AN ANALYSIS OF CODE SWITCHING'S NECESSITY AND APPLICATION IN TERTIARY EFL CLASSES

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Abstract:

The primary aim of this study is to ascertain whether code switching is required and how it is used in tertiary EFL classes. One hundred undergraduate with major in English along with ten instructors from two public higher education institutions, completed questionnaires as part of the study. Each of the two surveys had twelve question items each. It has been found that instructors themselves use their first language, which may be Urdu, to teach new vocabulary and concepts; they also allow students to use their mother tongue, and employ code switching to manage the EFL class. The study's findings highlight the significance of code switching and for a variety of reasons, students also combine Urdu and English in their EFL sessions, which helps both teachers and students, teach and learn effectively. The findings also show that a handsome number of teachers and students are in favor of switching from English to Urdu for a number of reasons in light of their sociolinguistic requirements. The study suggests that code switching be formally approved as a teaching method or tool in language classrooms in order to make instruction and learning more goal-oriented. This is due to the fact that code flipping in tertiary EFL classes significantly affects teacher-student discourse and increases awareness of the value and practicality of language mixing.

Keywords: Tertiary, undergraduates, code switching, ESL, English, Urdu

1. Introduction

Due to the multiplicity of languages and dialects, Pakistani English learners encounter a number of challenges when learning English as a second language or foreign language in the academic setting. Therefore, using Urdu and English as two codes for classroom procedures may be beneficial for both teachers and students. Code switching is a common practice in bilingual schools around the world. Since Martin-Jones (2000) noted that contextualization cues might include phonological, lexical, and syntactic choices as well as various forms of code switching and style shifting, a great deal of study has been done on the use of code switching in the classroom.

Code switching is defined as the use of two language varieties in the same conversation by Myers-Scotton (2006). Code mixing is a related concept to code switching, and researchers frequently distinguish between the two terms. Muysken (2000) suggested that code switching is used when the two codes retain their monolingual features, whereas code-mixing is used when there is some convergence between the two languages.

But according to Myers-Scotton (1993), code mixing is the use of words, affixes, phrases, and clauses from more than one language within the same sentence, whereas code switching is when bilinguals switch between two languages during a single interaction with another bilingual person. Given the widespread usage of code-switching and code-mixing, research in this field is crucial to understand the perspectives of both instructors and students with English as major in undergraduate programs.

1.1 Statement of the Problem

The purpose of the study is to find out how often code-switching and code-mixing are in undergraduate EFL classes and how much teachers and students prefer to use both English and Urdu in the classroom to teach and learn the language

1.2 Objectives of the study

The objectives of the study are to:

1) Examine how code-switching can be used in EFL classes at tertiary level.
2) Learn why code-switching is important for improving the undergraduate's English and other language instruction and learning.
3) Find out how teachers and students feel about the necessity and application of code-switching for English language instruction in the current educational environment.

1.3 Study Questions

Following are the research questions of the study:

1. Whether or not code-switching is used at undergrad level both by the teachers and students in the teaching and learning of English?
2. Does code-switching become an educational need in bilingual society like ours for the teaching and learning of English at undergraduate level?
3. Are the Teachers and students inclined to have classroom proceedings in code-switching for better understanding of the teaching and learning of English language at undergraduate level?

2. Methodology and procedure

Ten teachers and one hundred students with major in English of two public sector higher education institutions in Punjab are the participants of this exploratory/descriptive study (both quantitative and qualitative) to learn more about the practice and necessity of code-switching in the classroom during English language instructions. By assessing the respondents' propensity for code-switching through the administration of two questionnaires containing twelve items each—one for teachers and one for students—it will further highlight the necessity of code-switching in the current educational environment for EFL students.

3. Review of Relevant Literature

According to Gumperz (1982), code-switching is the juxtaposition of speech segments from two distinct grammatical systems or subsystems inside a single speech exchange, or the transition between linguistic codes within a single discourse. He was one of the first to suggest that code switching may be seen as a real, specific discourse strategy for bilinguals, as the term "bilingual" can refer to someone who speaks a second language to varied degrees. While there are several reasons why code-switching, sometimes called code-mixing, is employed in educational settings whereas in his sociolinguistic analysis of the topic, Baker (2006) listed twelve main objectives of code-switching that apply to bilinguals' discussions in general. Some of these roles can be observed in the classroom and are pertinent to teacher-student interactions. According to him code switching can be used to reinforce a request, clarify a point, express identity and friendship, convey a concept that has no equivalent in the culture of the other language, emphasize a specific point, replace an unknown word in the target language with a word that is known, relieve tension and add humor to a conversation, and in some bilingual situations, code switching happens when specific topics are introduced (Baker, 2006).

