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# STUDENTS' PERCEPTIONS OF TEACHERS' CODE-SWITCHING IN ENGLISH MEDIUM INSTRUCTIONS CONTEXT

**Abstract.** English Medium Instructions (EMI) is a system that has become commonly adopted by numerous universities, and according to its specific peculiarities, EMI can deliver both opportunities and challenges to the learners. To prevent the challenges, some teachers implement code-switching into their lessons. This study is focused on students' perceptions of teachers' code-switching in EMI-context, considering TFL and Engineering students as representatives of students from Humanitarian and STEM faculties. Face-to-face interviews were conducted in this qualitative study. Eight participants: four students from the TFL faculty and four from the Engineering faculty, revealed their perspectives. The collected data was processed in thematic analysis. In conclusion, it was investigated that TFl-students' perceptions of code-switching appear rather negative, contrasting with Engineering students' perceptions. It was recommended for teachers to implement either code-switching or translanguaging strategically, in a deliberate manner, taking into account learners' first languages, thus not leading to the phenomenon of discrimination.

**Key-words:** English Medium Instructions, code-switching, translanguaging, STEM, Humanitarian, TFL, Engineering

## Introduction

The phenomenon of English Medium Instructions (EMI) in educational institutions is becoming more and more globally significant due to the beneficial effect this spreading trend provides; a number of universities nowadays adopt the system of EMI. EMI refers to the learning context, where students whose native language is not English get education in English language. It is considered that studying in EMI-context indeed can provide new opportunities for the learners, such as having access to a larger academic library, since English is assumed to be to a greater extent common in scientific fields; the possibility to increase competence in English; receiving wider professional horizons, and other meaningful opportunities. Yet, it is indisputable that with the row of opportunities students of EMI-context, in addition, face various challenges. For instance, the obvious complication of learning the disciplines in the second language. Thus, according to Defaouz, Camacho-Minãno (2016), STEM-students are noticed to be under difficult educational conditions due to their issues with understanding technical vocabulary, combined with the problematic expression of themselves, as well. It is obvious that studying in an EMI-environment provides its own positive and negative peculiarities, affecting students' motivation to learn, omnifarious in-class interactions, perception of the professional disciplines, in some cases - their academic performance changes. All these factors determine the individual situation for a learner; therefore, it is also complicated enough to say about the accuracy of EMI-system's impact on learners' study, as well as about how to resist the appearing challenges.

Admittedly, the issue of suitable strategies for guiding learners in EMI-setting is an infinitely discussed topic, and there is the variety of techniques that hypothetically may assist. For instance, in order to simplify the process of studying in a second language, it can be proposed to use such strategies as code-switching from the teacher's side, since it is assumed that it may potentially support the learners studying in a monolingual English-language environment (Rahman & Singh, 2022). The term "code-switching" was originally created by Haugen (1956), and it refers to the practice of the individuals speaking more than one language or dialect during the conversation. As it is obvious,

code-switching can serve a variety of communicative and social functions. Romaine (1995) defines two types of code-switching: situational and metaphorical, where situational code-switching is used, when external factors can influence the choice of the language; metaphorical code-switching is to a greater extent connected to the social meaning. Code-switching is a debatable aspect with the row of functions and consequences, including assistive options. Yet, despite the positive side, from the other perspective, it can be hypothesized that code-switching may be perceived differently by the circle of learners. For example, theoretically, not strategic implementation of code-switching by a teacher can sometimes lead to total misinterpretation and confusion among students who learn English in the context. Furthermore, some groups of students may find teacher's code-switching limiting them in learning the language (Akhtar et. al, 2016). Additionally, what is ambiguous, the students' perception of the teacher's code-switching in EMI-context may to some extent differ across faculties.

The aim of this study is to explore students' perceptions of the role of teachers' code-switching in understanding the content in EMI-context. Taking into account students' perspectives, this research aims to contribute to the teacher's usage of code-switching during their classes, and establish how students' perceptions of code-switching can differ across the different faculties.

