

Research Article

**Identifying the role of Code switching on ESL Learners Language Proficiency in Pakistan:
A Case Study of Tehsil Sadiqabad**

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Abstract:

The purpose of this study is to assess the role of code-switching to students 'English language proficiency in intermediate level in Tehsil Sadiqabad. The study had two specific goals: to identify the relationship of code switching and its role on the intermediate ESL students, and to assess the effect of the change in code, Urdu-English; on students' English language proficiency in Pakistan. Quantitative procedures were used. Data was collected from government college of Sadiqabad. The study involved 100 respondents. A questionnaire was used to gather information. To meet the study's objectives, the researcher chose a quantitative approach because it allows the research to produce calculated and generalizable conclusions. So, a questionnaire with 15 items on a 5-point Likert scale was created to collect data from 100 female intermediate ESL students, and the results were analyzed using SPSS version XX. The findings revealed that code switching aids in the comprehension of subject matter in a variety of English-language disciplines by clarifying concepts, explaining difficult terminology, and removing misunderstandings among students. Furthermore, the majority of instructors and students agreed that code switching has a great role on learning English as a second language. It is determined that when teachers utilize code switching in a systematic and cautious manner, learners are better able to grasp the subject matter in English-taught courses. However, code switching has a negative impact on English language skills, which cannot be preserved.

Keywords: Code-switching, language, ESL, Intermediate level, Sadiqabad

Introduction

This article is aimed at finding out how the use of the mother tongue (Urdu) affects English language proficiency in Pakistani teaching and learning, as most teachers and students code-switch while teaching and learning English. In a discussion, code-switching refers to the process of switching between two or more languages or dialects. Furthermore, code-switching is the act of a speaker departing from his or her native language, dialect, or speaking style in order to accommodate the listener's surroundings (Gonzalez, 2017). Both students and teachers code switch, which has great role on English learning. In Pakistan, our student teacher completed her teaching practice at the case school, where it was discovered that instructors play a significant role in code-switching. Code switching is described as the process of using different codes (languages, language varieties) in speech; (Makulloluwa 2013). The expression "code switching" refers to language changes within a single dialogue, which often include transitions within a single sentence or word. Conversational CS is described by in (Makulloluwa 2013) as "the juxtaposition of speech passages belonging to two separate grammatical structures or subsystems within the same speech exchange." The study of code-switching and its impact on students' language proficiency appears to be an intriguing topic with several ramifications, which the current researcher aims to explore. In this study, the researcher will analyze students' attitudes towards code switching, to examine the relationship of code exchanging and its effect on the ESL students, To measure the effect of the change in code, Urdu-English; on students' English language skills. The current study may not yet reveal all of the complexities of bilingual code-switching in ESL courses, but it will undoubtedly contribute to a greater knowledge of the area. In the bilingual realm, code-switching is a broad horizon phenomenon.

Significance of the Study

This study is intended to provide feedback on the ability to Identifying the relationship of code exchanging and its role on the intermediate ESL students. The results of this study are intended to aid second language students in appreciating the use of code switching in learning subject matter of subjects other than English. It would also assist them in recognizing the degree of which code-switching impacts learners' English language proficiency so that they can transcend it during the English lesson and ensure English language proficiency. This study was also anticipated to provide an extra resource, particularly for other academics interested in researching the same issue at the same level or at various levels.

Statement of the problem

Urdu has been prohibited in English classes and the government and private schools have sought to outlaw it, but nothing has changed. It still leads to teachers switching to Urdu when teaching English, and learners switching to Urdu when they are having difficulty speaking English. Some students fail English as a result of teachers' failure to provide further information on the issue, which affects both the teacher and the student. Because the students are not native English speakers and the teacher is unable to translate into their home language, the students are left with a lack of knowledge of the subject. Teachers from outside the region, on the other hand, have struggled to find other ways to convey concepts to students, but have failed; to the point that some teachers wish they could communicate in the same language as their students. As a result, the purpose of this research was to investigate the role of code-switching on English language teaching and learning at intermediate learners in Tehsil Sadiq Abad.

Objectives of the Study

The following points define the objectives of the study:

- Identifying the relationship of code exchanging and its role on the intermediate ESL students.
- To assess the effect of the change in code, Urdu-English; on students' English language proficiency in Pakistan.

