



Code-Switching in Teaching and Learning English at Higher Secondary Schools: A Case Study of Tehsil Faisalabad City

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ABSTRACT

Code switching (CS) is an inevitable natural phenomenon of bilingual classrooms of Pakistan. The study aims at analyzing the context, reasons and effects of code switching on teaching and learning, English at higher secondary schools of Faisalabad. This study was conducted at higher secondary schools (boys) of Tehsil Faisalabad City. There are total 24 higher secondary schools (boys) in District Faisalabad. Out of these 24 schools, 11 schools were in Tehsil Faisalabad City. Three higher secondary schools were selected through random sampling technique. The sampling frame was made by taking the list of teachers and students from the selected schools. There were 19 English teachers and 366 students in these schools. All the teachers were taken as respondents, whereas, the sample size for students was calculated 188 through online available software www.suveysystem.com with confidence level 95% and confidence interval 5%. Proportionate sampling technique was used to select the respondents. For collecting data, a well-structured questionnaire was developed. The collected data was analyzed through SPSS (Statistical Package for Social Sciences). For interpretation and discussion of results, the collected data was analyzed by using descriptive statistics, i-e, percentages, means and standard deviation. The results revealed that teaching and learning process is facilitated by the use of CS in classroom. It should be used to make teaching and learning easy. Moreover, it should be used to involve the students in classroom activities. Seminars and trainings should be arranged for the better use of CS.

Keywords: *Reasons and effects, Code switching, Teaching, Learning English, Teachers and students, Academic performances*

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INTRODUCTION

Code switching is a linguistic phenomenon. It is frequently used in multilingual countries. Bilingual people, generally, mix two languages in their conversation. Indeed this phenomenon is present in each society and each country. Pakistan is also a multilingual country. Here, a lot of people are having knowledge of at least two languages. So, the phenomenon of code switching is also common in Pakistan. Though the national language of Pakistan is Urdu, the people of Pakistan use English words, phrases and clauses during the course of their conversation (Rasul, 2013). Even the people, who have a little knowledge of English language, use words of English in their Urdu or Punjabi conversation. The term “code” is used for any type of system in which at least two people indulge in conversation. Contrarily, when the spoken language shifts to writing, it is called codification. This shift of bilingual or multilingual people from one language to the other is termed as “Code Switching”. Code switching (CS) is the exercise of shifting between two or more languages or diversities of language in discussion. CS is a significant source of communication that is used for communication purpose among bilinguals. CS is a linguistic process which is frequently observed in the communities known as bilingual or multilingual ones. Bilingual people, generally, mix two languages in their conversation, whereas, multilingual people mix more than two languages in their speech. Indeed, this phenomenon is present in each society and country.

English is taken as a significant linguistic asset. Throughout the world, there is a tendency to acquire English (McKay, 2003). The people belonging to multicultural societies face different settings demanding them to use different languages. Monolinguals are unable to use CS as they do not have choice to switch code. CS in educational institutions is generally used in bilingual or multilingual settings (Setati and Adler, 2000). The people use CS in several situations. Non-native English teachers also have inclination towards CS. English and Urdu had been living together for hundreds of years in the sub-continent. Therefore, English enjoys a significant position in Pakistan (Asghar and Asim, 2013). Pakistan is a multilingual country where many languages are spoken. The people of Pakistan have knowledge of Urdu and English except their regional languages. So, the use of CS is natural in Pakistan. The most significant reason of CS is showing group association and a sense of shared background with the person being addressed. Harmony is also

established by the use of CS. If we consider classroom scenario, the CS serves the pedagogical purposes (Metila, 2009). In Pakistan, the teachers use CS frequently. Even in the class of mathematics or English is mixed with other language like Urdu. It is clear that teaching and learning in Pakistani classroom is facilitated by the CS of Urdu and English. University professors too use CS for instructional purposes. CS is a significant teaching strategy in a language classroom and the use of it facilitates the teaching and learning practice (Sipra, 2007). The reasons of using CS are complicated and different (Ewert, 2010). However, none of these reasons is related to the cognitive procedure.

