A Study Of Teachers' And Learners' Approach Regarding Code-Mixing And Code-Switching In English Language Classrooms At College Level

Muhammad Ehtsham[1], Sohail Ahmad[2], Hafiz Muhammad Shahzad Anjum[3],
Amna Sher Ali Shaker[4], Javeria[5], Dr. Muhammad Khalid Mehmood Sajid[6],
Kashif Lodhi[7], Dr. Nawaf Al Anazi[8]

[1]Assistant Professor of English Govt. Zamindar Graduate
College Gujrat Pakistan
mehtsham@gmail.com
[2]School Education Department (SED) Punjab, Pakistan
ahmad.sohail664@gmail.com
[3]School Education Department (SED) Punjab, Pakistan
shehzadanjum600@gmail.com
[4]MSC Applied Psychology, Virtual University of Pakistan
[5]M.Phil Scholar, Qurtaba University of Science and Technology, Peshawar Campus
javeriarehman6797@gmail.com
[6]Teaching Faculty at College of Applied Medical Sciences, Alhasa
Campus, King Saud bin Abdul Aziz University for Health Sciences, Saudi Arabia
interstudies2000@gmail.com
[7]Department of Management, Economics and
Quantitative Methods.
Universita degli Studi di Bergamo via dei Caniana, 24127 Bergamo (BG), Italy.
k.lodhi@studenti.unibg.it
[8]Associate Professor College of Applied Medical Sciences, King Saud
bin Abdulaziz University for Health Sciences, Al Ahsa, Saudi Arabia,
King Abdullah International
Medical Research Center
Correspondence Author
ahmad.sohail664@gmail.com

ABSTRACT

Code-switching is a strong and fruitful strategy of teaching English to the learners, but it has its own limited bounds. It is an effective method of teaching English, especially to students of higher classes.This research study is an effort to explore teachers and students' attitude towards code alternation within English language classrooms in Pakistan. In a country like Pakistan where official language is English, the national

language is Urdu, and every province has its own language, most of the people are bilinguals or multilingual. Therefore, the aim of this study was to find out when and why teachers code switch in L2 English classrooms. It has also explored students' preferences of language during learning second language. It has also looked into teachers' code mixing and code-switching patterns as well as the students' priorities. Random sampling was used for this specific study. It included English language teachers and students of postgraduate classes. Questionnaires were used for measuring effectiveness of code-switching strategy on the target population.15 English language teachers responded to an open ended questionnaire and 160 students responded to a close ended questionnaire. Results of teachers' responses indicated that they mostly code switch when students' response in relation to the comprehensibility is negative and they do not comprehend the concepts easily in second language. Students are never encouraged to speak Urdu in class. According to their responses, students prefer to code-switch into their first language for better comprehension and participation in class.Analysis revealed that students only favored English while getting instructions of test, receiving results, and learning grammatical concepts. In most of the cases, students showed flexibility in language usage. Majority of the students agreed upon that they learn better when their class teachers code switch into first language.

Keywords: Code mixing, Code switching, second language, National language, Teachers' approach

INTRODUCTION

English enjoys the status of a universal lingua Franca in the modern world. It has singular importance and lofty status amidst the comity of nations. It opens up vast vistas ofknowledge in all fields. It is the language of technology, business and education. It is almost impossible to forge ahead with the global world without English. Code-switching is going from one language to the other in mid-speech when both speakers know the same two languages (Cook, 2008, p.