Research Question

This research raised some certain research questions and these questions are as follows;

- Is there any significant relationship between students' learning behavior and the role of code switching?
- What is the effect of English-Urdu code switching on ESL learners' language proficiency?

Literature Review

Code-switching is the use of two or more languages in teaching and learning to facilitate learners' acquisition of knowledge. Switching codes has a beneficial impact on both students and instructors (Ahmad and Jusoff 2009). Most instructors have good opinions about code switching, according to researchers like (Ibrahim, Shah et al. 2013), (Promnath and Tayjasanant 2016), and (Then and Ting 2009), although they feel it should be moderated. The location of a student's school has an impact on how they learn English. Learners in rural regions are more badly impacted than those in urban settings (Simasiku, Kasanda et al. 2015).

Code-effects switching on English learning and teaching

According to (Ahmad and Jusoff 2009), code-switching allows students to communicate while also improving their knowledge. Furthermore, it saves time because teachers don't have to explain or look up simple phrases to clear up any misunderstandings. According to (Promnath and Tayjasanant 2016)'s research, code-switching was advantageous to students' comprehension. Code-switching during class saved time and made students feel more competent and at ease. When compared to utilizing solely English, code-switching allows students with weaker performance to follow lectures more easily. Students were less stressed since they didn't have to worry about what to say because they could switch to Thai if they didn't know how to state it in English. (Simasiku, Kasanda et al. 2015) found that in English medium classes, the use of mother tongue was not only for classroom administration, but also for language analysis, presenting grammatical rules, addressing cross-cultural concerns, offering directions or prompts, clarifying faults, and testing for understanding. He acknowledged code-switching as a resource that aids students in understanding and comprehending their lectures, therefore improving their test results. It's also a tool for increasing student involvement in the classroom, which is a requirement for academic success and cognitive growth.

Perceptions of code-switching among students and teachers

Teachers in three government secondary schools in Kuching City, according to (Then and Ting 2009), code-switch to fix difficulty or quiet in university courses. For re-voice, to draw attention, and to enhance learners' understanding and expand their vocabulary knowledge, the teachers shifted to different languages. Teachers questioned by (Promnath and Tayjasanant 2016) stated that code-switching should not be done word by word, but rather inter-sentential or intra-sentential. They suggested that changing the code word by word is time consuming; therefore, both professors agreed that switching to Thai should be done to emphasize key messages or difficult topics for the pupils to grasp. They went on to say that switching to write a conclusion for each session might assist pupils remember what they've just learned and understand what they missed.

When utilised for socializing and structuring the class, code-switching, according to one instructor questioned for this study, is suitable. Speaking English, she claims, only occasionally gets the pupils' attention, but they pay more attention when the instructor speaks Thai. Code-switching was seen well by the teachers. They thought that modest code switching was acceptable as long as it did not interfere with the learning's key processes (Ibrahim, Shah et al. 2013).

The influence of society on code-switching

Some professors said that the location of the school had a significant impact on student engagement in class. They said that students who live in cities are exposed to English at a young age, which increases their involvement in English-only medium courses when compared to students who live in rural areas (Simasiku, Kasanda et al. 2015).

The importance of culture and social interactions in cognitive development cannot be overstated. Both informal and formal talks and education that parents provide their children have a crucial influence in how youngsters understand the environment, according to Vygotsky's theory. He went on to say that sophisticated brain processes start as social interactions. Children eventually internalize the procedures they employ in social situations and begin to apply them autonomously as they get older. This internalization process enables children to personalize concepts and activities by transforming them. In this case, the kid and father are just reading a book, yet this social engagement is altering the youngster's perception of modes of transportation. When she encounters vehicles, trucks, and boats in real-life settings, she will begin to classify them herself.

Adults in a community, according to Vygotsky, should engage children in difficult and meaningful activities in order to nurture their cognitive development in a deliberate and methodical manner. In the course of cognitive growth, social interaction is critical. In contrast to Jean Piaget's view of child development (in which learning always comes first), (McLeod 2014) believes social learning comes first. He claims that every function in a child's cultural development appears twice: first on the social level, and then on the individual level; first, between people – inter psychological, and then within the child – intra psychological (McLeod 2014).

