THE IMPACT OF CODE-SWITCHING IN AFFECTIVE SUPPORT AND LEARNERS’ SUCCESS IN PAKISTANI ESL CLASSROOMS AT UNIVERSITY LEVEL

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ABSTRACT

Background and Purpose: English is an official language of Pakistan and it is not only taught as a subject, but it is also used as a medium of instruction in Pakistan. However, students find English language learning a difficult experience. Their difficulties are compounded by monolingual English language teaching policies and their individual differences which are linked with their motivation, level of anxiety and confidence. This study aimed at finding out the relationship between code-switching and learners’ affective response and its impacts on attaining success in ESL classrooms.

Methodology: Data for this mixed method study were collected through purposive sampling via questionnaires, interviews, and field notes from the students majoring in English at a private university in Pakistan. Quantitative data is analyzed through SPSS whereas qualitatively the data is analyzed by using constant comparative technique.

Findings: The findings unveil that code-switching is an effective teaching strategy in ESL classrooms to deal with the learning of vocabulary, comprehension of abstract concepts, the performance of a difficult task, participation in classroom discussions, and the clarity of concepts. Moreover, switching to L1 also gives them satisfaction, fosters attention span, creates enjoyment, and boosts confidence, resultanty their performance improves.
**Contribution:** The study provides implications for stakeholders including teachers, teacher trainers and policy makers to introduce pedagogical code-switching in ESL classrooms to foster the motivation and self-confidence of the students. The study concludes that though code-switching carries benefits, however, it should be used strategically to improve learners’ performance.

**Keywords:** Code-switching, affective-response, success, ESL classrooms.


**1.0 INTRODUCTION**

English as a second language (ESL) refers to the students whose first language is not English. ESL is taught in the formal classroom settings and is considered as a passport of success in the workplace being the official language of Pakistan (Shamim, 2011). In ESL classrooms learners learn the language as a subject. Higher Education Institute of Pakistan (HEC) recommends to use English not only as a medium of instruction at university level but it also makes it compulsory to teach it as a subject (Single National Curriculum, 2021).

Pakistan is undoubtedly a multilingual country and its citizens speak Urdu as a national language along with many other regional languages like Punjabi, Pashto, Saraiki, and Sindhi. English is an official language of Pakistan and is also considered prestigious language (Akram & Mahmood, 2007). Therefore, language mixing during conversation especially in ESL classrooms is unavoidable due to high linguistic diversity (Ashraf, 2017). This shows that code-switching is a common feature of bilingual societies in formal and informal situations. In such a rich multilingual context, switching from one language to the other in ESL classrooms has always been considered as an irresistible phenomenon (Gulzar, 2010). Teachers switch codes to provide students with an atmosphere where they can communicate effectively. According to Ahmad and Jusoff (2009), code-switching helps to promote a constant flow of classroom direction because teachers do not waste time striving to explain to learners or seeking easy words to simplify the material taught.

In the recent studies related to classroom environment, some factors like affective learning and affective support have been considered quite significant in the educational contexts (Sakiz, 2017). Affective support in classroom is concerned with the beliefs, feelings and attitude of learners that coincide with academic learning. In ESL learning, cognitive
support helps the individuals to use their construction of meanings in brain while affective support triggers the situational interests (Hidi, Renninger, & Krapp, 2004).

English in many countries is used in communicative as well as in educational contexts. Ahmad and Jusoff (2009) have conducted research in the context of Malaysia where besides national and regional languages, English language teaching is paid significant attention. They found out that code-switching helps learners to enjoy their lessons due to better comprehension. Moreover, code switching helps learners to relax mentally in the classrooms and it also increases the pace of their learning. Students believe that their learning progress is also associated with teachers’ switching codes. Rahimi and Jafari (2011) have explored Iranian EFL classrooms and findings suggest that code-switching is widely applied to teach vocabulary and grammar.

Though research on uses and effects of code-switching is conducted in Pakistani context that explores students and teachers’ perceptions towards code-switching (Rehman & Rehman, 2021; Talpur, Kakepoto, & Jalbani, 2021) and the need to use code-switching according to students’ needs in ESL classrooms (Younas et al., 2020), however, there is lack of research in Pakistani context that explores the learners’ affective response and the impact of code switching in ESL learning. Thus, the current study covers this research gap and identifies how code-switching builds learners’ affective response and highlights the impact of code switching in learners’ success.

