

Code-Switching In Classroom: Perceived Perception Of English Medium Educational Institutions In Pakistan

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Abstract

Code-switching is a phenomenon of alteration of two languages. The study aimed to find how the English-Urdu code-switching impact on students' learning at higher education level. The population of the study contained of the faculty members and students studying at public sector universities in Pakistan. However, this study was delimited to the faculty members and students at Ghazi University in Dera Ghazi Khan. Population size was consisted upon 22 academic departments, 150 faculty members and 12000 students. Multistage random sampling was used. At first stage 4 academic departments were randomly selected and at the second stage 120 faculty members and 380 students were randomly selected to make the sample of 500. This study used quantitative methods to survey. Two self-developed questionnaires at 5-point Likert scale were used for gathering information. The research tool was validated through Cronbach alpha. The Cronbach value of the questionnaire for the teachers was .841 and for the students was .862 respectively. Percentage, mean score, standard deviation and standard error were calculated by using SSPS-20. The study found that teachers frequently shift from English to Urdu in their instructional process in English medium classes at higher education level. Shifting from English medium to their national language helps students in understanding their concepts in more clear way. Therefore, it helps students to improve their learning. However, the study also found that the difference and frequent change in the language is often found the obstacle in the communication process.

Keywords: code-switching, bilingualism, English as a medium of instruction, language acquisition, medium of instructional.

Introduction

Code-switching refers to shift from one language to another within one interaction (Yao, 2011). Currently, code-switching is generally used to pronounce two languages within one discussion (Benson, 2001). In everyday life we make interaction with the people of different languages. Code mixing contains placing and mingling linguistic parts i.e: words, phrases and clauses from different grammatical structures within the sentences and speech (Tay, 1989). English speaking has access to a global communication platform. To communicate, According to Bhatti et al. (2018), English language is important because it allows speakers to learn and express themselves effectively. Pakistanis practice code-switching between English and Urdu. In Pakistan, code-switching is a major factor in the evolution of the English language (Talaat & Anwar, 2009). Bilingualism and multilingualism is now a widespread occurrence due to the expanding tendency of globalization in educational institutions. People in multilingual cultures are used to shifting between languages to communicate. Code-switching is a term used to denote language swapping. Code-switching is the well observed phenomena in multilingual and multicultural communities.

Literature Review

The phenomenon of code-switching between languages that have opposing typological patterns has been studied by Hicks (2010). The code-switched sentences may have the sentence order SVOV if one speaker of language has words order of SVO whereas the other has SOV, resulting in a doubled syntactic component, with each "double" understood in a different source language. This paper investigate code-switches that provide doubled verbs, phrases, ad positions, coordination and complementizers from a wide range of language elements. Existing studies on monolingual doubling, including those that apply syntactic approaches, are insufficient, in my opinion. Code-switched doubles can be better explained using a framework that encourages simultaneous access to multiple languages.

To put it another way, code-switching is described "the interchange of more than one languages within one treatise, statement or constituent" (Al-Bataineh & Abdelhady, 2019). Coding switching is distinguished from borrowing because it involves bilingual speakers, as Bullock and Toribio (2009) pointed out in their definition. The two terms can be distinguished by their bilingualism and frequency of use, respectively (Myers-Scotton, 2006, 2002; Myers-Scotton and Jake, 2009). Codeswitching, on the other hand, does not necessitate bilingualism, but borrowing does. As a second benefit, borrowed elements are more frequently employed than codeswitched forms because of the gradual nativization that occurs over time. A memorised list that has been accepted by a particular speech communal, these words become part of the vocabulary (Muysken, 2000).

Deuchar (2020), pointed out that linguistics is conducting essential code-switching research. He explored three positions with regard to code switching: borrowing, grammaticality and uniformity. When using delicate integration measures, he argued that all people do not borrow other-language substances. We should use empirical evidence to compare grammar theories. Moreover, he showed quantitatively that code-switching variability indicates homogeneity and likely influence on community norms. However, code-switching is used to investigate a wide range of global empirical investigations (Boztepe, 2003).