## Research questions

1. How does code-switching influence students' understanding of content in the EMI-environment?
2. How do students' perceptions of code-switching in EMI-context differ across the different faculties?

## Literature review

It can be noticed that English Medium Instructions is becoming globally trendy in high education settings due to the number of specific peculiarities, which it delivers with its implementation. Admittedly, it is obvious that no absolutely indisputable strategy for the increase of quality of education exists; therefore, EMI is not an exclusion, and it also can provide some negative consequences. There can be various suggestions which a teacher can possibly use while teaching in EMI-context; code-switching, which has become relatively in demand because of its offer to transit from one language to another, is one of the acceptable solutions. According to Üstunel (2016), code-switching, to some degree, is believed to be a bridge between teaching and the learning process. Yet, code-switching from the teacher's side still cannot be considered as a perfect suggestion for the further facilitation of learners' studying process in EMI-environment, since it is an individual case. It is true that a teacher's code-switching, as any other strategy, can be perceived by students in different contrasting ways.

Firstly, it is hypothesized that an instructor's implementation of code-switching in the teaching process can be faced positively by the circle of learners. According to Cicillini (2023), code-switching plays a supportive role in EMI-context, replenishing some lexical gaps, quiding in social interaction, delivering an explanation to special cultural references, anecdotes, specific lesson details, and other aspects which can be found useful in EMI-classroom. Furthermore, it was said that code-switching, in addition, works well in pedagogical and communicative aspects, in general. Code-switching itself can be considered a positive strategy in EMI-environment, where it is indeed required to to greater extent to be focused on content, yet not language; thus, code-switching can appear truthfully supportive, especially, for STEM-faculties. Li (2015) suggests that the opinion about Cantonese-English code-switching, being "a negative language behavior", should be reconsidered. It was explained that people may see this strategy as one that leads to the loss of cultural peculiarities of one language or that limits the vocabulary, however, the truth is that the appropriate usage of Cantonese-English code-switching can help maintain discipline in the classroom because of Cantonese's cultural peculiarity, and even can affect the vocabulary of Cantonese speaker positively. The author adds that it is complicated to imagine communication without code-switching; the opinion about code-switching being avoided at all is too strict. Fishman (1997) refers to code-switching playing a noticeable role in intercultural communication, in social identity within one group, and in the bilingual context, as well. Code-switching plays a significant role in cultural assimilation and

social structures. Ahmad and Jusoff (2009) indicated that code-switching may be a good companion, if teachers need to check the comprehension level of students. Sahan and Rose (2021) find the code-switching and translanguaging phenomenon effective in EFL-classrooms, especially, with some additions to the framework. Continuing the beneficial influence of code-switching, it may lead to a deeper understanding of the material and more active participation in the classroom, if taking into account particularly secondary schools, where the research itself was found (Tsaona and Vic, 2013). In addition, Shartiely (2016) states that code-switching is a well-appreciated strategy in teacher-students' interactions, where a teacher may use it to influence a student's behavior, for necessary praising or complementing. Thus, Al-Qaysi (2016) calls code-switching one of the most effective educational strategies in EMI, taking into consideration predominantly the place of the research: the Gulf region (specifically Oman). It must be noted that the context of the research was computer technology lessons, where code-switching would be implemented. Moreover, code-switching may appear useful in simple social interactions, which are, admittedly, frequent in EMI-environment. In this case, Bond (2001) illustrates the situation where bilinguals feel more open to sharing specific thoughts using code-switching, for instance, if they tell an embarrassing story, it is convenient for them to transition to the second language. Research provided by Myrzabek et al. (2023) refers to the spectrum of the reasons why transition to code-switching happens: it can be achieving the level of comfort in conversation or habit. Logically, the opportunities provided by code-switching devices, can be implemented into teacher-student interaction with benefits for the purpose of simple further social convenience and openness. Phuntsog (2017) delivers the results of the research about code-switching from the teacher's side in this way: it can appear as a good scaffolding device; moreover, code-switching can play a beneficial role in reinforcement learning. Concluding the row of opportunities of code-switching in EMI-environment, it indeed can deliver a solution for the students of STEM faculty in terms of communication issues, loss of understanding of each other, the need for explanation, and anxiety of students (Moulisa, 2020). With the proper implementation of code-switching by a teacher, where it is required, students of STEM-faculty are, theoretically, closer to having a higher quality of education.

