Teachers' Code-Switching in a Content-Focused English as a Second Language (ESL) Classroom: Patterns and Functions

Muhammad Shahid Gulzar

Department of English, The Islamia University of Bahawalpur, Pakistan

Tel: 92-321-563-6736   E-mail: shahidgulzar97@gmail.com

Abstract

As Pakistan is a multilingual country where educational institutions are inevitably bilingual and cannot sustain freeing themselves from the influence of bilinguality, both the teachers and the students have to switch from English to Urdu or Urdu to English during the learning process as both belong to bilingual or multilingual backgrounds.

Keeping in view these issues, the present research has aimed to investigate those factors which aid to create bilingual or multilingual English as a Second Language classroom. These factors along with other issues have been analyzed on the hypotheses of students' and teachers' attitudes towards code switching, functions and patterns of switching and finally, and the effect of code switching in the classroom.

The research is a mixed kind of research based on both quantitative and qualitative analyses in which relation between the use of code switching with learning success has been explored. The results of the study show that code switching does play an important role in English as a Second Language classroom. Both the participants, teachers and students, do not want to eliminate this strategy and favour it as a supportive tool in learning English.

Keywords: Teacher's code-switching to L1 (Urdu), Attitudes, Patterns, Functions, Effects

1. Introduction to Study

Since English language has become the lingua franca, many English language teachers have adopted such methodologies to make their teaching of English more effective. Teachers, who are non-native speaker of English, have to encounter a number of troubles especially teaching English as a Second Language (ESL). Many times, they use the phenomenon of code-switching or switching from one language to another in their lessons to enhance their teaching techniques.

The use of L1 or code switching in ESL classrooms plays a significant role in bilingual teachings and serves various functions for different purposes. The communication between teachers and students in ESL classrooms often causes switching from one language to another with different functions.

The term code-switching has variously been defined by different linguists in their own way. Some has related it with bilingual's ability; others have distinguished it in term of different types of discourse. Likewise, some linguists believe that it neither reveals the deficiency of language on part of the teachers.

Now, English has become a main as well as a compulsory subject in Pakistan and is also the medium of instruction at schools, college, and at university levels. Teachers do switch from English to Urdu language while delivering their lectures in almost all the subjects being taught. The switching from English to Urdu and Urdu to English has not been much investigated in Pakistan, even though the research on teachers' codes-witching has been carried out in other developed countries earlier. The main purpose of the study is to investigate the specific pedagogical functions and the different patterns of code-switching, which are as illustrated by the pioneers in code-switching.

Keeping in view this phenomenon, the present research has been carried out to take an insight into the teachers' code-switching in ESL classroom of GCSE classes of the Bahawalpur city without disturbing the natural setting of the classroom, which is the fundamental purpose of the study. As it is observed that the classroom setting includes learners from different language backgrounds, so this distinction is very useful for any kind of research in classroom interaction.

2. Literature Review

The term code-switching has taken its origin from the area of language contact or bilingualism. In its simplest definition, it is a kind of situation in which more than one language in the same place at the same time is used. Bloomfield (1933) following Romaine (1955) mentioned bilingualism as a native-like control of two languages without the clear degree of perfection in one language. Likewise, Weinreich (1963) defines a bilingual as someone who is equally competent in two languages.

Mackey (1967) suggests four questions in this regards: degree, function, alternation and interference. Degree of bilingualism is concerned with proficiency, functions focuses on the uses of bilinguals' language use, alternation which is termed as code-switching stands for the

switching of speakers from one language to another, and interference clarifies to what extent the individual manages to keep the languages separate. In simples, bilingualism means one's having competence in more than one language.

The research explores the phenomenon of code-switching that involves the practical application of bilingualism. As Johnson (1995) states that code-switching is actually bilingualism that is demonstrated within an easily observed unit of time or within a single interaction. Therefore, the researcher has tried to search code-switching in the form and function of interactional patterns in English as a Second Language (ESL) classroom.

2.1 Role of the L1 In L2 Classroom

In English as a Second Language (ESL) classroom, though the Grammar Translation Method (GTM) has been proved as the proponent once, the use of the Direct Method (DM) has taken its place later and has become one of the dominant approaches towards language learning. So, both of the methods did not remain a bone of contention for many decades, even the both have originated supporters of their own that raised the questions regarding the use of the L1 in the classroom.

Turnbull (2001) claims that the supporters of the only-use of target language in the classroom are losing their grounds and many researchers are favoring the apt use and the positive role of the L1 in ESL classroom as a facilitator. They believe that the L2 learners get help from the L1 because they already posses a language system with its communicative and functional usage. Moreover, Auer (1993) not only acknowledges the positive role of the mother tongue in the classroom, but also finds many functions like, classroom management, language analysis, rules-governed grammar, discussion of cross-cultural issues, giving instructions or prompts, explaining errors, checking comprehension, etc.

In the discussion of code-switching, two prominent groups have presented their heated debates about it. The advocates of intralingual teaching strategy such as Ellis (1984), Wong-Fillmore (1985), Chaudron (1988), Lightbown (2001) go against the use of code switching in a foreign language classroom and believe in creating a pure foreign language environment. Contrary to them, the supporters of crosslingual or code-switching strategy like Tikinoff and Vazquez-Farial (1982), Levine (2003), Chen Liping (2004), etc assert that the use of the L1 enhances the learning process of target language and switching to L1 deserves its right place in foreign language classroom.

The teachers teaching English in Pakistan still do not have clear understanding about the use of L1 and L2 in the ESL classrooms. Instead, they follow the typical syllabus and use the already-used methods of teaching in teaching L2. This kind of situation demands immediate attention in all respects and this study is basically conducted to highlight these issues in a Pakistani situation where the majority of the students and teachers are bilinguals.

2.2 What is Code-Switching?

Weinreich (1953) is regarded as one of the pioneers in providing the earliest definition of code-switching and states it as the practice of alternatively using two languages, while

Gumpers (1982:59) mentions it as the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems.

Cook believes that code switching is a process of moving from one language to the other in midspeech when both the speakers know the same language. Lightbown (2001) states that it is a systematic alternating use of two languages or language varieties within a single conversation or utterance. Similarly, Valdes-Fallis (1981) defines code-switching as the alternating use of two languages at the word, phrase, clause, or sentence level.

2.2.1 Types of Code Switching

Though the earliest discussion about code-switching started in 1970 with (Gumperz 1970, 1976), but they did not appear to explain the true phenomenon of code-switching. One of the most frequently discussed types of code-switching is given by Shana Poplack, who identifies three different types of switching which occur in the data namely as *tag, intersentential* and *intrasentential* switching.

