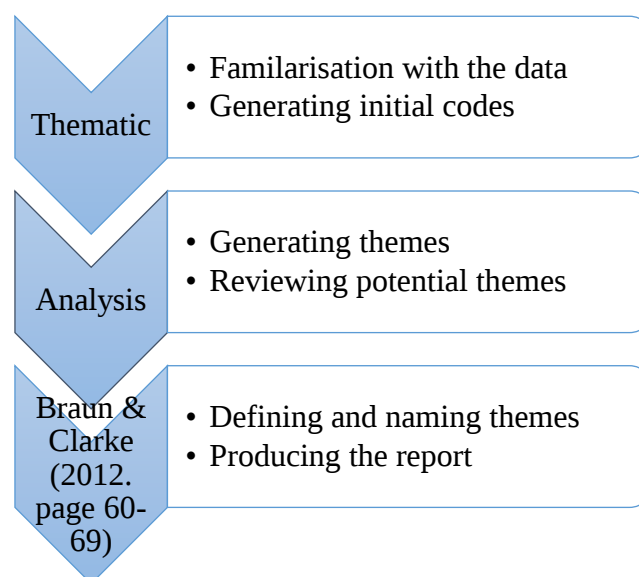
The tool is designed with ethics in mind from the beginning. Non-judgmental language regarding code-switching techniques or instructor competency has been avoided in formulating the questions. Participants' choice to skip questions or withdraw at any time was explicitly stated, and participation was presented as completely voluntary. Non-identifiable coding of replies ensured anonymity, building confidence and promoting open disclosures necessary for genuine qualitative data.

3.9 Data Analysis Framework

Thematic data analysis has been viewed as an important qualitative data analysis method (Braun & Clarke, 2019, as cited in Byrne, 2021). For this study, the researcher has adopted the thematic data

analysis suggested by Braun & Clarke (2006). This framework offers a practical technique for thematically evaluating qualitative data based on research questions. It includes both reading and becoming familiar with the narratives received through interviews and then presenting the study's findings (Byrne, 2021). There are six steps of thematic analysis-

The first stage involves being acquainted with the data, which includes examining interview transcripts, making observations, and participating in focus group discussions. The second phase describes the procedure for performing basic coding (Byrne, 2021). To complete this stage, the researcher has used a methodical strategy to organise the data in a way that allows for the consideration of information in smaller, significant chunks. The third part of the data analysis technique involves producing themes by examining how codes are used to develop broad themes within the collected data. During the fourth phase, the researcher examined the identified themes and worked to further refine the preliminary themes revealed in the third phase. The final step mainly involved integrating the themes and examining their relationship to each study topic (Braun & Clarke, 2012, pp. 60-69).



3.10 Data Analysis

The data collected from classroom observations, field notes, and semi-structured interview transcripts have been analysed using thematic analysis, a widely recognised qualitative method that enables researchers to identify, analyse, and report patterns (themes) within data. This study has followed the six-phase approach proposed by Braun and Clarke (2006), which includes:

Familiarisation with the data – The researcher has begun by transcribing all interviews and reviewing observation notes multiple times to immerse themselves in the data. This stage involves reading and re-reading the material to gain an overall understanding of the content and context.

Creating initial codes - The relevant aspects of the data have been coded across the full data set. Coding will revolve around identifying teacher code-switching, its causes, and its perceived impact on students.

Seeking themes: After the data has been coded, the researcher has identified themes. code extracts into possible themes that point to general patterns about the research, such as facilitating comprehension, maintaining classroom control and so on. Creating a common ground across cultures. transverses cultures.

Themes reviewing: Themes have been revised and refined to ensure they are faithful repositories of the data, including (but not limited to) merging, splitting, and disposing of themes based on their consistency and importance.

Defining and naming themes: The researcher has given each theme a definite meaning. Obviously, presenting the scope of its dimensions, its relevance to the research aims, and the data in its favour. This has helped build a story around the data.

Creation of the report -Finally, a centralised and concerted analysis. It will be composed of a research article with data extracts and will be situated within the literature and theory. Both inductive (data-driven) and deductive (theory-informed) coding methods will be employed. Inductive coding will allow new insights to emerge from the data, while deductive coding will be guided by the Sociocultural Theory of Learning (Vygotsky, 1978) and concepts of scaffolding and code-switching in ESL pedagogy.

3.11 Ethical Considerations

There will be no discrepancies with the ethical standards of research. The field researcher will do everything possible to ensure that the research processes will not compromise the rights or well-being of the participants.

The main researcher will also provide a comprehensive participant information sheet to each teacher participating in the study, outlining the study's purpose, the data collection process, potential advantages and disadvantages, and participants' rights. Consent from all participating teachers will be obtained via written informed consent. As the research will occur in primary classrooms, school authorities will also consent to the study, and, if permission to observe students is required, it will have to be given by parents.

Participants will be explicitly informed that their participation is voluntary and that they may withdraw from the study at any point without any adverse consequences. To ensure some confidence, the transformation of names will be confined to transcripts, reports, and publications. The data will be de-identified. Also, all digital files will be kept surreptitiously on a password-protected device, and hard copies will be kept in a locked cabinet.

The data will only be utilised for academic purposes, such as thesis writing and any future publications, without identifying the exact participants in the research.

3.12 Ensuring Trustworthiness

To enhance the quality and credibility of the research findings, the study will implement strategies based on Lincoln and Guba's (1985) framework for ensuring trustworthiness in qualitative research. The following are the four components of this framework:

Credibility: Credibility will be achieved through extended contact with the research setting and participants. Triangulation of data will be facilitated by employing multiple data collection sources, including observations, field notes, and interviews, which contribute to a high level of interpretive accuracy. To further reduce the effects of bias, the preliminary findings will be shared with the participants through a member-checking process to ascertain that their views are accurately represented.

Transferability: To facilitate the transfer of the research findings to other settings, the study will include thick, rich descriptions of the research setting, providing in-depth detail on the school environments, participants' backgrounds, classroom dynamics, and examples of code-switching. These descriptions will allow readers to assess how applicable the findings are to other related settings.

Dependability: A descriptive audit trail of the research procedure, data collection process, decision-making process, coding production and theme elaboration will be generated. This clear documentation will enable others to understand how the investigations were conducted and to assess the validity of the findings.

Confirmability: The researcher will use a reflective journal to document his personal thoughts, assumptions, and decisions in the research process. The journal will contribute to the recognition and reduction of researcher bias, thereby ensuring that the results are grounded in participants' views rather than the researcher's bias.

Chapter 4

Findings

4.1 Introduction

Bangladesh had five primary and secondary English language educators. The use of code-switching (L1, Bengali) as an analytical focus in this chapter was the instructional support provided by teachers in ESL classes. The following findings relate to the discussion of theoretically grounded sociocultural theory (Vygotsky, 1978), and the key themes identified in the literature review are the pedagogical purposes of code-switching, its advantages and disadvantages, teacher attitudes and practices, and, in Bangladesh, contextual limitations. The trends in the data are addressed; similarities and distinctions among the participants are brought into the limelight, and the implications of the data for policy and teaching are discussed.

4.1.1. Occurrences and Situations of Code Switching

In interviews, the teachers said that they regularly used Bengali in English lessons, but they differed in the frequency of and the activity they switched. Mala told that she has to speak Bengali to certain students of specific versions of Bangla and that even those students who use English versions need to be explained in Bangla on hard terms, she said, “I have to use Bengali often for some specific Bangla version students but as for English version students, they understand English well, though I need to explain terms in Bangla for better understanding.” Chaya also related that she applied Bengali strategically in lessons, particularly with the beginners as well as younger students in play group to class 5, she said, “I do use Bengali strategically during English lessons. For example: When I teach vocabulary, I frequently give Bengali equivalents to clarify the meaning.”

I have started using code-switching because I recognised that it reduces cognitive load, especially for beginner students. It also helps make connections between the unknown structures in English and students' prior knowledge of their own languages. Additionally, I feel it builds trust—when students see that I am acknowledging their home language, they feel recognised and valued.”