More specifically, the study answers the following research questions:
1. What is the relationship between code-switching and learners’ affective response and how does code-switching help in building learners’ affective response?
2. What is the impact of code-switching in attaining success in the ESL classroom?

2.0 LITERATURE REVIEW

Code switching is a broadly recognized trend seen in multilingual and multicultural communities (Almelhi, 2020). In ESL classrooms, switching from one language to another particularly from L2 to L1 has become an integral part of teachers and students’ discourse. This switching depends on context and different functions in ESL classrooms. Sert (2005) asserts that the linguistic differences of different social groups must be kept in mind while developing the link between uses and functions of codeswitching in L1 and L2 context. Moreover, he also discusses that the commonly occurring regular discourse can be used to build connection in language classrooms. Martin-Jones (2000, p. 6) explains that:
Bilingual teachers and learners routinely use code-switching as a supplementary meaning-making resource within the open-ended stream of classroom talk. Code-switching is used to differentiate various kinds of discourse: to indicate the development between preparing for a lesson and the start of a lesson; to differentiate classroom administration report from discussions described the lesson content; to define a specific addressee.

Ferguson (2009) has enlisted the functions code-switching. He has identified numerous functions of code-switching related to the scientific or academic terms to the everyday life examples, contextualizing the L2 terms, communicating solidarity, repeating the content, emphasizing certain points, and switching from one topic to another. On a broader level, Ferguson has provided three main functions of the code-switching in classrooms. Firstly, it includes transmitting of knowledge to the learners thus, code-switching here serves as pedagogic scaffolding. Secondly, it is also used to manage the classroom thus, indicating that it is used to manage students’ behavior. Thirdly, code-switching is employed to build interpersonal relationships thus, indicates it is helpful to negotiate multiple identities in the classroom.

Krashen’s (1982) theory which he proposed on second language acquisition, consists of five hypotheses. His theory is used as theoretical framework. Among the five hypotheses, Krashen’s affective filter hypothesis plays a significant role in the learning of L2. Affective filter is a psychological construct which may serve as a hurdle in absorbing the input of L2. Krashen examined how emotional elements serve as a filter which limit the quantity of verbal input, thus learners’ comprehension is affected. The affective factors which play an important role in learning L2 include anxiety, emotions and motivation. These emotions when are on positive side help to learn language effectively and quickly whereas, if these are on negative side these serve as an obstacle in L2 learning. According to Krashen, emotional factors have a significant impact on both the input of learners and the amount of input that is turned into intake. Krashen’s hypothesis also provides implications for second language teachers that they should keep the filter lower to increase the performance of the students by the feedback and boosting the confidence of the students. Considering the theoretical assumptions of Krashen’s affective filter hypothesis, the current study aims to testify that how the affective factors help students to learn the second language.
2.1 Related Work

The importance of mixing languages in pedagogical and socio-cultural functions is increasing day by day, as it serves as a tool to aid conversation and to develop students’ interest in the learning process. It does not always involve separating languages but combining them within separate phrases, sentences, or long discourses. Teachers encourage a thoroughly multilingual composition of meaning by bringing students' distinct social and lexical support for learning. The frequency of multilingual education can be improved by deliberate code-switching for teaching and learning of L2 (Cahyani, Courcy, & Barnett, 2018).

Various researchers have studied the uses and functions of code-switching. Ferguson (2009) identified three broader functions of code-switching, namely transmission of knowledge, classroom management, and interpersonal relationship. Though Othman (2015) has identified six functions of code-switching but those can also be safely categorized under these three broader functions. Similarly, the findings of other studies support that it is used for interpretation of new and unknown words, description of grammatical rules (Yao, 2011; Jingxia, 2010; Ahmad & Jusoff, 2009), explanation of certain ideas, emphasizing important concepts (Gulzar, 2010; Jingxia, 2010; Borlongan, 2009), and repetitions for explanation purpose (Gulzar, 2010). Secondly, code switching is used to control the classroom environment including but not limited to consulting, management, moderation, self-control, teacher recognition, teacher support, teacher advice, teacher rules (Yao, 2011; Jingxia, 2011; Borlongan, 2009). In addition to it, code-switching is used to build interpersonal relationship in form of developing compatibility with students (Gulzar, 2010) and improving socialization (Gulzar, 2010; Borlongan, 2009). These three broader domain of functions are categorized in micro domain (Borlongan, 2009) whereas the macro domain functions proceed with both societal and educational aspects. It incorporates the training through which learners can tackle the forthcoming life outside the school. To deal with extra educational purposes, both teachers and students find it challenging to use English for this purpose; therefore, they seldom code-switch. In essence, the macro-functions of code-switching deals with those educational purposes that are outside the classroom. To simply put, the micro-functions discuss concerns inside the classroom while macro-functions resolve intricacies outside the classroom (Canagarajah, 1995). Apart from these functions, research (Al Tale & Alqahtani, 2020) also shows that it helps to support affective sustenance.

