

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

<sup>1</sup>Nuzhat Nawaz, <sup>\*2</sup>Aqsa Atta & <sup>1</sup>Nayla Naseem

<sup>1</sup> Department of English, University of Wah,  
Wah Cantt, Pakistan.

<sup>2</sup> Department of English, University of Sialkot,  
Sialkot, Pakistan.

\*Corresponding author: [aqsaatta@gmail.com](mailto:aqsaatta@gmail.com)

Received: 01.10.2022

Accepted: 15.01.2023

### ABSTRACT

**Background and Purpose:** English is the official language of Pakistan, and it is not only taught as a subject but also used as a medium of instruction. However, students find English language learning a difficult experience. Their difficulties are compounded by monolingual English language teaching policies and their differences which are linked with their motivation, level of anxiety and confidence. This study aimed to find 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 was analysed through SPSS, whereas qualitative data was analysed using a 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, resulting in their performance improving.

**Contribution:** The study provides implications for stakeholders, including teachers, teacher trainers and policymakers, to introduce pedagogical code-switching in ESL classrooms to foster the motivation and self-confidence of the students. The study concludes that code-switching has benefits but should be used strategically to improve learners' performance.

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

**Cite as:** Nawaz, N., Atta, A., & Naseem, N. (2023). The impact of code-switching in affective support and learners' success in Pakistani ESL classrooms at university level. *Journal of Nusantara Studies*, 8(1), 95-116. <http://dx.doi.org/10.24200/jonus.vol8iss1pp95-116>

## 1.0 INTRODUCTION

English as a second language (ESL) refers to students whose first language is not English. ESL is taught in formal classroom settings and is considered 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. The Higher Education Institute of Pakistan (HEC) recommends using English as a medium of instruction at the university level and making it compulsory to teach it as a subject (Single National Curriculum, 2021).

Pakistan is a multilingual country, and its citizens speak Urdu as a national language, as well as many other regional languages like Punjabi, Pashto, Saraiki, and Sindhi. English is the official language of Pakistan and is also considered a 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 another in ESL classrooms has always been considered an irresistible phenomenon (Gulzar, 2010). Teachers switch codes to give students 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 recent studies related to the classroom environment, some factors like affective learning and affective support have been considered significant in educational contexts (Sakiz, 2017). Affective support in the classroom is concerned with the beliefs, feelings and attitudes of learners that coincide with academic learning. In ESL learning, cognitive support helps the

individuals to use their construction of meanings in the brain, while affective support triggers situational interests (Hidi, Renninger, & Krapp, 2004).

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

Research on the uses and effects of code-switching has been conducted in the 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 a lack of research in the 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, identifying how code-switching builds learners' affective responses and highlighting the impact of code-switching on 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 build 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 recognised trend in multilingual and multicultural communities (Almelhi, 2020). In ESL classrooms, switching from one language to another, particularly from L2 to L1, has become integral to 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 the uses and functions of codeswitching in the L1 and L2 contexts. Moreover, he also discusses that regular discourse can be used to build connections 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 describing the lesson content; to define a specific addressee.

Ferguson (2009) has enlisted the functions of code-switching. He has identified numerous functions of code-switching related to the scientific or academic terms to the everyday life examples, contextualising the L2 terms, communicating solidarity, repeating the content, emphasising certain points, and switching from one topic to another. On a broader level, Ferguson has provided three main functions of code-switching in classrooms. Firstly, it includes transmitting 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' behaviour. Thirdly, code-switching is employed to build interpersonal relationships, thus indicating that it is helpful in negotiating 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 a theoretical framework. Among the five hypotheses, Krashen's affective filter hypothesis plays a significant role in the learning of L2. An 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 that limits the quantity of verbal input; thus, learners' comprehension is affected. The affective factors that play an important role in learning L2 include anxiety, emotions, and motivation. When they are on the positive side, these emotions help them learn language effectively and quickly, whereas if they are on the negative side, they serve as an obstacle in L2 learning. According to Krashen, emotional factors significantly impact 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, stating that they should keep the filter lower to increase the students' performance through feedback and boost their confidence. Considering the theoretical assumptions of Krashen's affective filter hypothesis, the current study aims to testify to how the affective factors help students to learn a second language.