According to teachers’ descriptions, the most common situations in which Bengali is used are during whole-class explanations, grammar instruction, and vocabulary instruction, and less often during speaking practice or when teachers deliberately preserve an English-only section. When explaining the reasons behind the use of Bengali to explain instructions and grammar. Himu said, “I do so because I think that in cases of the speaking activity, then English is more required, meaning that my language choice changes based on the goals of the task.” Rita also mentioned that she tries to speak English most of the time but then changes to Bangla due to some special kids which indicates that the code switching is not done in a consistent manner but rather based on the needs of the students, she said, “I try to talk in English most of the time but sometimes I also use Bengali for some special kids. For example, I translate English into Bengali and also take steps to help the kid understand better. There is a kid in my class who never understands English, for whom I always translate my words, and there is another kid who never understands Bengali. So, situation-wise, I use code-switching.”

4.1.2. Pedagogical Purposes of Code-Switching

One of the most striking findings in the data is that teachers use Bengali to explain unfamiliar words, elaborate on complex ideas, and ensure that instructions are understood. For example, Chaya told me that when explaining new words, she often just provides Bengali translations to convey meaning, using the word “reluctant” as an example so that a concept can be easily understood. She said, “I do use Bengali strategically during English lessons. For example:

When I teach vocabulary, I frequently give Bengali equivalents to clarify the meaning.” Mala responded that she primarily speaks Bengali when describing concepts but uses English for other tasks in the classroom, which suggests a line between the two languages, with roles split. She said, “While explaining concepts, I mainly use Bengali, and for other purposes I use English.”

Teachers also reported using Bengali to make grammar rules more understandable and to facilitate writing. Chaya said that she used for explaining grammar rules (English terms can be too technical), explaining or clarifying instructions (when working in a group and doing assignments), she said, “Employing Bengali in several ways- Explaining grammar rules: Especially if English terms feel too technical; Explaining or clarifying instructions: For example, for group work or writing assignments; Redirecting behavior: Gentle reminders, like “ekhon lekha shuru koro (now start writing.)”; Making connections: Common casual”

Himu also observed that she speaks Bengali when writing instructions in board and when explaining the concepts of grammar and summary writing which means that L1 is a step towards fewer difficulties and allows students to process multi-stage activities, she said, “There are some ways like whenever I try to write something in board, I give instructions about the writing part, to make it seem easy, I use Bengali. Also, to explain concepts of grammar and summary writing, too, I use Bengali.”

4.1.3. Code-Switching Classroom Management and Behaviour

Another evident role of code-switching in classroom management is to divert behaviour and keep students on track. Chaya emphasised using the Bangla language to redirect behaviour using soft reminders like reminding students in Bangla to begin writing, which she believes is more immediately constructive with young students, and she said with examples, “The environment of classes convinced me that Bangla was more immersive. Gradually, I realised

that strategically using Bengali could facilitate understanding and engagement, especially with younger or less confident learners. Research into translanguaging and student feedback makes me think differently. I've also learned how to balance it: using Bengali to support English instruction rather than replace it. The change is almost instant. The students' faces light up, and they start to act differently. For instance, during a lesson about figurative language, I explained "simile" using Bengali: "Simile mane holo tulona— 'She is like a rose' mane holo 'shey ekta golap ful er moto'." Students began creating their own similes with enthusiasm." Soha reported managing behaviour by using Bengali and explaining the concept, indicating that L1 is a cognitive and behavioural regulation tool.

Teachers reported that Bangla helps them handle mixed-proficiency and large classes and, in the process, resolve confusion and get students back on track. She gave reports in classes of Himu with 30-40 students, where she uses Bengali with English, students actually listen and get the lesson better, so this suggests that code-switching does decrease off-task behaviour due to misunderstanding. Rita provided examples of children who simply do not speak English and thus need to be translated into Bengali and use gestures, which means that, in the absence of L1 assistance, such learners would tend to become completely inattentive to education, she said. "It depends on the needs of the students and the situation. I try to speak English most of the time, but sometimes I also use Bengali with some special kids. For example, I translate English into Bengali and also take steps to help the kid understand better. There is a kid in my class who never understands English for whom I always translate my words, and there is another kid who never understands Bengali."

4.1.4. Favouring Understanding and Engagement

Code-switching enhances instant comprehension and the desire to participate, which all teachers testified students would have, particularly among weaker, shy, or younger students.

When Mala changes the language to Bengali, she notes that students are now more engaged since it is their native language, and she feels that this extra effort has enabled them to seek to speak more English with time, like she said, “using Bengali actually makes my students more engaged as it is their mother tongue.” Students, according to Soha, respond more favourably when she speaks in Bengali, which she attributes to clearer understanding and greater willingness to answer questions.

Chaya gave extensive examples of how code-switching enhances classroom engagement. In a lesson on figurative language, she defined the term “simile” using a Bengali paraphrase and example, after which students began creating their own similes with great energy, which proves that even difficult tasks in English can be opened up with L1 explanations. She explained, “The environment of classes convinced me that Bengali was more immersive. Gradually, I realised that strategically using Bengali could facilitate understanding and engagement, especially with younger or less confident learners. Research into translanguaging and student feedback makes me think differently. I have also learned how to balance it: using Bengali to support English instruction rather than replace it. The change is almost instant. The students’ faces light up, and they start to act differently. For instance, during a lesson about figurative language, language, I explained “simile” using Bengali: “Simile mane holo tulona— ‘She is like a rose’ mane holo ‘shey ekta golap ful er moto’.” Students began creating their own similes with enthusiasm.” The phrases that Himu narrated were in Bengali, which she said helped students comprehend the meaning a little better, and she observed that when students felt they had mastered the concept, they became much more engaged.

4.1.5. Gradual Reduction of L1 Scaffolding Toward English Independence

Some of the teachers explained that code-switching was a temporary scaffold, and they were planning to use less and less Bengali as time progressed and the students became confident and

competent enough. Chaya specifically described Bengali as not a language of permanence but a language of transition, and said that, initially, it is used to explain things and reduce anxiety, but that, over time, as students understand, they can be independent. She said that she reduced her contributions to the Bengali language and only demands organised answers in English. This is an intentional transition of high local level L1 support to low, she explained elaborately, “To scaffold independence, the linguistic balance shifts over time. In the beginning, Bengali serves as scaffolding that helps students explain concepts, clarify instructions, and reduce anxiety. As students realise their independence, I lower my Bengali input and expect structured responses in English only. Bengali is a transitional language, not a language of permanence. It helps students internalise meaning before they can independently express it in English. Bengali is especially useful in similarity is grammatical lessons: Frequently, abstract grammatical rules will require examples in the student’s native language.”

Himu also talked about how she would gradually transition students to using more English, so that, as students begin using English, she would attempt to correct them by speaking English when they talk in Bengali or use the language incorrectly. Rita said that when she thinks that the students get too comfortable in speaking Bengali and not trying to speak English, she makes active attempts to reintroduce more English and remind the students to speak English, meaning that she is playing a game of support and challenge, she said, “I motivate all their little tries and sometimes encourage them by sending small video clips to follow and tell them to prepare their lessons and talk about them and I will send videos of them to their parents which really encourage them.” Soha has summarised her approach as step-by-step, scaffolded, and practised, with Bengali as a supportive component, with the overall aim of increasing independence in English rather than becoming permanently dependent on L1.

4.1.6. Benefits of Code-Switching That Are Perceived

Five teachers reported various advantages of using Bengali alongside English, especially in the areas of understanding, emotional support, and inclusion in the classroom. Among the positive effects noted by Chaya were a rise in understanding, a decrease in anxiety, and an increase in participation, which she supplemented with the observation that lessons seem more culturally relevant when the Bengali language is included. She also noted that students are able to relax and participate more when they feel their home language is recognised, and she linked this to increased trust and a safer learning environment. To say about benefits, she said, “Benefits are: Increased understanding: Students understand new, difficult concepts more quickly. Less anxiety: This is especially important to shy or struggling learners. More participation: Students may feel more willing to contribute. Cultural relevance: Lessons feel closer to their lived experiences.”

These benefits were replicated by other teachers. Soha claimed the students are more relaxed, more appreciative when she teaches in Bangla. She said, “Mostly beneficial. Bangla helps them to understand better.” Himu said the students are happy because they can understand the lesson better and relate to it; she said, “Students actually feel happy when I use Bengali in the classroom as they can understand and relate with the lesson more that way.” Rita talked about her students often as being quite comfortable when she switched to Bangla, and that she encouraged the weaker students in both English and Bangla by allowing them to think and do better on their own. Even Mala, who is more sensitive to code-switching, admitted that teaching in Bengali helps students who are weak or average gain some knowledge, but she is concerned about its impact on more advanced students.