Teaching and learning in Pakistani classrooms is facilitated by switching between Urdu and English. CS is useful teaching tactic, recognized as an advantageous technique and significant practice for acquiring a foreign language (Sharwood and Truscott, 2008). Learners tend to learn at least two languages. Taking into consideration the opinions of English teachers, the tendency of CS in Pakistan is utilized for clarifying difficult concepts, imparting instructions, translating of views and ideas, elaborating difficult concepts, and overcoming speech deficiency. It is utilized after categorizing the requirements, needs and problems of the learners. But, there are limits and boundaries of the use of CS in the classroom. Though the exploitation of CS is a common practice, some teachers consider it unfavorable and students are considered lazy. It is supposed that they can speak neither Urdu nor English properly. They are given a name as Urduish (Wong, 2000). Forbidding native language or the use of CS in English classes is equivalent to deprive the students of the exclusive speech. The use of CS increases the enactment of teachers and a suitable coaching method (Gulzar and Qadir 2010). It is powerfully commended to employ the collaborative policy of CS which is unavoidable in bilingual classes in Pakistani society. The requirement to communicate proficiently in rapidly-changing situations motivates the people to use CS. The use of CS shows a modification in the social context. The use of CS is the process of altering language essentials for bringing efficiency in speech (Ewert, 2010). People do not switch code because of accommodating the expectations of other. Rather, they switch code to make their up their deficiency in language.

Research Objectives

- To analyze the effect of code switching on teaching English
- To probe out the reasons of code switching
- To explore the context in which code switching is mostly used

LITERATURE REVIEW

Code switching usage in teaching and learning

CS improves learning. Child's learning when it is taught through familiar language. When language skills like reading is taught to that children in second language (SL), they will become familiar with the sounds and master them. It will be a time consuming process. This will make harness tend to rote learning. They would only memorize without comprehending the meanings. The supporters of using CS in learning SL say that the children who have maintained their first language (FL) can expand their cognitive abilities. While learning other language as SL, their knowledge of language skills may often be transferred to the SL. The use of CS is the speediest but precise means of learning SL. CS will make them feel less frustration. Children living in remote areas use CS, face understanding problems of SL. Instruction in child's CS is supportive in child's learning. This trend is unreasoning around world. There is not a peaceful relationship between CS and SL. There is continuous warfare and is seen at the time of cognition but also at the time of memorization (Trudgill, 2000). CS is different in the process of acquisition from the SL, so, it influences strongly the acquisition of SL. There are some similarities as well as differences in acquisition of SL. Both languages are learned gradually. Both need exposure. The (FL) is learnt by the child in natural environment purposefully. SL is learnt in formal classroom. In learning SL, child feels the burden of mastering grammar and structures correctly. Moreover, child does not pass from babbling and emitting sound stages. So, their learning in SL is influenced by CS. The teacher used CS to give students opportunity to make conversation and increase understanding. CS helps in continuing the flow of teaching as they have not time to explain the things in a simplest way and to clear misconceptions. The teachers switch code when the words and sentences in a textbook are not understood fully. There are certain causes behind the use of CS. It is used by teachers due to multiple motives such as educational, communal and managerial tasks (Barandagh *et al.*, 2013). The teachers switch to native language to fulfill academic objectives but also to cope with the societal requirements of the learners.

Code switching makes speech effective

CS is used because it makes the speech process effective; especially, in the background of Pakistani society in which English language is considered the 3rd language for learners. Though, they too allow cautious and fixed use of CS as a teaching technique to make the teaching and learning more effective. No doubt, change in language usage seems to be educational requirement of fluctuating modern world (Gulzar, 2010). Besides a number of tactics, code-switching is inevitable for making communication better in English classrooms. It must be well-thought-out medium for proficiency in foreign language classroom (Dar and Khan, 2014). CS is not interruption; rather, it serves the purpose of communication and fluency. Hence, it is going to be a very valuable speech strategy and the learners use

it impulsively as they know the advantages they get by using it. This conversation expresses that code-switching is an appropriate as an educational strategy by a lot of the tutors and learners in our country.

