

Attitudes of English Language Teachers towards Code-switching (CS) in Pakistani Classrooms: A Review of five selected Articles

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ABSTRACT

Nowadays, the most widely used language in academic settings is English because in the last few years there has been an immense increase in English Language Teaching at all dimensions in Pakistan. Fundamental reason for this review study is to add to the perspective of code-switching to have positive effects on teaching. This study also investigates language choice and use, and reasons of code-switching by the English Language Teachers. To achieve the aims of this study, descriptive qualitative research methodology was adopted and all the five articles were selected through random sampling technique. In the selected articles, qualitative and quantitative methodologies were used in which interviews; semi-structured interviews, questionnaire and observations were utilized as tools for data collection from the teachers of English Language. Samples of selected articles being reviewed, consisted of English Language Teachers at university level. This review study has also a limitation because only five (05) selected articles were reviewed. Therefore, the findings are not generalizable. After reviewing the articles it has come to notice that most of the Pakistani experts/teachers are in the favor of meaningful use of code-switching but some of the experts/teachers asserted that CS in L2 learning settings is not so far a useful strategy. The findings of this review study can prove to be helpful for both English Language teachers and language policy makers to utilize code-switching as a useful teaching methodology in Pakistani context.

Keywords: Code-switching, English language teaching, Language choice

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Introduction

The expression of CS has been defined differently by many authors. Hymes (1875) defines code-switching as a common terminology for alternative use of two or more languages, or varieties of languages, or even speech style. According to Victoria and Rodman (1998), code switching is a term in linguistics which refers to the use of more than one languages or dialect in conversation. In the term code-switching, 'code' refers to language. The definition of code according to Wardaugh (1986) as quoted by Saghir (2010) is, "a system used for communication between two or more parties used on any occasions" (p.3). Meanwhile, code according to Ayeomoni (2006) is, "a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language" (p.91).

Flyman-Mattsson and Burenhult (1999) express that code-exchanging is used for association with the students, when the educator wants to be amicable or to satisfy the prerequisite of the undertaking or the entire procedure of learning language. They also state that English language teachers do code-switching in classrooms to clarify misconceptions during lecture or when they are unable to recall a suitable English term. It came into their notice that the teachers switch to their native language to signal shift from one task to another and shifting topic within a

lecture. The data of their study highlighted that occurrence of shift happens when teachers utilize CS to explain the previously told notions. Teachers switch code due to their own need and the need of their learners. The marvel of Code-switching is very common in multilingual societies like Pakistan (Iqbal, 2011). Being incapable to achieve communicative competence, a large number of Pakistani students switch code from L2 to L1 and it has been their demand in L2 classrooms. For explaining difficult concepts to the students, English language instructors do code-switching from English to Urdu (Dar, Akhtar and Khalid, 2014).

Therefore, to know the basic reasons of code-switching by English language teachers following articles were reviewed:

1. "Code-switching: Awareness about Its Utility in Bilingual Classrooms (Malik Ajmal Gulzar)"
2. "Issues of Language(s) Choice and Use: A Pakistani Perspective (Malik Ajmal Gulzar and Samina Amin Qadir)"
3. "English Language Teachers' Code Switching in English Language Classes in Pakistan (Uzma Shah Shirazi, Natasha Memon, Kiran Shirazi)"
4. "Linguistic Features of Code-Switching: A Study of Urdu/English Bilingual Teachers' Classroom Interactions (Liaqat Iqbal)"
5. "Teachers' and Students' Attitude Toward Code Alternation in

Pakistani English Classrooms (Aqsa Tahir, Iqra Fatima, & Namrah Abuzar)”

The fundamental reason for this review study is to add to the perspective of code-switching to have positive effects on teaching. This review article is divided into five sections. Firstly, the abstract gives a short summary of the review question being addressed, the studies being reviewed and the conclusions drawn from the review. Secondly, introduction tells about the topic and the rationale of this study. Thirdly, in the main section or body of this review study the articles being reviewed have been summarized chronologically in the above mentioned order focusing on the research methods utilized by the researchers, their population, sample, research questions, objectives, data analysis techniques and findings. Fourthly, conclusion of this review has been drawn. The last section is based on the references being cited in the review.

Research Question

This review article asks the following question:

1. “What are the attitudes of English language teachers towards CS in Pakistani classrooms?”

Research Objectives

This paper aims to meet the following objectives:

1. To know attitudes of English language teachers towards CS in Pakistani classrooms
2. To add to the perspective of code-switching by knowing the basic reasons behind it

Statement of the Problem

As Pakistan enjoys the status of being a multilingual country where educational institutes are surely bilingual and they cannot restrain themselves from the impact of bilingualism, both the students and the teachers switch from English to Urdu or Urdu to English during the learning process as both belong to bilingual or multilingual backgrounds (Gulzar, 2014). Teachers do code-switching especially when they are teaching at undergraduate level to explain the difficult concepts. So, this paper aims to analyze the reasons of code-switching by English language teachers at undergraduate level.