4.1.7. Perceived Threats and Difficulties

Most of the teachers expressed concerns about overreliance on Bangla, although they acknowledged the advantages and the impact on the long-term acquisition of English. Soha noticed that although Bangla aids them in comprehending more, it also makes them lag in the long run, meaning that learners may be less ready to engage productively in the English language. Chaya was concerned about dependence, and she elaborated that some learners might hold on to the Bengali explanation instead of processing the information in English on their own. She explained, “Challenges are like, Dependence: Some learners may be waiting for Bengali explanations, rather than attempting through English. Balancing: It’s difficult to provide support while keeping students involved in immersion. Differences in ability: What is supporting one of the learners may not be as effective for another.”

Rita provided some real-life illustrations of this dependency. She said that students appeared to lose motivation to speak English when they became too accustomed to Bangla and seemed relaxed, which led her to insist on using English and to remind students of what was expected. Mala further thought that although there is no adverse impact of code-switching on poor or average students, the same would affect genius learners as well, meaning that high-level learners could be lagging behind if they use too much Bengali. These remarks show that teachers have been aware of a conflict between immediate clarity and long-term immersion. Like she said, “Actually, it does not affect much. For weak students or average students, it does not affect but it affects the brilliant students. Challenges are always there as English is not our national language, though the students understand what I am saying, but in their turn to speak, they cannot talk fluently or without fear.”

External pressures were also noted as a factor that made teachers struggle to choose a language. Both Rita and Himu had said that school officials are pressuring teachers to speak English and occasionally enforcing a ban on Bengali signs, whereas parents usually demand high

performance in English but do not provide enough practice at home. Chaya mentioned the school policies that promote the use of the English language and the expectations of parents that the use of the language will make the students fail in their English language learning, and therefore justified her action by citing the progress made by students and then gave clear limits at which she would use the language. She elaborated, “Challenges I face regarding language use in English classroom are- School policies: Some schools prefer English-only instruction; Parent expectations: Parents worry that students’ skills in Bengali are hindering their ability to learning English; Curriculum expectations: Exams and assessments are conducted in English; and Internal struggles: I sometimes worry if I’m striking the right balance.”

4.1.8. The Variations in the Beliefs Regarding Code-Switching

Even though every teacher applies code-switching, they vary in the extent to which they promote it as a pedagogical resource. On one end, Mala said that code-switching is not that essential and it is less important in our classes, which indicates a view that the English language should be the major and the less possible use of Bangali, she said, “In my opinion, Code-switching is not that necessary, and it should be less in our classes.” Soha, when asked about it, said she was not really a fan of it; however, yes, it helps, which indicates she is not a great proponent but pragmatically agrees with it. She said, “Not really a fan of it. but yes, it is helpful.”

Chaya and Rita expressed positive views on code-switching as scaffolding at the other end as well. According to Chaya, she sees code-switching as a resource she uses in her teaching practice, not as a compromise, and refers to it as a form of cognitive scaffolding that respects students’ linguistic identities and helps them transition to English proficiency. Chaya explained, “I see code-switching as a resource in my teaching practice, not as a concession. Code-switching is a form of cognitive scaffolding that honours students' linguistic identities

while supporting their shift toward English proficiency. When used effectively, it can foster confidence, improve understanding, encourage bravery and also build an inclusive environment.” Rita concluded that code-switching is indeed a very useful tool for scaffolding and, at the same time, an important tool for learners at all levels, arguing that teachers and parents should encourage learners positively and never discourage them from using Bengali. Rita said, “I think code-switching is a really useful tool for scaffolding and also important for all levels of learners. As Bengali is our mother tongue, everybody is used to it, and we should never prioritise learners like they have to speak in a British accent and all. Teachers and parents should motivate learners positively and never discourage using Bengali.” Himu’s position is also quite comprehensive. She claimed that code-switching actually benefits students’ scaffolding and focused on the importance of making lessons comprehensible. She said, “I find code-switching a useful tool in the classroom. It actually helps students with scaffolding.”

These variances imply that teachers’ underlying philosophies range from wary, limited use of code-switching to firm, firm support, with most weighing the benefits and perceived risks of dependence and institutional demands.

4.2. Conclusion

The results indicate that the five primary ESL teachers involved are all code-switchers who apply code-switching to some degree and with some confidence. Bangla is most frequently used when discussing complex words and grammar, clarifying instructions, and organising behaviour in the classroom, particularly with younger and weaker students.

Teachers have consistently reported that students understand the material better in the moment, feel less anxious, and participate more when instruction is supported by Bangla, and many have said that students are more engaged, comfortable, and happy in this case. Concurrently, they complained that excessive dependence on the Bangla language will retard long-term English

growth and dependency, especially among students with higher achievements, and they are pressured institutionally and by parents to learn English first. In general, teachers view code-switching as a pragmatic scaffold to be used when needed and, over time, at least by some, eliminated as a bad habit, and, at best, as a full-scale panacea in multilingual classrooms.

Chapter 5

Discussions

5.1. Introduction

The discussion shows that teachers' code-switching in a primary ESL context mostly serves as deliberate scaffolding that complements, but also nuances, the trends outlined in the literature. Concerning two research questions, the data indicate that teachers apply Bangla systematically to facilitate the understanding, engagement, and classroom management (RQ-1), and both teachers and students tend to think that the specified approach is beneficial, though in the future, they also see the risks of its overuse as possible (RQ-2).

5.2. RQ-1: The Role of Code-Switching as Scaffolding by Teachers

5.2.1. Scaffolding within the ZPD

The results that teachers switch to Bengali to explain new ideas, words, and task requirements closely reflect the idea of scaffolding as temporary support within learners' Zone of Proximal Development. According to the teachers, they would shift to L1 when facial expression, silence, or misunderstandings indicated that students were unable to continue working independently and would then switch to English once they could grasp the meaning, which is reminiscent of Vygotskian descriptions of how to adjust support based on the needs of learners (Ertugruloglu et al., 2023). The pattern confirms the separation between the explanation of expert-like scaffolding mixing and the hints and activities of open-ended use and less flexible usage, as suggested by Li (2021, summarised in the literature review), since many participants stated that they steadily decreased Bengali input as the students gained confidence.

Simultaneously, the data indicate that scaffolding is not necessarily premeditated; rather, it tends to emerge spontaneously, according to one of the teachers, through moment-to-moment

diagnosis of understanding. Such an impulsive, spontaneous nature is echoed in classroom-based research projects that define code-switching as an interaction-based resource rather than a scripted method (e.g., Jegede, 2024; Gahramanova, 2024). Nevertheless, a subset of the participants confessed to noticing the rate at which they discontinued the use of Bangla systematically, which implies that in reality, the scaffolding fade-out as outlined in the literature (Ertugruloglu et al., 2023) might not be even.

5.2.2. Pedagogical Roles: Understanding and Management of Tasks

The most common use of Bangali is when teachers unpack vocabulary, grammar rules, reading texts, and instructions, aligning with international practice, where code-switching in the classroom makes content more accessible in multilingual classrooms. Similar pedagogical functions, including explaining difficult concepts, giving equivalents, and linking the new L2 forms to the previous knowledge of learners, have been recorded in studies in Pakistan, Malaysia, and Nigeria (Mahmoudi & Zarei, 2022; Murad et al., 2024; Nawaz, 2023; Elias et al., 2022; Jegede, 2024). The examples provided by the teachers, such as translating the word *reluctant* into Bengali with a contextual paraphrase or describing the steps of summary-writing in the L1, would fit the distinction between the procedural scaffolding (explaining the instructions, sequencing tasks) and epistemic scaffolding (linking new concepts with the known ones) by Adder (2020).

Another highly prevalent role in data was classroom management, where teachers spoke Bangali to correct behaviour, get attention, or quickly clear the air in a large or mixed-ability classroom. This correlates with research that codes the functions of code-switching in the light of knowledge building and management, where L1 is used to change the subject, regulate behaviour, and keep the lesson advancing without information loss (e.g., code-switching by teachers as documented in Malaysian and bilingual-program settings). Class sizes and

differences in proficiency levels enhance the management role in this context, highlighting the local limitations within which the theory is applied.