2.2.1.1 Tag Switching

Tag switching is the insertion of a tag phrase and is usually identified in fixed phrases of greeting, parting, etc. As this kind of switching requires minimal syntactic restrictions, so it can be inserted or shifted over easily. *Thek he, beta jee, acha,* etc and similarly while using Urdu, certain switches *ok, fine,* etc are the common examples of tag switchings.

2.2.1.2 Intersentential Switching

The next important kind of switching is switching between languages at sentence or clause level, which is called *intersentential*. Romaine, a researcher in code switching, states that this kind of switching is considered as requiring greater fluency in both languages than tag switching because major portions of the utterance must conform to the rules of both languages. For example:

- We can never make forms of this word, because it's a noun. ***Hum kabhi nai likh saktay*** (we can never write) effected.

2.2.1.3 Intrasentential Switching

Contrary to *intersentential*, *intrasentential* switching takes place within the clause or sentence and is considered the most complex form of switching. It takes place within a clause including a phrase, a single word or across morphemes. It is the most frequent form of switching which involves greater risk on syntactic level. Poplack believes that this kind of switching is usually avoided by all but the most fluent bilinguals. For example:

- ***Is word ka is se koi*** relation ***(ta'aluk) nai***. (This word has no relation with that word.)

2.2.2 Some other Types of Code Switching

Besides these switching at syntactic levels, Gumpers introduces the concepts of *situational* and *metaphorical switchings*, change in participants and/or strategies is termed as *situational switching* while a change in topical emphasis is known as *metaphorical switching*. Similar to

these kinds, Auer presents his concepts of switching such as *discourse-related alternation* and *participant-related alternation*.

Another linguist, Lin categorizes code switching as per the ideas given by Halliday's point of view…clause, rather than sentence as the basic unit of code switching. He suggests two types of switching which are *alternational* and *insertional switchings*. The former is a switching at intraclausal level while the latter is interclausal level.

2.2.3 Code Switching and Code-Mixing

Some linguists have tried to differentiate between code mixing and code switching and state that code mixing refers specifically to intrasentential switching while code switching refers specifically to intersentential switching. Recently, a few researchers have made finer distinctions between the two terms by using as code mixing and mixed code.

2.2.4 Code Switching and Borrowing

In the process of language contact, it is essential to distinguish between code switching and borrowing. Borrowing is primarily motivated by the contact of different culture in which new ways, styles, foods, religions, forms of government, etc along with new words for these items are introduced into the community. It is also believed that borrowing usually fills the lexical gaps arising from newly added concepts in the language of a community.

2.3 Functions of Code Switching

Since the interest has been developed in conversational functions, code switching has associated and introduced a number of functions which are directly or indirectly related to social and contextual variables or domains such as situation, interlocutor, and topic of discourse.

2.3.1 The Accommodation Theory or the Audience-Centred Approach to Code-Switching

The Speech Accommodation Theory or the Audience-Centred Approach to CS was developed by Howard Giles in 1970 and later broadened in 1977. It is basically the adjustment of one's speech with the people whom one is interacting. It is concerned with the causes and consequences of the *convergence* or *divergence* of speech styles. In convergence, the speakers shift their style of speech to become more like that of their addressees especially in speech rate, accent, content and pausing, while in divergence, speakers sometimes maintain their speech style or even diverge from their addressee as a tactic of intergroup distinctiveness in which individuals or groups differentiate themselves from others for some socio and psychological reasons. In simple, it explains that speakers accommodate their speech to the addressee in order to win their approval.

2.3.2 The Conversation Analytic Approach to Code-Switching

The models of Giles and Gumperz explain the extralinguistic factors such as topic, setting and participants in the choices in conversation. Peter Auer (1984) questioned the assumptions modeled by Giles and Gumperz and believes that situation does not constrain the linguistics choices, rather it is a dynamic phenomenon and meaning behind code switching must be

interpreted on the basis of the choices made by the participants in the process of turns in conversation. Moreover, Auer also states that meaning in conversation is constituted locally at a societal level.

2.3.3 The Markedness Model: A Speaker-Centered Approach to Code-Switching

Carol Mayer-Scotton presented markedness model or a speaker-cetnered approach to CS. The model presents the speaker as a rational actor who unconsciously makes certain decisions in the selection of codes. In the markedness model, the code choices fall into two major categories: marked or unmarked choices. The unmarked choice is simply a kind of linguistic variety that is considered as an expected answer according to the societal norms for interaction, while the marked code choice is contrary to marked choice in which unusual or unexpected sense in interaction is given.

2.3.4 Social and Pragmatic Functions of Code-Switching

The *referential* and the *expressive* functions of code switching are also the two major functions discussed in social and pragmatic functions of code switching discussed in 1980s. The *referential* function is referred to lexical gaps, or lack of fluency about a topic in one language, or the failure of lexical retrieval. While the *expressive* function of code switching is associated with a metalevel act of communication in which the form itself is a comment about the speaker rather than the speech.

2.3.5 Blom and Gumperz' Approach Towards Functions of Code Switching

Blom and Gumperz (1972) have introduced two another functions of code switching; *metaphorical* or *nonsituational* and *transactional* or *situational code switching*. Transactional switching concerns with the topic and interlocutors, while metaphorical switching relates extra linguistic message the speaker wishes to express or the effect on the hearer. The former also indicates the speaker's attitude and emotions with class, situation, speakers, topic, etc as social variables and identity, group affiliation, etc as ideological variables.

Moreover, Gumpers presents five major functions of code switching in this discussion such as:

i)   **quotation**: means quoting the actual utterance of the speaker
ii) **addressees specification**: states code switching in order to direct a message to one of several addressee
iii) **interjection**: to show interjection in an utterance
iv) **reiteration**: that help to emphasize or clarify a message and
v)   **message qualification:** which functions as to add more information in order to qualify the main message.

2.3.6 Grosjean's Approach Towards Functions Of Cs

Besides these five major functions of CS identified by Blom and Gumperz, Grosjean (1982) adds the sixth functions with its further explanation in personalization versus objectification reflecting the degree of speaker's involvement or distancing vis-à-vis the message, the

interlocutors, etc. He also adds some more discourse functions such as marking group identity, emphasizing solidarity, excluding others from a conversation, raising the status of the speaker, and adding authority or expertise to a message.

2.4 Empirical Studies of Code Switching in ESL Classroom

Empirical studies have also been carried out since the 1980s. It focuses on observing and analyzing the use and the grammar of the TL and L1. Guthries (1984) is one of the earliest researchers in this regard who explores the maximum classroom conditions for the acquisition of L2 and investigated the use of target language of 6 French university instructors and was able to explore that most of the instructors used the target language in a great deal.