Code switching is need based activity

CS does not always take place unintentionally but intentionally. Bilingual people use it in both ways. Teachers too have no exception in this regard. At certain times, CS looks to be a conscious effort on the part of teachers during their lecture. They explain different parts of a lesson in English while using different words, phrases, etc. from the mother tongue. For conducting activities in the classrooms, the teachers use mother language (Barandagh *et al.*, 2013). The purpose of CS from English to mother tongue for conducting activities is to enable the students to participate fully in activities and willingly. It also aims at removing their shyness during the course of activities. In such circumstances, CS can said to be teachers' conscious effort. Most of the bilingual teachers do not have sufficient skill and practice to communicate effectively in English. At certain time, they do not find a suitable word of English to communicate their point of view. They have to shift to their mother tongue for their convenience. While switching to their mother tongue, they can convey their viewpoint effectively. Textbooks hold an important position in our educational institutions. They provide teaching material and guidelines to teachers. Even in our textbooks, CS is found. In the textbooks, English is used in Urdu. Similarly, teachers switch code for different purposes while delivering lectures (Yao, 2011). A teacher exploits various strategies and techniques to impart knowledge. CS may be considered one of them. A teacher switch-code from English to Urdu for introducing unfamiliar vocabulary word, clarify some points, showing sympathy and harmony with learners.

People use code switching un-consciously

Pakistani people use a number of languages for communication purpose. Among these languages are Urdu, Punjabi, Sindhi, Balochi, Saraiki etc. Therefore, people switch from one language to another unconsciously (Rukh *et al.*, 2014). In our country, Urdu and English are used frequently. A number of people use these languages for communication with other people in their daily life. Switching from Urdu to English and vice versa has become a common phenomenon in our country, Pakistan.

Code switching brings effectiveness in conversation

CS is sociolinguistic phenomenon (Ewert, 2010). CS enables the people not only to participate in conversation and accommodate others' expectation but also to fulfill the internal needs of the people. It depends upon the situation and manner we use CS. CS results in better communication. The teachers may use native language to explain some points to their students. Moreover, CS can be used when the learner's participation is required (Macaro, 2017). Thus, CS makes teaching effective as well as harmonizes the students with teachers.

RESEARCH METHODOLOGY

This study was conducted in Boys Higher Secondary Schools of Tehsil City Faisalabad. There are total 24 Boys Higher Secondary Schools in District Faisalabad. Eleven Boys Higher Secondary Schools are in Tehsil Faisalabad City. Three higher secondary schools were selected through random sampling. The sampling frame was made by taking the list of teachers and students from the selected schools. All the English teachers (19) were selected as respondents. There were 366 students in these schools. The sample size for students was calculated 188 through online available software www.surveysystem.com with confidence level 95% and confidence interval 5%. Proportionate sampling technique was used to select the respondents from students. For collecting data, a well-structured questionnaire was developed. The collected data will be analyzed by using descriptive statistics, i.e., percentages, means and standard deviation through computer software SPSS (Statistical Package for Social Sciences) for interpretation and discussion of results.

RESULTS AND DISCUSSION

Demographic attributes of the respondents

Demographic characteristics are very important because they are connected with the attitudes and behavior of the respondents. These characteristics had great effect on the behavior of the respondents. It is necessary for the researcher to know about them. These attributes include age, gender, qualification and occupation.

Experience of the Teachers

It was necessary for the researcher to be aware of the experience of the respondents. So, respondents were inquired about their experience which was very important factor in determining the performance, attitudes and opinions of individuals towards life.

Table 1: Distribution of the respondents with respect to their teaching experience

Teaching experience	F	%
1-10	7	36.8
11-20	12	63.2
Total	19	100

Table 1 reveals that more than one third (36.8%) of the respondents were between the 1-10 years of experience whereas, majority of the respondents (63.2%) were having 11-20 years' experience. Majority of the respondents had 11-20 years' experience.

Distribution of the respondents with respect to their age (Students)

It was necessary for the researcher to be aware of the age of the respondents. So, respondents were enquired about their age. Age is very important factor in determining the performance, attitudes and opinions of individuals towards life.

Table 2: Distribution the respondents according to their age

Age	F	%
15-16	4	2.1
16-17	117	62.2
18-19	67	35.6
Total	188	100

Table 2 reveals that majority of the respondents (62.2%) of the respondents belonged to age group of 16-17, whereas, more than one third respondents were between 18-19 years.