Multilingual youngsters are more likely to display codeswitching in their own speech as young as three years of age (Pert & Letts, 2006). Rarely studied in this way, many educators and other professionals working with bilingual youngsters may think codeswitching is a bad thing. They supported with a study that a child's expressive potential as a bilingual is best displayed by codeswitching with a fellow bilingual who is open to the notion. If codeswitching is the primary language of communication, there should be no differentiation between coded and noncoded utterances while building bilingual standards. Contrary to popular belief, Aabi (2020) claims that code-switching is one of the least understood components of language context. As a result, when studying CS, it is critical to evaluate the contributions of many different linguistic domains. Although perspectives differ, it is generally believed that CS demands multilingualism. Changes in level can occur within and between sentences.

Gutierrez-Clellen et al. (2009) discovered that children with SLI were less proficient in grammar than peers with conventional language. The number of speakers with code-switching (CS) did not change between age groups or elicitation circumstances. Language dominance, testing language, and testing interaction language all had substantial effects. When tested in their inferior English, English-dominant children scored higher than Spanish-dominant children. CS occurrences or aberrant CS patterns were not higher in SLI children compared to their peers. Although SLI children have trouble speaking, research suggests they may use grammar-conscious syntax (CS). Research shows that CS is susceptible to sociolinguistic characteristics as when their own language is not socially recognised in a larger sociocultural setting. Even though it is their predominant language at home, many kids may be reluctant to transfer.

Kortelainen (2020) discovered how non-native English speakers express and use regional dialects. The most frequently used Hindi and Urdu terms in the corpus were utilised to find and document codeswitches. Intersentential codeswitches, interclausal switches, and intraclausal codeswitches are all examples of Hindi and Urdu codeswitches that the researchers observed in various forms. Structural research identified structural connections between Indian and Pakistani English. An analysis of English to Urdu code-switching in Pakistan was published by Anwar (2009). Only phrases and clauses of the data have been analysed. He further explored that code-switching cannot be spared from grammar but a regulated activity at the communication level based on practical data from Pakistani printed media. It also provides a brief overview of the non-native variety of English. Bilingualism and multilingualism, according to this study, necessitate

changes and variations in a person's linguistic repertoire. Everything we know so far indicates there is no ungrammatical effect on English syntax from Urdu phrases and clauses.

Code-switching refers to all situations where sentence items and grammatical elements from more than one language appear in one sentence (Muysken, 2000). Wardhaugh (2000) views that code is a natural phenomenon as compared to style. It is used in any place where two or more persons interact for conversation. 'Code switching' is like a process of using one language during speaking of other language when both persons know these languages (Cook, 2008). Metila, (2009) explained that classroom pedagogical functions justify code-switching in teaching-learning process. In Pakistan English is taken as target language and medium of instruction from school to university level. Teachers at university level use code-switching as it is needed for effective communication. They have to shift from one language to another frequently in order to make clarity in their instructions that is itself a creativity (Talaat, 2003).

Problem Statement

Code-switching was the language process that brings harmony among first language and target language. It was common to make code-switching in communication. The language development is multi way task to achieve the linguistic behavior of target language as to bring clarity under the impact of first language. This study was an attempt to investigate the impact of code-switching on students' learning in English medium institutions at higher education level in Pakistan.

Objective of the Study

This study was conducted with the single objective to identify the impact of code-switching on the students' learning at higher education level in Pakistan.

Methodology

The design of the study was descriptive based on survey. However, the methodology of this study is as under.

Population of the Study

All the teachers and students of all departments of Ghazi University were the population to investigate the code-switching at university level. There were 150 faculty members and 12000 students of graduate and post graduate level of 22 departments. Therefore, the total population of the study was 12150 (150+12000).

Table 1 Summary of Population

	Departments	Faculty Members	Students	Total
Population	22	150	12000	12150

Sample of the Study

The researchers applied multistage simple random sampling technique to collect the information from the accessible population. At first stage four departments were selected and at second stage

120 faculty members and 380 students were randomly selected to collect the information for the study. The student population was fall to unknown population therefore, according to Gay, Mills & Airasian (2009), 380 students sample size was enough for unknown population to draw the results for the study. Therefore, total sample size of the study was 500 (120+380).