Duff and Polio have carried out their researches of thirteen different L2 classes at the University of California, Los Angeles. They believe that teachers teaching foreign language have used FL almost 10 to 100 percent and most students are satisfied with the status regarding English/L2 use, while their teachers' attitudes and opinions differed markedly. They believe that switching to the mother tongue would deprive their students many opportunities to be exposed to and deal with the target language. They also explain that teachers switch to L1 mainly to explain grammar, to manage class and discipline, to create solidarity towards students, to translate newly or unknown vocabulary items and to help students in solving problems for more classification.

Contrary to them, Rolin-Ianziti & Brownlie conduct their researches on the 4 high school classes and argue that the use of native language is conducive to the correct understanding of the target language. Similarly, Macaro's study with help of surveys, interviews, and classroom observation also reveals that some academically inclined girls expect their teachers to use the L1 sometimes to facilitate their understanding. It reveals that teachers' switching to the L1 gives clear instructions in classroom activities, gives feedback to students specially translating and checking comprehension.

Levine also grants the right place of the L1 in a classroom and states that it serves many functions in the foreign class, such as managing class, discussing grammar, vocabulary and usage, and discussing tests, quizzes and other assignments. Benefited from their previous studies, Rolin-Ianziti & Brownlie conduct an analysis of 5 classes and 4 teachers' French class quantitatively and qualitatively and give conclusion that code switching involves 3 functions in this study: translation, metalinguistic uses and communicative uses. Likewise, Storch and Wiggleworth study adult second language learners and categorize four functions of L1 use; such as task management, task clarification vocabulary and meaning explorations and grammar presentation.

So after analyzing the above discussion, these findings cannot be generalized before more experiments are repeated in other environments in order to account for classroom. In Pakistan, where Urdu is the first language and English is the foreign language at academic level, there suppose to be a different picture due to the greater language and cultural differences. In this

context, the researcher conducts an investigation to find out the true situations of teachers' code switching from the TL to the students' L1 in ESL classroom of Pakistani institutions.

3. Research Methodology

The current paper aims to find out and prove either teacher's code switching to L1 plays any role in the EFL classrooms of Pakistani institutions. If it is so, then it would further investigate some of the basic questions as follows:

1. What are students' and teachers' attitude towards teachers' code-switching?

2. What are the functions of teacher's switching to Urdu during the lesson?

3. What is the effect of teachers' switching to Urdu language in English language learning?

4. What are the major patterns of teachers' switching to Urdu language?

Though the students' strength studying GCSE classes in the region is greater than that of the data collected, but the population for the present research is about 230 including 205 students and 25 teachers teaching GCSE classes.

3.1 Instruments

Primarily, it is a non-experimental co-relational research in which the relation of switching of teachers to the L1 with learning success has been searched out. But in order to grasp the true manifestation of teachers' code switching in a classroom, the quantitative research method have been utilized consisting of two questionnaires one for teachers and the other for students, while the recordings of the classes has also been taken in order to verify the data and to explore patterns of switching.

3.1.1 Questionnaires

The questionnaires have been designed to collect data for the quantitative research following the patterns of Guthrie (1984), Auer (1993), Blom and Gumpers (1970) and Grosjean (1982) with some modifications as per requirement. There were two kinds of questionnaires. One was given to teachers and the other was given to the students. Both of the questionnaires were designed to check and evaluate the attitude and responses of both the teachers and the students. The student's questionnaire aims to testify teacher's data and helps to investigate about the effective use of bilingualism in L2 classroom.

Thus, questionnaires to students and teachers have proved quite effective in the collection of data to analyze and evaluate the results. A total of about 205 questionnaires from students and 25 questionnaires from the teachers have been received. The questionnaire includes total 7 close-ended. The close-ended questions are set on yes/no and mostly on likert-scale model from first (strongly agree) to fifth (strongly disagree), in which the participants has expressed their agreement or disagreement with a statement according to some point on the scale.

3.1.2 Classroom Recordings

The researcher has used classroom recordings as another important tool to confirm the

naturalist and authentic data received from the classrooms. It has helped the researcher to compare and contrast with the data received through teacher's and student's questionnaires. It has also allowed researcher to view, analyze, and reanalyze the data from multiple perspectives at a later date.

It is also believed that having audio- or video recording in the classroom creates some problems in the collection of the data. The most important of all are two that are often discussed as reactivity effects—the observer's paradox (Labov, 1972) and the Hawthorne effect (Landsberger, 1958). The observer's paradox refers to the effect observers might have on the—very behavior we wish to observe by changing participants' behaviors, attitude, or performance either positive or negative. While, Hawthorne effect refers to changes in participants' behavior, attitudes, or performance although these modifications are typically positive in regards to how participants might be changing their regular behavioral patterns to please the observer.

To mitigate this problem, the researcher has placed a high-quality mobile in the shirt-pocket of the teachers before entering the class for recording. As the data required for the study is the switching to L1 of the teachers only, therefore, the researcher has only focused the language used by the teachers in the classroom; where they switch to L1 and what functions their switching to L1 do play.

The researcher has collected 7 audio-recorded sessions of the teachers in which the total time duration is 280 minutes of about 40 minutes per lecture. 150 minutes out of the total have been transcribed for the purpose of getting information for the functions and patterns of the code-switching. Only those segments of the lectures have been transcribed where switching from L2 to L1 and from L1 to L2 take place.

Before transcribing the data sets, the researcher had also to decide of the tradition being followed in orthography. As Nunan & Bailey (2009) states that a researcher must also consider which transcription convention to follow; that is, whether to use standard orthography, standard orthography with modifications, or phonetic symbols. For this reason, the researcher has used standard orthography to transcribe the data in which switching to L1 (e.g. Urdu language) has been made bold and italicized in this study.

4. Data Analysis

The data has been collected through questionnaires for both students and teachers and recordings in the classroom. Additionally, the researcher has represented his research analysis through presentation of tables, graphs and statistical annexations to make his data more convenient for easy understanding.

4.1 Analysis of Questionnaires

First part of the questionnaire seeks information regarding the background of the students and the teachers. The next part deals with guidance regarding the research topic and the third part includes research questions as its heading with further description of the questions highlighting the different dimensions of the research hypotheses. The researcher has analyzed

the questions separately.

Table 1. Institute's Names

INSTITUTE'S NAME	Students' Questionnaires		Teachers' Questionnaires	
	Total	Percent	Total	Percent
The City School, Bahawalpur	65	31.71	6	24.0
Sadiq Public School, Bahawalpur	40	19.51	7	28.0
Bloomfield Hall Bahawalpur	21	10.24	3	12.0
Army Public School Bahawalpur	47	22.93	5	20.0
Beacon House School System, Bahawalpur	14	6.83	2	8.0
Dominican Convent School Bahawalpur	18	8.78	2	8.0
TOTAL	**205**	**100.0**	**25**	**100.0**

Table 1 indicates the total number of questionnaires utilized for this research. The table figures out that the City School, Army Public School and Sadiq Public School are the major institutes which are conducting GCSE classes in majority. The City Schools has the maximum number of students with 65 (31.71%) of the total, Army Public School has 47 (22.93%) of the total population, Sadiq Public School has 40 (19.51%) of the total population, while other remaining institutions have minimum number of students with 10.24%, 6.83% and 8.78% respectively.