Effect of Code switching on Teaching

Table 1.3 Distribution of the responses according to the effects of CS on teaching

Effect of CS on teaching	1		2		3		4		5	
	F	%	f	%	f	%	f	%	f	%
Abstract Noun	11	57.9	7	36.8	0	0	1	5.3	0	0
Provides Parallel words in mother tongue	6	31.6	10	52.6	1	5.3	1	5.3	1	5.3
Clarifies the concept of the students	7	36.8	3	15.8	2	10.5	2	10.5	5	26.3
Attracts the Students	13	68.4	3	15.8	2	10.5	0	0	1	5.3
Makes Students feel relaxed	7	36.8	7	36.8	2	10.5	3	15.8	0	0
Helps in delivering lectures	8	42.1	3	15.8	5	26.3	2	10.5	1	5.3
Makes the lesson easy	2	10.5	8	42.1	6	31.6	3	15.8	0	0
Required for giving instruction	2	10.5	8	42.1	0	0	2	10.5	0	0
Teachers feel comfortable while translating unfamiliar words	6	31.6	5	26.3	0	0	4	21.1	4	21.1
Makes certain phrases and expressions easy	8	42.1	2	10.5	1	5.3	3	15.8	55	26.3
	1-Strongly Agree		2-Agree		3- Undecided		4-Disagree		5-Strongly disagree	

Table 3 reveals that majority of the respondents (57.9%) strongly agreed and more than one third respondents (36.8%) agreed with the statement that CS facilitated teaching abstract nouns. Almost one third respondents (31.6%) strongly agree and majority of the respondents (52.6%) agreed with the statement that CS provided parallel words in mother tongue. More than one third respondents (36.8%) strongly agreed and 15.8% agreed to the statement CS clarified the complex and complicated concepts. Majority of the respondents (68.4%) strongly agreed and almost 16% respondents agreed that CS attracted the attention of the students. More than one third respondents (36.8%) strongly agreed and same number of the respondents agreed that CS relaxed the students. Almost 43% respondents strongly agreed and almost 16% respondents agreed that CS made lecture easy. Almost 11% respondents strongly agreed and 42.1% respondents agreed that CS made lesson easy. Almost 11% respondents strongly agreed and 42.1% respondents agreed that CS was required for giving instructions. Almost one third respondents (31.6%) strongly agreed and 26.3% respondents agreed that CS made the teacher feel easy. Almost 43% respondents strongly agreed and almost 11% respondents agreed that CS made certain phrases and expressions easy.

Effect of Code switching on Learning

Table 1.4 Distribution of the responses according to the effects of CS on learning

Impact of CS on learning	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Students feel relaxed	159	84.6	17	9	6	3.2	1	0.5	5	2.7
Makes the Students attentive	73	38.8	99	52.7	3	12.6	3	1.6	10	5.3
removes boredom	65	34.6	80	42.6	21	11.2	7	3.7	15	8
bridges up difficulties in speaking English	73	37.8	70	37.2	14	7.4	13	6.9	20	10.6
abstract noun are easily learnt	73	37.8	65	34.6	22	11.7	11	5.9	19	10.1
makes English text books	60	31.9	87	46.3	10	5.3	12	6.4	19	10.1
helps in performing activities	73	39.4	67	35.6	15	8	11	5.9	21	11.2
students learn new English words easily	67	35.6	81	43.1	12	6.4	12	6.4	16	8.5
helpful in comprehension	88	46.8	66	85.1	13	6.9	9	4.8	12	6.4
	1-Strongly Agree		2-Agree		3- Undecided		4-Disagree		5-Strongly disagree	

Table 4 vast majority of the respondents (84.6%) strongly agreed that the use of CS in the classroom made students feel relaxed, whereas, 9 % respondents agreed to this statement. Almost 43% respondents agreed that the use of CS in the classroom removed boredom, whereas, slightly more than one third (34.6 %) respondents strongly agreed with this statement. Overwhelming majority of the respondents (84.6%) strongly agreed that the use of CS in the classroom made students feel relaxed, whereas, 9 % respondents agreed with this statement. More than one third respondents (37.8%) strongly agreed that the use of CS in the classroom bridged up difficulties in speaking English, whereas, almost the same number of respondents agreed to this statement. More than one third respondents (37.8%) strongly agreed that the use of CS in the classroom made the learning of abstract nouns easy, whereas, slightly more than one third of the respondents (34.6 %) respondents agreed with this statement. Slightly less than one third respondents (31.9%) strongly agreed that the use of CS in the classroom made text books easy, whereas, almost 47% respondents agreed to this statement. Almost forty percent respondents (39.4%) strongly agreed that the use of CS in the classroom helped in performing activities, whereas, more than one third respondents (35.6%) marked the option agreed. Almost 44% respondents strongly agreed that by the use of CS in the classroom students learnt English words easily, whereas, more than one third respondents (35.6%) agreed to this statement. Almost 47% respondents strongly agreed that the use of CS in the classroom helped in the comprehension of lesson, whereas, slightly more than one third respondents (35.1%) agreed to this statement.