The findings of the above cited studies show that classroom communication and learning can be improved while switching to other language (from L2 to L1). The switching and translation may reduce the chances of errors because students can interpret what the
sentences mean. On the other hand, Cunningham (2000) forewarned that the overuse of translation limits students from thinking, reading, and writing in the target language because the translation is available students do not prefer to use their cognitive skills to process the material in L2. Secondly, it is nearly impossible to translate the text or provide translation considering the home language of each student. Contrarily, it is beneficial for low proficiency students because they encounter translated versions, they function better.

In addition to the above functions of code-switching, it also helps to improve learners’ L-2. Lundahl (2009) considers learning is social and takes place between individuals with support from others thus, relates it to the Vygotsky’s (1998) learning theory. It states that learners need socio-cultural environment where they can interact with each other to develop language. Svendsen (2014) conducted a study to examine the effectiveness of code-switching for pupils’ oral language development. Furthermore, he has explored that what teachers need to examine when they use students’ first language in the classroom. His synthesis endeavored to answer if code-switching supports oral language development in the second language (L2) classroom in a secondary school in Sweden. Additionally, he also discussed the needs of using code-switching in an educational context. The results of his study suggested that low-proficiency learners benefit from first language (L1) usage, whereas, high-proficiency students seem to prefer and benefit more from an English-only classroom. These findings suggest that teachers and students’ practice of code-switching can be a useful language strategy and it is essential for teachers to know their students’ language level.

Wright (2012) highlighted that students’ native language should not be ignored; rather the institute should consider their students’ mother tongue. Besides, he explained and examined primary language support, which is used to assist students’ L2 learning. The idea of primary language support is to teach students in the target language and to make it understandable for the students to acquire L2 properly. In addition to this, it also develops comprehension among students and it makes the task of teacher easy to understand what the students has learnt. This can be related to the results of Samar and Moradkhani’s (2014) interviews with language teachers. The conclusions showed that one of the purposes of teachers’ code-switching is to assure their students’ understanding. Wright (2010) further explained primary language support and stated that direct translation is an ineffective way to use primary language support because it may reduce students’ vocabulary learning. This is due to the fact that limited L2 input hinders the learning of second language. Another problem of translation in oral language is that it cannot be compared with the written language, some ideas and concepts remain untranslated.
Chowdhury (2012) conducted research in the context of Bangladesh at tertiary level. She investigated the reasons of code-switching and teachers and students’ perspectives towards code-switching. The findings revealed that code-switching was used to communicate easily, explain effectively, maintain discipline and for scaffolding purpose. Teachers considered that codeswitching should be avoided in classroom whereas, students have positive attitude towards it. Bashir and Rehman (2020) also discuss that code-switching helps to learn the concepts of L-2. Similarly, Yolanda’s (2020) findings in the context of Indonesia support the use of L-1 to facilitate L-2 learning. Younas et al.’s (2020) findings suggest that teachers frequently use code-switching in Pakistani universities in ESL classrooms to progress content delivery and negotiate with students and teachers’ interaction. Asrifan and Syahrir (2021) findings also indicate that though teachers use code-switching in classrooms however, their ratio varies. His research shows that code-switching is used in the longer stretches of discourse. Moreover, it is also used to address students’ problems, provide feedback and ask questions.

3.0 METHODOLOGY
3.1 Research Approach
In the current research, mixed method approach was adopted for the better comprehension of the phenomenon. The current study has followed the design of case study at a private university in Punjab, Pakistan. The data was collected through more than one means in order to triangulate, it included interviews, observations, and questionnaires. The data was analyzed by triangulating the outcomes of both students' questionnaires and teachers' interviews to bring more solid results in the findings and to avoid biasness. In addition to it, observations were also taken to evaluate the actual classroom language practices to authenticate the data collected through interviews and survey.