The practice of persons who share two codes (languages and/or dialects) moving between them is known as code-switching. Various linguistic and social elements influence the choices made about the manifestation of code-switching. In immigrant and multicultural populations, it is rather common.

Changing sentences or phrases from one language to another, as well as switching over a lengthy story, are some examples of code-switching. Eighty-four percent of code-switching occurs in single-word exchanges, ten percent in phrase exchanges, and six percent in clause exchanges in typical discussions between two bilinguals (Skiba, 1997).

The necessity of code switching is brought to students' attention in Pakistan when teachers attempt to give them linguistic comfort by speaking in a language they are familiar with. This allows them to understand things that might be challenging to understand when spoken in a single language. In the opinion of Cook (2001), code switching in the classroom is a normal reaction in a multilingual setting. Cook's experiments were primarily conducted in second language classrooms, and he believed that learners would greatly value the capacity to switch between languages. Furthermore, when asking instructors to reflect on their lessons in the classroom, Probyn (2010) found that the most prominent tactic they employed was code switching to accomplish a variety of communicative and meta-linguistic goals.

In this regard, it is important to note that academics view code flipping as a legitimate strategy in the classroom (Cook, 2001), and that it still offers a chance for language development even if it disrupts a discussion for the listener (Skiba, 1997). However, it's commonly accepted that teachers make switches without realizing it; in other words, they do so unconsciously (Tikunoff, 1985; Ovando & Collier, 1985; Mattson & Burenhult, 1999). The New Concurrent Approach (NCA) (Jacobson, 1981), which emphasizes intentional and methodical language switching by bilingual teachers throughout a class, is an exception to unintentional code switching or translation. The use of language by bilingual teachers during class is the target of both intentional and unplanned code switching or language alternation, as suggested by Jacobson (1981) or examined by Tikunoff (1985) and Valdés-Fallis (1978).

It's important to consider Weinreich (1953) view who says that explanation of switching codes, bilingual people have two distinct language types that they should ideally use at different times. He proposed that inadequate parenting was the cause of frequent alternation, like that Barker reported among Tucson adolescents. Weinreich hypothesized that in early childhood, the same familiar interlocutors addressed regular code switchers indiscriminately in both languages. Numerous sociolinguists and scholars have tried to define different kinds of code swapping. Three categories of code switching were identified by Poplack (1980): intra-sentential, inter-sentential, and tag switching. Situational code switching and metaphorical code switching are the two categories of code switching that Gumperz (1982) discussed in his work. To gain a good understanding of the code-switching phenomenon, all of these are covered below.

Tag switching, also known as extra-sentential switching, has been thoroughly described by Poplock (1980). According to her, the act of inserting a tag phrase from one language into another is known as tag swapping. She added that a handful of standard greeting and farewell words are commonly included in these changes. There aren't many syntactic limits on these tags, so you can use them wherever in a phrase without breaking any rules. The tag switching is demonstrated by the Urdu and English code swapping example that follows.

Inter-sentential switching necessitates increased fluency in both languages because the majority of utterances follow the rules of both languages, according to Romaine (1989).This kind of code swapping stays beyond the sentence boundary because it takes place at the clause or sentence level. It indicates that there will be one statement in one language and another in another.

Now is the perfect moment to comprehend bilingual education in order to make learning more thorough. Understanding the various bilingual educational systems is necessary, and the ideal bilingual

system should be chosen while taking into account the native needs of Pakistani bilingual students, according to Gulzar (2009). There are numerous issues with the current bilingual education programs, and there are numerous causes for this ambivalence. Speaking on the educational system in Pakistan, he explained that no effective bilingual education model or appropriate use of English to accommodate students' language demands has been created for the country's educational system. The results of this study reveal an unusual situation regarding the usage of languages and the medium of instruction in the classroom, which is causing the current bilingual education system to further collapse. As a result, there is an urgent need to establish a bilingual educational setup in the nation. Code-switching in the language classroom is something that many English as a foreign language teachers say they dislike. Educators may worry that if students are taught in their mother tongue in the classroom, they may not be able to obtain employment and the mother tongue may appear in their writing. It was discovered that the primary obstacles to the implementation of code switching in classrooms that used English as a second language were the attitudes of the teachers.