In contrast, in some cases, the teacher's implementation of code-switching into the lessons is even, to some extent, proximate to prevent the educational process. Thus, Ospanova (2017) delivered the results of the qualitative study, where it was revealed that the instructor's code-switching was faced negatively by the students of translation studies. It was shared that in this particular case code-switching in fact prevented the process of language learning, to some degree retarding the language learning. Predominantly, such a result was received, due to the teachers' possible lack of knowledge on how to use code-switching properly with its all provided opportunities. Humanities students, overall, may have totally negative attitudes towards the code-switching process (Zhang & Lütge, 2024). It was stated that code-switching in the classroom represented a challenge in academic integration and social interactions in the educational environment, contrasting with the STEM-faculty's students' perception of the code-switching phenomenon. Tsaona and Vic (2013) also provided the negative effects of code-switching in secondary schools' classrooms: it does not guide in the language development. Hua (2008) even believes that code-switching in fact delivers numerous complicacies. It is said that despite code-switching often appearing as a supportive tool, it is not positive to overuse it, and it would be more effective to implement not just code-switching, yet with the instructions. In case of the overuse of code-switching, there is a possibility of getting negative sequences in learning language (Jingxia, 2010). The later research of Nurhamidah, Fauziati, and Supriyadi (2018) combine the findings and conclude that code-switching is an indisputably highly appreciated tool with the two factors taken into account: the appropriate amount of usage; purposeful usage of it within the classroom.

What is interesting, regarding code-switching, there were also multiple cases of its usage in a rather neutral way. For instance, Bahous et al. (2014) remarked that some teachers use code-switching in the lessons without being conscious of it, while their students may implement it with a motive. Meruert (2020) states that the effect of a teacher's code-switching on students' perceptions may differ based on the aim of the teacher. For example, if the aim of code-switching was to provide a deeper

explanation of the material or expression, it can be perceived rather positively. Yet, if a teacher used code-switching due to a lack of knowledge (does not know the translation, for instance), then it is considered to be poorly welcomed.

In conclusion, code-switching from the teacher's side can be perceived by students in different ways, since it is individual. The effect of code-switching can be positive, negative, and also neutral in the classroom. Furthermore, as it was noticed by the researchers, such as Zhang & Lütge (2024), various faculties can consider the phenomenon of "switching" between languages from differing perspectives. Thus, Humanities students can meet the code-switching to a greater extent negatively than positively, while students of STEM-faculty, in contrast, can find it rather supportive.

## Method

A purposive sampling was integrated into the qualitative study (N=8), where students from Humanistic and STEM faculties expressed their perspectives on teachers' code-switching. A purposive sampling was considered as appropriate within this research, since, in this case, the students from Engineering and TFL faculties who had experience of studying in EMI-context, and study on the courses higher than first, participated. This sampling can be explained by the participants' amount of experience of studying in EMI-system, which they, hypothetically, could receive during a longer period of studying. Thus, 4 students from TFL-faculty and 4 from Engineering-faculty were recruited for the purpose of investigating the phenomenon from various sides, since the data in literature review demonstrated how students' perceptions of teachers' code-switching can possibly vary across the faculties. The study was conducted in one of EMI-universities of Kazakhstan, Almaty region. Participants were students of different years of study and educational degree: 4 freshmen MA students (Master of Arts) from TFL-faculty, 3 Bachelor's Degree 4-year students and 1 Bachelor's Degree 3-year student from Engineering faculty. The students' age varies from 20 to 25 years old. Before conducting the study, consent letters were sent to the participants, thus getting them acquainted with the aims of the research. Participation was voluntary, all the participants were assured that the information they provided would be confidential.