Research Methodology

The present study is descriptive qualitative in nature. The articles were selected through random sampling technique. As, Kumar (2019) states that if each element in the population gets an equal and independent chance of selection in the sample then it is said to be random sampling. Equal infers that the likelihood of choice of every component in the population is equal; that is, the decision of a component in the example is

not impacted by different contemplations, for example, individual inclination. The sample of all the selected articles constituted of English language teachers at university level.

Discussion

Article # 1

The review of this article investigates the assorted rationale on bilingualism and second language acquisition and these speculations confined the framework for investigation. Additionally, the explorer attempted to compare above hypotheses with the subject of the examination in bilingual classrooms to comprehend their suggestions. The accompanying focuses are outlined by the explorer to characterize the reasons for this research: (i) to analyze the implication of various elements of CS in bilingual study halls in Pakistan, (ii) to discover the adequacy of teachers' code-switching in bilingual study halls and (iii) to explore teachers' patterns about various elements of code-switching.

English language instructors established the number of inhabitants in this research and the sample of this study comprised 406 teachers and they were selected through random sampling technique. This research had been delimited to the investigation of various elements of code-switching. This examination endeavoured to respond to

the accompanying exploration questions: (i) How the teachers choose which code-switching elements are increasingly admissible and which are fewer?, (ii) What are the reasons behind code-switching in bilingual classrooms? and (iii) How English language teachers decide the important various elements of code-switching in the classrooms?

In this review, the researcher reviewed through cross sectional survey to gather data from sample. The questionnaire was planned on organized sample for the exact identification of the issues. The research questionnaire was developed to collect the data in particular areas regarding age, sex and profession. Data was also collected at cross-sectional dimension due to the various different backgrounds of the participants in terms of education, society and regions so that the results will be translucent. It took around a year to gather the data. In addition, the researcher gathered the different perspectives and sentiments of the subjects from various districts of the country. Three techniques are applied to assess the essence of various capacities of code-switching in classrooms. To regulate every variable, mean, mode and standard deviation were utilized.

For answering the questions asked by this study, the explorer utilized relative frequency distribution, comparative studies and Pearson chi-square tests to check the significance of all the eleven elements of code-switching.

According to the findings of this exploration larger part of the instructors asserted that the most important element of CS is clarification and linguistic competence is of least importance.

In light of the findings it is found that code-switching for the most of the time happens in the classroom for the necessities of students. This investigation has given noteworthy outcomes to feature that the teachers do not think about the limited points of the utilization of code-switching.

Article # 2

The most commonly utilized language in academic world is English because in recent years teaching through English has immensely increased at all levels. The impact of native languages is visible in teacher/student interactions in bilingual classrooms because of the multilingual status of Pakistan and essentially educational institutes are bilingual. In addition, both instructors and learners are bilinguals and they switch code from Urdu to English naturally. This study explores functions of CS and L1 in bilingual study hall talk with uncommon reference to Pakistani educators' recognitions. This paper has following research objectives: (I) to center in which ways instructors trust that code-exchanging/utilization of L1 helps in improving the execution of the educators, (ii) to explore the issues related with language decision and use in bilingual

classroom discourse (iii) to look at the job of L1 as a bilingual guide in the EFL study halls. This paper asked the following question: What are the teachers' points of view regarding utilization of CS and L1 with regard to Pakistani classroom?

Qualitative research utilized based on experiences of the participants and produces descriptive data in their voices. Semi-structured interviews of the participants were utilized as a relevant tool. Ten interviewees were interviewed for about twenty to twenty-five minutes. It took one month to collect data from different regions of Pakistan. Seven experienced distinguished Ph.D. scholars were interviewed. The recordings had been transcribed and then analyzed. After analysis following points appeared as the core of the discussions: (i) Teachers' perception about the judgmatic use of native language, (ii) Code-switching enhances the performance of language instructors; (iii) CS is an unavoidable device in the EFL study hall and (iv) Significance of knowing the accounts for code-switching in bilingual classrooms.

A large number of participants agreed that unspecified utilization of code in the foreign language study hall is due to the drawbacks in the education policy regarding the way(s) of instruction. Participants also enunciated that there is lack of co-ordination amongst English language teachers and policy makers regarding medium(s) of instruction.