Table 2 Summary of Sample of Faculty and Students

	Departments	Faculty Members	Students	Total
Population	22	150	12000	12150
Selected Sample	4	120	380	500

Questionnaire

It was a descriptive survey type study. Main stake holders were teachers and students in the educational institution. Therefore, the researchers developed two questionnaires on 5-point Likert scale. One questionnaire was for teachers who were direct instructional source and the second questionnaire was for the students who were direct beneficiaries of higher education institutions. The questionnaire for teachers contained 15 closed ended research items while the questionnaire for students contained 14 closed ended and one open ended question. Both questionnaires were validated through Cronbach Alpha. The values were .841 and .862 respectively.

Data Analysis

Using code-switching technique in classroom, its effects on students' learning and its constraints were measured in this study. The quantitative type data was collected on 5-point Likert scale. The responses were as strongly disagreed, disagreed, undecided, agreed and strongly agree. These levels were coded into values as "1" for strongly disagreed and "5" for the strongly agreed. The qualitative data was also categorized in common themes. The collected data was analyzed by using Statistical Package for Social Sciences (SPSS-20). The standard error was fixed 0.5. Mean score, standard deviation and standard error were calculated. The findings of the study were as under.

Findings of Teachers' Questionnaire

Table 1: Code-switching before teaching

Statements	N	Mean	Std. Error	Std. Deviation
Code-switching is helpful in class for greeting the students	12	4.20	.107	.414
Code-switching effective for easy conversation with students	12	4.60	.131	.507
Code-switching is effective for giving instructions to students	12	4.60	.131	.507
I use code-switching to motivate students	12	3.93	.284	1.100

Code-switching is effective in class to warm up students 12 4.33 .126 .488

The data findings showed that majority of the teachers agree with the statement that code-switching was helpful in class for greeting the students at higher education level. The mean score value 4.20 and standard deviation .414 highly support the research statement. It helps teachers in welcoming the students in the class. It was also found that majority of the teachers were agree with the statement that code-switching was effective for easy conversation with students. Mean score 4.60 and standard deviation .507 greatly support the research statement that code-switching was an effective tool for teacher-students' easy conversation in general communication. It helps them to understand both side's point of view in better way. The study also found that mostly teachers use code-switching as an effective instructional technique in the classroom. Mean score 4.60 and standard deviation .507 highly support the research statement that code-switching was effective for teachers in giving instructions to students in the classroom. The study also found that code-switching helped teachers to motivate students for learning at higher education level. Mean score 3.93 and standard deviation 1.100 showed that teachers sometimes used code-switching to motivate students for learning in the class at higher education level. The study also found that teachers used code-switching to prepare students for learning. Mean score 4.33 and standard deviation .488 highly support the research statement that code-switching was effective to warm up students in class to conduct teaching-learning activities in a productive way.

Table 2: Code-switching during Teaching

Research Statements	N	Mean	Std. Error	Std. Deviation
I use code-switching in class to introduce new words	12	4.60	.163	.632
Code-switching helps teaches to explain difficult vocabulary	12	4.80	.107	.414
Code-switching helps teachers for explaining complex concepts	12	4.87	.091	.352
Code-switching helps teachers to maintain discipline in class	12	3.27	.330	1.280
I use code-switching for repeating important points	12	3.67	.361	1.397

The study explored that code-switching was effective instructional technique at higher education level in Pakistan. Mean score 4.60 and standard deviation .632 showed that vast majority of the respondents agreed with the research statement that they used code-switching in their classes for introducing new words by translating these new words in Urdu language. The study also found the teachers used code-switching technique to explain difficult vocabulary in the class at higher education level. Mean score 4.80 and standard deviation .414 highly support the fact that teachers applied code-switching as required instructional technique at higher education level. The study also found that teachers use code-switching for explaining complex concepts in the classes. Mean score 4.87 and standard deviation .352 highly support code-switching technique at higher education level in Pakistan for explaining complex concepts. The study also found that teachers sometime used code-switching as an effective technique for maintaining discipline in the class during their teaching learning process. Mean score 3.27 and standard deviation 1.280 support the

fact. The study also found that code-switching helpful for recapitulation of important points to the students. Mean score 3.67 and standard deviation 1.397 showed that university teachers sometime used code-switching for repeating important points to the students.