Procedure: Semi-structured interviews. The data was collected through the interviewing process and analyzed through thematic analysis at the later stages. All the interviews lasted from 15 to 30 minutes, and the data-collecting process was held for a week. The data was recorded, using a dictaphone and then transcribed. After analyzing the data, it was decided to divide the answers into two main groups for further convenience: TFL-students' responses and Engineering students' responses. In this case, on the other hand, random selection without any frames in terms of a year of study supported to a greater extent diversified research, where participants of different lengths of study (from a STEM-faculty) in one university could express their positively different perspectives. In addition, in case TFL MA students could not provide much information about their experience of facing code-switching from the teacher side in their Master's Degree program, they were able to appeal to their past experiences of studying in Bachelor's Degree. Furthermore, MA TFL-students had an impressive experience of facing teachers' code-switching, since 100% of participants graduated from EMI-universities. On the other hand, the limitation within the study may appear there - it would be, from one perspective, more balanced to collect the data exclusively from MA students in order to balance the data of two faculties; however, the results from both MA and Bachelor's students, in theory, may lead to receive more varied points of view.

## Data analysis

Firstly, the audios were transcribed; the data from the recorded audios was converted to the text format. The obtained data was grouped into TFL and Engineering students' perspectives and analyzed separately. The next step was to generate codes for the participants and apply them to the data set. As the third stage, inductive thematic analysis was utilized: the main themes of the research were identified, after analysing the transcription. The participants' specific quotations were sorted out in order to relate it then to one of the themes. At the final phase the parallels between two faculties'

students' perceptions of teachers' code-switching were established. The quotations of the participants of two cohorts: STEM and TFL students were analyzed under the themes, which were revealed at the previous stages, and it became possible to receive the summary from two observed cohorts.

## Results

Thematic analysis of the rows of the interviews revealed such topics as: students' challenges connected to teachers' code-switching (challenges); benefits of teachers' code-switching (benefits), students' attitudes towards teacher the teacher using code-switching (perception of the teacher), disciplines where code-switching is appropriate, opinion about perceptions of teachers' code-switching by students from other faculties (view of other faculties' perceptions). In addition, in some cases the participants provided their recommendations on how teachers may use code-switching in a more quiding way, which can be established as the separate subtheme of "benefits" - "recommendations". The listed themes were noticed during analyzing the data of participants of both TFL and Engineering faculties.

**TFL students' perceptions of teachers' code-switching**
*Theme 1: Students' challenges connected to teachers' code-switching*
1) *"*I don't think there is a challenge for me. I know English pretty well, that's why I understand everything. I don't encounter any challenges, besides when the teacher code-switches to the language I don't know". (Participant 1, MA, freshman)
2) "Sometimes, switching to one language, which is not understandable for some students, might be a discrimination". (Participant 2, MA, freshman)
3) "I haven't actually faced any challenges with it, because mostly my teachers don't use code-switching, they use it really-really rarely". (Participant 3, MA, freshman)
In the majority of cases, the participants provided the similar answers that they do not meet any challenges due to a number of reasons: three of the participants mentioned high English proficiency, and one mentioned low frequency of using code-switching by their teachers. In addition, the factor of discrimination of using the languages of minorities was remarked by the participants. They considered it as an aspect which should be taken into account by their instructors.

*Theme 2: Benefits of teachers' code-switching*
1) "During my Bachelor's Degree, I think, most of my teachers code-switched, because students didn't understand some terms. So, in order to help them understand the topic in class, they could switch to Kazakh or Russian". (Participant 1, MA, freshman)
2) "Mostly, according to my experience, the teacher used code-switching to joke. To create the environment. Sometimes teachers can use it to explain some things like some terms. Joking and explaining". (Participant 3, MA, freshman)
To interpret, code-switching can be in fact beneficial in such cases as explaining the terminology (N=4) or creating a comfortable environment, where a teacher can produce jokes (N=1).