Research Methodology

In this section, the detailed research methodology of this study has been described. This study aims to

determine the role of code switching on ESL learners' language proficiency at intermediate level learners in Tehsil Sadiq Abad. As an attempt in this study, a quantitative research approach is applied to get results and enough information from the respondents. The questionnaire is a valuable tool for collecting data from a large population of research. In questionnaires, five-point Likert scale is used to learn about students' attitudes and perceptions. The final data was examined and the findings were provided using percentages to assess the differences in the participants' performance and attitudes.

Delimitation of the Study: In general, code-switching is altering one's voice, appearance, conduct, and expression in order to maximize the comfort of others in exchange for fair treatment, good service, and job chances etc. but this study is delimited to determine the role of code switching on ESL learners' language proficiency.

Population and sampling

The study was conducted in intermediate students of the Tehsil Sadiqabad in District Rahim Yar Khan. Participants of the study were students of intermediate level from Government College from the urban area. 100 students were taken from English classes for conducting this research.

Tools for Data Collection

The questionnaire is a valuable tool for collecting data from a large population of research. The questionnaire provides equal opportunities for participants to give their response to statement because the questionnaire is easier and more suitable for participants to respond to quiz instead of any voice recording may be in the form of audio or video. Data was gathered via a questionnaire.

In surveys, a Likert scale was used to learn about students' opinions and views. The following were some of the most common topics for the answers:

a) Strongly agree, b) Agree c) Neutral, d) Disagree, and e) Strongly disagree. The questionnaire was designed consisting of 15 elements (on a five-point Liker scale) in which

The questionnaire was designed consisting of 15 elements (on a five-point Liker scale) in which

The researcher asked the students to express their attitude regarding use of bilingualism in English language Classes. A questionnaire is conducted for collecting data from 100 government college students.

Statement	Category	SD	D	U	A	SA	Total	Mean
1. Do you think code-switching affects positively students' English Language proficiency?	Frequency	0	0	5	30	65	100	4.66
	Percentage	0	0	10	60	130	200	

Table 4.1

The majority of students believed that code-switching has a favorable impact on English language proficiency in response to question #1. According to this response, 0 % of students agreed, 0(0 %) of students disagreed, 5(10 %) of students were undecided, 30(60 %) of students agreed, and 65(130 %) of students strongly agreed. The majority of students strongly agreed on the good benefits of students' English language skills, according to the findings on this topic.

Statement	Category	SD	D	U	A	SA	Total	Mean

2. Does code-switching have an impact on student's linguistic abilities?	Frequency	0	0	0	15	85	100	4.90
	Percentage	0	0	0	30	170	200	

Table 4.2

In response to the question no 2, large no 45 (90%) of students strongly agreed that code-switching has an impact on students' linguistic abilities. According to the findings, 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 0 (0%) were undecided, 15 (30%) were agreed and 85(170%) were strongly agreed. The findings on this question show that the majority of students were in favor of code-switching that has an impact on student's linguistic abilities.

Statement	Category	SD	D	U	A	SA	Total	Mean
3. Is there connection between students' language learning and code switching?	Frequency	0	0	0	45	55	100	4.50
	Percentage	0	0	0	90	110	200	

Table 4.3

According to question no.3, that was, is there a connection between students' language learning and code-switching? The finding indicates that, 0 (0%) students strongly disagree, 0 (0%) students disagree, 0 (0%) students were undecided, 45 (90%) students agree and 55 (110%) students strongly agree. The finding revealed that 90% of students agreed and 110% of students strongly agreed that there is a connection between students' language learning and code-switching.

Statement	Category	SD	D	U	A	SA	Total	Mean
4. Is it true that majority of students in the favor of code-switching?	Frequency	0	0	45	30	25	100	3.90
	Percentage	0	0	90	60	50	200	

Table 4.4

In response to the question no 4, that was, is it true that the majority of students are in favor of code-switching? The finding indicates that 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 45 (90%) students were undecided, 30 (60%) students agreed, and 25 (50%) students strongly agreed. The finding revealed that the majority of students in agreed position that they are in favor of code-switching while English language learning, that the use of code switching in second language learning makes the students understand their teachers better.