Table 3: Code-switching at the End of Teaching

Research Statements	N	Mean	Std. Error	Std. Deviation
I use code-switching to make students participative	12	3.80	.262	1.014
I use code-switching to quote examples from realia	12	4.00	.138	.535
Code-switching is effective for building solidarity relationship	12	3.73	.228	.884
I allow students in the class to answer in Urdu	12	4.13	.192	.743
I use code-switching to check students' understanding	12	4.13	.215	.834

Code-switching is effective teaching technique at university level. It makes students participative in teaching learning process and to answer teachers' questions in the class. Mean score 3.80 and standard deviation 1.014 elaborated that teachers used code-switching technique in the class to get students involved in class discussion. The study also found that teachers used Urdu language to give examples from the surroundings to make the concepts clear. Mean score 4.00 and standard deviation .535 supported the research statement that teachers used code-switching to give examples from realia. However, the study found that code-switching also promotes teacher-students' professional relations to some extent. Mean score 3.73 and standard deviation .884 supports the research statement that code-switching was effective for building solidarity relationship between teachers and students. The study found that code-switching helped those students to answer teachers' questions in their mother tongue who felt any problem in speaking English in the class. Mean score 4.13 and standard deviation .743 highly supported the research statement that teachers allowed students to answer their questions in Urdu if they had hesitation in speaking or weak English vocabulary. The study also found that teachers used code-switching for checking students' concepts and understanding in the class. Mean score 4.13 and standard deviation .834 highly supported the need of using code-switching for students' formative assessment in the class.

Findings of Students' Questionnaire

Table 4: Classroom Practices

Research Statements	N	Mean	Std. Error	Std. Deviation
Our teachers deliberately apply code-switching technique	380	4.27	.067	.733
Mostly teachers use code-switching for beginner students	380	4.31	.057	.619
As Far as students go to higher classes, teachers reduce using code switching	380	3.82	.090	.987
Students mostly initiate code switching	380	4.00	.060	.661

Students encourage code-switching in the class 380 4.09 .063 .686

The study found that code-switching is a common instructional technique that teacher used at higher education level in Pakistan. The respondents viewed that the teachers used this technique in their instructional procedure. Mean score 4.27 and standard deviation .733 clearly showed that teachers deliberately used this technique in the class. Teachers mostly used this technique at beginner level classes at higher education level. Mean score 4.31 and standard deviation .619 supported the statement that teachers used code-switching at beginner level. However, they may reduce mixing of two languages gradually as the level of students increased. Mean score 3.82 and standard deviation .987 showed that teachers reduced using code-switching when students growing into higher level but they did not fully avoid using code switching. They keep using code-switching as an instructional technique at all levels. The study also found that students generally come from non-English medium academic background. They are not frequent in communication in English language so they had to talk in Urdu in their classes. Mean score 4.00 and standard deviation .661 supported the research statement that mostly students initiate code-switching in the class. Students appreciate of using code-switching in the class because it helped there to clarify their concepts. Mean score 4.09 and standard deviation .686 supported the research statement that students encouraged using code-switching in the class.

Table 5: Students' Learning

Research Statements	N	Mean	Std. Error	Std. Deviation
Code-switching facilitates learning	380	4.32	.071	.778
Code-switching is effective for students for concepts clarification	380	4.19	.076	.833
Code-switching helps students in understanding difficult topics	380	4.46	.049	.533
Code-switching helps students in understanding new terms	380	4.33	.055	.599
Code-switching enhance good teacher-students' relationships	380	4.30	.069	.751

Code-switching helps students in learning. Mean score 4.32 and standard deviation .778 supported the research statement that code-switching facilitates learning. It helps students in clarifying their concepts. Mean score 4.19 and standard deviation .833 supported the research statement that code-switching was helpful students for making their concepts clear. Code-switching also helpful for learning difficult topics. Mean score 4.46 and standard deviation .533 supported the research statement that code-switching helped students in understanding difficult topics. Students often find new terms when studying at any level. Mean score 4.33 and standard deviation .599 highly supported the research statement that

Table 6: Students' Behaviour

Research Statements	N	Mean	Std. Error	Std. Deviation
Code-switching creates a negative impact on students' learning	380	2.53	.103	1.133
I like my teachers using Urdu in English medium class	380	3.70	.108	1.185
Code-switching enhances my proficiency in English	380	4.08	.070	.762
I become more proficient if my teachers deliver lessons entirely in English	380	3.78	.098	1.070