*Theme 3: Students' attitudes towards the teacher using code-switching*
1) "Well, I personally feel not really good when the teacher uses code-switching, because if the teacher uses just English, it wouldn't be so unclear. So, I just don't understand their purpose. Sometimes, on one subject, the materials are in Russian, and it's difficult for me to understand the terminology in Russian, because then it is required to tell about it in English. It could be just explained by the teacher just in English, it would be easier. (Participant 2, MA, freshman)
2) "I don't think much about the teachers themselves, but I think they just don't know how to express themselves in English. My overall opinion about that is rather negative, but not, like, really negative… Let's take the example. If teachers use code-switching, in case their students don't understand, then I can think that this teacher is quite cool. They are trying to help students and don't just teach and then leave, they need to know that their students understand everything well. It

influences my opinion about their code-switching… Well, I remember one teacher who used to code-switch a lot: he code-switched to Turkish, and I do not know Turkish. I think, in this case it was inappropriate to code-switch, he didn't consider the languages of all the students". (Participant 4, MA, freshman)

All the participants find it inappropriate, when the teachers integrate code-switching into their teaching. The reasons vary from switching to the language of minority to unpurposeful code-switching, thus confusing the audience. Nevertheless, the most frequent case is code-switching without any strategy serving as a negatively perceived tool.

*Theme* 4: *Disciplines where code-switching is appropriate*

1) "I'm studying in TFL, that's why, I think, there is no appropriate case for a teacher to use code-switching". (Participant 2, MA, freshman)

2) "I think, in all subjects it is appropriate. It rather depends on what purposes it is used. For example if you use it in Major Foreign Language too often, you might lose the purpose of your subject, as a teacher of EMI". (Participant 3, MA, freshman)

According to the opinion of three participants, code-switching is inappropriate in TFL-classroom, and according to the opinion of one participant, code-switching can be implemented in a positive way, in case it was purposeful.

*Theme 5: Participants' view of other faculties' perceptions*

1) "Some faculties can think that code-switching is necessary, like, mathematics or some faculties that are related to physics or just technical disciplines. Mostly, in this very case, their level of English can be not that high. They are focused on formulas, numbers, rather than on communication. I think, in these cases the need for code-switching is higher". (Participant 4, MA, freshmen).

2) "I think in STEM code-switching is more common. I think they might perceive it actually more positively". (Participant 3, MA freshmen).

All the participants mentioned code-switching as a supportive linguistic approach for STEM-specialties.

**Engineering students' perceptions of teachers' code-switching**

*Theme 1: Engineering students' challenges connected to teachers' code-switching*

1) "When my teacher mixes the languages, it is confusing. It is not like code-switching, it is just a remix of languages. One sentence can start in Russian, then it is in English, and the end is in Kazakh. Code-switching or not, it feels like a strange thing". (Participant 5, BS, 4th year).

2) "You know, I don't really know Kazakh. I like code-switching, but when my lecturer starts using the language I don't know, I don't understand, like, anything. I start asking my groupmates what he said and feel very bad". (Participant 6, BS, 3rd year)

3) "It will be more complicated in future to understand some terms in English, because the teacher said in Russian or in Kazakh. Especially difficult, if it sounds different in English and maybe Russian". (Participant 7, BS, 4th year).

The majority of students mentioned the confusing usage of code-switching by their teachers. In some cases, the instructor integrates code-switching without any strategy or without considering the languages of the students. One participant delivered a statement about inappropriate usage of code-switching for terminology.

*Theme 2. Benefits of teachers' code-switching*

1) "I wasn't familiar with this word "code-switching", but I think it is good. Teachers can use it, when they can't explain something in English, or if we don't understand. It is cool, when they understand when it's time to say it not in English". (Participant 8, BS, 4th year)

2) "It is so helpful to hear some terminology in Russian or Kazakh, Thanks for it. It is easier to understand and to do my laboratory work then, of course". (Participant 7, BS, 4th year).

Four participants found code-switching truthfully guiding in terms of terminology. Furthermore, the participants expressed their respect towards teachers who implement code-switching.