4.1.1 Research Question 1

Students' and teachers' attitude towards teachers' code-switching:

Table 2. Do you think a teacher has to use L1 (e.g. Urdu) to teach L2 (e.g. English)?

RESPONSES	Students' Responses		Teachers' Responses	
	Total	%age	Total	%age
Strongly Agree/Agree	66	32.20	13	52.00
Neutral	58	28.29	4	16.00
Disagree/Strongly Disagree	81	39.51	8	32.00
TOTAL	**205**	**100.0**	**25**	**100.0**
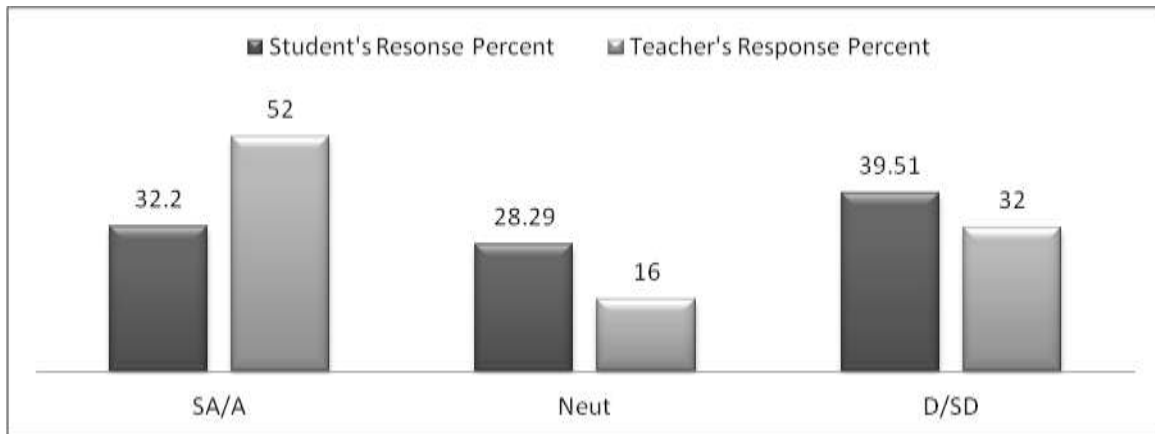
Graph 1. Teachers' Use of L1 to teach L2

Table 2 with graph 1 shows the variation of the responses of students and teachers. About 66 (32.30%) students and 13 (52.00%) teachers have shown their concern about the use of L1 (Urdu) to teach L2 (English), while the maximum percentage of 81 (39.51%) students with only 4 (16.00%) teachers has shown their disagreement about the use of teachers' use of L1 in teaching L2. Similarly, about 58 (28.29%) of the students and 4 (16.00%) of the teachers have remained unconcerned in this regard.

Table 3. Does your teacher switch to Urdu language while teaching English?

RESPONSES	Students' Responses		Teachers' Responses	
	Total	Percent	Total	Percent
Yes	168	81.95	19	76.00
No	37	18.05	6	24.00
TOTAL	**205**	**100.0**	**25**	**100.0**
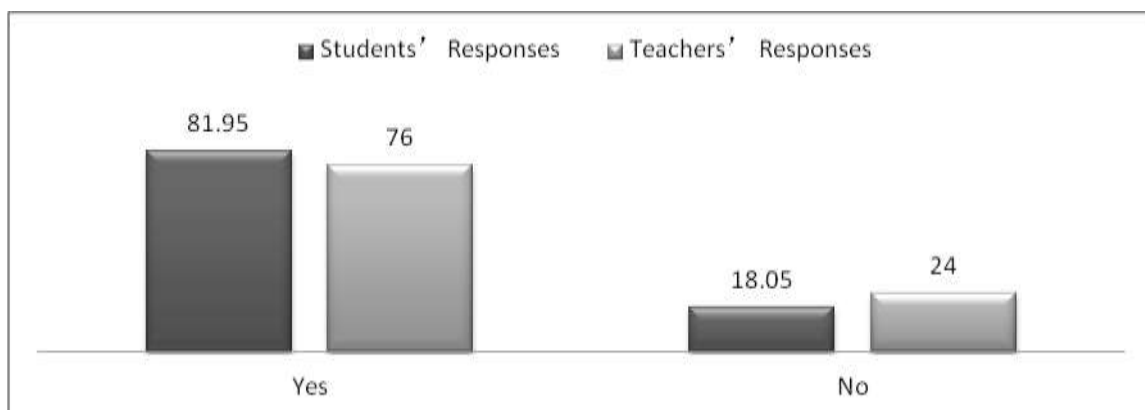
Graph 2. Teachers' Switching to Urdu Language

Table 3 emerges with one of the prime questions of the research hypothesis stating about the use of L1 in the classroom. It is a pivotal question on which other questions are formulated. In this regard, a great deal of similarity is found between the responses received from the participants. 168 (81.95%) students along with 19 (76.00%) teachers agree that there is code switching in GCSE classes of the Bahawalpur city. And only 37 (18.05%) students and 6

(24.00%) teachers agree to the teachers' switching to L1 in ESL classroom of GCSE classes. This analysis sets the foundations for the other important research questions about students' and teachers' aptitude toward the apt use of code switching in ESL classroom.

Table 4. Do you feel more comfortable when you communicate with your teachers in Urdu?

RESPONSES	Students' Responses		Teachers' Responses	
	Total	Percent	Total	Percent
Strongly Agree/Agree	101	49.27	15	60.00
Neutral	91	44.39	9	36.00
Disagree/Strongly Disagree	13	6.34	1	4.00
TOTAL	**205**	**100.0**	**25**	**100.0**
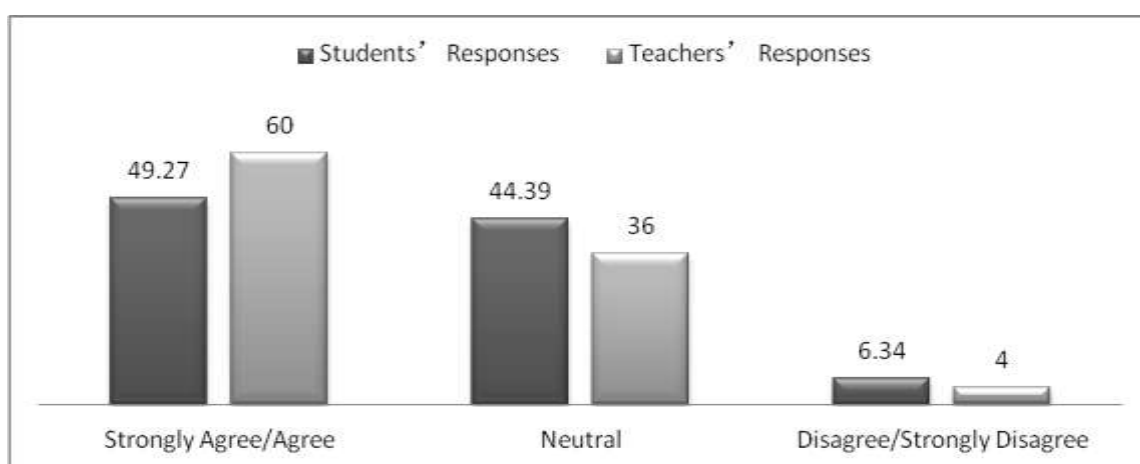
Graph 3. How much students feel comfortable while using L1 with teachers?