## 2.1 Related Work

The importance of mixing languages in pedagogical and socio-cultural functions is increasing daily, as it serves as a tool to aid conversation and 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: transmission of knowledge, classroom management, and interpersonal relationships. Though Othman (2015) has identified six functions of code-switching, those can also be safely categorised under these three broader functions. Similarly, the findings of other studies support that it is used for the interpretation of new and unknown words, description of grammatical rules (Yao, 2011; Jingxia, 2010; Ahmad & Jusoff, 2009), explanation of certain ideas, emphasising 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, and teacher rules (Yao, 2011; Jingxia, 2011; Borlongan, 2009). In addition, code-switching builds interpersonal relationships by developing compatibility with students (Gulzar, 2010) and improving socialisation (Gulzar, 2010; Borlongan, 2009). These three broader domains of functions are categorised in the microdomain (Borlongan, 2009), whereas the macro domain functions proceed with both societal and educational aspects. It incorporates the training to tackle the forthcoming life outside the school. To deal with extra educational purposes, 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 deal with those educational purposes outside the classroom. 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 another language (from L2 to L1). Switching and translating 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 each student's home language. Contrarily, it benefits low-proficiency students because they function better when they encounter translated versions.

In addition to the above functions of code-switching, it also helps to improve learners' L2. Lundahl (2009) considers learning as social and occurs between individuals with support from others; thus, he relates it to Vygotsky's (1998) learning theory. It states that learners need a socio-cultural environment where they can interact with each other to develop language. Svendsen (2014) examined code-switching's effectiveness on pupils' oral language development. Furthermore, he has explored what teachers need to examine when they use students' first language in the classroom. His synthesis investigated whether 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 teachers need 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 assists students' L2 learning. The idea of primary language support is to teach students the target language and make it understandable so they can acquire L2 properly. In addition to this, it also develops comprehension among students and makes the teacher's task easy to understand what the students have 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 because limited L2 input hinders the learning of a second language. Another problem with translation in oral language is that it cannot be compared with written language, and some ideas and concepts remain untranslated.

Chowdhury (2012) researched the context of Bangladesh at the tertiary level. She investigated the reasons for 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 purposes. Teachers consider code-switching avoided in the classroom, whereas students have a 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 Indonesia's context support using 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's (2021) findings also indicate that though teachers use code-switching in classrooms, 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**

The current research adopted a mixed-method approach to better comprehend the phenomenon. The current study has followed a case study design at a private university in Punjab, Pakistan. The data was collected through multiple means to triangulate; it included interviews, observations, and questionnaires. The data was analysed by triangulating the outcomes of both students' questionnaires and teachers' interviews to bring more solid findings and avoid biases. In addition, observations were also taken to evaluate the actual classroom language practices to authenticate the data collected through interviews and surveys.

#### **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 near Khyber Pakhtunkhwa (KPK, a province of Pakistan), making this city rich in diverse cultures and languages. The university also receives students from diverse ethnic backgrounds. The student participants of this research are 100 graduate students majoring in English. These participants have spent two more years in the university and, thus, are left with 2 years to complete their degree. Eight teacher participants took part in the study. Considering the ethical considerations, real names of the teachers are not used, and pseudonym profiles are 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 Tables 1 and 2, respectively:

Table 1: The demographics of teacher participants

Sr. No.	Teacher Pseudo names	Qualification	Experience at University
1	Aliya	MA English	12 Years
2	Saba	BS English	10 Years
3	Ahmed	MS English	13 Years
4	Bilal	BS English	5 Years
5	Ramsha	MA English	8 Years
6	Hadia	MA English	8 Years
7	Urwa	MS English	2 Years
8	Zain	MS English	3 Years