Statement	Category	SD	D	U	A	SA	Total	Mean
5. Code-switching should be discouraged at school because it can facilitate smooth learning language?	Frequency	0	55	45	0	0	100	2.50
	Percentage	0	110	90	0	0	200	

Table 4.5

In response to the question no 5, majority of the students were disagreed and undecided that Code-switching should be discouraged at school because it can facilitate smooth learning language. According to this response, 0 (0%) students were strongly disagreed, 55 (110%) were disagree, 45 (90%) were undecided, 0(0%) students were agreed and 0(0%) students were strongly agreed. The findings on this question, show that majority of students disagreed on the question that code-switching should be discouraged so that it can facilitate smooth learning language.

Statement	Category	SD	D	U	A	SA	Total	Mean
6. Code-switching should be encouraged at school because it can facilitate smooth learning language?	Frequency	0	0	10	50	40	100	4.28
	Percentage	0	0	20	100	80	200	

Table 4.6

In response to the question no 6, that was, Code-switching should be encouraged at school because it can facilitate smooth learning language. The finding indicates that 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 10 (20%) students were undecided, 50 (100%) students agreed, and 40 (80%) students strongly agreed. The finding revealed that the majority of students agreed and strongly agreed position that they are in favor of code-switching while English language learning, so that the use of code switching can facilitate smooth learning language.

Statement	Category	SD	D	U	A	SA	Total	Mean
7. Is it true that there are advantages of code-switching in second language learning (English) at school?	Frequency	0	0	10	30	60	100	4.56
	Percentage	0	0	20	60	120	100	

Table 4.7

In response to the question no 7, is it true that there are advantages of code-switching in second language learning (English) at school? The finding indicates that 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 10 (20%) students were undecided, 30 (60%) students agreed, and 60 (120%) students strongly agreed. The finding revealed that the majority of students agreed and strongly agreed position that they preferred code-switching while English language learning because there are many advantages of code switching.

Statement	Category	SD	D	U	A	SA	Total	Mean
8. Do code-switching affect students' language performance?	Frequency	0	0	0	80	20	100	4.20
	Percentage	0	0	0	160	40	200	

Table 4.8

In response to the question no 8, does code-switching affect students' language performance? According to this response, 0 (0%) students disagreed, 0 (0%) agreed, 0 (0%) were undecided, 80 (160%) students agreed and 20 (40%) students strongly agreed. The findings on this question show that the majority of students agreed on the effects of students' English language performance.

Statement	Category	SD	D	U	A	SA	Total	Mean
9. Code-switching should be prohibited in schools since it loose downs language development.	Frequency	0	30	50	20	0	100	3.00
	Percentage	0	60	100	40	0	200	

Table 4.9

In response to the question no 9, code-switching should be prohibited in schools since it loosens down language development. According to this response, 0 (0%) students strongly disagreed, 30 (60%) disagreed, 50 (100%) students were undecided, 20 (40%) students agreed and 0 (0%) students strongly agreed. The findings on this question show that 40% of students agreed while 60% students disagreed, but the majority of students were undecided and disagreed position. So that code-switching should not be prohibited in schools, it may not lose down language development.

Statement	Category	SD	D	U	A	SA	Total	Mean
10. Is there a perfect way to use code-switching in school to make learning language too easier?	Frequency	0	0	0	60	40	100	4.66
	Percentage	0	0	0	120	80	200	

Table 4.10

In response to the question no 10, is there a perfect way to use code-switching in school to make learning language too easier? The finding indicates that 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 0 (0%) students were undecided, 60 (120%) students agreed, and 40 (80%) students strongly agreed. The finding revealed that the majority of students agreed and strongly agreed position that they preferred the use of code-switching while English language learning because there is a perfect way to make learning language too easier.

Statement	Category	SD	D	U	A	SA	Total	Mean
11. When switching from one language to another, do you follow grammatical rules?	Frequency	0	0	0	70	30	100	4.28
	Percentage	0	0	0	140	60	200	

Table 4.11

In response to the question no 11, When switching from one language to another, do you follow grammatical rules? The finding indicates that 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 0 (0%) students were undecided, 70 (140%) students agreed, and 30 (60%) students strongly agreed. The finding revealed that the majority of students agreed and strongly agreed position that they are following grammatical rules while switching from one language to another.

Statement	Category	SD	D	U	A	SA	Total	Mean
12. Is it true that switching between languages takes more time to think?	Frequency	0	70	25	5	0	100	2.26
	Percentage	0	140	50	10	0	200	

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Table 4.12

In response to the question no 12, is it true that switching between languages takes more time to think? According to this response, 0 (0%) students strongly disagreed, 70 (140%) disagreed, 25(50%) were undecided, 5 (10%) students agreed and 0 (0%) students strongly agreed. The findings on this question show a large number of students disagree with the position that switching takes more time to think during language learning.