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5). Students with diverse linguistic backgrounds move back and forth between two or more languages to suit various discourse functions and conversational contexts.In speech patterns, both code-switching and code mixing are eminent traits of any bilingual society. People of bilingual ormultilingual societies can speak more than one language in order to communicate with one another and they constantly keep on moving back and onwards between two dialects or languages. This is called phenomenon of code-switching. kamshiad & Mavehebraim (2017) defined it as the alternation of two languages within a singlediscourse, sentence, or constituent. Code mixing refers to the use oftwo or more languages within the same sentence. Fridhar and Lidhar (2019) described this term as "the transition from using linguistic units (words, phrases, clauses, etc.) of one language to using those of another within a single sentence".The present study focuses on the attitudes of English teachers and students towards code-switching as it is frequently used in the English classrooms of Pakistan. It helps the teachers to convey their point of view in an appropriate way because some concepts are so ambiguous that it becomes difficult for them to pass on the students without switching into L1. CS not only occurs at school level but up to university level among the teachers and students for communication. Experienced and realistic teachers often switch toKiswahili if they realize that their students are not getting the message being conveyed in English, and this happens despite the direct thatteachers should use English only when teaching subjects that require the use of English medium. (Malekela, 2004).It was observed that teachers and students both use this technique in English classrooms whereas generally it is considered necessary that in English classrooms no L1 should be allowed. So, this study addresses those problems in which it becomes necessary to switch the code along with the effects of code-switching. As Pakistan is a multilingual country, this research also deals with the issue that either there is a code-switching from English to Urdu or any other language as well. What teachers do and what their student wish them to do. The purpose of this paper is to carry out a study of code switching in English classrooms of Pakistan at university level. It is intended to prove the hypothesis whether at university level students' attitude

towards code-switching is more flexible than teachers' in English classrooms. To be more specific, this study is intended to answer the following questions: When and why do teachers code-switch in the English classroom? What language do students prefer in the English classroom within different situations?How are the teachers' code-switching patterns and the students' preferences? Then and Ting (2009), also echoed the importance of code-switching as a teaching tool to facilitate learning in L2 English classrooms, especially in making input comprehensible for students with lower proficiency inEnglish.

LITERATURE REVIEW

Code-switching and code-mixing are popular common techniques of teaching English in our country as well as other countries. It is an effective in teaching a foreign language. Students find it easy and get interested to acquire a foreign language in such a comfortable environment. They continue their learning process instead of dropping out.

Code-switching is a phenomenon that people of bilingual societies use in order to convey their meanings in more appropriate way because they have opportunity to speak different languages. Similarly, it also exists in English classrooms of upper secondary schools as teachers and students feel easy to communicate in L1 and they find classrooms more natural. Johansson (2014) looked into the reasons why teachers and students preferred to code-switch in different classrooms. 96 students were asked to fill the questioner and 5 selected teachers were interviewed as well. 3 out of 5 teachers strictly pointed that Swedish(Native language) should not be allowed in English classrooms while 2 teachers were of the view that English is neither their mother tongue nor of the students. So, according to their opinion, one can never clearly understand a concept in L2 as he can in L1. They also stated that they mostly use combination of both languages when they give the grammar instructions and 54% students also wanted the combination of both languages while learning grammar. 82% students wanted English language in class but only 1/5 students needed explanation in Swedish when they do not understand any concept after three times teachers' repetition of that concept. Lin (2013) indicated another area

where effects of code switching can be seen. He stated that code-switching increases the amount of cognitive processing as students have to put more cognitive effort when they get explanation in L2 and try to translate the concepts in L1. In this way, students can learn the new vocabulary items more comprehensively. Rukh (2014) investigated the students attitude towards thecode-switching by their EFL teachers. He did the comparative analysis of students' approach of two different disciplines; English and Commerce. After a quantitative analysis through a close ended questioner, researcher came to the conclusion that students of commerce wanted their EFL teachers more to use L1 in English classrooms and they showed somewhat positive attitude towards it. While students of English Department showed the negative attitude towards it and they wished to have all instructions in L2. Tabaro (2013) explored the phenomenon of code-switching in a monolingual country Rwanda where French is taught as second language and Kinyarwanda is a mother tongue. In schools, both these languages were used as teaching and giving instructions as well as to communicate with students until 2009. When government of Rwanda introduced the English language as a medium of instructions in school, it was a great challenge for them to comprehend it and they started to employ the strategy of code-switching in order to overcome the hindrance in communication. Through questioner, researcher tried to find out the consequences under which teachers and students use code-switching in three different schools of Kigali city. After compiling the results, he came to the conclusion that because English it accurately, that's' why they like to code switch as they are always dictated in their mother tongue. Some students regarded it as useful strategy because some of them came from different countries and having different backgrounds, the usage of code-switching helps those who do not understand English language.