5.2.3. Emotional Encouragement and Involvement

The results, which show that learners seem to be more engaged, more comfortable, and more willing to respond after using Bangali as an aid, are highly consistent with the literature, which demonstrates that the affective impact of code-switching is beneficial. Articles reviewed in the research, including Mahmoudi and Zarei (2022) and Wang and Chen (2021), have suggested that the prudent use of L1 can be associated with decreased anxiety levels, reduced cognitive load, and a more receptive overall environment. The same trends are described in research by Nawaz (2023), who investigated code-switching in Pakistan and reported that students associated L1 elucidations with greater engagement and self-confidence.

The primary-level data provide further detail on the functioning of this affective dimension by revealing how this component can work with a group of young children who might not have the metalinguistic capacity to express their emotions but are more responsive and joyful when Bengali is identified. The notion that code-switching is effective in encouraging shy or weaker students to open up by teachers is consistent with Asian and African research that code-switching is useful in inclusive education and identity affirmation (Jabbar, 2025; Jegede, 2024; Gahramanova, 2024).

5.2.4. Finding the Balance Between Support and Immersion

Although there were advantages, some teachers expressed concern that the widespread use of Bangla could reduce exposure to English and even slow students' fluency, particularly among the brilliant or more advanced ones. This is also in line with the review's alert that excessive use of L1 might hinder the practice and use of L2, a conflict that has been observed in both Bangladeshi and international academic literature (Ahmed, 2022; Surovi, 2022; Aziz et al.,

2023). The narrative of teachers of students getting too relaxed and expecting things to be explained in Bengali illustrates how easily that over-reliance can develop, as Nawaz (2023) and others have warned, where a scaffold can easily become a crutch unless it is gradually removed.

The difference between context and comprehension is that this balancing act is presented under institutional pressure to enforce English-only practices explicitly: according to teachers, authorities, and some parents, schools ask them to reduce the use of Bengali, although classroom realities require adaptable language use. This is identical to the policy-practice gap observed in the research gap section, whereby effective national or institutional discourses tend to advance monolingual English-language policies, whereas educators in practice adopt bilingual practices to develop practical, viable solutions.

5.3. RQ-2: Perceptions Towards Code-Switching of Teachers and Students

5.3.1. Positive Attitudes Toward Code-Switching

Overall, teachers' attitudes towards code-switching reflect a mostly positive but conditional stance, as explained in the world literature. Similar to teachers in Malaysia, Nigeria, and Azerbaijan, where code-switching is perceived as a valuable pedagogical tool rather than a weakness (Elias et al., 2022; Jegede, 2024; Gahramanova, 2024), the majority of respondents highlighted its advantages in comprehension, participation, and classroom atmosphere. A particular teacher explicitly stated that code-switching is a resource rather than a concession, aligning with the translanguaging perspectives in the review, which view bilingual practices as resources.

Simultaneously, two of the educators expressed concerns, saying they are not big fans of code-switching or of forcing students to code-switch in their classes. Such ambiguity highlights the literature's anxieties about the potential adverse long-term outcomes of exposure to L2 and

learner autonomy (Aziz et al., 2023; Tolipjonova, 2025). The evidence thus confirms the notion that beliefs held by the teachers are not homogenous: they are different, with some vehemently supporting the idea of code-switching due to the necessity of scaffolding and others holding more conservative beliefs about the need to promote English above other languages, despite the fact that such teachers may use Bengali in the field.

5.3.2. Congruence with Learner Perceptions in Other Studies

Although the teachers were the subjects of the study, the fact that they described the reactions of students, who felt much more comfortable and happier and were ready to respond, confirms the results of learner-perception studies summarised in the introduction and literature review. Studies in Malaysia and Bangladesh have revealed that most students would like to code-switch, as it helps them better understand the lessons and reduces anxiety (Elias et al., 2022; Ahmed, 2022; Surovi, 2022). On the same note, research in Pakistan and South Africa indicates that students perceive the use of L1 as facilitating rather than inhibitory when tasks are difficult or language requirements are intense (Murad et al., 2024; Shinga & Pillay, 2021).

The teachers' observations that students do not mind Bengali and, in fact, are more responsive when it is applied indicate that primary pupils have similar, broadly positive views to those found at the secondary and tertiary levels. Nonetheless, implicit understanding of the value of knowing English by students is also suggested by the data, as some learners show concern that they fail to speak fluently despite mastering instructions, and this concern is an issue that the tertiary-level studies on speaking performance and code-switching in Bangladesh have addressed (Chowdhury & Roy, 2024). This implies that students value L1 facilitation but are aware of the social pressure to master English.

5.3.3. Bangladeshi Specific Characteristics of Primary Classrooms

The findings expose aspects unique to Bangladeshi primary classrooms compared with the tertiary and secondary settings in the review. To begin with, the age and the level of development of learners predispose Bangali further as the means of emotional reassurance and self-identification; teachers repeatedly explained that they used L1 to establish trust and help young children feel that they are recognised and appreciated. These supplements go beyond research on translanguaging among university students in Bangladesh (Ahmed et al., 2022; Ahmad et al., 2024), demonstrating that the same bilingual materials can be utilised at much earlier stages of learners' development.

Second, the conflict between policy rhetoric and the reality of the classroom seems especially sharp on the primary level. Although the review also notes that official documents implicitly discourage code-switching, the participants reported daily pressure to use English in the presence of their parents and administrators, while also being required to use Bangla so that young learners could follow lessons. This holds the research gap as specified, which is the policy-practice divide, and is an indication that the primary classes are prime environments in which bilingual pedagogies are bargained on an informal basis, and in many situations, without clearly defined institutional support.

5.3.4. Compiling Results with the Literature At Large

Collectively, the results can support much of the international and regional literature that repositions code-switching as a strategic scaffolding approach and not a weakness. As previously mentioned, the functions of the study include clarifying content, reducing affective barriers, and classroom management, and the attitudes of teachers to teaching in Bengali generally reflect those of students and teachers in Malaysia, Pakistan, Nigeria, Azerbaijan, and Bangladeshi tertiary contexts (Elias et al., 2022; Mahmoudi and Zarei, 2022; Jegede, 2024;

Gahramanova, 2024; Ahmed, 2022; Surovi, Meanwhile, this qualitative information can expand the current knowledge in a number of ways:

They provide primary-level evidence of how Vygotskian scaffolding through code-switching operates in early ESL classrooms, including visible teacher actions and reasoning that are under-researched in the Bangladeshi literature, which has emphasised university students and online interactions.

They also point to a continuum of teacher beliefs, between the one side being cautious all the way to the other side being strongly supportive, which makes it challenging to simplify the enigmatic tale of code-switching to be either completely positive or completely negative (Aziz et al., 2023; Tolipjonova, 2025; Jabbar, 2025).

They anticipate the lived effects of policy-practice tensions at the primary level, where teachers have to negotiate between institutional demands for English-only teaching and the immediate needs of young learners, a theme that can be connected to the wider discourse on translanguaging or bilingual policy in education.

On the whole, the research confirms the position that code-switching, as a scaffold with a target use, can be used to guide the primary learners to a point that they can cross their ZPD, making the input in English readable, alleviating anxiety, and engaging in the practice, but stresses the significant role of conscious planning to prevent the risk of in the end becoming dependent on L1 and to match classroom practice with realistic, context-based language policies.

5.4. Conclusion

As discussed, the results strongly support the view that teacher code-switching can be regarded as a purposeful scaffolding device that can be integrated into the concept of the zone of proximal development proposed by Vygotskians. The teachers in this study exploit the use of Bangla in clarifying vocabulary and grammar, explaining tasks, managing behaviour, and

lessening anxiety, which is very similar to functions in other studies conducted in Pakistan, Malaysia, Nigeria, and other multilingual settings (e.g., Adder, 2020; Elias et al., 2022; Mahmoudi & Zarei, 2022; Nawaz, 2023). Simultaneously, they explain that they progressively decrease Bangla use by increasing students' confidence, which aligns with the scaffolding literature that emphasises temporary and fading support (Ertugruloglu et al., 2023; Li, 2021).

Generalising from the second research question, it is noted that teachers' perceptions of the matter are mostly positive yet apprehensive. They find code-switching beneficial for understanding, engagement, and emotional comfort, which aligns with studies showing that learners feel more confident and less nervous when using L1 (Ahmed, 2022; Elias et al., 2022; Surovi, 2022; Wang & Chen, 2021). But some teachers are concerned about overreliance on the Bangali language and reduced exposure to English, as reflected in the literature highlighting the dangers of overusing L1 and the need to strike a balance (Aziz et al., 2023; Tolipjonova, 2025; Jabbar, 2025). The policy-practice gap is also identified in the discussion: although two sets of official and institutional discursive dispositions would support an English-only policy, primary teachers are acting pragmatically by implementing bilingual practices to address the needs of their young learners, following previous Bangladeshi research that had focused on code-switching at the tertiary level.