Stress of large number of the teachers was on the meaningful utilization of CS. Bulk of the participants had a consensus that with the usage of code-switching blur concepts become clearer and it is also a time saving technique. Furthermore, interviewees considered it as a compliment that could be utilized by the instructors in difficult times. No general agreement with respect to the utilization of code-switching in foreign language study halls as an inevitable technique could be made. Some of the foreign experts have recommended to code-switching as a fruitful methodology in EFL classroom. Some of them brought into notice that code-switching sometimes prove to be an extra burden on EFL instructors because it becomes hectic to repeat the same concept again and again in two different languages. A large number of the participants suggested simplified and fruitful utilization of L2 as a technique to neglect CS in foreign language study halls. Moreover, the scholars tell about the incompetency of instructors in English and training sessions should be arranged for them to cater for the needs of class room interaction. Consequently, to facilitate both teachers and students a clear language policy should be made to give rise to a fruitful teaching-learning environment in the EFL classrooms. In light of the proposals of Pakistani specialists, code-switching strategies in EFL study hall ought to be returned to on the grounds that it is remarkable criticalness to consider bilingualism in

points of view of students who need more help in learning process because of language or social contrasts. Because of this reason code-switching and mother tongue should be used according to requirements especially when instructing to the speakers of two languages and not in accordance with the desires of instructors and learners. It can be deduced from findings of this research that instructors and learners should have awareness regarding the confines and drawbacks of code-switching as utilizing mother tongue with no directions can produce prolonged negative effects on the consciousness of learners and production of target language.

Article # 3

English is spoken as L2 in Pakistan. A number of learners studied at public sector universities from various backgrounds. Code-switching from English to Urdu is normal among Pakistani teachers. The main reason of the code-switching is clarification of ideas.

As we discuss in the previous review of the article that there are lot of reasons of code-switching but clarification is one of them. This study depends on the interpretive paradigm utilizing qualitative research technique. To gather the information for the present investigation, we utilized semi-organized meetings and perceptions of the non-participants in the classroom. To the

extent, semi-organized meeting is concerned, it opens huge unexpected information and it produces the invisible aspects of this phenomenon of code-switching. This study based on these two techniques and it empowering the researcher to triangulate the information from meetings with classroom perceptions.

As this study is focusing on code-switching by English Language teachers, therefore, the objective of this exploration is to explore the various reasons of CS. This study helps the researcher to attempt the answer of the following research question: why do L2 instructors switch their code in L2 study halls?

Researchers collected the data from eight English Language teachers. Convenience sampling strategy was used to select the participants and eight classroom observations were conducted. Furthermore, interviews were taken from the teachers of English Language for exploring more reasons of CS by L2 instructors in the study halls. Researchers analyzed data through Saldana's (2009) model of thematic analysis. The codes were assigned to the transcribed data of the interviews which helps the researchers to develop the categories from general to specific.

The findings of this study bring up with two major topics for teachers' code-switching. In which the first one shows the teachers code-switching for

pedagogical desire for the clarification of ideas and for the enhancement of the students' language competency. The second one shows that code-switching occurs due to multiple backgrounds of students. This study is based on English Language teachers' reasons of code-switching so it is a small range of qualitative study which is based on semi-structured meetings of eight English Language teachers. Therefore, this study may not be generalized.

Article # 4

Pakistan is a multilingual country where majority of its residents have knowledge of two or more languages. When bilingual speakers converse with one another, they usually incorporate expressions from many languages in that conversation. At various points in a classroom the phenomenon of code-switching happens to be a learning strategy and according to this switch includes registers and specialized language. In this paper, classroom interaction of teachers refers to lectures and discourse of teachers with students.

The basic purpose of this research was to explore linguistic and basic properties of CS with the utilization of classroom connections. It is a quantitative study. All the sixteen HEC recognized universities of Lahore constituted the population of this study. Classes at postgraduate level were observed. Six universities constituted the

sample according to purposive sampling technique. A few classes from every college were taken and a total figure of fourteen addresses was recorded and observed. The data was a corpus of approximately ten hours of classroom lectures. The researcher himself as a non-member eyewitness mentioned objective facts, which were recorded through a sound recorder. The data illustrated that there are 2646 models where code-switching occurs. 983 (37.15 %) models showed intra-sentential code-switching and only 97 (3.66%) events have a spot of inter-sentential CS. This highlights the basic refinement between these two requests of CS. At last, it shows the obliviousness of the teachers as the ratio of intra-sentential code-switching was high as compared to the inter-sentential code-switching.

Article # 5

The aim of this paper is to explore the stance of teachers within Pakistani English classrooms. A large number of people enjoy the status of bilingual or multilingual. A distinguished quality of a bilingual society in speech patterns is code-switching. People utter several languages for communicating with one another. The focal point of this investigation is on the frames of mind of English Language educators towards code-exchanging. The principle focal point of this examination is on those issues in which it turns into a need to switch the languages ahead with the

outcomes of code-exchanging. This study asks the accompanying inquiries: Why, when and according to which patterns instructors switch code in L2 study halls?