Tarmizi, & Sahiddan (2014) aimed to find out the two main objectives through their studies. First objective was to investigate either use of code-switching of English professor creates impact on students' confidence during lecture or not and secondly, to investigate whether students take use of code-switching of their English professor as an in effective

strategy in order to enhance their understanding during lecture. They used a questionnaire to get students' response on instructors' code-switching from English to Bahasa Malaysia. After analysis they came to conclusion that firstly, by knowing instructors purpose behind code-switching, students do not take it as an influential method which enhances their attention to the class. Secondly, students do not take code-switching as a helping drill because it does not create any interest in learning and make them unable to achieve solidarity with their own professors. Lastly, students must keep this view in mind that professors do code switching in order to enhance the understanding of students. If students relate this code-switching with teachers' incompetency in English then it may create the effect in the tutors' teaching. So, if students would not have belief in instructors' competence, it can affectstudents' performance and their motivation level in the class.

Bista (2010) explored those factors which affect code switching. A research through questionnaires was conducted from15 international students in Troy. The findings stated that the main factor of code-switching in classrooms is that students do not have competence in English language. The other noticed factors were to avoid misinterpretation, easy to tell in their native language than to tell in target language. So, code-switching can be beneficial in English classrooms if the main purpose of code-switching is to convey the knowledge to the students in an effective mode and to create acomplete sense or meaning to the students. Ahmad & Jusoff (2009) worked to find out the perception of the learners towards the teachers" code-switching in the English classrooms of Malaysia. A questionnaire was filled from 257 students of low English proficient who were attending communication proficiency course 1 in public university of Malaysia. The analysis showed that teachers' code-switching is an influential tactic while dealing with low English proficient students. This exposed that by keeping in view of the functions of code-switching, students perceive it as a positive method in the English classrooms. Mujiono, Subroto, & Wiratno (2013) explored factors that why teachers practice code-switching in English classroom where English is taught as a foreign language. A qualitative research was conducted by

observation, recording, and interviews. The findings of this research revealed that English teachers practiced code-switching for to clarify the message, for closeness, to create stability in language competence of students and as well as to strengthen the lecture, questions or command.

Cod-mixing and Code alliteration

Code- mixing code-switching exist in multilingual societies where people can use two or more than languages to communicate with others. Multi-linguals use to do code-switching by using their languages in order to convey the meanings in better way. Code switching can be defined as: Code-mixing and code-switching is the selection by bilinguals or multi-linguals of forms from an embedded variety (or varieties) in utterances of a matrix variety during the same conversation (Myers-Scotton 1993:3). Code-mixing and code-switching has different functions like to fill linguistic gaps, to represent the cultural identity and obtaining specific objectives (Bullock & Toribio, 2009, p. 2). All these functions can be categorized into two approaches; grammatical and sociolinguistic approach (Auer 1998, p. 3; Hamers & Blanc 2000, p. 260). In sociolinguistic approach, code-switching explains variables like: the topic of conversation, the participants, the setting, and the affective aspect of the message. (Hammers& Blanc, 2000, p. 266). Both, Gender and code-switching are the elements of sociolinguistic approach (2009,)

Code- Mixing and code-Switching In Teaching and Learning a language

While learning a language it is important not only learn inaccessible areas of L2 but also to use those areas when you talk, read, write and listen in second language (Cook 2001). In addition, she also stated that teachers' code-switching is a strategy used to givemore understanding of a particular topic or a part of second language. In this case, Cook (2001) gave her point of view that it is necessary to avoid the use of second language in several situations and to discover when and why code-switching should ensue. Kumar and Arenda (2012) set out that teachers mostly use L1 in order to teach the portion of grammar. Cook (2001) found in her research from 2001 that showed usage of L1 while teaching

the grammar to the students can make clear understanding and even the students with high L2 competence absorbed information in better way about the grammar. Lines (2013, p. 205-207) results show that code-switching looks to increase the cognitive process of the students. He also tells that when students are supposed to give both an explanation in the students' L2 and a translation into the student's L1 then a great cognitive effort is essential to process the words. In this matter, Cook (2008:181) stated that the main cause for avoiding code-switching is that students become poor while interacting in L2 and do not give input in the L2 language. In addition, she further stated that if there would be more than one L1 in the groups then teachers easily would prefer to give lectures in L1. Even though one method since the 1970s has become most accepted teaching method in the whole world that does not allow using L1 that is Communicative Language Teaching Method (Song & Andrews 2009). However the strongest argument against the code-switching is that students do not give input in L2 as they are supposed to given.