Table 2: The demographics of the students

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

### 3.3 Data Collection Steps and Stages

Considering the reliability of the research, the data was collected through multiple means. Data was triangulated to avoid biases associated with qualitative research. Data collected through interviews were later compared with the observations taken. On the other hand, quantitative data was collected through student questionnaires. As the research aimed to understand and explore learners' success in ESL classrooms, it was necessary to collect data from teachers and students. Moreover, a questionnaire was used to generalise the findings, whereas teachers' interviews were conducted to better understand the language practices of the participants. In addition, a 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 questionnaires. The researcher herself distributed the questionnaire. The students were guided where they found difficulty understanding the question statement and how to mark the option on the Likert scale. To ensure that students were not dictated or forced to give any opinion or subjectivity,



the researcher requested another teacher accompany her to collect quantitative data. The questionnaire was used to check to what extent students consider code-switching helpful 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 classrooms, students' perceptions of teachers' use of L-1, situations where participants use code-switching and the beliefs, feelings and attitudes 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 correlation reliability test.

The 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 analysed 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 for code-switching in ESL classrooms. The interviews were transcribed in the language in which interviews were given, including both the native tongue and the second language. Later on, only those parts were translated into English and used in the analysis. The interviews were also analysed 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 the analysis is shown in Figure 1.

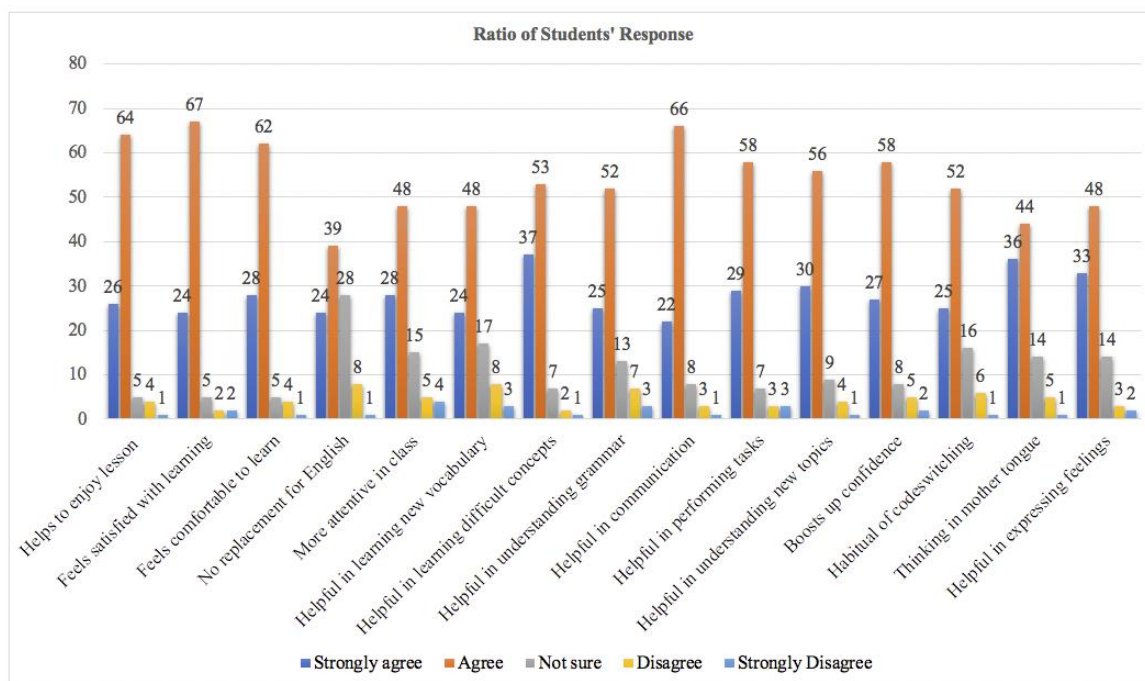


Figure 1: Students' response according to a questionnaire on the Likert scale

Code-switching helps in building students' affective responses. Students' perceptions and their higher level of satisfaction regarding their ability to enjoy the lessons, feeling satisfaction due to a comfortable environment, develop more confidence and as an aid to express emotions testify that code-switching helps to provide effective support. The findings are quite similar to those of Al Tale and Alqahtani (2020), who state that code-switching assists in sustaining effective support in the classroom. The findings shown in Figure 1 represent that more than 80% of the students agreed that code-switching helps to enjoy, foster motivation, and make them comfortable in the classroom. Moreover, more than 80% of the students also strengthened, and it helped 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, a teacher's code-switching is indispensable for a comfortable learning environment. Therefore, it can be argued that affective support helps in learning L2.