Chapter 6

Conclusion

6.1 Introduction

In this paper, the researchers examined the use of Bengali English code-switching as a scaffolding tool in English language classrooms by primary school teachers in Bangladesh, as well as teachers' and students' perceptions of code-switching. The study followed a sociocultural model, specifically Vygotsky's concept of the Zone of Proximal Development (ZPD), and employed a qualitative, interpretive research design using semi-structured interviews and classroom observations of five primary ESL instructors. This was done using thematic analysis to identify patterns in teachers' practices and beliefs regarding code-switching.

The study was informed by two research questions, namely (1) How did primary ESL teachers apply the concept of code-switching as a scaffolding tool in the classroom instruction, and (2) What did the primary ESL teachers and students think about the effectiveness of code-switching in supporting English language learning? The results present a contextual picture of how educators incorporate Bangla into English classes to help young students understand, participate, and feel safe.

6.2. Major Findings

In the case of RQ 1, the research found that all the involved teachers use Bengali in combination with English, with varying frequencies and intentions. Code-switching is most commonly used to explain vocabulary and grammar, describe instructions, summarise texts, and control classroom behaviour, particularly in large or mixed-ability classes. These functions are most similar to the procedural and epistemic scaffolding described in the literature: teachers use L1 to sequence tasks, ensure comprehension, and introduce new English forms in relation to learners' prior linguistic and cultural knowledge (Adder, 2020; Ertugruloglu et al., 2023).

The teachers' testimonies revealed that code-switching tends to serve as responsive scaffolding within learners' ZPDs. They switch to Bangla when they believe there is confusion due to silence, incorrect

words, or expressions, and switch to English when the main points are grasped, which reflects the contingent, adaptable nature of scaffolding mentioned by Li (2021) and others. Certain educators explicitly referred to Bangla as a medium of transition and said that they gradually decrease its use as students become more confident, which is consistent with the notion that scaffolding must be a short-term phenomenon and should die out with the development of independence (Ertugruloglu et al., 2023).

In the case of RQ 2, the research revealed that teachers' attitudes toward code-switching are mainly positive yet subtle. The majority of participants perceive Bangla as a helpful, and sometimes vital, resource for keeping lessons understandable, reducing anxiety, and increasing engagement, particularly among weaker, timid, or younger students. These impressions are reminiscent of the results of the research in Malaysia, Pakistan, and Bangladesh, in which learners state that the use of L1 facilitates their comprehension of the material and makes them feel more at ease in ESL classrooms (Ahmed, 2022; Elias et al., 2022; Mahmoudi & Zarei, 2022; Nawaz, 2023; Wang & Chen, 2021).

Nevertheless, the educators were also worried about the possible overdependence on Bangla. Others feared that reduced exposure to English, reliance on it, or slower fluency growth among higher-level learners would result from lost exposure to English or from switching languages too frequently (Aziz et al., 2023; Jabbar, 2025; Tolipjonova, 2025). Even among teachers who pragmatically used code-switching, a minority felt it should be less so in the classroom. The reports by teachers of the reactions of students, such as the higher level of comfort, joy, and willingness to respond when the language used is Bengali, although, again, in accordance with the studies of learner-perception at higher levels, nonetheless indicate that primary learners do value L1 support.

6.3. Contributions to Existing Literature

This research has various contributions to the current literature on code-switching and scaffolding. First, it fills an obvious gap, as most previous national studies have been focused on tertiary students or even digital communication, but it does so by targeting primary-level ESL classrooms in Bangladesh (Ahmed, 2022; Ahmad et al., 2024; Kamal & Roy, 2024). The study presents the discussion of how primary educators apply Bangali as a scaffolding and demonstrates that the pedagogical roles of code-

switching in higher education settings, namely clarification, affective support, and classroom management, also play central roles in early English teaching, yet the interactions between teachers and their students have less linguistic autonomy.

Second, the study reinforces the conceptual connection between code-switching and Vygotskian scaffolding. The description of teachers flexibly switching between English and Bangali, adjusting the level of support based on learners' visible needs, and reducing L1 use as competence increases provides real-life examples of scaffold use (Ertugruloglu et al., 2023; Li, 2021). It is in favour of international reviews that recognise strategic code-switching as a valid form of language scaffolding within bilingual education, rather than as a sign of impairment or indolence (Jegade, 2024; Gahramanova, 2024; Ramaila, 2025).

Third, the research highlights the policy-practice gap in primary ESL classrooms in Bangladesh. Although there are implicit expectations of English-only use in the curricula and among some school administrations and parents, teachers report the necessity of speaking Bengali every day to ensure they are understood and to keep young learners attentive. This verifies the previous caution that monolingual ideologies are frequently out of step with multilingual classroom realities (Ahmed, 2022; Surovi, 2022; Aziz et al., 2023) and indicates that primary school teachers are, more or less, creating their own informal bilingual pedagogical models.

Lastly, the research adds to the discussion of code-switching by showing a continuum of teacher beliefs and practices. Instead of portraying code-switching as strictly positive or negative, the results indicate that educators are always ready to make a trade-off between short-term benefits for understanding and long-term advantages, as part of the process of English mastery (Aziz et al., 2023; Jabbar, 2025; Tolipjonova, 2025).

6.4. Suggestions

The results indicate several practical implications. As a teacher, the research suggests the planned and principled use of code-switching, i.e., using it strategically and purposefully (e.g., to explain important concepts or instructions or to handle behaviour) and then consciously inhibiting it to devote as much

time to English as possible (Mahmoudi & Zarei, 2022; Wang & Chen, 2021). Teachers may think of clarifying to students their language use by making it clear when and why they are using Bengali, and that the next time they will use English, to continue training in the use of English as the main language of instruction, while maintaining support for L1.

The study identifies the necessity of more context-sensitive language policies at the lower level for schools and policymakers. Instead of strict English-only rules, guidelines may take into consideration pedagogical merits of restricted, strategic L1 use and provide standards of proper code-switching, based on the concept of principled bilingual pedagogy reviewed in the recent Bangladeshi and other studies (Ahmed, 2022; Maqsood et al., 2022; Murad et al., 2024). Information on scaffolding, language planning in the classroom, and bilingual strategies could be presented professionally to guide teachers in making more informed choices about code-switching and when and how to use it.

6.5. Future Research and Limitations

As a small-scale qualitative study involving five teachers in a specific city environment, the results cannot be statistically generalised to all primary schools in Bangladesh. The research is also based on teacher reports and observations rather than on direct measurement of learners' achievement; hence, it cannot be used to determine the effect of code-switching on language performance. Further studies might use mixed methods and larger samples to investigate the relationship between various patterns of teacher code-switching and vocabulary development, reading comprehension, or oral fluency of learners in the long-term, and may use the voices of learners more systematically, using interviews or learner journals.

In spite of these weaknesses, the research provides useful information on the role of code-switching as an element of scaffolding in Bangladesh primary ESL classrooms and the significance of bilingual-informed practice being context-sensitive in early English education.

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Appendix A.

LATTER OF CONSENT FOR PARTICIPANTS

Dear Participants,

My name is Jarin Tasnim Siddiqui. I am doing my M.A in Applied Linguistics and ELT at Brac University, Dhaka, Bangladesh.

My research topic is, “Teacher Code-Switching as a Scaffolding Tool in Primary ESL Classrooms in Bangladesh.” The aim of the study is to explore how primary-level ESL teachers use code-switching as a scaffolding strategy to support students’ language learning and comprehension, so, the research will investigate how switching to the learners’ first language helps bridge understanding, manage the classroom, and support English language development. To be a part of this research as a participant, I would like to have an interview with you.

The interview will be audio recorded and only be used for the purpose of the study, not be disclosed to anyone. For your identity confidentiality, I will use pseudonym.

If you like to be a part of this study, please read the details of the consent form next page and sign it. Your kind cooperation in conducting the research will be highly appreciated. Thank You

Jarin Tasnim Siddiqui

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Research Participant Consent Form

Please read the following statements and tick the box.