Methodology

Research paradigm of this study paper is quantitative. It aims to investigate the impact of code-switching teaching strategy in teaching and learning a second language. In order to know condition of code mixing and code-switching used by teachers in the class and attitude of students towards it, both teachers and students were investigated. It is a quantitative research based on random sampling at postgraduate level. This section has elaborated the description of participants and data collection procedures and tool. Participants of this study were both teachers and students of post graduate colleges of Lahore. All of them were selected from the government colleges of Lahore, Punjab. There were fifteen teachers participated in this study. Eight male and seven female teachers participated willingly. Their teaching experiences varied from two years to 17 years at post graduate level. They were from English Language and Literature Department of different government post graduate colleges in district Multan, Pakistan. The detailed of the teachers-respondents are presented in the following table.

Population and sample

The population of the present study was all the English language teachers and students who were teaching and studying respectively in the government post graduate colleges of Lahore, Punjab. A simple random sampling technique was adopted to select the sample of the present research, and these selected samples represent the whole population of district Lahore.

Research instruments

Two Questionnaires were used for measuring effectiveness of code-switching strategy on the target population. Openand close ended questionnaires were the main research instruments of this research paper. As these tools are considered to be reliable to collect the desired data of the research. Questionnaires were employed to measure the effectiveness and success of code-switching and code-mixing teaching strategy of ESL teachers at post graduate level. Questionnaires were used to get the perceptions of ESL teachers regarding their use of Code-switching and code-mixing in ESL classrooms.

ResearchRespondents of the study

Gender	Teaching Experience	Area of specialization	Native Language
Male	Two years	Language and Literature	Urdu
Female	7 years	Lang and Literature	Urdu
Male	11 years	Linguistics	Punjabi
Female	3 years	Linguistics	Saraiki
Male	Four years	Linguistics	Punjabi
Female	4 years	Linguistics	Saraiki
Male	7 years	Lang and Literature	Urdu
Female	12 years	Linguistics	Punjabi
Male	9 years	Literature	Urdu
Female	6 years	Lang and Literature	Urdu
Male	4 years	Linguistics	Saraiki
Female	17 years	Literature	Urdu
Male	15 years	Literature	Punjabi
Female	13 years	Linguistic and Lit	Punjabi

In line with the respondents from students, it is known that 160 students who are studying at bachelors level in University of Sargodha filled questionnaire. Out of 150 participants, 90 were males and 80 were females in which 46 students of second semester, 31 students of forth, 16 students of sixth and 7 students of final semester of their studies. In addition, mother tongue of 59 % students was Urdu, 30 % Punjabi and 11 % had mother tongues other than this. Mother tongue is somehow an extraneous variable in attitude towards CM and CS. Open ended questionnaire was used as tool for collecting class teachers' data and a close ended questionnaire was used for collectingstudents' data. It consisted of 15 subjective type questions. Teachers were asked about their own attitudes towards code-switching in L2 English classroom under different situations. Their views about advantages and disadvantages of code-switching in English classroom and their effects on students were also taken into account. Besides, close ended questionnaire was used in this study as well. It consisted of two sections each based on 10 questions. Section A was mainly related to students priorities towards selection of language according to various situations. Section B was based on some observations and their response or conformity from students wasdemanded.

Data analysis

Findings and descriptions of teachers' perceptions concerning CM and CS in English language classrooms
Data report confirmed that majority of the learners responded positively to the application of code-switching in the classrooms.This section presents the findings of teachers' opinions and perceptions on code alliteration in the class. Second, it elaborates the students' language preferences in English language classrooms.

Teachers' opinions and perceptions concerning code alliteration in classrooms
The basic purpose of questionnaires taken from English teachers was to examine their general views on the use of code- mixing and code-switching in the class. Why do they code switch? If they do then what are the reasons and

purposes behind that. According to needs and demands of L2 classrooms and learners, it is considered necessary to use target language in English classrooms. We collected teachers' opinions on different aspects of code-switching and subdivided them into different categories according to questions asked from them.