The analysis in Table 4 with Graph 3 strengthens and concludes the first research question about students' and teachers' attitude towards the use of L1 in ESL classroom. 101 (49.27%) students and 15 (60.00%) teachers confirms that students and teachers feel more comfortable when they use L1 in English as a Second Language (ESL) classroom. 91 (44.39%) students and 9 (36.00%) teachers are not sure or reluctant to tell about how much students feel comfortable while using L1 with teachers, while only 13 (6.34%) students and 1 (4.00%) teacher has opposed to the idea that students feel no comfort or convenience when they communication with their teachers in L1 or Urdu language. So the question concludes finally that there is a great role of L1 in L2 classroom.

4.1.2 Research Question 2

Functions of Teacher's Switching to Urdu During the Lesson:

The second research hypothesis is planned to investigate functions of teachers' switching to Urdu language. This question contains functions of code switching as defined by Guthrie, and the researcher has extended those functions up to seventeen that serve a vital role in English as a Second Language classroom. The following table comprehensively elaborates the functions of CS compiled from the responses received from both the students and the teachers. The maximum responses received are shaded and made prominent by formatting the letters

bold in Table 5, so that it would be convenient for the researcher to analyze the data in a better way. Moreover, the response titles are shortened as per the following detail:

Strong agree----SA   Agree---A   Neutral---Neut.

Disagree---D   Strongly Disagree--SD

Table 5. Functions of Code Switching

S. No	Responses	Students Responses			Teachers' Responses		
		SA/A	Neut.	D/SD	SA/A	Neut.	D/SD
1	for clarification	**80.98**	16.58	2.44	**92.00**	8.00	0.00
2	give instruction effectively	**57.56**	20.98	21.46	**56.00**	20.00	24.00
3	helps in translation	**62.93**	20.00	17.07	**60.00**	36.00	4.00
4	creates a sense of belongings	**40.98**	**40.98**	18.04	32.00	**52.00**	16.00
5	improves linguistic competence	**47.80**	32.20	20.00	**52.00**	40.00	8.00
6	help in topic shift	**36.59**	28.29	35.12	**52.00**	32.00	24.00
7	create easiness of expression	**56.59**	23.41	20.00	**60.00**	24.00	16.00
8	boosts students to participate	**57.56**	25.37	17.07	**76.00**	12.00	12.00
9	helps in checking understanding	**53.17**	22.44	24.39	**56.00**	20.00	24.00
10	helps in removing repetitions	**48.78**	28.29	22.93	**56.00**	28.00	16.00
11	lessens boredom in the class	**44.88**	36.10	19.02	**48.00**	32.00	20.00
12	help to express feeling…	**61.95**	16.10	21.95	**76.00**	16.00	8.00
13	feel motivated to learn	**55.61**	31.22	13.17	**60.00**	32.00	8.00
14	for emphasize	40.00	**47.80**	12.20	40.00	**52.00**	8.00
15	in joking	**74.15**	16.10	9.75	**60.00**	28.00	12.00
16	showing solidarity	36.59	**37.56**	25.85	**52.00**	24.00	24.00
17	showing gratitude	37.07	**40.49**	22.44	36.00	**48.00**	16.00

Table 5 displays that the maximum responses again verify the existence of code switching along with its occurrences in different situations and functions. Though different variations have been found in the responses, but overall the table confirms the researcher's hypothesis. Almost all the functions of switching get maximum agreement responses except the functions of emphasis, showing solidarity and gratitude. Moreover, these responses are discussed in descending order from maximum to lower responses.

The outmost agreement response ratios are received by the functions of switching for clarification and switching in telling jokes with students' 80.98% and 74.15% along with teachers' 92.00% and 60.00% respectively. Next come the functions of help in translation and help to express feelings that take the positive feedback with 62.93% students along with 60.00% teachers and 61.95% students with 76.00% teachers accordingly. Likewise, the functions of giving instructions effectively and boosting students to participate have received the same of amount of agreement responses with students 57.56% students and variations in teacher responses.

The functions of creating easiness of expression and making students feel motivated to learn

are other functions that take responses of 56.59% and 55.61% from students respectively. These functions also build up the hypothesis stronger. CS helps in checking understanding is another major functions that has received 53.17% students' responses, while other functions of code switching has also received close amount of data to strengthen the phenomenon of code switching. Contrary to all this, the least ratios are received by only two functions with similar amount of responses of 36.59% students, which are comparatively less in amount, but still they confirm the presence of code switching with different functions.

Overall, the analysis testifies that the functions of code switching mentioned by early researchers like Guthrie (1984), Auer (1993), Blom and Gumpers (1970) and Grosjean (1982) in their researches are also present in the GCSE classes conducted in the city of Bahawalpur. These kinds of switching serve the same functions too as it has been serving in those countries where English is taken as a Second or Foreign language.

4.1.3 Research Hypothesis 3

Effect of Teacher's Code-Switching in Classrooms:

Table 6. Do you think code-switching to Urdu is a good strategy in learning and teaching English?