3.2 Research Site and Participants
The research is conducted at a private university in Wah Cantt, Punjab, Pakistan. Wah Cantt is adjacent to Islamabad and Rawalpindi and it is also near to Khyber Pakhtunkhwa (KPK, a province of Pakistan) that makes this city enrich in diverse cultures and languages. The university also receives students from diverse ethnic background. The student participant of this research are 100 graduating students majoring in English. These participants have spent their 2 more years in the university and thus, are left with 2 years to complete their degree. Eight teacher participants took part in the study. Keeping in view the ethical consideration, real names of the teachers are not used and pseudonym profile is maintained and used. The data
from the participants were collected in the year 2021. The detailed demographics of the teachers and students are given in Table 1 and 2 respectively:

Table 1: The demographics of teacher participants

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Teacher Pseudo names</th>
<th>Qualification</th>
<th>Experience at University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aliya</td>
<td>MA English</td>
<td>12 Years</td>
</tr>
<tr>
<td>2</td>
<td>Saba</td>
<td>BS English</td>
<td>10 Years</td>
</tr>
<tr>
<td>3</td>
<td>Ahmed</td>
<td>MS English</td>
<td>13 Years</td>
</tr>
<tr>
<td>4</td>
<td>Bilal</td>
<td>BS English</td>
<td>5 Years</td>
</tr>
<tr>
<td>5</td>
<td>Ramsha</td>
<td>MA English</td>
<td>8 Years</td>
</tr>
<tr>
<td>6</td>
<td>Hadia</td>
<td>MA English</td>
<td>8 Years</td>
</tr>
<tr>
<td>7</td>
<td>Urwa</td>
<td>MS English</td>
<td>2 Years</td>
</tr>
<tr>
<td>8</td>
<td>Zain</td>
<td>MS English</td>
<td>3 Years</td>
</tr>
</tbody>
</table>

Table 2: The demographics of the students

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Native languages</th>
<th>Majoring Subject</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>35 Punjabi</td>
<td>English</td>
<td>2nd year at university</td>
</tr>
<tr>
<td></td>
<td>30 Pashto</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Balti</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Sindhi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 Saraiki</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3 Data Collection Steps and Stages

Considering the reliability of the research, the data was collected through more than one means. Data was triangulated to avoid biasness associated with qualitative research. Qualitatively, the data collected through interviews is later on also compared with the observations taken. On the other hand, quantitatively, the data was collected through questionnaires from students. As the research aimed to understand and explore learners’ success in ESL classrooms, therefore, it was necessary to collect data from both, teachers, and the students. Moreover, questionnaire as a tool was used to generalize the findings whereas, teachers’ interviews were conducted to better understand the language practices of the participants. In addition to it, classroom observation tool was used to shed light on the actual language practices in the classroom.

Firstly, the data was collected quantitatively by providing students with questionnaire. The researcher herself distributed the questionnaire. The students were guided where they found some difficulty in understanding the question statement and how they can mark the
option in the Likert scale. In order to ensure that students were not dictated or forced to give any opinion or any kind of subjectivity, the researcher requested another teacher to accompany her for collecting quantitative data. The questionnaire was used to check that to what extent students consider code-switching can be helpful for them and affects their learning success. A questionnaire including a 5-point Likert-type scale was adapted from Schweers (1999), Burden (2001), and Tang’s (2002) studies. Following these researchers’ questionnaires, the key constructs including the use of L-1 in ESL classroom, students’ perceptions on teachers’ use of L-1, situations where participants use code-switching and the beliefs, feelings and attitude of learners were used in the questionnaire of the current study. A value ranging from 1-5 was assigned to all of the Likert scale options ranging from strongly Disagree/Disagree/Not Sure/Agree/Strongly Agree. Hence, data was statistically tested through the Cronbach alpha test which is a correlation reliability test.

Second stage involved classroom observations, for this purpose eight classes were observed, and field notes were taken during the observations. The observations were taken during the class time. These observations were later on analyzed using thematic analysis.

Thirdly, teachers were interviewed. These were face to face semi-structured interviews. Eight teachers were interviewed to get information about the reasons of code-switching in ESL classrooms. The interviews were transcribed in the language in which interviews were given that included both the native tongue and the second language. Later on, only those parts were translated in English which were used in the analysis. The interviews were also analyzed using thematic analysis.