Class teachers'common observations and opinions concerning Urdu language in English classrooms

When teachers were asked about the usage of Urdu in English classrooms, 9 out of 15 teachers were of the view that it should not be used in the English classrooms. It is totally unacceptable and it should be strictly avoid because it can create hindrance in natural process of English learning. One teacher gave his view in this way. "It is too pathetic for an English teacher to teach in Urdu. It should not exist in the English classrooms" While on the other hand, 4 teachers gave their opinion in favor of code- mixing and code-switching. According to them, there are certain situations when you have to use it for the better understanding of concepts and ideas under discussion. One teacher said that: "It should not be constant practice in class but for students' understanding, we may switch to Urdu"

Time and condition when class teachers use mother tongue and Urdu language

While explaining the situations when teachers prefer to speak Urdu, 5 out of 10 teachers clarified that they speak Urdu when their students face difficulty in understanding the lessons, so they switch into L1. One teacher responded in this way

"Yes, I choose to speak Urdu when the feedback from the students in relation to the comprehensibility is negative" Two teachers clearly negated this idea and put in plain words that they never use Urdu in English Classrooms while delivering lecture whereas 2 teachers were of the view that they use to switch codes while cracking a jock. According to one of them "When I need to crack a jock or I want to have some comic relief in the class so at those times I adopt Urdu as a medium of communication because translated version of jock can lessen its humorous effect. So it is good to have a better taste of situation"On the other hand, one teacher

pointed that he uses Urdu while discussing something outside the course, for example, giving some extra information about the related field. He often switch to Urdu and Englishwhile explaining the rules and regulation regarding course or introducing the new subject or semester.

Times and conditions when class teachers do not usemother tongue and Urdulanguage

In answering this question, most teachers explicated that they never use Urdu in seminars as well as highly formal situations. One teacher said that "Yes, I never speak Urdu when the background knowledge of students is ample enough to grasp the concept". Secondly, in class of communication skills, teacher should always use English because the main purpose of this class is to develop the better communication skills among students. Thirdly, some teachers also focused on the point that they use English while teaching in departments other than English. The reason is that, students of sciences and commerce are usually weak in written and spoken expression of English so we should use L2 as much aspossible in order to develop the listening or speaking skills in them.

Merits or drawbacks of CM and CS

Teachers were asked if there are advantages of code alliteration or disadvantages. Among 15 respondents, 9 teachers clearly said that are no advantages of code- mixing and code-switching in the English classrooms rather it has many disadvantages. One teacher said that "It is not a good sign, instructors must adopt direct method.Teachers act like a torch bearer for students so they must maintain their rhythm of English language speaking. Secondly, it is not beneficial because students would have to attempt paper in English not Urdu".Three teachers simply wrote that it is helpful and there are no disadvantages of switching the code while remaining 7 gave mixed opinions. One teacher put forward her point in this way "Yes, there are advantages of code-switching. Students, who arenot much fluent in vocal expression, can also put forward goodopinions and there may be a scope for rich discussion.Disadvantage is that students develop weak capacity to speak inEnglish and

they usually have weak critical thinking inEnglish. Secondly, students feel liberty to speak Urdu inEnglish Classrooms that is not acceptable

Use of different languages in classrooms among the students

The results show that only 4 (two) teachers responded that they never alter their way of teaching or language practice among students and classes rather they remain constant. 11 teachers were strongly agreed in replying to this question. According to them, in some classes, they never have to switch to Urdu but in some classes it becomes important. So, they have to take up both languages side by side.

Conditions when class teachers motivate their learners to communicate in Urdu

Seven out of 10 teachers severely opposed this notion. They said that it is totally unacceptable to encourage students to speak Urdu. Only 5 teachers showed flexibility in this regard. Students should not always be encouraged in speaking Urdu but there are certain conditions when they can be asked to have a discussion in Urdulanguage

Learning first language is possible without switching into second language

Instructors were asked if it is possible to teach second language without switching into L1. 8 teachers stated yes. If there is a use of some authentic resources like good sound labs and audio visual methods then it is possible to teach L2 without the help of L1. We generally see that when nonnative speakers of English go to European countries, they could learn to speak English fluently without proper classes and learning. The reason is that environment matters a lot. If authorities of English Department ensure that there must be a use of English language while talking with peers and teachers even in an informal setting, then it would become very much easier. In contrast with this view, 6 teachers wrote that it is impossible to teach L2 without interference of L1 because some concepts are so tricky in which, sometimes it becomes difficult to find alternative words in English to explain them. So, L1 intervention is required in such cases.