Responses	**Students' Responses**		**Teachers' Responses**	
	Total	**Percent**	**Total**	**Percent**
Strongly Agree/Agree	98	47.80	17	68.00
Neutral	47	22.93	4	16.00
Disagree/Strongly Disagree	60	29.27	4	16.00
TOTAL	**205**	**100.0**	**25**	**100.0**
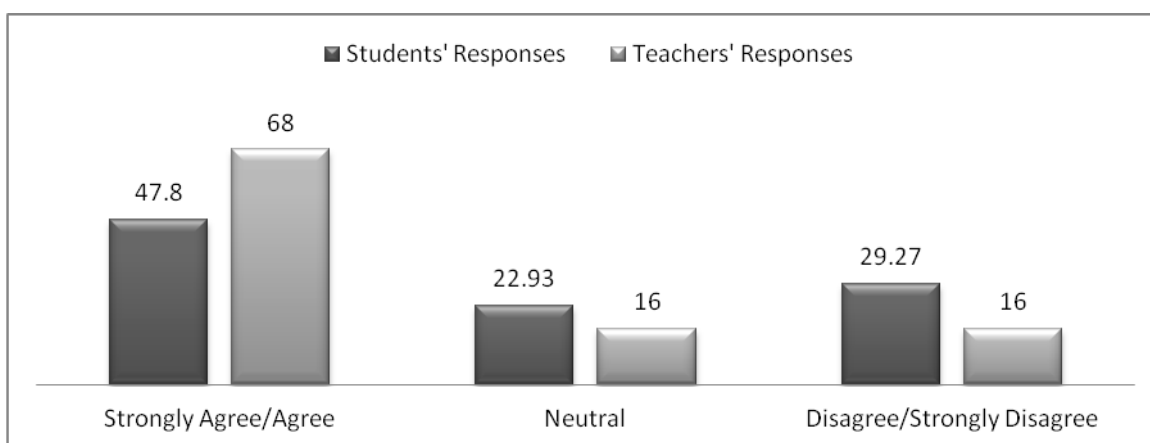
Graph 5. Code Switching as a good strategy

This is one of the important and easy questions that highlights students' and teachers' general attitude towards code switching as a good strategy. Maximum responses of 98 (47.80%) students along with 17 (68.00%) teachers have surely agreed that code switching is a good strategy and should be allowed, while 47 (22.93%) students and 5 (16.00%) teachers are not sure about it. Similarly, 60 (29.27%) students and only 4 (16.00%) teachers do not

recommend CS as a good strategy. The analysis clearly indicates the usefulness of code switching in English as a Second Language classroom and its effective role in learning process.

Table 7. Do you understand the lesson much better when your teacher uses Urdu?

| RESPONSES	Students' Responses		Teachers' Responses	
	Total	Percent	Total	Percent
Strongly Agree/Agree	113	55.12	17	68.00
Neutral	69	33.66	6	24.00
Disagree/Strongly Disagree	23	11.22	2	8.00
TOTAL	205	100.0	25	100.0
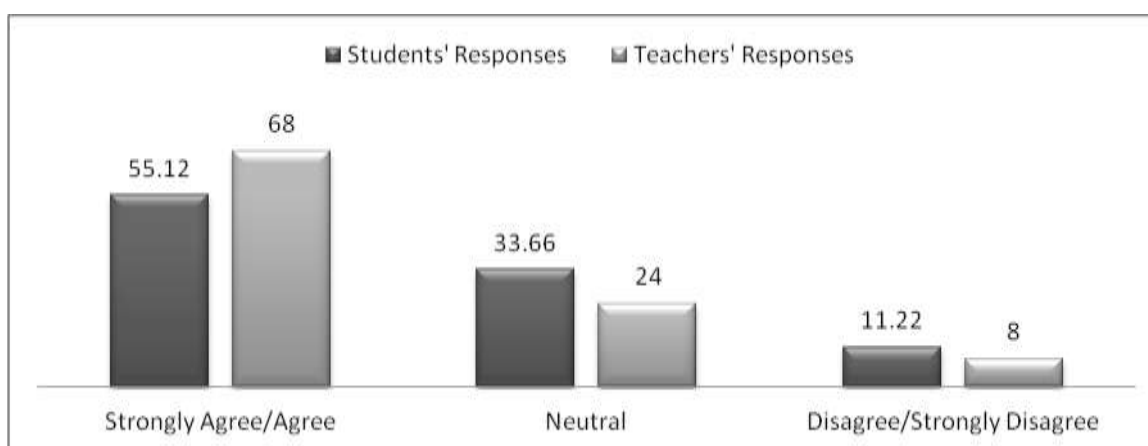
Graph 6. Code Switching makes lecture understand in a better way

Table 7 with graph 6 reinstates the idea by receiving responses from the participants either code switching makes the lecture more understandable for students. Like previously, maximum responses of 113 (55.12%) students and 17 (68.00%) teachers favour the idea, while 69 (33.66%) students and 6 (24.00%) teachers stick to neutral responses. Additionally, 23 (11.22%) students and only 2 (8.00%) teachers go against the idea and do not recommend.

Table 8. How much effective is code-switching in the classroom?

RESPONSES	Students' Responses		Teachers' Responses	
	Total	Percent	Total	Percent
Below 20%	14	6.80	5	20.00
21%-40%	50	24.40	5	20.00
41%-60%	80	39.00	7	28.00
61%-80%	46	22.40	6	24.00
81%-100%	15	7.40	2	8.00
TOTAL	205	100.0	25	100.0
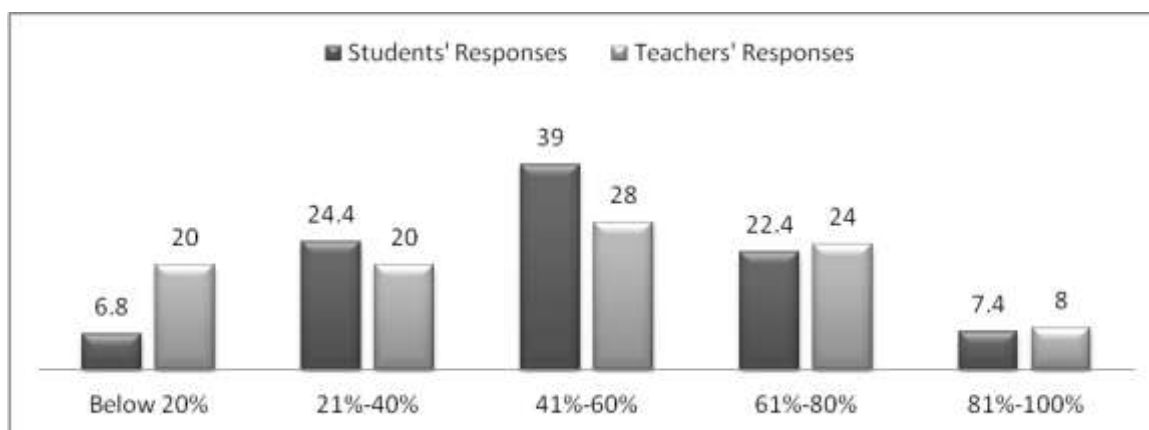
Graph 7. Effectiveness of Code Switching

Table 8 along with Graph 7 deals with the quantitative analysis of how much effective is code-switching in the classroom. The highest responses of 80 (39.00%) students with 7 (28.00%) teachers affirms that code switching is 41%-60% effective. Secondly, 50 (24.40%) students with 5 (20.00%) teachers believe that code switching is 21%-40% effective, while 46 (22.40%) students with 6 (24.00%) teachers agree that it is 61%-80% effective in the classroom. Only limited number of participants believe that either it is below 20% or more than 80% effective in the classroom.