Statement	Category	SD	D	U	A	SA	Total	Mean
13. Is it true that it is easier to recover words from your brain while moving from one language to another?	Frequency	0	10	10	70	10	100	3.94
	Percentage	0	20	20	140	20	200	

Table 4.13

In response to the question no 13, is it true that it is easier to recover words from your brain while moving from one language to another? According to this response, 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 10 (20%) students undecided, 10 (20%) students agreed and 70 (140%) students strongly agreed. The findings on this question show that a large number of students agreed and strongly agreed with the position that during switching it is easier to recover words from your brain while moving from one language to another.

Statement	Category	SD	D	U	A	SA	Total	Mean
14. Do students switch code in the conscious way?	Frequency	0	0	10	90	0	100	3.90
	Percentage	0	0	20	180	0	200	

Table 4.14

In response to the question no 14, Do students switch codes in a conscious way? According to this response, 0 (0%) students strongly disagreed, 0 (0%) students disagreed, 10 (20%) students undecided, 90 (180%) students agreed and 0 (0%) students strongly agreed. The findings on this question show that a large number of students agreed with the position that students switch from one language to another in a conscious way.

Statement	Category	SD	D	U	A	SA	Total	Mean
15. Do students switch code in the unconscious way?	Frequency	40	30	20	10	0	100	1.92
	Percentage	80	60	40	20	0	200	

Table 4.15

In response to the question no 15, Do students switch codes in an unconscious way? According to this response, 40 (80%) students strongly disagreed, 30 (60%) students disagreed, 20 (40%) students undecided, 10 (20%) students agreed and 0 (0%) students strongly agreed. The findings on this question show that a large number of students strongly disagreed and disagreed with the position that students switch from one language to another in an unconscious way.

Conclusion

The study was conducted to investigate the role of code switching on ESL learners at the intermediate level by 100 respondents. In this study, it has been investigated that code switching played an important role in studying and developing the second language proficiency skills of students at the intermediate level. When assessing the student's beliefs and behaviors about successful code-switching procedures and their involvement in incomprehension, the researcher gathered data from a variety of sources.

In addition, In the case of Sadiqabad, teachers and learners are not proficient enough to use English throughout the lesson, due to their language backgrounds. As a result of this problem, teachers and students used code switching as a communicative strategy to overcome language barriers in their second language. Pakistan's language policy states that students should be able to communicate in Urdu and at least one foreign language, with Urdu being used as the medium of instruction in primary schools and English being used from secondary to higher levels. According to field observations, code switching does not assist learners in becoming competent in a language. It does, however, assist in the understanding of other disciplines. Code swapping enhances comprehension but does not lead to English language fluency, according to the majority of instructors and students. Based on the data that was analyzed, this conclusion was made. Switching codes is how the majority of teachers start their lessons. As a result, this study backs up the theory that code switching does not improve a learner's competency; rather, it inhibits their proficiency.

Recommendations

According to the analysis, code switching is primarily employed by teachers in their lectures to advance material delivery and negotiate teacher-student relations. However, in ESL situations such as Pakistan, it is critical for college professors to build a conceptual grasp of Code switching, its roles and functions, and the impact on student learning. Teachers should be given training in this area to illustrate the effective use of Code switching as a pedagogical method. Using Code switching intuitively rather than with a clear knowledge of its theoretical foundation is likely to limit the transfer of its benefits to learners and lead to a lot of diversity in how it is implemented as a pedagogical method. Code switching's efficacy as an educational strategy also needs to be better understood by college administration. With English as the official language of instruction at Pakistan's postsecondary institutions, top management and academic managers tend to see Code switching as a disadvantage rather than a pedagogical benefit for students. Raising awareness and providing training can help to overcome this problem, allowing management to support the use of Code switching as a pedagogical method when necessary.

The study's findings suggest the following possible areas for additional investigation. A continuation of the same study with a bigger sample size encompassing all private and government colleges in Pakistan is required, as the results of the current study are inconclusive.

Similarly, the same study may be carried out using other techniques and research instruments in order to obtain more trustworthy results that could be generalized across Pakistan.

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