1. I have read all the descriptions and understand what the study is about and how data collection will be done.
2. My participation is voluntary, and I feel free to withdraw at any time.
3. I agree to take part in the interview session of the study.
4. I agree to audio tapped during the interview session.
5. The researcher has my permission to contact me through the following phone number my clarification after completion of the data collection.

.....
Name
Date:
Phone Number:

.....
Signature

Appendix B.

Interview Questions

Interview Questions	Background Information	RQ-1	RQ-2
1. Please share your age and how much time you have spent in teaching profession?	X		
2. May I know your educational background?	X		
3. In which classes of students do you often teach?	X		
4. How many students do you have in your most of the classes?	X		
5. Describe a typical English lesson in your classroom. What does it look like from start to finish?	X		
6. During your English lessons, do you ever use Bengali along with English? Can you give me some specific examples? Why have you started using code-switching?		X	
7. How do you decide when to use Bengali during English instruction? What factors influence this decision?		X	
8. Can you describe different ways you use Bengali in your English classroom? For instance, do you use it for explaining concepts, managing behavior, or other purposes?		X	
9. How has your use of Bengali in English classes changed since you started teaching? What influenced these changes?		X	
10. When you switch to Bengali, what do you notice about your students' understanding and engagement? Can you give me some examples?			X
11. How do you help students gradually become more independent in using English? What role does Bengali play in this process?			X
12. Are there specific types of lessons or topics where you find Bengali more necessary? Why do you think this is? (Grammar lessons versus speaking activities? New vocabulary versus review? Complex concepts?)			X
13. In your opinion, how does using Bengali alongside English affect your students' English learning? What benefits or challenges do you observe?			X
14. How do you think your students feel when you use Bengali in English class? What have they told you or shown you about this?			X
15. What challenges, if any, do you face regarding language use in your English classroom? How do you handle these challenges? (School policies? Parent expectations? Curriculum requirements? Your own concerns about best practices?)			X

Appendix C.

Transcriptions of Code-switching Interviews-1

Mala

Interview Questions	Answers
Please share your age and how much time you have spent in teaching profession?	I am nearly 45 and in teaching for 14 years.
2. May I know your educational background?	I have completed my M.A. in English Literature
3. In which classes of students do you often teach?	From 6 to 10
4. How many students do you have in most of the classes?	In English version, we have less student like 10 to 15 and in Bangla version, we have more than 30 students.
5. Describe a typical English lesson in your classroom. What does it look like from start to finish?	Like when I teach any poem, first I discuss about the theme of the poem, some information about the writer and then I discuss the poem and after that I give the students some questions, in matter of stories, I discuss the story and ask the students questions about it and in terms of grammar, I discuss the rules first and then make the students do some practices.
6. During your English lessons, do you ever use Bengali along with English? Can you give me some specific examples? Why have you started using code-switching?	Yes, I have to use Bengali often for some specific Bangla version students but as for English version students, they understand English well, though I need to explain terms in Bangla for better understanding.
7. How do you decide when to use Bengali during English instruction? What factors influence this decision?	There are some common factors which students understand and there are some uncommon factors I may have to describe in Bengali. It actually comes spontaneously that how I decide to use Bengali which depends on the topic and discussion. I can also recognize their facial expression when they need Bengali as support.
8. Can you describe different ways you use Bengali in your English classroom? For instance, do you use it for explaining concepts, managing behavior, or other purposes?	While explaining concepts, I mainly use Bengali and for other purposes I use English.
9. How has your use of Bengali in English classes changed since you started teaching? What influenced these changes?	In my class, students try to speak in English, and I think the using of Bengali helped them.
10. When you switch to Bengali, what do you notice about your students' understanding and	Yes, using Bengali actually make my students more engageable as it is their mother tongue.

engagement? Can you give me some examples?	
11. How do you help students gradually become more independent in using English? What role does Bengali play in this process?	For better understanding, to understand the concept and meaning. As we talk in Bengali more often, so they are used to that language more.
12. Are there specific types of lessons or topics where you find Bengali more necessary? Why do you think this is? (Grammar lessons versus speaking activities? New vocabulary versus review? Complex concepts?)	Vocabulary and complex concepts, in these cases Bengali is needed.
13. In your opinion, how does using Bengali alongside English affect your students' English learning? What benefits or challenges do you observe?	Actually, it does not affect much. For weak students or average students, it does not affect but it affects the brilliant students. Challenges are always there as English is not our national language, like though the students understand what I am saying but in time of their turn to speak, they can not talk fluently or without fear.
14. How do you think your students feel when you use Bengali in English class? What have they told you or shown you about this?	Actually, students do not mind if any teacher use Bengali.
15. What challenges, if any, do you face regarding language use in your English classroom? How do you handle these challenges? (School policies? Parent expectations? Curriculum requirements? Your own concerns about best practices?)	I speak in English on my own concern not under any pressure but also the school authority and parents wish teachers to speak in English.
16. What is your overall opinion on code-switching? Do you find it a useful tool for scaffolding?	In my opinion, Code-switching is not that necessary and it should be less in our classes.

Transcriptions of Code-switching Interviews-2

Chaya

Interview Questions	Answers
Please share your age and how much time you have spent in teaching profession?	I am 24 years old, and I have spent almost two months in the teaching profession .
2. May I know your educational background?	My educational background is in the English department.
3. In which classes of students do you often teach?	I often teach playgroup, nursery, class 2,3 and class 5 students.
4. How many students do you have in most of the classes?	As I am working on a new campus that's why there are not a lot of students, almost 10/12 students in most of the class.
5. Describe a typical English lesson in your classroom. What does it look like from start to finish?	A typical English lesson in my classroom begins with a warm-up activity. Then I show them the learning objective in a simple, student friendly way. For grammar topics, I try to relate it to something in their everyday life; for literature based, I simply start with a discussion or visual prompt to get them engaged.
6. During your English lessons, do you ever use Bengali along with English? Can you give me some specific examples? Why have you started using code-switching?	Yes, I do use Bengali strategically during English lessons. For example: When I teach vocabulary, I frequently give Bengali equivalents to clarify the meaning. “‘Reluctant’ mane holo ichchhe korche na, kintu korte hobe.” I have started to use code-switching because I recognized that it decreases cognitive load, especially for beginner students. It also helps to make connections between the unknown structures in English and the prior knowledge students already have about their own languages. Additionally, I feel it builds trust—when students see that I am acknowledging their home language, they feel recognized and valued.
7. How do you decide when to use Bengali during English instruction? What factors influence this decision?	consider several factors: - Level of student proficiency - beginners likely benefit more from Bengali scaffolding than more advanced learners. - Complexity of the topic - whether the topic is more abstract or culturally unfamiliar, Bengali scaffolding can help explain the concept. - Class dynamics - if I notice that students are confused or not paying attention, I can provide an English explanation during a quick moment of confusion or disengagement to get them back into the lesson. - Time constraints - sometimes it is easier to use Bengali in order to save time and 'keep the lesson going'.
8. Can you describe different ways you use	Employing Bengali in several ways

Bengali in your English classroom? For instance, do you use it for explaining concepts, managing behavior, or other purposes?	- Explaining grammar rules: Especially if English terms feel to technical. - Explaining or clarifying instructions: For example, for group work or writing assignments. - Redirecting behavior: Gentle reminders, like “ekhon lekha shuru koro”. - Making connections: Common casual
9. How has your use of Bengali in English classes changed since you started teaching? What influenced these changes?	Bengali phrases can help pre-transition or use cleverly when joking to loosen the environment. - Inviting participation: A lot of the time students respond and engage more confidently when you have informed them in Bengali first.
10. When you switch to Bengali, what do you notice about your students' understanding and engagement? Can you give me some examples?	The environment of classes convinced me that Bengali was more immersive. Gradually, I realized I found that strategically using Bengali could help facilitate understanding and engagement especially with younger or less confident learners. Research into translanguaging and student feedback make me think differently. I've also learned how to balance it: using Bengali to support English instruction rather than replace it. The change is almost instant. The students' faces light up, and they start to act differently. For instance, - during a lesson about figurative language. language, I explained “simile” using Bengali: “Simile mane holo tulona—‘She is like a rose’ mane holo ‘shey ekta golap ful er moto’.” Students began creating their own similes with enthusiasm.
11. How do you help students gradually become more independent in using English? What role does Bengali play in this process?	To scaffold independence, the linguistic balance shifts over time. In the beginning, Bengali serves as a supportive scaffolding that helps students explain the concepts, clarify instructions, and to lower anxiety. As students realize their independence, I lower my Bengali input and expect structured responses in English only. Bengali is a transition language, not a language of permanence. It serves to help students internalize meaning before they are able to independently express meaning in English. Bengali is especially useful in: - Similarity is grammatical lessons: Frequently, abstract grammatical rules will require examples in the student's native language. .
12. Are there specific types of lessons or topics where you find Bengali more necessary? Why do you think this is? (Grammar lessons versus speaking activities? New vocabulary versus	- New vocabulary: Especially when cultural references are not well-known. - Complex concepts; for example literary devices, idiomatic expression, figurative language, etc. - Instructions for writing tasks: It's very important that students understand what a teacher expects them to do for a task