4.0 DATA ANALYSIS
Underneath is the descriptive analysis of different variables of code switching in an ESL class, described as agreeable or non-agreeable by the students through a five-point Likert scale. The graphical representation of analysis is shown Figure 1.
Figure 1: Image of graphical representation of students’ response according to questionnaire on Likert scale

Code-switching helps in building students’ affective response. Students’ perceptions and their higher level of satisfaction regarding their ability to enjoy the lessons, feeling satisfaction due to comfortable environment, develop more confidence and as an aid to express the emotions testify that code-switching helps to provide affective support. The findings are quite similar to Al Tale and Alqahtani (2020) that support code-switching assists to sustain affective support in the classroom. The findings shown in the Figure 1 represent that above 80% of the students agreed that code-switching helps to enjoy, foster motivation, and make them comfortable in the classroom. Moreover, above 80% of the students also strengthened that it helps to boost their confidence. Considering the findings, it can be inferred that teachers’ code-switching is necessary for students’ satisfaction in their learning process. Hence, teacher’s code-switching is indispensable for a comfortable learning environment. Therefore, it can be argued that affective support helps to learn L2.

Code-switching helps to improve the students’ learning. The findings of the current study also support the existing studies (Yao, 2011; Jingxia, 2010; Ahmad & Jusoff, 2009). However, there is variation in the responses of students within the language learning aspects. In response to the replacement of code, total of 63% (adding 39% agreed and 24% strongly agreed) students reported that they feel there is no replacement for English in an ESL class, while the other 37% (with 28% not sure, 8% disagreed and only 1% strongly disagreed)
students responded that there can be a replacement for the English language. With a greater percentage (63%) of students preferring the variable, it can thus be concluded that there is indeed no replacement for English in ESL class. Apart from knowing the replacement of English vocabulary, students were also asked whether code-switching helps them to remain attentive in classroom. Figure 1 shows that as the percentage of students favoring the above reason is greater than those of not in favor (76% > 24%), therefore, it can be concluded that code-switching in ESL class helps students to be more attentive in their class.

Two major aspects of language learning are understanding new vocabulary and grammar learning. Comparative to the affective factors’ response of students, the results are different. Above 70% percent of the students agreed that code-switching assists in learning vocabulary. Though it is less than the percentage of affective support, yet greater number of students’ response of this question determines that teachers’ code-switching in ESL classrooms is desirable for the students to learn new vocabulary. Students viewed that grammar can be better learnt by using code-switching in ESL classrooms. Above 80% of the students agreed that code-switching is helpful to learn grammar.

In addition to vocabulary learning, code-switching serves as a facilitator to comprehend complex concepts and it may act as a platform to convey the content and purpose. The findings support Jiang (2011). As Figure 1 shows that 90% students favored that code-switching helps to develop comprehension. In addition to comprehension, above 80% students also mentioned that it encourages them to easily interact with their instructor. This shows that students prefer code-switching or their native language to communicate with their teacher. Similarly, above 80% of the students supported that they can understand new topic easily through code-switching. Moreover, effects of L1 while learning L2 cannot be denied, therefore, 80% of students agreed that teacher’s code-switching allows them to think deeply as they can think in their native or mother language. Thus, it can be deduced that teacher’s code-switching helps to improve students’ rational processes.

Apart from the content teaching, code-switching also helps to manage the classroom. The current study affirms the findings of Yao (2011), Jingxia (2011) and Borlongan (2009). However, this classroom situation where teachers instruct students are not discussed. The findings show that near 90% of students mentioned that through code-switching they carry out their assigned tasks successfully as they can understand their teachers’ instructions properly. This shows that teachers’ code-switching is preferable with the students in carrying out teachers’ instructions and it enables them to carry out their tasks successfully.

Apart from the affective support and imparting knowledge through code-switching,
students were also asked about their perceptions regarding conscious or unconscious use of code-switching on teachers’ part. A total of 77% of students agreed that the major reason for teacher’s code-switching is their unintentional habit of code-switching. Also, the findings show that 48% of students agreed and 33% of students strongly disagreed that teacher’s code-switching allows them to express their feelings more easily and candidly. Hence, code-switching also helps students to improve their expression of feelings.

On the other hand, a sample of 100 students, who were randomly selected, were surveyed to fill in the questionnaire. The questionnaire focused on students’ belief that code-switching can be beneficial, and the scope of their learning success. The questionnaire was modified to include a 5-point Likert-type scale accustomed from Schweers (1999), Tang (2002), and Burden’s (2001) studies. A value ranging from 1-5 was assigned to all of the Likert scale options (ranging from strongly agree to strongly disagree). The data was then statistically tested through the Cronbach alpha test that is a correlation reliability test. A cumulative response of these scales was also analyzed using SPSS software for correlation.