Researchers explored different accounts of teachers' preference to switch code in different classrooms. It is a quantitative study. To collect the sample random sampling technique was utilized. Both teachers and students are a part of this research. All of them belonged to University of Sargodha, Pakistan. Ten English teachers (5 males and 5 females) took part in this study on their own will. They belonged to the department of English Language and Literature. One hundred students of bachelor's level (30 male and 70 female) also participated in this study. Their mother language varied from one another as: 59% Urdu, 30% Punjabi and 11% other languages. To collect the data from students an open-ended questionnaire was brought into use. Questionnaire was also utilized to know about the general views of English language teachers about code-switching. When a question about the utilization of Urdu and English was asked from the teachers, majority of them i.e. 6 said that it should not be brought into use in English language classrooms. The logic behind this was that it can disturb their natural process of learning English language while four teachers favored code-switching. In their point of view there arise various situations when it proves to be beneficial for a better comprehension of concepts and ideas

being discussed. Four teachers clearly stated that rather than having advantages, code-switching has disadvantages in English language classrooms. 3 teachers stated that it is useful and has no downsides. Only two educators enunciated that they never show signs of change their method for instructing or modify their course. In the light of educator's reactions it can be deduced that they switched code when their learners found that it was hard to comprehend the ideas in L2. They did not motivate learners to utilize Urdu. Dominant part of the instructors was hesitation with regards to the utilization of L1 in English language study hall. On students' part, their foremost preference was the mixture of both Urdu and English in education and grammar teaching. It can be concluded that at university level more flexibility is found in students as compared to teachers regarding code-switching. On the other hand, in the light of this examination the essential objective of language classes is to create expressiveness and hang on that language. That is the reason understudies should attempt more undertakings in order to have a respectable course of L2 instead of needing for the loosening up and utilization of the two codes.

Conclusion

In this review study the objectives of the articles clearly recommend that code-switching of the English Language teachers is for the

students with reference to Pakistani classrooms. As indicated by Kamisah and Misyana (2011), speakers participate in CS for an assortment of reasons, and it might be talk related or member related. In her investigation of content based addresses, Kamisah (2009, cited in Kamisah and Misyana, 2011) saw that CS serves a few capacities, for example, giving and clearing up clarifications, sanctioning social connections, and relieving messages.

According to Anna Flyman-Mattsson and Niclas Burenhult (1999), at a first look on CS in an unknown dialect study hall, it is anything but difficult to get the supposition that the educator switches code for just one reason, to influence the learners and to comprehend the articulations. Code-switching proves to be an extra burden on the teachers because they have to repeat again and again a similar message twice? Although it is a burden for them but it is also essential to switch the code for the students so that they can understand the content of the syllabus. According to the Collier & Thomas (2004), amid guidance, the learners are learning the language through substance based guidance in the two dialects. In academic settings it is quite impossible for the teachers to teach the lesson again so that they can switch the code for the students' needs regarding content. As mentioned in this article that educators don't reteach the exercise in the other language rather they keep on structure upon the idea with language

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systems to suit to students' needs (Collier & Thomas, 2004).

Findings of this investigation can be useful to begin the new teaching methods for classrooms co-operations as per the local circumstance (Pakistani circumstance). Thus, code-switching/L1 ought to be utilized while educating to the bilinguals. As stated in Canagarajah's (2011) research, the instructors have given a sheltered space to learners to adjust their multilingual collection for learning purposes and educators have teamed up with learners in utilizing code exchanging as an asset.

In multilingual setting, it is compulsory for the students that they must know the basic structure and grammar of the target language but they are unaware. As stated by Lewis, Jones & Baker (2012), inside code exchanging the two dialects is utilized in a dynamic and practically incorporated way to arrange and intercede mental procedures in getting, talking, education, and learning. Therefore it is a complex phenomenon for the students to understand it. Another factor of teachers' code-switching is due to pedagogical desire in which teachers want to enhance the competency of the students. Furthermore, teachers want to build the concept of clarity in the context so that students can learn well. Another reason is observed in this review regarding these selected articles that students are from different educational

backgrounds and they cannot easily grasp the content of target language.

With this review study, we wrap up this idea that a teacher switches the code very wisely, innovatively and in a creative way in classroom for the students and this technique is called responsible code switching. Lewis et al. (2012) also stated that, this technique is called mindful code exchanging, when the instructor prepares when he/she should code switch in the exercise to upgrade the learners' intellectual abilities and to clear up or strengthen the exercise material.

Pakistan enjoys a status of a multilingual country where instructors would prefer not to switch the code but they do switch the code for the convenience of their students. They don't need impulse of English utilization by and large rather they need a talk in the two dialects for more comprehension. Students having low capability in language are smaller in number. However they should actively take part in class room work. Therefore, there is a need for them to adapt in utilization of language. Then again, as per our perspective, the significant motivation driving language classes is to make competency and nature of that language.

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