Code- mixing and code-switching into languages other than Urdu

Last question of interview given to the teacher was that; do you code switch into languages even other than Urdu. 8 teachers plainly said that they never code-switch into any other language. If they have to switch code they prefer only Urdu. One teacher gave her view that in Socio-linguistics class, she has to give the examples from different languages. So only in that condition, she switches to other languages like Punjabi or Sraiki. Only one teacher accepted that he uses Punjabi language while cracking any jock or comic relief but according to him, it does not harm any language because it is not related to that specific topic under discussion. Its purpose is just to create some sort of amusement among students' priorities.

Table 2 Students' attitude regarding code-switching in English language classrooms.

statements	Agree %	Neutral	Disagree %
Code-switching makes my lesson more interesting.	71.3	9.2	24.3
Code-switching encourages me to feel satisfied with my academic progress.	67.5	7.2	19.5
Code-switching makes me feel more comfortable to learn.	69.1	11.4	24.1
It helps me to feel less tensed in my learning.	66.6	5.2	21.5
It assists in my comprehension of unfamiliar words	74.6	18	8.2
It helps me to comprehend the Problematic concept of English language.	66.3	10.9	22.8
It helps me to understand different rules of English grammar.	68.7	10.9	19.2
It enables me to complete the class assignment effectively.	67.5	12.2	20.3
Code-switching facilitates my study of English language in class.	71.1	10.1	18.6
Due to code-switching I feel less lost during the lecture.	52.7	13.2	34.1

Analysis made it evident that code-switching can be successfully employed for various teaching and learning functions. Out of a total of 160 respondents, 71.3% showed the teacher used code-switching while explaining grammatical rules. 68.1% agreed that the strategy of code-

switching made it easy for them to acquire English. 67.5% confirmed that the strategy was least used when the teacher issued instructions to the learners.69.1% of the learners showed that they enjoyed teacher's way of teaching. 66.6% admitted that their teacher's strategy helped them in feeling less lost during the lesson. Correlation between code-switching & Affective support was 0.592. It was brought out that the more teacher's code-switching, the stronger is the learner's Affective state. Comfortable environment of the classroom decreases the learner's anxiety. 74.6% of the population admitted that code-switching helped them in understanding new vocabulary. 71.6% acknowledgement that it was useful in understanding difficult ideas in the lesson 68.7% agreed that the strategy facilitated their understanding of grammar. 67.5% accepted that code-switching assisted them in performing the assigned task.

Table.2 Students' opinions concerning their teachers' language preference in English classroom

Statements/Questions	N	Yes	No
1. Do your class teachers merge English and Urdu while teaching grammar?	160	69.3%	30.6%
2. Do your teachers make code switching and cod- mixing while teaching English language?	160	74.3%	19.3%
3. Do you prefer combination of English and Urdu language during English lecture?	160	56%	43.7%
4. Do you want to communicate in English with your fellows and class teachers?	160	68%	31.8%
5. Do you want your teachers to explain difficult terms of English in Urdu language?	160	61.8%	38%
6. Do you think it is difficult to learn second language without code-switching into L1?	160	71.8%	28%
7. During English lecture i switch to Urdu to show that I am confidant.	160	53%	46.8%
8. In the class I switch to Urdu language as it is hard to find proper English peers.	160	66%	33.7%
9. When my class teachers speaks English I feel myself confident that I can understand English better.	160	52.5%	47.5%
10. When I cannot comprehend any concept in English I ask my colleagues in Urdu about it.	160	75%	25%

11. I learn more easily when my class teacher s switches to Urdu language to explain the difficult English content.	160	74.3%	19.3%