The result for Cronbach alpha test of reliability is as under:

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Cronbach's</th>
<th>Alpha</th>
<th>Based on Standardized Items</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
<td>.830</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Alpha Based on Standardized Items</td>
<td>.869</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*0.9>α≥0.8 Good (form Rule of Thumb for Cronbach alpha)

According to the value of alpha (α) in the table above the results are good and there exists a good correlation among the variables thus making the test reliable.

The rationale of study was to highlight the considerable relationship between teachers’ code-switching with respect to

1. Its effects on students’ learning abilities (affective support)
2. Its effects on students’ learning success (learners’ success)

Equations
Learners’ Affective State
The following equation tests five variables against learner’s affective state:
A.S = α1 + β1ECS1 + β2ECS2 + β3ECS3 + β4ECS5 + β5ECS12

Where A.S = Learners’ affective state

α1 = slope of the function
β1ECS1 = C.S helps to enjoy learning
β2ECS2 = C.S helps to feel satisfied
β3ECS3 = C.S helps to feel comfortable
β4ECS5 = C.S helps to be more attentive
β5ECS12 = C.S helps to boost up confidence

The above equation was tested for Pearson’s correlation coefficient (r) with 90% level of significance against the following hypothesis.

Ho = There is a significant relationship between code-switching and learners’ positive affective learning.
H1: There is no significant relationship between code-switching and learner’s positive affective learning

Table 4: Pearson’s correlation coefficient

<table>
<thead>
<tr>
<th>ECS1</th>
<th>ECS2</th>
<th>ECS3</th>
<th>ECS5</th>
<th>ECS12</th>
<th>Cumulative mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.608**</td>
<td>0.750**</td>
<td>0.762**</td>
<td>0.823**</td>
<td>0.802**</td>
<td>0.75</td>
</tr>
</tbody>
</table>

** Correlation is significant at 0.01 levels (2-tailed test)

Accept H0: There is a significant relationship between code-switching and learners’ affective state.

The results from the table above state that there exists a significant relationship between learners’ affective state and teachers’ code-switching. The entire chosen variables from questionnaire in the equation have shown a positive and significant correlation with learners’ affective state which leads us to conclude that teachers’ code-switching in ESL classroom is desirable by the students.

Learners’ Learning Success

The following equation tests five variables against learner’s learning success:
L.S = α2 + β1ECS6 + β2ECS7 + β3ECS8 + β4ECS10 + β5ECS11

Where L.S = Learner’s Learning Success

\[ \alpha_2 = \text{slope of the function} \]
\[ \beta_1 \text{ECS6} = \text{C.S helps to learn new vocabulary} \]
\[ \beta_2 \text{ECS7} = \text{C.S helps to understand difficult concepts} \]
\[ \beta_3 \text{ECS8} = \text{C.S helps to understand English Grammar} \]
\[ \beta_4 \text{ECS10} = \text{C.S helps to carry out tasks successfully} \]
\[ \beta_5 \text{ECS11} = \text{C.S helps to understand new topics} \]

The above equation was tested for Pearson’s correlation coefficient (r) with 90% level of significance against the following hypothesis.

H0 = There is a significant relationship between code-switching and learners’ learning success
H1: There is no significant relationship between code-switching and learner’s learning success

Table 5: Pearson’s correlation coefficient

<table>
<thead>
<tr>
<th>ECS6</th>
<th>ECS7</th>
<th>ECS8</th>
<th>ECS10</th>
<th>ECS11</th>
<th>Cumulative mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.746**</td>
<td>0.728**</td>
<td>0.830**</td>
<td>0.779**</td>
<td>0.777**</td>
<td>0.77</td>
</tr>
</tbody>
</table>

** Correlation is significant at 0.01 levels (2-tailed test)

Accept H0: There is a significant relationship between code-switching and learners’ learning success

The results in the Table 4 prove that there is a significant and positive correlation between teachers’ code-switching and learners’ learning success. Students have a positive response to teachers’ code-switching as they perceive it as helpful in their successful learning process. All the five variables have shown a positive correlation with learning success which conclude that teachers’ code switching in ESL classroom is a fundamental part of students’ success. As the correlation become significant at 0.01 level, and the results presented in Table 2 and 3 are not less than the 0.01 but are greater than the value hence, it shows the significant relationship.
4.1 Teachers’ Interviews
Qualitative data was obtained through teachers’ semi structured interviews. All eight teachers agreed that there should be code switching in ESL classroom whenever required. The findings of students’ data converge with teachers’ interviews that code-switching helps students to be attentive, confident and keep them at ease, hence it supports English language learning. All these affective factors gain support due to code-switching. Hence, students and teachers’ perceptions help to understand the relationship between code-switching and affective support that ultimately aids to effective learning of ESL. Moreover, findings of the classroom observations also testify that teachers switched their codes from English to Urdu during their interaction with students. As the following responses of teachers’ show this:

Ms Aliya: “Well there should be code switching as I find my students more attentive and more confident.”
Mr Bilal: “To make class environment good and relaxed, at certain times, code switching can be adopted.”
Ms Saba: “I think it is an effective technique and should be adopted in teaching English.”