*Theme 3. Students' attitudes towards teachers using code-switching*
1) "Honestly, I understand them. They don't know a word, it's a normal thing, it's indeed fine to say it in your native language… Sometimes they don't know how to say something, so I'm okay with it". (Participant 7, BS, 4th year).
2) "I feel mostly neutral about the teacher. It's more interesting for me which words were code-switched and not why. In general, I think it's fine. Maybe he just didn't know the translation of the specific terms". (Participant 5, BS, 4th year).
The majority of participants (N=3) expressed their positive attitudes towards teacher's code switching, and one felt neutral about it. What is similar, all the four participants hypothesized that the main purpose of their teachers using code-switching is them possibly being not familiar with some technical words.

*Theme* 4: *Disciplines where code-switching is appropriate*
1) "In "гуманитарные науках" like philosophy or sociology it's appropriate. It's kind of useful to discuss it in Russian and English. It is much easier. As you noticed, I've just code-switched. Am I right? It is because I didn't know the translation". (Participant 7, BS, 4th year)
2) "Where we have a lot of terminology". (Participant 6, BS, 3rd year)
Two students emphasized the appropriateness of code-switching within Humanitarian disciplines, and two mentioned the subjects with a great amount of terminology.
*Theme 5: Participants' view of other faculties' perceptions*
1) "Of course, everybody has their own opinion, but I think they will say the same thing, since code-switching is very convenient". (Participant 7, BS, 4th year)
2) "I think other faculties will like it too, because why not? A lot of people don't understand something. Many specialties have unknown difficult words. Code-switching is effective, in my opinion". (Participant 6, BS, 3rd year)
To summarize, all the four participants suppose that code-switching is an appropriate linguistic approach for all faculties, since it is convenient due to a row of reasons, especially in case there are a number of unfamiliar words.

## Discussion
The aim of this study was to identify students' perceptions of teacher's usage of code-switching in the EMI-classroom. In order to diversify the research, two faculties were taken into consideration: TFL-faculty and Engineering faculty. The participants answered the specific questions regarding opportunities and challenges of teacher's code-switching, their attitudes toward their instructor who implements code-switching, disciplines where it is inappropriate, and revealed their perspective about how other faculties might perceive teachers' code-switching. Thematic analysis, face-to-face interviews were conducted in this study. The received results from both faculties were analyzed in depth and compared to each other.
*Challenges connected to students' code-switching*
Students provided their possible challenges, when their teacher implemented code-switching, and it was expectedly established that TFL-students face less challenges, compared to students from Engineering faculties.nIt was revealed that the frequency of using code-switching by the teachers from different faculties was varying, since teachers from TFL-faculty were mentioned to rarely use this linguistic approach, while Engineering students marked in their interviews code-switching as a normal case in their classroom. STEM-faculties encounter such challenges in EMI-classroom as the confusion which they receive, when their teacher "interferes" with code-switching without any strategy, which lead to the similarities with the results of the study provided by Nurhamidah, Fauziati, and Supriyadi (2018) about purposeful code-switching.

Participants shared their feelings, in case the code-switching was implemented inappropriately, and it can be interpreted as how dramatically confused they, in some cases, can feel; thus establishing a parallel with the number of studies, such as Hua (2008), where it was mentioned that the purpose and frequency of code-switching also indeed have significance. It is clear that code-switching can indeed influence students' level of comprehension. Code-switching is a useful tool, yet it needs to be considered by its appropriateness and the languages of the students in EMI-classroom. Furthermore, what is interesting, two faculties in fact expressed the significance of the linguistic inclusivity in EMI-context; teachers are recommended to take into consideration to which language exactly it is relevant to switch, which languages are familiar for their students, and how students who are not aware of some languages might feel, if code-switching is unavoidable. TFL-students used the term "discrimination", since they hypothesize code-switching needs also to be considered from the sociolinguistic perspective, and not exclusively as a tool for convenience.