The study found that teachers and students accept using code-switching at higher education level in Pakistan. Mean score 2.53 and standard deviation 1.133 showed that code-switching in the class had no negative impact on students' learning in English medium institutions. The study also found that students generally liked those teachers who use code-switching in the class. Mean score 3.70 and standard deviation 1.185 showed that sufficient number of respondents liked their teachers who used code-switching in their lectures of English medium classes at university level. The study also found that code-switching helped students in learning target language. Mean score 4.08 and standard deviation .762 supported the research statement that students at university became more proficient in English if their teachers frequently used code switching. The study also found there is comparatively a smaller number of respondents who became proficient in learning if their teachers entirely adopted English medium instructional technique. Mean score 3.78 and standard deviation 1.070 elaborated that comparatively a smaller number of respondents viewed that they became proficient in learning if their teachers delivered their lectures in English.

Table 7: Open ended question

Sr. No.	Responses	No. of Responses	%
1	Code-switching helps in understanding concepts	124	32.6
2	Code-switching makes learning easy	214	56.3
3	Code-switching hinders language learning	24	6.3
4	Teachers should discourage code-switching in English medium classes	18	4.7

Students are the major beneficiaries of any education system of the country. An open-ended response question knowing the major reasons of using code-switching was asked from them. Findings of this research stamen found that 32.6% respondents viewed that code-switching helped them in understanding concepts. Majority of the respondents (56.3%) viewed that code-switching made their learning easy. There were also some respondents (6.3%) viewed that code-switching hindered in language learning whereas 4.7% respondents viewed that teachers should discourage using code-switching in English medium classes at higher education level.

Discussion

Code-switching is an instructional technique shifting from one language to another. Some people use it to create a charm in communication. Teachers mostly use code-switching during teaching in the classrooms for explaining the point of view in better way or for presenting the concepts in another way. It helps students to grasp the idea in better way. Code-switching is used at higher education level in Pakistan where medium of instruction is English. Here mostly students come from Urdu medium academic and social back grounds so code-switching facilitate them in understanding the concepts and the meanings of the difficult terms. The need of using code-switching is felt more when students face trilingual challenges. The same is the case with people living in many cities of Pakistan. The present study was conducted in Dera Ghazi Khan district. Ghazi University is the prominent center of higher education opportunities for the people residing in Dera Ghazi Khan. The researchers selected Ghazi University, Dera Ghazi Khan. The mother tongue is majority of the students is Suraiki and Balochi whereas their medium of instruction is found as Urdu language in almost all educational institutions. There are some educational institutions in Dera Ghazi Khan who partially adopt English as a medium instruction. But their speaking and understanding capabilities of English is too weak to grasp the concepts entirely in English. They often tend towards code-switching even at higher education level where medium of instruction is English. Moreover, teachers in public sector universities are also mostly locally qualified. They are not highly fluent in communication in English language. They have to take help of code-switching for better communication.

Conclusion

The bilingual speakers of any society use discourse structures having the traits of codemixing and code switching. Same is the case when teacher communicate with the students in the classroom. The teachers need to use easy and effective code mixing and code-switching to make communication in understandable manner. This study focused on medium of instruction in public sector universities in Pakistan. The significance and practices of code-switching were covered at higher education level in Pakistan. Data was collected from Ghazi University, Dera Ghazi Khan where medium of education was English. The study found that teachers used code-switching to preserve order, translate new terms into Urdu language and to develop intimate relationships with pupils. Students appreciated code-switching to make their concepts clear and to communicate with teachers as they lacked in fluency of speaking skill in English language. Despite the major language of teaching being English, the researchers detected L2 to L1 switching even in the speaking classes. The professors choose to code-switch voluntarily. Before, during and after the lectures, the teachers talked Urdu. Students switched tags, intra-sentential codes, and inter-sentential codes during discussion sessions. Thus, code-switching was a helpful teaching tool at higher education level in Pakistan.

Recommendations

Following recommendations were made on the basis of research findings and discussion.

- More research is needed on the issue by including more universities in different parts of the country.
- There should be similarity in medium of education and medium of instruction.
- English language courses should be made compulsory both for teachers and students.
- Teachers at higher education level should be encouraged to get some education and training from native speakers.
- There should be tutorial sessions in every discipline where students can improve their spoken skill in target language.
- Awareness seminars should be organized in universities to increase the habit of communication in target language.

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