Code-switching helps to improve the students' learning. The current study's findings also support the existing studies (Yao, 2011; Jingxia, 2010; Ahmad & Jusoff, 2009). However, there is variation in students' responses within the language learning aspects. In response to the replacement of code, a 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 could 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 no replacement for English in ESL classes. Besides knowing how to replace English vocabulary, students were also asked whether code-switching helps them remain attentive in the classroom. Figure 1 shows that as the percentage of students favouring the above reason is greater than those not in favour ( $76\% > 24\%$ ), it can be concluded that code-switching in ESL classes helps students be more attentive.

Two major aspects of language learning are understanding new vocabulary and grammar learning. The results are different compared to the affective factors' response of students. More than 70% of the students agreed that code-switching assists in learning vocabulary. Though it is less than the percentage of affective support, the greater number of students' responses to 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 using code-switching in ESL classrooms. Above 80% of the students agreed that code-switching is helpful in learning grammar.

In addition to vocabulary learning, code-switching facilitates comprehension of complex concepts and may act as a platform to convey the content and purpose. The findings support Jiang (2011). As Figure 1 shows, 90% of students favoured code-switching as it helps to develop comprehension. In addition to comprehension, more than 80% of students mentioned that it encourages them to interact easily with their instructor. This shows that students prefer code-switching or their native language to communicate with their teachers. Similarly, more than 80% of the students supported the idea that they could understand new topics easily through code-switching. Moreover, the effects of L1 while learning L2 cannot be denied. Therefore, 80% of students agreed that the teacher's code-switching allows them to think as deeply as possible in their native or mother language. Thus, it can be deduced that a 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 is not discussed. The findings show that nearly 90% of students mentioned that they carry out their assigned tasks successfully through code-switching 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 effective support and imparting knowledge through code-switching, students were also asked about their perceptions regarding the conscious or unconscious use of

code-switching on teachers' part. 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% strongly disagreed that teacher 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 of 1-5 was assigned to all the Likert scale options (ranging from strongly agree to strongly disagree). The data was then statistically tested through the Cronbach alpha correlation reliability test. A cumulative response of these scales was also analysed using SPSS software for correlation.

The result for the Cronbach alpha test of reliability is as follows:

Table 3: Reliability statistics

Reliability Statistics			
Cronbach's Alpha	Standardized Items	Based on	N of Items
.830	.869		15

\* $0.9 > \alpha \geq 0.8$  Good (form Rule of Thumb for Cronbach alpha)

According to the alpha ( $\alpha$ ) value in the table above, the results are good, and there is a good correlation among the variables, thus making the test reliable.

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

- i) Its effects on students' learning abilities (affective support)
- ii) Its effects on students' learning success (learners' success)

## Equations

### Learners' Affective State

The following equation tests five variables against learner's affective state:

$$A.S = \alpha_1 + \beta_1 ECS1 + \beta_2 ECS2 + \beta_3 ECS3 + \beta_4 ECS5 + \beta_5 ECS12$$

Where A.S = Learners' affective state

$\alpha_1$  = slope of the function

$\beta_1 ECS1$  = C.S helps to enjoy learning

$\beta_2 ECS2$  = C.S helps to feel satisfied

$\beta_3 ECS3$  = C.S helps to feel comfortable

$\beta_4 ECS5$  = C.S helps to be more attentive

$\beta_5 ECS12$  = C.S helps to boost confidence

The above equation was tested for Pearson's correlation coefficient (r) with a 90% significance level 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

ECS1	ECS2	ECS3	ECS5	ECS12	Cumulative mean
0.608**	0.750**	0.762**	0.823**	0.802**	0.75

\*\* 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 show that there exists a significant relationship between learners' affective state and teachers' code-switching. The entire chosen variables from the 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 classrooms is desirable to the students.