According to Adendorff (1996), effective communication skills are a communicative resource that helps educators and learners achieve a wide range of social and academic goals. in his opinion transferring from one first language to the second, makes learning a second language easier. In their classrooms, EFL teachers automatically and subconsciously use C.S. Teachers employ communication skills for a variety of purposes. According to Burden (2001), C.S. facilitates a stress-free learning atmosphere and encourages pupils to actively engage in class activities.

Norrish (1997) asserts that teachers typically utilize code switching when the student's comprehension of the English used in the textbook is too high or when the teacher finds it challenging to adapt their speech to the student's level. Additionally, he clarified that this kind of language mixing is unsystematic and causes discomfort for both teachers and pupils in the classroom. However, according to Sert (2005), teachers frequently swap codes in class without realizing it and even without knowing the purpose or result of the move. Code switching, according to Blom and Gumpers (1986), occurs below the level of consciousness or may occur independently of the speaker's concentrated attention.

Various linguists have proposed a variety of explanations for why teachers switch between codes in language classes. A few instances where code swapping takes place to communicate meaning and facilitate interaction were noted by Gumpers (1986). These are later added to the functions carried out by code switching. However, a thorough investigation reveals that they also function as explanations for code switching, as Gumpers (1982) put it from a sociolinguistic standpoint. Kow (2003) proposed a few requirements for code flipping that allow language instructors to use other languages in EFL classes at practically every level. He displayed the following conditions:

a. One word in the target language is lacking.
b. Some actions are only experienced in class.
c. Some concepts are simpler to communicate in one language.
d. Some are unclear in meaning
e. One (teacher or learner) wants to have a particular communicative effect.
f. Teachers want to help students and make a point.
g. Students use code-switching most frequently in small group activities in EFL classes.

To convey the work and topics to their peers, students utilize the L1. Since kids prefer interaction in the target language, many educators view this as an issue. However, students' use of code switching should not be viewed as improper in the classroom if we, as EFL teachers, are aiming for authenticity

and intentionally or unintentionally employ the students' mother tongue. Only a small percentage of language instructors worldwide promote code switching in the classroom.

When considering code-switching in its entirety, it is recognized as a skill that all students must acquire in order to become bilingual in social and educational contexts. It is advantageous to practice it in language classes in this way. Bringing the LI back from exile may lead not only to the improvement of existing teaching methods but also to innovations in methodology Cook (2001) explains in this context.

However, it is pertinent to refer to other point of view which says that students' proficiency in reading and writing may be greater than their fluency in speaking. Cook (2001) noted that learning a language requires mastering all facets of the language and being able to utilize it for speaking, listening, reading, and writing at the same time. Everything in our nation seems to revolve around tests, with a lot of focus placed on linguistic proficiency in writing while other talents are neglected. In their assessment of Pakistani classrooms, Nielp (2006) made it apparent that when students are asked about a text, they respond with answers they have memorized from guides and teacher-dictated notes; if they are asked for their unique thoughts, they begin to struggle. Teachers' responses indicate that speaking and listening skills are neglected in these language classrooms. Avoiding such language classroom scenarios is necessary as the majority of research indicates that instructor code switching during interactions with students leads to increased language input.