Reasons of using code switching

Table 1.5 Distribution of the responses according to reasons (teachers)

Reasons of code switching	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Lack of proficiency in English	13	68.4	6	31.6	0	0	0	0	0	0
Lack of Confidence	6	31.6	8	42.1	0	0	2	10.5	3	15.8
Conveying message	12	63.2	6	31.6	0	0	0	0	1	5.3
Influence the listener	7	36.8	4	21.1	2	10.5	2	10.5	4	21.1
Posing better social status	10	52.6	4	21.1	3	15.8	2	10.5	0	0
Excluding third person	9	47.4	5	26.3	2	10.5	3	15.8	0	0
While forgetting term in English	12	63.2	5	26.3	0	0	1	5.3	1	5.3
Quoting exact words	10	52.6	7	36.8	1	5.3	1	5.3	0	0
Lack of alternate term in English	6	31.6	6	31.6	3	15.8	3	15.8	1	5.3
While getting emotional	6	31.6	4	21.1	4	21.1	3	15.8	2	10.5
Habit	5	26.3	6	31.6	1	5.3	2	10.5	5	26.3
While showing extreme annoyance	9	47.4	3	15.8	2	10.5	1	5.3	4	21.1

1-Strongly Agree 2-Agree 3- Undecided 4-Disagree 5-Strongly disagree

Table 5 shows that majority of the respondents (68.4%) strongly agreed that CS was used due to lack of proficiency in English, whereas, slightly less than one third of the respondents (31.6 %) respondents agreed to this statement. Vast majority of the respondents (83.5%) strongly agreed that CS was used due to lack of confidence, whereas, 12 % respondents agreed to this statement. Approximately on third of the respondents (31.6%) strongly agreed that with the use of CS, messages could easily be conveyed, whereas, almost 42 % respondents agreed to this statement. Almost 37% respondents strongly agreed, whereas, approximately 22% agreed that the use of CS in the classroom influenced the listener. Majority of the respondents (52.6%) strongly agreed that the use of CS in the classroom was helpful in posing better social status, whereas, almost 22% respondents strongly agreed to this statement. Approximately 48% of the respondents strongly agreed that the CS in the classroom was helpful for excluding third person, while, almost 27% respondents agreed to this statement. Majority of the respondents (63.2%) strongly agreed that CS was used when one forgot some term in English, whereas, almost 27% respondents agreed to this statement. Majority of the respondents (52.6.2%) strongly agreed that CS was used for quoting exact words, whereas, more than one third respondents (36.8%) agreed to this statement. Almost one third respondents (31.6%) strongly agreed that CS was used due to lack of alternate term in English, whereas, exactly the same number of respondents (31.6%) agreed with this statement. Almost one third respondents (31.6%) strongly agreed that the use of CS was made while getting emotional, whereas, approximately 22 % respondents agreed to this statement. Almost 27% respondents strongly agreed that the use of CS was used due to habit, whereas, approximately one third respondents ((31.6%) agreed with this statement. Almost fifty percent respondents (47.4%) respondents strongly agreed that the use of CS was used due to habit, whereas, approximately respondents16% agreed to this statement.