### Learners' Learning Success

The following equation tests five variables against learner's learning success:

$$L.S = \alpha_2 + \beta_1 ECS_6 + \beta_2 ECS_7 + \beta_3 ECS_8 + \beta_4 ECS_{10} + \beta_5 ECS_{11}$$

Where L.S = Learner's Learning Success

$\alpha_2$  = slope of the function

$\beta_1 ECS_6$  = C.S helps to learn new vocabulary

$\beta_2 ECS_7$  = C.S helps to understand difficult concepts

$\beta_3 ECS_8$  = C.S helps to understand English Grammar

$\beta_4 ECS_{10}$  = C.S helps to carry out tasks successfully

$\beta_5 ECS_{11}$  = 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.

H<sub>0</sub> = There is a significant relationship between code-switching and learners' learning success

H<sub>1</sub>: There is no significant relationship between code-switching and learners' learning success

Table 5: Pearson's correlation coefficient

ECS <sub>6</sub>	ECS <sub>7</sub>	ECS <sub>8</sub>	ECS <sub>10</sub>	ECS <sub>11</sub>	Cumulative mean
0.746**	0.728**	0.830**	0.779**	0.777**	0.77

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

Accept H<sub>0</sub>: There is a significant relationship between code-switching and learners' learning success

The results in Table 4 prove a significant and positive correlation between teachers' code-switching and learners' learning success. Students positively respond to teachers' code-switching as they perceive it as helpful in their successful learning process. All five variables have shown a positive correlation with learning success, which concludes that teachers' code-switching in ESL classrooms is a fundamental part of students' success. As the correlation becomes significant at the 0.01 level, and the results presented in Tables 2 and 3 are not less than 0.01 but greater than the value, it shows a significant relationship.

#### 4.1 Teachers' Interviews

Qualitative data was obtained through teachers' semi-structured interviews. All eight teachers agreed that code-switching should be done in the ESL classroom whenever required. The findings of students' data converge with teachers' interviews that code-switching helps students to be attentive and confident and keeps 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 in the effective learning of ESL. Moreover, the findings of the classroom observations also testify that teachers switched their codes from English to Urdu during their interaction with students. Below are examples of the teachers' responses.

Ms Aliya: "Well, there should be code-switching as I find my students more attentive and more confident."

Mr Bilal: "To make the 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 classrooms. This implies they believe 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 classrooms."

Mr Bilal: "Since ESL is all about the 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 for their or learners' needs. The data of teachers' interviews also converge on this part with students' responses elicited from questionnaires. Ms Hadia mentioned that code-switching is used to discuss cultural and psychological views. Moreover, teachers also shared that their switching is not only due to the teaching of difficult concepts and ideas, but it is also

used for seeking students' attention. Teachers mentioned that students can understand the idea better. Teachers opined that they use L-1 when learners' comprehension is hindered. Also, they mentioned that they explained grammar in L-1 to clarify the ambiguity. The following responses testify to the claims:

Mr Bilal: "...Well, I switch codes for multiple reasons...Like when the concept is difficult or no appropriate word is available in English."

Ms Aliya: "When I want my students to be attentive and return to the class, I use the Urdu language, which is more familiar to their ears."

Mr Ahmed: "It is avoidable not to use Urdu or Punjabi in the classroom."

Though few teachers reported using Urdu or their native language to introduce unfamiliar ideas, 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 Urdu or Punjabi language where they think concepts can only be made clear using L1. The following teachers reported:

Ms Ramsha: "Yes, in my ESL class, many times I translate words, phrases...and even sentences in Urdu, umm definitely for students' sake."

Ms Saba: "Of course, when learning is student-centred, and there is no equivalent word in L2 ...umm, I will code switch for the best benefit of my students."

Ms Aliya: "Explaining unfamiliar concepts and words which I think are not comprehensible for my students, umm, I...I provide them with translation. It could be a scene where I belong to a background society where the grammar-translation method is preferred, so that's probably why I give them ease with the translation."

Code-switching also makes the classroom environment friendly and conducive. All the teachers consented that code-switching is advantageous and brings positive results. Moreover,



it helps learners to communicate easily, making them more open and confident. According to Mr Ahmed and Mr Zain, switching codes 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 realised 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 say something... anything who would rather communicate less.”