*Benefits of teachers' code-switching*

Overall, all the participants were focused on the importance of teacher's code-switching in terms of explanation within the EMI-classroom. Students reacted positively to the teacher's code-switching, thus emphasizing the supportive function of it. TFL-students mentioned that code-switching can also be used as a tool for creating a comfortable atmosphere in the classroom, for story-telling, and in case a teacher is intended to tell an anecdote. Cillini (2023) achieved the close outcome, revealing that code-switching is supportive as a tool for interactions, some cultural references, jokes or other specific moments during the lessons. Both faculties mentioned about the most appropriate positive sides of teachers' code-switching for their particular faculties. For instance, TFL-students express the significance of code-switching in terms of terminology and supporting the atmosphere in EMI-classroom; Engineering students' opinion was mostly concentrated on instructors' explanation of terminology, as it was studied by Camacho-Minãno (2016) about STEM-students considering technical terminology in EMI-context to some extent problematic.

*Students' attitudes towards teachers using code-switching*

Interestingly, it was the moment where students of different faculties expressed their totally varying thoughts. As Zhang and Lütge (2024) investigated, different faculties can consider the phenomenon of code-switching in contrasting ways. Engineering students were noticed to have neutral or to a greater extent positive attitude towards their teachers integrating code-switching to their lessons. It was revealed that the dominating feeling in students from Engineering faculty, in this case, is understanding. Code-switching was observed to be supportive for STEM-students due to the row of positive peculiarities, as it was mentioned in the study of Moulisa (2020), where code-switching appeared indeed helpful for the STEM-disciplines specifically. The majority of participants expressed their level of empathy, if a teacher does not know a specific word, and implements code-switching at these moments. At the same time, TFL-students' perceptions of teachers' code-switching is negative, especially, if it was unpurposeful, and a teacher did not consider learners' needs, native languages and other important factors. The identical result about students from Humanitarian faculties perceiving code-switching negatively appeared in the research provided by Zhang & Lütge (2024). To summarize, code-switching should be strategically implemented, and must not confuse students in any form, according to TFL-students' responses.

*Disciplines where code-switching is appropriate*

TFL-students expressed about inappropriateness of code-switching in any discipline which figurates in their faculties, yet repeated the statement how it can be quiding, in case code-switching was purposeful, and no challenges appeared after the implementation; while Engineering students named two cases, where code-switching is possibly appropriate: humanitarian disciplines and disciplines with the large amount of terminology. To generalize, students from Humanitarian faculties indeed might have negative perceptions of teachers' code-switching due to peculiarities of their faculties. The fact of the students of Humanitarian faculties possibly perceiving teachers' code-switching in a comparatively

negative way is close to the results of the study of Ospanova (2017), where students of translation studies provided the same result. Yet, regarding STEM-faculties and their peculiarities, students can commonly perceive code-switching positively, thus building a positive image about the teacher who implements code-switching. What cannot be ignored, is the fact of code-switching which has to be strategically used; therefore, the negative challenges can be minimized.

*Participants' view of other faculties' perceptions*

Responses from TFL-students were totally about the significant role of code-switching in STEM-faculties, STEM-students may face challenges with technical vocabulary or issues connected to English language knowledge. On the other hand, from a STEM-student's perspective, teachers' code switching can be appropriate in all cases, all disciplines, due to the convenience of code-switching. To interpret, TFL-students were concentrated on the special details of the role of code-switching, because, in their case, totally positive implementation of code-switching is questionable and needs to be integrated with strategy, which was emphasized. STEM-students faced less obstacles with code-switching; therefore, they shared their perspective about code-switching being a supportive linguistic strategy for all disciplines, thus taking into account the general quiding image of code-switching.

## Limitations of the study

The sample of participants was too wide: in the research appeared TFL students of Master's Degree and Engineering students from Bachelor's degree, which can possibly lead to some inaccuracy in the study. From the one hand, TFL-students were able to appeal to their previous experience while responding to the questions. The answers can be diversified according to the perceptions of students with different backgrounds, yet it could be more appropriate to be to a greater extent focused on the exclusively students of Master's or Bachelor's Degrees.