Contrarily, six (65.5 %) out of eight teachers suggested that there should be less code-switching in ESL classroom. This implies that they believe in Phillipson (1992) that English should be taught monolingually. However, the responses of the teacher show that they do not strictly adhere to monolingual instructions:

Ms Hadia: “…There should be 20-25% of code switching in ESL classroom.”
Mr Bilal: “Since ESL is all about English language so 85% to 90% use of English is mandatory...at certain times code switching can be adopted.”
Ms Urwa: “Teachers may switch codes but rarely.”

Teachers switch codes differently in classroom situations. The findings show that teachers switch codes either for their own need or for learners’ need. The data of teachers’ interviews also converge on this part with students’ responses elicited from questionnaire. Ms Hadia mentioned that code-switching is used to discuss the cultural and psychological views. Moreover, teachers also shared that their switching is not only due to the teaching of a difficult concepts and ideas but it is also used for seeking students’ attention. Teachers mentioned that
students can understand the idea in a better way. Teachers opined that they use L-1 when they find that learners’ comprehension is hindered. Also, they particularly mentioned that they explain grammar in L-1 for clarifying the ambiguity. The following responses testify the claims:

Mr Bilal: “…Well I switch code for multiple reasons...Like when the concept is difficult or when no appropriate word is available in English.”
Ms Aliya: “When I want my students to be attentive and come back to the class I use Urdu language which is more familiar to their ears.”
Mr Ahmed: “It is avoidable not to use Urdu or Punjabi in classroom.”

Though few teachers reported that they use Urdu or native language for introducing unfamiliar ideas however, other teachers mentioned that they discuss all types of topics in L2. However, code-switching may be done to get the desired results. As Mr Bilal mentioned:

“...Umm I discuss all topics in English however, discussing linguistic diversity in a local setting I prefer L1 as students can give maximum feedback in their local language”

Also, code-switching is used to explain unfamiliar vocabulary which is difficult to comprehend teachers use either Urdu or Punjabi language where they think concept can only be made clear by using L1. As following teachers reported:

Ms Ramsha: “Yes in my ESL class for many times I translate words phrases...and even sentences in Urdu umm definitely for students’ sake”
Ms Saba: “Of course when learning is student-centered and there is no equivalent word in L2 ...umm then definitely I will code switch for the best benefit of my students”
Ms Aliya: “Explaining unfamiliar concepts and words which I think are not comprehendible for my students umm I...I provide them with translation it could be a scene that I belong to a background a society where Grammar Translation Method is preferred so probably that’s why I give them ease with the translation”

Code-switching also makes classroom environment friendly and conducive. All the teachers consented upon the idea that code switching is advantageous and bring positive results. Moreover, it helps learners to communicate with ease which result them to be more open and confident. According to Mr Ahmed and Mr Zain switching of code can save time. Instead of
giving instructions in English students respond promptly to L1. Hence, it helps to avoid repetition in the classroom.

Mr Ahmed: “I have realized that when I pass instructions in Urdu students follow these instructions easily and I do not feel the need to pass those instructions again and again…”

Mr Zain: “Whenever I communicate with my students in Urdu they are more responsive...Even those students also say something... anything who rather communicate less.”

However, despite of the well-aware on the benefits of code-switching six out of eight teachers mentioned that they use L2 to reply to their students even when they use L1. They justified themselves by explaining that being a teacher of ESL they should employ L2 in their conversation. Whereas, the remaining two teachers told that they reply back to students in L1. As Mr Bilal shared:

“I will prefer using L1 because it indicates that student is comfortable in that code there and then...And point would be clear to him there and then.”