Table 1.6 Distribution of the responses according to the reason of CS (students)

Reasons of code switching	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Conveying messages	157	83.5	22	11.7	1	0.5	8	4.3	0	0
influencing the listener	70	87.2	92	48.9	6	3.2	7	3.7	13	6.9
posing better social status	68	36.2	76	40.4	20	10.6	10	5.3	14	7.4
excluding third person	68	36.2	70	37.2	14	7.4	18	9.6	18	9.6
while forgetting any term in English	77	41	65	34.6	16	8.5	12	6.4	18	9.6
lack of alternate term in English	75	39.9	70	37.2	20	10.6	8	4.3	15	8
while getting emotional	56	29.8	85	45.2	11	5.9	14	7.4	22	11.7
while showing extreme annoyance	88	46.2	67	35.6	10	5.2	9	4.8	14	7.4

1-Strongly Agree 2-Agree 3- Undecided 4-Disagree 5-Strongly disagree

Table 6 shows that vast majority of the respondents (83.5%) strongly agreed that with the use of CS in the classroom, messages could easily be conveyed, whereas, almost 12 % respondents agreed to this statement. Around fifty percent (48.9%) respondents agreed, whereas, approximately 38% respondents strongly agreed that the use of CS in the classroom influenced the listener Slightly more than forty percent respondents (40.4%) of the respondents agreed that the use of CS in the classroom was helpful in posing better social status, whereas, more than one third respondents (36.2%) strongly agreed to this statement. More than one third respondents (36.2%) of the respondents strongly agreed that the CS in the classroom was helpful for excluding third person, similarly, almost the same number of respondents agreed to this statement.41% strongly agreed that CS is used when one forgot some term in English, whereas, slightly more than one third respondents (34.6%) agreed to this statement. Almost forty percent respondents (39.9%) strongly agreed that CS was used due to lack of alternate term in English, whereas, approximately the same number of respondents (37.2%) agreed to this statement. Almost thirty percent of the respondents (29.8%) strongly agreed that the use of CS was made while getting emotional, whereas, approximately 46 % respondents agreed to this statement. Almost 47% respondents strongly agreed that the use of CS is used to show extreme annoyance while getting emotional, whereas, approximately 66 % respondents which is majority agreed to this statement.

Context in which CS is mostly used

Table 1.7 Distribution of the responses according to the context of CS (teachers)

Contexts	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Classroom	11	57.9	4	21.1	2	10.5	0	0	2	10.5
Lab	3	15.3	9	47.7	7	36.8	0	0	0	0
Library	9	47.4	4	21.1	5	26.3	1	5.3	0	0
Canteen	5	26.3	4	21.1	2	10.5	7	36.8	1	5.3
At Home	4	21.1	13	68.4	0	0	0	0	2	10.5
At market	14	73.7	3	15.8	0	0	0	0	2	10.5
On phone calls	8	42.1	8	42.1	0	0	1	5.3	2	10.5
Discussing subject	12	63.2	1	5.3	1	5.3	1	5.3	4	21.1
Talking to stranger	4	21.1	7	36.8	0	0	3	15.8	5	26.3
Discussing something personal	7	36.6	3	15.8	0	0	5	26.3	4	21.1
1-Strongly Agree	2-Agree		3- Undecided		4-Disagree		5-Strongly disagree			

Table 7 shows that majority of the respondents (57.9%) strongly agreed that CS was used in the classroom, whereas, almost 22 % respondents agreed to this statement. Almost 16 % respondents strongly agreed that CS was used in the lab, whereas, approximately 48% respondents agreed to this statement. Approximately 48% respondents strongly agreed that CS was used in the library, whereas, almost respondents (22%) agreed to this statement. Almost 27 % respondents strongly agreed that CS was used at the canteen, whereas, approximately 22% agreed to this statement. Majority of the respondents (68.4%) strongly agreed that CS was used in at home, whereas, almost 22 % respondents agreed to this statement. Majority of the respondents (73.7%) strongly agreed that CS is used in at market, whereas, almost 16% respondents agreed to this statement. Almost 43% respondents strongly agreed and exactly the same number of respondents agreed that CS was used on phone calls. Majority of the respondents (68.4%) strongly agreed that CS was used in at home, whereas, almost 22 % respondents agreed to this statement. Majority of the respondents (63.2%) strongly agreed and 6% respondents agreed that CS was used while discussing subject. Almost 22% respondents strongly agreed that CS was used while talking to a stranger, whereas, more than one third respondents (37%) agreed to this statement. More than one third respondents (37%) respondents strongly agreed and almost 16% respondents agreed that CS was used while discussing something personal.