review? Complex concepts?)	
13. In your opinion, how does using Bengali alongside English affect your students' English learning? What benefits or challenges do you observe?	Benefits: - Increased understanding: Students understand new, difficult concepts more quickly. - Less anxiety: This is especially important to shy or struggling learners. - More participation: Students may feel more willing to contribute. - Cultural relevance: Lessons feel closer to their lived experiences. Challenges: - Dependence: Some learners may be waiting for Bengali explanations, rather than attempting through English. - Balancing: It's difficult to provide support and keep the students involved in immersion. - Differences in ability: What is supporting one of the learner may not be as effective for another.
14. How do you think your students feel when you use Bengali in English class? What have they told you or shown you about this?	Students typically respond positively and warmly. They often smile, nod, or relax visibly when Bengali is used to clarify something difficult. Their body language also changes—they lean in, engage more, and ask questions. It creates a sense of inclusion and safety, especially for students who worry about making mistakes in English.
15. What challenges, if any, do you face regarding language use in your English classroom? How do you handle these challenges? (School policies? Parent expectations? Curriculum requirements? Your own concerns about best practices?)	Challenges I face regarding language use in English classroom are. - School policies: Some schools prefer English-only instruction. - Parent expectations: Parents worry that students' skills in Bengali are hindering their ability to learning English. - Curriculum expectations: Exams and assessments are conducted in English. - Internal struggles: I sometimes worry if I'm striking the right balance. How I handle these challenges: - I would verbally discuss my approach with various audiences and present the research on benefits of code-switching. - I would keep documentation of students' progress in learning English to show that using Bengali supports their learning, not hinders it. - I would establish boundaries on the use of Bengali. Bengali would be used for scaffolding, not for completing tasks. - I would reflect on the use of Bengali regularly, and adjust my approach when required, based on students' needs and students' learning outcomes.
16. What is your overall opinion on code-switching? Do	I see code-switching as a resource in my teaching practice, not as a concession. Code-switching is a form of cognitive scaffolding that honors the linguistic identity of students while supporting their shift to English proficiency.

you find it a useful tool for scaffolding?	When used effectively, it can fosters confidence, improves understanding, encourages bravery and also builds an inclusive environment.
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Transcriptions of Code-switching Interviews-3

Soha

Interview Questions	Answers
1. Please share your age and how much time you have spent in teaching profession?	Age: 27 and teacher for 7 months
2. May I know your educational background?	B.A. , Major in History
3. In which classes of students do you often teach?	I teach up to Secondary level.
4. How many students do you have in most of the classes?	30 to 35 mostly.
5. Describe a typical English lesson in your classroom. What does it look like from start to finish?	Not very interactive.
6. During your English lessons, do you ever use Bengali along with English? Can you give me some specific examples? Why have you started using code-switching?	Yes, mostly for translation.
7. How do you decide when to use Bengali during English instruction? What factors influence this decision?	Students need
8. Can you describe different ways you use Bengali in your English classroom? For instance, do you use it for explaining concepts, managing behavior, or other purposes?	Yes, explaining concepts, managing behavior.
9. How has your use of Bengali in English classes changed since you started teaching? What influenced these changes?	It's the same as I started.
10. When you switch to Bengali, what do you notice about your students' understanding and engagement? Can you give me some examples?	They response better.
11. How do you help students gradually become more independent in using English? What role does Bengali play in this process?	Step-by-step, scaffolding, and practice. Bangla serves as a supportive part.
12. Are there specific types of lessons or topics where you find Bengali more necessary? Why do you think this is? (Grammar lessons versus speaking activities? New vocabulary versus review? Complex concepts?)	Not really. But maybe for grammar it's needed more.

13. In your opinion, how does using Bengali alongside English affect your students' English learning? What benefits or challenges do you observe?	Mostly beneficial. Bangla helps them to understand better. but also slows them down in the long run.
14. How do you think your students feel when you use Bengali in English class? What have they told you or shown you about this?	More comfortable and more appreciative.
15. What challenges, if any, do you face regarding language use in your English classroom? How do you handle these challenges? (School policies? Parent expectations? Curriculum requirements? Your own concerns about best practices?)	Parents' expectations. They mostly want their kid to obtain a high score instead of actually learning. but learning another language takes time, so parents' expectations are a bit challenging.
16. What is your overall opinion on code-switching? Do you find it a useful tool for scaffolding?	Not really a fan of it. but yes, it is helpful.

Transcriptions of Code-switching Interviews-4

Himu

Interview Questions	Answers
1. Please share your age and how much time you have spent in teaching profession?	I am 25 years old and in this profession for 6 months.
2. May I know your educational background?	English Linguistics from North South University
3. In which classes of students do you often teach?	Usually Class 8, 9, and 10 but sometimes I also take classes of 5,6, and 7.
4. How many students do you have in most of the classes?	30 to 40 students in most of the classes
5. Describe a typical English lesson in your classroom. What does it look like from start to finish?	First I need to write the tasks on the board and gradually teach and make the students do the tasks and I also have to check those all during class time.
6. During your English lessons, do you ever use Bengali along with English? Can you give me some specific examples? Why have you started using code-switching?	Yes, I need to use Bengali with English. To make the students understand more, I use Bengali. For example, in class 7 or 5 sometimes while describing some instructions, I use Bengali.
7. How do you decide when to use Bengali during English instruction? What factors influence this decision?	Many of the students do not understand fluent English lectures for them I need to use Bengali along with English in my class.
8. Can you describe different ways you use Bengali in your English classroom? For instance, do you use it for explaining concepts, managing behavior, or other purposes?	There are some ways like whenever I try to write something in board, I give instructions about the writing part, to make it seem easy, I use Bengali. Also, to explain concepts of

	grammar, and summary writing too, I use Bengali.
9. How has your use of Bengali in English classes changed since you started teaching? What influenced these changes?	Gradually, the students start to talk in English and also whenever they say something in Bengali, I try to correct them by using English.
10. When you switch to Bengali, what do you notice about your students' understanding and engagement? Can you give me some examples?	Students actually engage and understand the lesson more when I use Bengali with English. For example, when once I had taught phrases and then I noticed that when I use Bengali, they understand the meaning more perfectly.
11. How do you help students gradually become more independent in using English? What role does Bengali play in this process?	Gradually, the students start to talk in English and also whenever they say something in Bengali, or do mistakes in English, I try to correct them by using English.
12. Are there specific types of lessons or topics where you find Bengali more necessary? Why do you think this is? (Grammar lessons versus speaking activities? New vocabulary versus review? Complex concepts?)	Some specific types of lessons I find really necessary to teach in Bangla are like lessons about historical places, about rivers, in grammatical terms but in case of speaking activity, I think English is more necessary.
13. In your opinion, how does using Bengali alongside English affect your students' English learning? What benefits or challenges do you observe?	I think sometimes Bengali affects English learning, but I must say Bengali is helpful too as it is our mother tongue.
14. How do you think your students feel when you use Bengali in English class? What have they told you or shown you about this?	Students actually feel happy when I use Bengali in classroom as they can understand and relate with the lesson more that way.
15. What challenges, if any, do you face regarding language use in your English classroom? How do you handle these challenges? (School policies? Parent expectations? Curriculum requirements? Your own concerns about best practices?)	Challenges are like students sometimes face difficulty to understand the English lessons and to keep them engaged I need to use Bengali. School also pressurizes to use English more in classroom.
16. What is your overall opinion on code-switching? Do you find it a useful tool for scaffolding?	Yes, I find code-switching a useful tool in classroom. It actually helps students scaffolding.