There is difference of opinion of teachers whether code-switching helps to improve English language or it hinders their progress. Some teachers agreed that code switching serves as a cushion and helps students whereas, some opine that its use may hinder their ability to communicate effectively in L2 in ESL classroom. As Ms Ramsha mentioned:

“Well...I guess that one should not be rigid with languages .umm I think that code switching always assists and contributes language learning atmosphere”

According to Ms Ramsha, switching codes can never be problematic for learners while other seven teachers perceive that there should be a strict limitation for using L1 in ESL classrooms otherwise the purpose of the class cannot be achieved. Mr Bilal elaborated that code-switching helps in multiplication and reproduction of thoughts and it generates confidence in students however, at the same time code-switching may hinder language learning as students will only think in L1 which will reduce their language competency.
In addition to the mentioned situations and functions of code-switching, teachers also believe that as the comfort level of an individual is with his/her mother tongue, therefore, L1 is appropriate to be used while discussing personal issues of the learners. As most of the teachers were also class tutors therefore, they reported that students use L1 to discuss their issues related to classroom or outside the classroom. Moreover, code-switching also aids students’ concentration and interest during lectures. However, diverse responses of the teachers show that it depends on students’ existing knowledge whether they are motivated by the use of L1 or L2. Mr Bilal shared that he uses certain proverbial sayings during his lecture and cracks jokes in L1 to make his students attentive in the class. Moreover, Ms Aliya also shared that code-switching has relationship with affective factors. She shared that for showing anger she uses L2 whereas to console her students she uses L1:

Ms Aliya: “Aaan... I feel that when I am angry I employ L2 and when I am anxious or I might not be feeling comfortable I switch codes.”

Similarly, Ms Ramsha shared:

“Yes, there is a deep relation between code and situation. When I am in an easy-going mood I am less conscious of communicating in English Otherwise Urdu”

Hence data obtained from teachers’ semi-structured interviews show that code-switching is a general practice in ESL classroom at the university. Teachers employ both L1 and L2 during their lessons. Several variables including; learners, situation, topics, and teaching strategies affect the choice of code. Similarly, observations data also converge with interview data, the classroom practices of Ms Aliya are given below:
Teacher enters the classrooms at 9:30 AM. She greets her students in Urdu and asks students about their weekend routines. Students reply back to teacher in Urdu. After taking the attendance of the students, teacher asks students to give recap of the earlier lesson about ‘Aspect of Meaning’. She asks multiple questions in English and students reply in Urdu using it as matrix language, however, they also use long phrases of English during answering. One of the students had less understanding of concepts, he thoroughly used Urdu to ask the question and teacher explains her the topic in using code mixing but predominantly she uses Urdu to develop comprehension. Teacher begins the new lecture ‘Performatives and Speech Acts’. She delivers her lecture in English, but she also quotes examples from Urdu. During her lecture, some students do mischief sitting at the back, she scolds them in Urdu thoroughly and during Urdu speaking she also uses Punjabi (native language). Students become quite serious on the switching of teacher’s language and they seem more attractive.

5.0 CONCLUSION

From a thorough study of all the results, it can, therefore, be concluded that there exists a strong agreement among the students in ESL classrooms for teachers’ code-switching as it not only allows learning new topics, grammar, vocabulary, and communicating easily but it also boosts confidence and improves intellectual process. Teachers’ code-switching is a significant factor which creates a comfortable and agreeable learning classroom environment. On the other hand, teachers also support the practice of code-switching in ESL classrooms. The current research contributes to the field of language teaching, considering the findings of the study some pedagogical considerations may be safely drawn. The study provides implications for teachers and teacher trainers that the means of guidance should be carried out in English to a feasible extent. However, if students find trouble in understanding, switching may be made either in L-1 or native language. Moreover, the study also suggests that the non-strategic usage of Urdu in the ESL classroom should be restrained. The study draws the inference that instead of random code-switching, pedagogical code-switching carrying specific purpose by instructors and learners may enhance the teaching/learning opportunities. Despite of the significant role of code-switching, teachers’ authoritative role restricts the use of L-1 during lessons, therefore, student centered classroom approach with pedagogical codeswitching may prove helpful for students to learn L2.

It can be concluded from this study that the instructors in ESL classrooms are conscious of the fact that teaching in the English language only is not a spontaneous process since each switch has a particular function which deliberately serves a specific target. As students here at the university have a variant linguistic and social background, therefore, instructors prefer switching codes to strengthen the learning outcomes in ESL classrooms.

As the current study is conducted at a private university where students schooling
background show that they are from average private schools or government schools. This background shows their lack of exposure to English language, hence with such students codeswitching heis beneficial, however, if students belong to such schools where they have already exposure to English language, they may not require codeswitching. Considering this, the future study can be conducted at large scale from various universities across Pakistan to explore the students and teachers’ perceptions and practices in ESL classrooms.

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