However, despite being well aware of the benefits of code-switching, six out of eight teachers mentioned using 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 said that they reply to students in L1. As Mr Bilal shared:

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

There is a difference of opinion among teachers on whether code-switching helps to improve the English language or 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 classrooms. 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 the 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 the multiplication and reproduction of thoughts and 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 an individual's comfort level is with his/her mother tongue, L1 is appropriate to be used while discussing personal issues of the learners. Most of the teachers were also class tutors, and they reported that students use L1 to discuss their issues related to the 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 and 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 class. Moreover, Ms Aliya also shared that code-switching has a relationship with affective factors. She shared that for showing anger, she uses L2, whereas to console her students, she uses L1:

Ms Aliya: "Aaand... 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 classrooms at the university. Teachers employ both L1 and L2 during their lessons. Several variables, including learners, situations, topics, and teaching strategies, affect the code choice. Similarly, observation data also converge with interview data; the classroom practices of Ms Aliya are given below:

*Teacher enters in 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 mischiefs 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 the 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 trainers that the means of guidance should be carried out in English to a feasible extent. However, if students find trouble understanding, switching may be made either in L-1 or their 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 pedagogical code-switching carrying specific purposes by instructors and learners may enhance teaching/learning opportunities instead of random code-switching. Despite the significant role of code-switching, teachers' authoritative role restricts the use of L-1 during lessons. Therefore, a student-centred classroom approach with pedagogical code-switching may prove helpful for students to learn L2.

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

The current study is conducted at a private university where students' schooling

backgrounds show that they are from average private schools or government schools. This background shows their lack of exposure to the English language; hence, with such students, code-switching is beneficial; however, if students belong to such schools where they have already been exposed to the English language, they may not require code-switching. Considering this, future studies can be conducted at a large scale from various universities across Pakistan to explore students' and teachers' perceptions and practices in ESL classrooms.

## REFERENCES

- Ahmad, B. H., & Jusoff, K. (2009). Teachers' code-switching in classroom instructions for low english proficient learners. *English Language Teaching*, 2(2), 49-55.
- Akram, M., & Mahmood, A. (2007). The status and teaching of English in Pakistan. *Language in India*, 7(1), 1-7.
- Al Tale, M. A., & Alqahtani, F. A. (2020). Code-switching versus target-language-only for English as a foreign language: Saudi students' perceptions. *English Language Teaching*, 13(9), 18-29.
- Almelhi, A. M. (2020). Understanding code-switching from a sociolinguistic perspective: A meta-analysis. *International Journal of Language and Linguistics*, 8(1), 34-45.
- Ashraf, H. (2017). Translingual practices and monoglot policy aspirations: A case study of Pakistan's plurilingual classrooms. *Current Issues in Language Planning*, 0(0), 1–21.
- Asrifan, A., & Syahrir, L. (2021). Code mixing and code switching in the EFL classroom interaction. <https://osf.io/xd45c/download/?format=pdf>
- Bashir, I., & Rehman, Z. (2020). An exploration of teachers' code switching: The case of English language classroom. *Competitive Social Science Research Journal*, 1(2), 54-71.
- Borlongan, A. M. (2009). Tagalog-English code-switching in English language classes: Frequency and forms. *TESOL Journal*, 1(1), 28-42.
- Burden, P. (2001). When do native English speaking teachers and Japanese college students disagree about the use of Japanese in the English conversation classroom. *The Language Teacher*, 25(4), 5-9.
- Cahyani, H., Courcy, M., & Barnett, J. (2018). Teachers' code-switching in bilingual classrooms: Exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*, 21(4), 465-479.
- Canagarajah, A. S. (1995). Functions of codeswitching in ESL classrooms: Socialising bilingualism in Jaffna. *Journal of Multilingual & Multicultural Development*, 16(3),

173-195.