## Conclusion

Teachers code-switching is a supportive linguistic tool in EMI-classroom, which can deliver numerous benefits: explanation of terminology, establishing comfortable atmosphere, humorous purposes and other significant reasons. Yet, it is highly recommended to implement code-switching with strategy, considering the learners' needs in combination with their first languages. To summarize, TFL-students have to a greater extent negative perceptions of teacher's code-switching in EMI-context, and truthfully recommend to purposefully integrate it in the classroom, while Engineering students find code-switching a supportive tool, and suppose, teacher's code-switching can appear appropriate in other faculties, as well. However, the results, theoretically, could appear more relevant, if the study was focused on Bachelor's or Master's students separately; therefore, the research could deliver more details about one selected context. This paper suggests future research to consider exclusively Master's students or Bachelor's students.

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## СТУДЕНТТЕРДІҢ ENGLISH MEDIUM INSTRUCTIONS КОНТЕКСТІНДЕ МҰҒАЛІМДЕРДІҢ КОДТАРЫН АУЫСТЫРУДЫ ҚАБЫЛДАУЫ

**Аңдатпа.** English Medium Instructions (EMI) - бұл көптеген университеттерде жалпы қабылданған жүйе және өзінің ерекшеліктеріне сәйкес EMI оқушылар үшін мүмкіндіктер де, проблемалар да бере алады. Кейбір мұғалімдер проблемаларды болдырмау үшін кодтарды өз сабақтарына ауыстыруды енгізеді. Бұл зерттеу TFL және инженерлік мамандықтардың студенттерін гуманитарлық және STEM факультеттерінің студенттері ретінде қарастыра отырып, EMI контекстінде мұғалімдердің кодтарын ауыстырып қосуды студенттердің қабылдауына бағытталған. Бұл сапалы зерттеуде бетпе-бет сұхбаттар жүргізілді. Сегіз қатысушы: TFL факультетінен төрт студент және инженерлік факультеттен төрт студент өз көзқарастары туралы айтып берді. Жиналған деректер тақырыптық талдауда өңделді. Қорытындылай келе, TFL студенттерінің кодтарды ауыстырып қосуды қабылдауы инженерлік мамандықтағы студенттердің қабылдауымен салыстырғанда теріс болып табылатыны зерттелді. Мұғалімдерге кодтарды ауыстырып қосуды немесе транслингвизмді оқушылардың ана тілдерін назарға ала отырып, әдейі, осылайша кемсітушілік сияқты құбылысқа әкелмей, енгізу ұсынылды.

**Түйін сөздер:** English Medium Instructions, кодтарды ауыстырып қосу, транслингвизм, STEM, гуманитарлық, TFL, инженерлік

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## ВОСПРИЯТИЕ СТУДЕНТАМИ ПЕРЕКЛЮЧЕНИЯ КОДОВ УЧИТЕЛЯМИ В КОНТЕКСТЕ ENGLISH MEDIUM INSTRUCTIONS

**Аннотация.** English Medium Instructions (EMI) — это система, которая стала общепринятой во многих университетах, и в соответствии со своими специфическими особенностями EMI может предоставлять как возможности, так и проблемы для учащихся. Чтобы предотвратить проблемы, некоторые учителя внедряют переключение кодов в свои уроки. Это исследование сосредоточено на восприятии студентами переключения кодов учителей в контексте EMI, рассматривая студентов TFL и инженерных специальностей как представителей студентов гуманитарных и STEM-факультетов. В этом качественном исследовании проводились очные интервью. Восемь участников: четыре студента с факультета TFL и четыре с инженерного факультета, рассказали о своих точках зрения. Собранные данные были обработаны в тематическом анализе. В заключении было исследовано, что восприятие студентами TFL переключения кодов является скорее негативным, контрастируя с восприятием студентов инженерных специальностей. Учителям было рекомендовано внедрять либо переключение кодов, либо транслингвизм стратегически, преднамеренно, принимая во внимание родные языки учащихся, таким образом не приводя к такому феномену как дискриминация.

**Ключевые слова:** English Medium Instructions, переключение кодов, трансингвизм, STEM, гуманитарный, TFL, инженерный.