4.1.4 Research Question 4

4.1.4.1 Patterns of Code Switching

In the following, the data has been analyzed in regard to the different patterns as defined by Poplack (1980): *intersentential* code switching, *intrasentential* code switching and *tag* switching. The data is taken from recordings taken from four different schools and later it has been transcribed. Only limited numbers of switching has been used in this analysis to justify the presence of code switching in classroom while the remaining data has already been discussed in functions of code switching. Moreover, the names of teachers and institution have not been mentioned in this analysis and have been renamed with fictitious alphabets considering research ethics.

4.1.4.2 Intersentential Code Switching

Intersentential code switching occurs between sentences or clauses or between turns. It may simply be defined that switching between languages at sentence or clause level. This type of switching has been observed in the language of both teachers and students. The following examples show the type of switching along with the function of code switching.

Examples:

1 T   We need to write 1 B. *Yahan 2 B likhain hen apne*. (You have written 2 B here.)…

2 T   We can never make forms of this word, because it's a noun. **Hum kabhi nai likh saktay** (We can never write) effected. **Hum kbhi nai likh saktay** (We can never write)

effecting, *ye wala* (This one)…

3 T   This is a strange idea. *Mjhe lagta he apko abhi tk samajh nai aya* (I guess you have not understood yet)…

4 T   *Ap logon ko aksar samjahaya he k* (I have made you understand many times that) never ever mix present tense with past tense…

5 T   *Tum kesa likhtay ho* (How do you write?) I always have advised you clearly so that you may…

4.1.4.3 Intrasentential Code Switching

Intrasentential code switching means switching within a sentence or at clause level. This kind of switching takes place within a clause including a phrase, a single word or across morphemes. It is the most frequent form of switching which involves greater risk on syntactic level. Poplack (1980) defines that this type of switching requires a lot of integration and therefore it is only used by the most fluent bilinguals. It has been also been observed that intrasentential switching occurs repeatedly when teaching grammar as teachers have to switch from L2 to L1 especially defining different grammatical terms.

Examples:

1 T   I already have explained you like that *k beside aur besides main kya farq hota he.* (what is a difference between beside and besides)…

2 T   *konsa* essay *likha he apne?* (Which essay have you written?)…

3 T   *Aik uska* part *hai. Jab ap likhtey ho to doosrey ko pata hona chahiye k* writer *keh kya raha hai?* (One is part of that. When you write, other should know what the writer is saying?) …

4 T   Adverb *kya hota he?* (What is an adverb?) …

5 T   *Her koi* grammatical structure *main* explain *nai kr skta…(*Everyone cannot explain in grammatical structure…)

4.1.4.4 Tag Switching

Tag switching is another pattern illustrated by Pocklack (1980). It means inserting a tag in one language to an utterance that otherwise in another language. In classroom discourse, this stands for the situation in which teachers or pupils insert an Urdu or English tag to the utterance. Tags can be moved freely in sentences and they have no syntactic constraints.

Examples:

1 T   *Thek he.* (Ok) I complete my words and then I go to explain this…

2 T   **Han.** (Yes). What noun is it?

3 T   *Dekhain* (look). You have to be very careful about punctuation.

4 T   Ok *jee* (yes). How do you write?...

5 T   ***Beta jee*** (dear students). You have to work hard to achieve maximum in the exams…

These are some of the examples of the different patterns of switching that has been found in data transcribed taken through recording. Here are some more examples of the switching along with their function as have already been discussed by the researcher.

Table 9. Functions of Code Switching

Code Switching Examples	Functions
You must work hard. ***Aisa nahi he k*** (it is not like this that..	Gives instructions effectively
Beta jee! (Hello students). How are you?	Shows a sense of belongingness
Tum ne bohet bara blunder ***kiya he yahan.*** (You have made a very big blunder here.)	Give clarification
Kya ap is word ***ka*** meaning ***jantay ho?*** (Do you know the meaning of this word?)	Helps in translation
Main samajh sakta hn k ap log chup kyo hen. Chalo koi aur baat krte han. (I can understand why you are silent. Let us change the topic.) Who can tell the difference between them?	Boosts students to participate
Ap ka tense ***sirf*** past ***hona chahey.*** (You should use only past tense.)	For clarification
Sunao janab. Apki family ***kesi he?*** (Hello Mr! How is your family now?	For solidarity, etc.
Thek he na. (Alright)	Checking understanding
Apko main beside ***or*** besides ***mai farq btata hn.*** (I tell you the difference between beside and besides.)	Helps in translation
Apke walid sahib kese ha nab.(How is your father now?) Hope he would be better now!	Showing gratitude
Main apko advice ***krta hn k*** (I advise you that you must work hard now.)	For emphasis
Thori si practice ***kr lo ap sb.*** (All of you have a little practice.)	Giving instructions
Ap log top ***per*** heading ***zaroor dain gay.*** (You must give heading at the top.)	For clarification
Heading means ***jese ap ke sir oper he.*** (Heading means as you have head on you.)	In joking

The above analysis provides ample evidence that the use of code switching serves a great deal of functions in the classroom. This analysis also confirms Poplack's patterns of code switching as well as Guthrie's functions of switching in extension. Consequently, it may be summarized that teachers' use of code switching in ESL classroom proves a productive tool

and the phenomenon can be utilizes if it is monitored properly.

5. Findings and Conclusion

The final portion deals with the key findings and conclusion. The very first research hypothesis states what attitude students and teachers have about teachers' code switching in English as a Second Language (ESL) classroom. The hypothesis is analyzed through 3 more questions observing the different dimensions of the hypothesis. The output through the first question states that about 32.20% students and 52.00% teachers recommend that teacher has to use L1 (e.g. Urdu) to teacher L2 (e.g. English). The next question openly takes data about their teachers' use of Urdu in teaching English. The responses in this regard clearly strengthen the research hypothesis that 81.95% students with 76.00% teacher do assert the presence of code switching in the GCSE classes. Only limited number of responses with 18.05% students along with 24.00% teacher goes against the use of code switching in GCSE classes. The last question of the first hypothesis favours the research topic further in which 49.27% students with 60.00% claim that they feel more comfortable when they use Urdu language, while 44.39% students with 36.00% have remained neutral in this regard.

The fourth question is planned to investigate the functions of teachers' switching to Urdu language. Almost all the functions of switching get maximum agreement responses except the functions of emphasis, showing solidarity and gratitude. The functions of switching for clarification and switching in telling jokes receive maximum of students with 80.98% and 74.15% along with teachers' 92.00% and 60.00% respectively. The remaining functions also take almost more than 50% from both students and teachers.