4. Findings, Discussion and Conclusion
Teachers' responses in graphic form (Appendix:A)
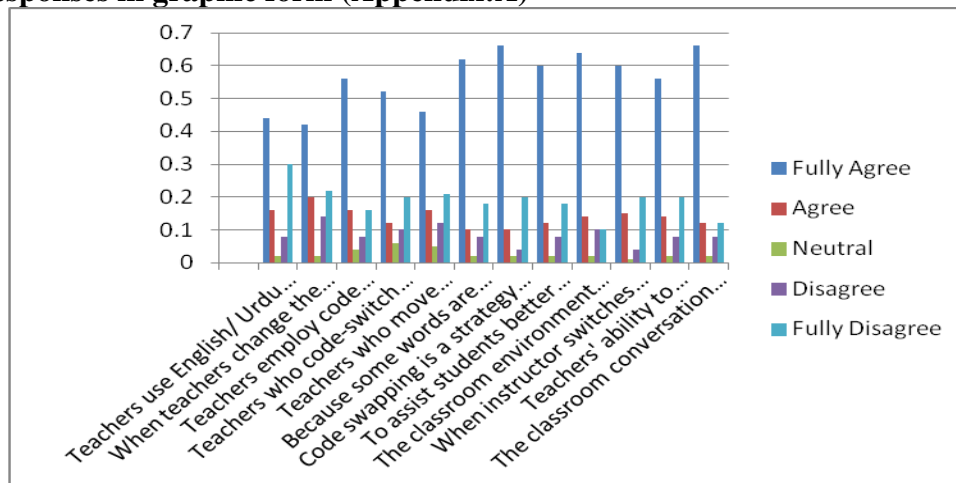
Students' responses in graphic form (Appendix:B)
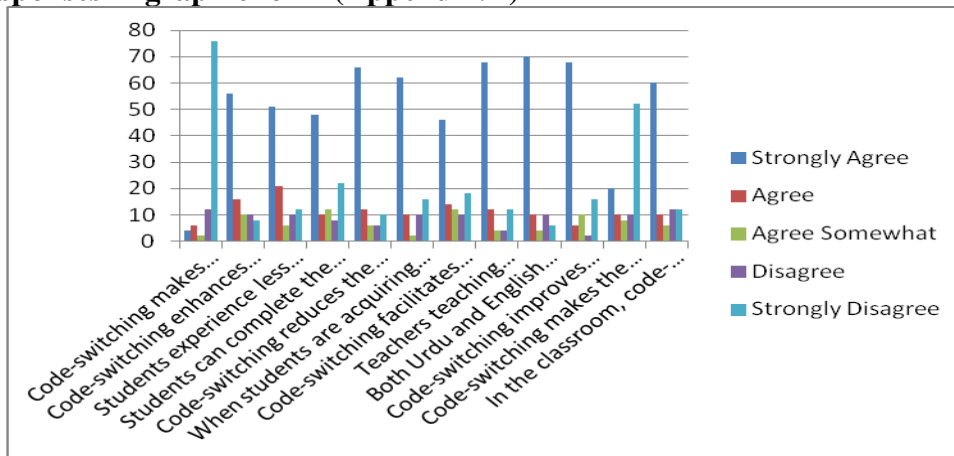
In order to determine if code switching is practiced and effective in undergrad EFL classes, every possible question item in the teacher and student surveys was included. According to the findings, a significant number of respondents show a strong inclination to use it. Examining the condition of EFL classes at the undergraduate level is the main objective of this study and the results demonstrate that Urdu and English are freely mixed in the classroom by both teachers and the undergrads. The findings demonstrate that both the languages are utilized for purposes other than language instruction. Some teachers understand the importance of employing the target language in the classroom, but most of them believe that Urdu may be used to spice up education and agree that there are issues in the classroom when only English is used in the classroom proceedings.

The study highlights that low English competence might be one of the root causes of code switching in EFL classes at tertiary. Many respondents (teachers) stated that they employ both languages to make the activity goal-oriented throughout class participation and discussion and teachers and students trade codes for a number of reasons. Teachers employ code switches to manage the class. The data, however, do not make it obvious how much code swapping they do, however, it is likely that they code switch a lot in class, which is why it is proven to be utilized in EFL classes, even though the study does not say what proportion of it is used. In our multicultural country, where Urdu is the official language and other languages are spoken, English is taught as a foreign and second language. In a society where multiple languages are spoken, there are a lot of bilingual people. Bilinguals usually use two or more languages when conversing. In Pakistan, English is valued as a worldwide language. The transition of bilinguals from English to Urdu is another example of code switching. They may switch between English and Urdu or Urdu and English and in EFL academic programs, when teachers and students may speak Urdu and English, the same type of flipping occurs.

Code switching is the main, common, pervasive, and important aspect of bilingualism. In country like ours, code swapping has become essential for education, according to the results code flipping is becoming more and more important in these circumstance. Global linguists agree that children who acquire two languages have more access to educational materials than those who only speak one. The findings indicate that code flipping is a useful tactic for achieving the stated goal. For this reason, majority teachers encourage code flipping when new concepts and language items are presented, and same is case with the students who show a tendency to do so. This function is validated by the results; switching between two languages has become an essential method for imparting new

concepts and vocabulary in EFL and other topics of the courses. The findings also indicate that code switching, a common technique in bilingualism, is utilized in tertiary EFL classes because English enjoys a high social status in Pakistan and bilingual people usually switch between languages in response to social demands. When working in pairs, the majority of students concur that code switching is a good idea because it facilitates easy communication and helps them unwind while working on a task. It shows that a sizable percentage of respondents think that communication or code exchanging is essential. The formal use of English in the classroom has also drawn attention because it has the potential to either close or increase the gaps in teacher-student interaction. Using code swapping as a communication tool or strategy is one way to bridge these gaps.