- Cunningham, C. (2000). Translation in the classroom: A useful tool for second language acquisition. <http://www.cels.bham.ac.uk/resources/essays/cindyc2.pdf>
- Chowdhury, N. (2012). Classroom code switching of English language teachers at tertiary level: A Bangladeshi perspective. *Stamford Journal of English*, 7(1), 40-61.
- Ferguson, G. (2009). What next? Towards an agenda for classroom code-switching research. *International Journal of Bilingual Education and Bilingualism*, 12(2), 231-241.
- Gulzar, M. A. (2010). Code-switching: Awareness about its utility in bilingual classrooms. *Bulletin of Education and Research*, 32(2), 23-44.
- Hidi, S., Renninger, K. A., & Krapp, A. (2004). Interest, a motivational variable that combines affective and cognitive functioning. In D. Y. Dai & R. J. Sternberg (Eds.), *Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development* (pp. 89–115). Lawrence Erlbaum Associates Publishers.
- Jiang, Z. (2011). On the necessity of the application of classroom code-switching in legal English teaching. *Journal of Hunan Radio and Television University*, 3(16), 75-79.
- Jingxia, L. (2010). Teachers' code-switching to the L1 in EFL classroom. *The Open Applied Linguistics Journal*, 2(1), 10-23.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Prentice-Hall.
- Lundahl, B. (2009). *Engelskspråkdidaktik: Texter, kommunikation, språkutveckling*. Lund.
- Martin-Jones, M. (2000). Bilingual classroom interaction: A review of recent research. *Language Teaching*, 33(1), 1-9.
- Othman, M. M. (2015). *Functions of code switching: A case study*. (Unpublished master thesis). Eastern Mediterranean University.
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Rahimi, A., & Jafari, Z. (2011). Iranian students' attitudes towards the facilitative and debilitating role of code-switching; Types and moments of code-switching at EFL classroom. *The Buckingham Journal of Language and Linguistics*, 4(2011), 15-28.
- Rehman, M., & Rehman, Y. (2021). Exploring perceptions of students and teachers towards code-switching at intermediate level in Pakistan. *Social Sciences, Humanities and Education Journal*, 2(3), 221-229.
- Samar, R., & Moradkhani, S. (2014). Code-switching in the language classroom: A study of four EFL teachers' cognition. *RELC Journal*, 45(2), 151-164.

- Sakiz, G. (2017). Perceived teacher affective support in relation to emotional and motivational variables in elementary school science classrooms in Turkey. *Research in Science & Technological Education*, 35(1), 108-129.
- Schweers, C. W. (1999). Using L1 in the L2 classroom. In *English Teaching Forum*, 37(2), 6-9.
- Sert, O. (2005). The functions of code-switching in ELT classrooms. *Online Submission, Internet TESL Journal*, 11(8), 1-6.
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities: Developing countries and the English language*, 14(1), 291-310.
- Single National Curriculum. (2021). Ministry of Federal Education and Professional Training Government of Pakistan.  
<http://www.mofept.gov.pk/ProjectDetail/MzkyNDc2MjMtY2VjYy00ZDA4LTk5OTUtNzUyNDI3ZWZmN2Rm>
- Svendsen, E. (2014). *The influences of code-switching in the second language classroom in connection to language development*. Malmö högskola.
- Talpur, Q., Kakepoto, I., & Jalbani, K. B. (2021). Engineering students perceptions about English language teachers code switching from English to Sindhi language. *European Online Journal of Natural and Social Sciences*, 10(2), 208-216.
- Tang, J. (2002). Using L1 in the English classroom. In *English Teaching Forum*, 40(1), 36-43.
- Vygotsky, L. S. (1998). *The collected works of L.S. Vygotsky. Vol. 5, Child psychology*. Plenum P.
- Wright, L. (2012). On variation in medieval mixed-language business writing. In H. Schendl & L. Wright (Eds.), *Code-switching in early English* (pp. 191-218). De Gruyter Mouton.
- Wright, W. (2010). *Foundations for teaching English language learners—research, theory, policy, and practice*. Caslon, Inc.
- Yao, M. (2011). On attitudes to teachers' code-switching in EFL classes. *World Journal of English Language*, 1(1), 19-28.
- Younas, M., Afzaal, M., Noor, U., Khalid, S., & Naqvi, S. (2020). Code switching in ESL teaching at university level in Pakistan. *English Language Teaching*, 13(8), 63-73.
- Yolanda, R. (2020). Code switching in English as a foreign language (EFL) classroom. *Journal Vision*, 16(2), 65-72.