The third research hypothesis is strengthened by taking data about code switching as a good strategy with 47.80% students' and 68.00% teachers' responses, and how much effective is code switching in the classroom. The maximum feedback received in this regard shows that 34.10% of students and 44.00% teachers believe that switching to Urdu ought to be between 21%-40%. While the highest ratio of 39.00% teachers with 28.00% teachers claim that code switching is 41%-60% effective in ESL classroom. Both the ratios uphold the belief that code switching is effective, though not enough, but does serve many functions in the classroom and should be utilized to make the learning environment more better.

The last hypothesis of the study is to find patterns of code switching as illustrated by Shana Poplack (1980). The study has exemplified that code switching with its three major types of *tag, intrasentential*, and *intersentential* do exist in GCSE classes of English being conducted in the city Bahawalpur. The recordings of the lectures show that the switching does serve many functions in different situations as has been defined earlier. In short, code switching has facilitated the teachers to make their methods of teaching more effective.

The findings have clearly shown that overall results are as per the outcome of the studies conducted Guthrie (1984), Auer (1993), Blom and Gumpers (1970) and Grosjean (1982). The present study has investigated the attitudes, patterns and functions of code switching in English as a Second Language classroom.

After going through the analysis completely, it has been observed that code switching is a

useful source that can help the teachers to emphasize, to clarify, and to check the understanding of the students in a more effective way. The research has some limitations that includes, firstly, as it is based on exploring CS on content-based classroom ignoring the other three skills, secondly, it is explored only in the city of Bahawalpur where there is less awareness and emphasis on the use of English language, thirdly, it has ignored the issue of gender, and lastly, the lack of material available in the area of code switching. But overall, the research supports that code switching can be taken as an extra aid to be applied in ESL classroom to achieve a certain enhancement in learning. This phenomenon can be used as an effective technique or strategy though it may, to some extent, hamper in achieving communicative competence as it is pointed out through some responses.

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Appendix

Appendix 1.

STUDENT'S QUESTIONNAIRE

PERSONAL BACKGROUND

Institute Name: _____ Gender: *Male / Female*

What was your previous medium of instruction before joining GCSE classes?

    a) English Medium   b) Urdu Medium

Major: Education level: (   ) O level First-year: (   ) O level Second-year

                                   (   ) O level Third-year

GUIDANCE

In foreign language classes, when teachers shift from one language to another (e.g. from English to Urdu) while teaching English, this phenomenon is termed as *code-switching* (CS) which refers to the alternate use of the first language and the target language. Moreover, the term L1 stands for Urdu language and L2 stands for English language here.

QUESTIONS:

A) TEACHERS' SWITCHING TO URDU LANGUAGE

1. Do you think a teacher has to use L1 (e.g. Urdu) to teach L2 (e.g. English)?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

2. Does your teacher switch to Urdu language while teaching English?

a) yes   **b)** no

3. Do you feel more comfortable when you communicate with your teachers in Urdu?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

B) THE FUNCTIONS OF CODE SWITCHING IN CLASSROOM:

4. In your opinion, which of the functions does code-switching play in the classroom? *(Tick the right choice)*	strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. for clarification	1	2	3	4	5
b. give instruction effectively	1	2	3	4	5
c. helps in translation	1	2	3	4	5
d. creates a sense of belongings	1	2	3	4	5
e. improves linguistic competence	1	2	3	4	5
f. help in topic shift	1	2	3	4	5
g. create easiness of expression	1	2	3	4	5
h. boosts students to participate	1	2	3	4	5
i. helps in checking understanding	1	2	3	4	5
j. helps in removing repetitions	1	2	3	4	5
k. lessens boredom in the class	1	2	3	4	5
l. help to express feeling and understanding	1	2	3	4	5
m. feel motivated to learn	1	2	3	4	5
n. for emphasize	1	2	3	4	5
o. in joking	1	2	3	4	5
p. showing solidarity	1	2	3	4	5
q. showing gratitude	1	2	3	4	5

C) EFFECT OF TEACHER'S CODE-SWITCHING IN CLASSROOMS:

5. Do you think code-switching to Urdu is a good strategy in learning and teaching English?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

6. Do you understand the lesson much better when your teacher uses Urdu?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

7. How much effective is code-switching in the classroom?

a) Below 20%   **b)** 21%-40% **c)** 41%-60% **d)** 61%-80% **e)** 81%-100%

(Thank you very much for you cooperation)

TEACHER'S QUESTIONNAIRE

Appendix 2

PERSONAL BACKGROUND

Education level: a) M.A. b) M. Phil   c) Ph.D.

Institute Name: _____ Gender: *Male / Female*

Years of Teaching: _____

Years of Teaching O level: _____

GUIDANCE

In foreign language classes, when teachers shift from one language to another (e.g. from English to Urdu) while teaching English, this phenomenon is termed as *code-switching* (CS) which refers to the alternate use of the first language and the target language. Moreover, the term L1 stands for Urdu language and L2 stands for English language here.

QUESTIONS:

B) TEACHERS' SWITCHING TO URDU LANGUAGE

1. Do you think a teacher has to use L1 (e.g. Urdu) to teach L2 (e.g. English)?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

2. Do you switch to Urdu language while teaching English?

a) yes   **b)** no

3. Do you feel more comfortable when you communicate with your students in Urdu?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

B) THE FUNCTIONS OF CODE SWITCHING IN CLASSROOM:

4. In your opinion, which of the functions does code-switching play in the classroom? *(Tick the right choice)*	strongly agree	Agree	Neutral	Disagree	Strongly disagree
r. for clarification	1	2	3	4	5
s. give instruction effectively	1	2	3	4	5
t. helps in translation	1	2	3	4	5
u. creates a sense of belongings	1	2	3	4	5
v. improves linguistic competence	1	2	3	4	5
w.help in topic shift	1	2	3	4	5

x. create easiness of expression	1	2	3	4	5
y. boosts students to participate	1	2	3	4	5
z. helps in checking understanding	1	2	3	4	5
aa. helps in removing repetitions	1	2	3	4	5
bb. lessens boredom in the class	1	2	3	4	5
cc. help to express feeling and understanding	1	2	3	4	5
dd. feel motivated to learn	1	2	3	4	5
ee. for emphasize	1	2	3	4	5
ff. in joking	1	2	3	4	5
gg. showing solidarity	1	2	3	4	5
hh. showing gratitude	1	2	3	4	5

C) EFFECT OF TEACHER'S CODE-SWITCHING IN CLASSROOMS:

5. Do you think code-switching to Urdu is a good strategy in learning and teaching English?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

6. Do your students understand the lesson in a much better way when you use Urdu?

a) strongly agree   **b)** agree   **c)** neutral   **d)** disagree   **e)** strongly disagree

7. How much effective is code-switching in the classroom?

a) Below 20%   **b)** 21%-40% **c)** 41%-60% **d)** 61%-80% **e)** 81%-100%

(Thank you very much for you cooperation)