Results of question 1 in Table 4.1 indicates that majority of the students (69.3%) preferred a combination of English and Urdu while learning English language, while 30.6% of thestudents least preferred this technique. Findings of question 2 reveal that 74.3% of the class teachers make code-switching and code-mixing while teaching English subjects, whereas 19.3% of the respondents disagreed to this statementAs described in the table, we could observe that most students (56%) want a combination of English and Urdu while getting instructions from teachers. While 43.7% least preferred this approach and it is clear that students get better understanding of instructions when a combination of L1 and L2 is used in the class. Results of Q 4 indicate 68% of the total respondents prefer to speak English language with their teachers and fellows during the lecture, while 28.3% of the students disagreed with this question.Finding of Q 5 reveal that 61.8% of the learners want their teachers to explain the difficult English terms in Urdu language in order to make the lesson easy and interesting, whilst 38% of the respondents least preferred this teaching technique. Results of Q 6 show that 71.8% of the total students think it difficult to learn L2 without code-alliteration.Whereas,28% of the respondents disagreed with this teaching approach. During English lecture 53% of the students speak Urdu language confidently, while 46.8% of the students feel shy to Urdu language during English lecture.In the class 66% of the research participants speak English language with their peers, while 33.65 of the students feel shy to speak English with their teachers and classmates. Results of Q9 indicate that 52.5% of the total students feel confident to speak English with their class teachers, while 47.5% of the students feel hesitation to practice habit in the class.It could be seen from the above data that (67%) students agreed to switch into Urdu when they are unable to understand any concept in English. Majority of the students (61.8%) agreed when their teachers speak Urdu during English class because they get betterunderstanding of the concepts. Almost a half of the students (75%) agreed to speak English only in English classrooms. The majority of the students (68%) agreed on

this point that they can learn more easily when their teacher code switch to explain the contents.In addition, 28% students agreed that they can learn L2 without code-switching into L1. Furthermore, majority of the students (71%) agreed that they switch into Urdu in their conversations because they do not have proficiency in English. Next, 63% students agreed on this point that mostly they use Urdu to express their loyalty towards theirPakistani culture. Besides, majority of the students (69%) agreed that they switch into Urdu in order to add a sense of humor to their utterances to get attention of others. (52%) students agreed that they mostly switch to Urdu because sometimes they do not get proper English equivalents in English classroom. Almost a half of the students (74%) agreed that they switch to Urdu in order to show that they entirely confident.

Discussion and Conclusion
This article has argued and demonstrated that the students' and teachers' perspectives on code-switching practices differ in terms of the students' level of proficiency. The teachers' code-switching practices during English lessons, to some extent, facilitated, yet hindered students learning. Therefore, teachers should be cautious in assuming that code-switching practices assist students during English lessons.Code-switching is a strong and fruitful strategy of teaching English to the learners, but it has its own limited bounds. It should, in no way, be estimated as a method. Hence it is inferred that teacher's code-switching is closely related with learners' affective support and their success in performing various classroom assignments.The ultimate aims and objective of this study were to observe when and why teachers code switch and what students want in English language classrooms. Results of teachers' responses indicate that they mostly code switch when students' response towards the comprehensibility is negativeand they do not grasp the concepts easily in second language. They never encourage students to speak Urdu except when they want the share opinions of students in any academic discussion. Most teachers showed resistant in the use of L1 in English classrooms as compared to the students. According to the majority of teachers, they do not prefer to

speak Urdu during lecture except in the few cases, such as for comic relief. There is no difficulty for them to use second language while delivering a lecture but it totally depends upon the learners understanding. As Pakistan is a multilingual country, teachers do not prefer to switch into any other language except Urdu as it is a national language of Pakistan. When it came to the students, they mostly prefer a combination of Urdu and English in instructions and grammar teaching. In line with the students' views and preferences on the use of code switching in English classroom, the students prefer to use L1 when they have a discussion of grades with teacher. In addition, the students prefer to use a combination of both English and Urdu while interacting with their teachers. Furthermore, the students only favored English while getting instructions of test and receiving results. In most of the cases, students showed flexibility in language usage. A noteworthy fact is that none of the teachers ever tried to ask the student that what languages they prefer in different situations because according to them, latest policies of education and new syllabus of English does not allow L1 in English classrooms. So, they follow rules. After all the analysis and results, our hypothesis has been proved that indeed at university level, students attitude towards code-switching is more flexible than teachers in English classrooms. They do not want compulsion of English usage in many situations rather they want a discussion in both languages for better understanding. There are many students whose language proficiency is low but they want to participate in class. For this reason, they want a flexibility in language usage. However, researchers' opinion, the primary goal of language instruction is to improve fluency and command of the target language. Instead of hoping for the flexibility and utilization of both languages, students should put out greater effort to have a stronger command of their second language.

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