Table 1.8 Distribution of the responses according to the context of CS (students)

Statements	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Classroom	140	74.5	33	17.6	6	3.2	9	4.8	0	0
Lab	40	21.3	113	60.1	7	3.7	10	5.3	18	9.6
Library	59	31.4	65	34.6	24	12.8	20	10.6	20	10.6
Canteen	65	34.6	72	38.3	16	8.5	19	10.5	16	8.5
Talking to opposite sex	60	31.9	49	26.1	19	10.1	15	8	45	23.9
At home	144	76.6	27	14.4	3	1.6	2	1.5	12	6.4
At market	68	36.2	95	50.3	7	3.7	7	3.7	11	5.9
On phone Calls	87	46.3	61	32.4	21	11.2	6	3.2	13	6.9
Discussing Subject	93	49.5	65	34.6	9	4.8	5	2.7	16	8.5
Talking to Stranger	63	33.5	85	45.2	13	6.9	10	5.3	17	9
Discussing something personal	76	40.4	79	42	19	10.1	8	4.2	11	5.9
1-Strongly Agree	2-Agree		3- Undecided		4-Disagree		5-Strongly disagree			

Majority of the respondents (74.5%) strongly agreed that CS was used in the classroom, whereas, almost 18 % respondents agreed to this statement. Majority of the respondents (60.1%) agreed that CS was used in the lab, whereas, 22% respondents strongly agreed to this statement. Slightly less than one third the respondents (31.4%) strongly agreed that CS was used in the library, whereas, a little more than one third respondents (34.6%) agreed to

this statement. A little more than one third respondents (34.6%) strongly agreed that CS was used in canteen, whereas, almost 39% respondents agreed to this statement. A little more than one third respondents (34.6%) strongly agreed that CS was used while talking to the opposite sex, whereas, almost 27% respondents agreed to this statement. Majority of the respondents (76.6%) strongly agreed that CS was used in at home, whereas, a little more than one third respondents (36.2 %) agreed to this statement. Majority of the respondents (50.5%) agreed that CS was used in at market, whereas, more than one third respondents ((36.2%) strongly agreed to this statement. Approximately 47% respondents strongly agreed and almost one third (32.4%) respondents agreed that CS was used on phone calls. Approximately fifty percent respondents (49.5) strongly agreed and slightly more than one third respondents (34.6%) agreed that CS was used while discussing subject. A little more than one third respondents (33.5%) strongly agreed that CS was used while talking to a stranger, whereas, more than forty percent (42%) respondents agreed to this statement. Almost 41% percent respondents strongly agreed and almost one third respondents agreed that CS was used while discussing something personal.

Discussion

CS is used to enhance the learners' ability, skill and interest. It is helpful for the teachers teaching English in bilingual classrooms. The data analysis show that teachers feel comfort as with the use of CS certain complicated concepts, vocabulary, phrases and expression can easily be explained. Similarly, CS plays the role of facilitator to the learners with inability to communicate correctly in English, to comprehend difficult and complicated concepts. It is a significant pedagogical tool CS makes communication easy between teacher and student. It makes teaching and learning process easier, with the use of CS teacher learners exposes their ideas and feeling freely in the class room. The findings show that CS is an efficient communication tool for both the teachers and students. It facilitates the communication.

CS serves the pedagogical purposes. Difficult vocabulary, complex concepts and different other complicated ideas and different other complicated ideas can easily be taught with the help CS. Similarly, it serves the purpose of relaxing and creating a friendly atmosphere for the instructional means on the other hand, students too feel relaxed when the teacher uses code switching. The use of code switching removes boredom. The students feel easy and show interest in their studies in efficiency in English is the major factor involved in code switching. Moreover, several contexts like classroom, laboratory, library, canteen, playgrounds are also the favorite places for the code switching.

RECOMMENDATIONS

From the study, it is recommended that further researches should be conducted in order to find out the effects of CS in teaching and learning as well as to find out the reasons and context. Secondly, it is also significant to note that CS is more frequent in one educational institute than the others.

- Though CS is helpful in teaching and learning English as a foreign language but it is not given due importance. Experts should be consulted in this regard.
- Trainings and refresher courses should be arranged for the better exploitation of CS in English classrooms.
- Some concepts are too complicated for students. The teachers should take help from shifting to mother tongue in order to make these concepts easy.

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