The NCA (Jacobson, 1981), which urges teachers to use code switching selectively during class, is largely supported by this inclination toward code switching. Unquestionably, one of the most advantageous uses of language alternation is to help teachers regulate classroom conversation, as indicated by the respondents (teachers) who agreed. According to the study's findings, a sizable percentage of participants said they preferred code swapping as a way to enhance their understanding of English in foreign language courses. Both teachers and students' responses indicate that they have positive opinions about the use of L1 in language classes. The instructors seem to use a range of code-switching strategies to keep the lecture flowing and aid students in understanding the material. The teacher also use code-switching to explain several challenging concepts, like as grammar and some English explanations, as well as the meanings of the new vocabulary.

A majority of teachers and students (subjects) employ code swapping when introducing new terminology and concepts. This study implies that language switching added some novelty to the EFL classroom since it has psychological effects on both teachers and students. This study represents the current situation and demonstrates that code switching is a very successful and valuable technique for obtaining competency in English, especially in spoken English, since many academics did not accept it as a teaching tool in the past but we find both the teachers and students favor it as reflected in the findings. However, this does not necessarily mean that they are all fluent in English, though; there may be some other factors at work. It also demonstrates how code swapping improves interpersonal warmth and builds relationships with students, both of which lead to greater learning engagement. This is why a teacher should, when necessary, switch to the students' native language, or L1, and results show that teachers intentionally employ code switching in language sessions. Intentional code flipping is often emphasized by teachers since it helps students overcome the fear that obstructs language acquisition. According to the subjects (students) they use Urdu in class because usage of Urdu creates a social circle among students by showcasing their shared linguistic roots. Since Urdu promotes learning that is why majority respondents have stated a great desire to use it in the classroom. The occurrence of the code-switching phenomenon, whenever second languages are taught, is the most important problem but through the use of code switching, it is possible that they are exposed to English and Urdu extensively, leading to their full fluency in these languages.

5. Conclusion

In Pakistan, when teachers attempt to provide linguistic comfort to their students, they must modify the code so that students use the language in which they feel most at ease. The instructor's gesture is perceived by the students as a natural way to help them understand things that could be challenging to understand while speaking in a single language. Coding in a multilingual context is a "natural reaction" that happens organically in the classroom, according to Cook (2001). He mostly conducted his study in second language schools, thought that students liked changing between languages. Furthermore, by asking teachers to provide feedback on classroom instruction, Probyn

(2010) found that flipping codes would be the most popular way for teachers to accomplish a range of communication and meta-linguistic goals. Previous studies have demonstrated that code-switching by teachers is a common practice in most language learning situations around the globe. This method is widely used when the instructor speaks the students' native tongue. In the classroom context used for this study, code-switching was seen in almost every situation, including socializing, understanding checks, classroom management, and explanations. It has also been demonstrated to serve a range of social and educational objectives and is impacted by factors such as classroom requirements and students' language skills. The study also demonstrates that it helps teachers and students achieve a particular degree of language proficiency. In our educational system, learning English is crucial since it has become a status symbol. It's now a medium of education even at the secondary and postgraduate levels. The researchers believe that this study can raise awareness of this significant use of code flipping among EFL teachers and students. This study, by its very nature, sought to understand the phenomenon of students and teachers switching codes in EFL classrooms. Despite all of its flaws, the findings are significant and have implications for academics, decision-makers, and EFL teachers.

6. Recommendations

➤ It is more common to switch from English to Urdu than the other way around. This indicates that much time in the classroom is spent using English as the primary language of teaching but Urdu is utilized to facilitate communication between teachers and pupils, while English is used for activities.

➤ Maintaining the multilingual competency that forms the basis of code flipping is essential because it is based on the capacity to speak two or more languages fluently, hence, it may be promoted.

➤ Teachers and students may be allowed to switch codes to show a certain attitude or position, depending on the topic being addressed in class. Additionally, the necessity to persuade the audience, pique their interest, and express a specific attitude or feeling might result in code switching. In summary, Urdu and English coexist in EFL undergraduate courses in Pakistan; each language seems to have a distinct purpose in the classroom, while some of these purposes may overlap.

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