Transcriptions of Code-switching Interviews-5

Rita

Interview Questions	Answers
1. Please share your age and how much time you have spent in teaching profession?	I am 25 years old, and it's been 4 years since I started teaching.
2. May I know your educational background?	My undergrad was from Bangladesh University on ELT and now doing M.A at Brac University.
3. In which classes of students do you often teach?	Most of the time I have taught little kids but like 2 years ago I worked as a language instructor and there I taught adult learners too.
4. How many students do you have in most of the classes?	25 plus
5. Describe a typical English lesson in your classroom. What does it look like from start to finish?	First of all, I do some warmup on which topic I will teach, then make the students do some activities and teach them the topic and lastly, I end the class taking feedback from them asking them whether they have enjoyed the class and what they have learned.
6. During your English lessons, do you ever use Bengali along with English? Can you give me some specific examples? Why have you started using code-switching?	I try to talk in English most of the time but sometimes I also use Bengali for some special kids. For example, I translate the English in Bengali and also do action to make the kid understand more. There is a kid in my class who never understands English for whom I always translate my words and there is another kid who never understands Bengali. So, situation wise I use code-switching.
7. How do you decide when to use Bengali during English instruction? What factors influence this decision?	It depends on the needs of the students and the situation. I try to talk in English most of the time but sometimes I also use Bengali for some special kids. For example, I translate the English in Bengali and also do action to make the kid understand more. There is a kid in my class who never understands English for whom I always translate my words and there is another kid who never understands Bengali.
8. Can you describe different ways you use Bengali in your English classroom? For instance, do you use it for explaining concepts, managing behavior, or other purposes?	Except Bengali class, I talk in English most of the time and use TPR and CLT method.
9. How has your use of Bengali in English classes changed since you started teaching? What influenced these changes?	When I motivate the weak student in both English and Bengali, she/he understands more and try do well on her/his own.
10. When you switch to Bengali, what do you notice about your students' understanding and	Students feel really comfortable as Bengali is our mother tongue. But when they get very used to it, they seem relax and don't try to speak in English and

engagement? Can you give me some examples?	for that I need to speak in English and remind them to speak in English.
11. How do you help students gradually become more independent in using English? What role does Bengali play in this process?	I motivate all their little tries and sometimes encourage them by sending small video clips to follow and tell them to prepare their lessons and talk about them and I will send videos of them to their parents which really encourage them.
12. Are there specific types of lessons or topics where you find Bengali more necessary? Why do you think this is? (Grammar lessons versus speaking activities? New vocabulary versus review? Complex concepts?)	I try to speak in English most but sometimes for any instruction and lessons like new vocabulary, I speak in Bengali but also explain them in easy English. For example, the word, “Obedient,” I tell them it’s meaning both in Bengali and in easy English.
13. In your opinion, how does using Bengali alongside English affect your students’ English learning? What benefits or challenges do you observe?	For advantages, students understand better and be very comfortable, but the challenges are when the students become comfortable, they do not try to speak in English and get scared to speak in English.
14. How do you think your students feel when you use Bengali in English class? What have they told you or shown you about this?	Students feel really comfortable as Bengali is our mother tongue. But when they get very used to it, they seem relax and don’t try to speak in English and for that I need to speak in English and remind them to speak in English
15. What challenges, if any, do you face regarding language use in your English classroom? How do you handle these challenges? (School policies? Parent expectations? Curriculum requirements? Your own concerns about best practices?)	Most of the time, school authority pressurizes students and teachers saying, “No Bengali.” Also, parents of the students want their kids to talk fluently when they themselves do not make the students practice at home. I think both parents and teachers should encourage students in a positive way, not discouraging them from pointing out their mistakes and comparing them with others.
16. What is your overall opinion on code-switching? Do you find it a useful tool for scaffolding?	I think code-switching is really very useful tool for scaffolding and also important for all levels of learners. As Bengali is our mother tongue, everybody is used to it, and we never should prioritize learners like they have to be talk in British accent and all. Teachers and parents should motivate learners positively and never discourage using Bengali.

Appendix D.

Classroom Observation Report

This appendix presents a detailed account of my classroom observations conducted as part of the data collection process for this study. Observations focused on five primary ESL teachers in a Bangla-medium school in Banasree, Dhaka, Bangladesh, with each session lasting 40–60 minutes. [Methodology.docx] I observed English lessons across grades 1–5, noting language use, teaching strategies, teacher scaffolding, and student responses. The observations were documented using field notes and an observation checklist, with audio recordings where permitted. The aim was to capture authentic instances of code-switching as a scaffolding tool in real-time classroom interactions.

Observation Overview

I observed a total of eight English classes, primarily those taught by English-version teachers who demonstrated a blend of communicative language teaching (CLT) and grammar-translation (GLT) methods. Teachers initially adhered to CLT principles—emphasizing interaction, student-centered activities, and meaningful communication—but frequently adapted to students' needs by incorporating GLT elements, such as explicit grammar explanations and translation. This flexibility was evident in response to learners' varying proficiency levels, where pure CLT sometimes led to confusion, prompting teachers to scaffold through Bangla explanations.

Teachers consistently scaffolded students' mistakes with gentle, encouraging, and often humorous corrections. For example, when a student mispronounced a word or produced an incorrect sentence, the teacher would model the correct form playfully (e.g., exaggerating the sound or using a funny gesture) while praising the effort, which maintained motivation and

reduced anxiety. This approach fostered a supportive atmosphere, encouraging even shy students to participate.

Typical Lesson Structure

English lessons followed a consistent, student-friendly structure that balanced review, new input, practice, and closure:

1. **Warm-up and Review (5–10 minutes):** Classes began with warm greetings in English ("Good morning, class! How are you today?"), followed by casual questions about students' days or weekends to build rapport. Teachers then reviewed previous material through quick oral drills or choral repetition, using Bangla prompts when needed to jog memory (e.g., "Remember the word we learned last time? Ki chilo seta?" [What was it?]). This phase activated prior knowledge and transitioned smoothly into the new topic.
2. **Topic Introduction (5 minutes):** Teachers clearly stated the lesson's objectives, explaining what students would learn and why it mattered (e.g., "Today, we'll learn about animals and how to describe them. Eta shikle tumi tomader pets-er kotha bolte parba!" [With this, you can talk about your pets!]). Visual aids like flashcards or pictures were used to make introductions engaging.
3. **Main Instruction and Practice (20–30 minutes):** For reading passages, teachers had students read aloud individually or chorally, then asked comprehension questions ("What happened in the story? Ki bujhte parley?" [What did you understand?]). They elicited summaries from volunteers and addressed misconceptions by code-switching into Bangla to clarify concepts, rephrase ideas, or provide translations. Scaffolding was prominent here: teachers broke down difficult sentences, modeled responses, and

guided students toward efficient learning strategies, such as underlining key words or predicting outcomes.

Speaking and grammar activities involved pair work or group games, where teachers circulated to provide on-the-spot support. Errors were scaffolded gently for instance, a teacher might say, "Almost right! Bola dekhi, 'I have a cat'—hoise na?" [Is it right?], turning correction into collaborative discovery.

4. **Closure and Extension (5–10 minutes):** Lessons ended with fun, low-stakes games (e.g., "Simon Says" with animal vocabulary or a quick quiz with prizes) to reinforce learning. Teachers often shared a short moral lesson or life tip tied to the topic (e.g., "Animals need love, just like friends do"), delivered bilingually to ensure understanding and leave students with a positive takeaway.

Notable Patterns in Code-Switching and Scaffolding

- **Adaptation from CLT to GLT:** Teachers started with interactive CLT tasks but switched to GLT-style translation and rule explanation when students struggled, confirming the pragmatic use of code-switching as scaffolding in response to real-time needs.
- **Gentle Error Correction:** Scaffolding mistakes was a highlight—teachers used humour (e.g., mimicking animal sounds for vocabulary errors) and encouragement ("Good try! Ekbar abar bolo" [Say it again]), which boosted confidence without embarrassment.
- **Student Responses:** Learners were highly engaged during code-switched explanations, showing smiles, nods, and eager participation. In English-only segments, some hesitation occurred, but games at the end universally energised the class.

These observations provide contextual evidence supporting the interview data on teachers' code-switching practices. They illustrate how bilingual scaffolding bridges gaps in comprehension, promotes active learning, and creates an enjoyable classroom environment for primary ESL students.

Observer: Jarin Tasnim Siddiqui

Dates of Observations: 26th August, December 2025

Total Observation Time: Approximately 3 hours