

Quantitative Investigation of Student Perceptions regarding Code Switching in Pakistani English Classrooms at University Level

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ABSTRACT:

Code-switching is the focus of this study, illuminating its implications for communication, cultural identity, and pedagogical methods in Pakistani English classrooms. It emphasizes the importance of teachers recognizing and capitalizing on code-switching as a technique of bridging language and cultural gaps for the benefit of their students' education. This study investigates how students in Pakistani English courses feel about teachers' use of code-switching in the class. The university students at Institute of Space and Technology Islamabad were the population of this study. Purposive sampling technique was used for the collection of data from the sample. For sample, 100 university students of English course were collected from the population. Self-made questionnaire was developed for this study. The researcher collected the data face to face through a close ended questionnaire. The collected data was analyzed through the Statistic tool SPSS. The findings show that people see code-switching positively as a means to improve their communication skills. Code-switching is a socio-cultural manifestation, and respondents credit it to the preservation of their cultural identity. The results of the research highlight the importance of educators in influencing their students' views on code-switching. Findings show that the students feel more comfortable when they do code switching because they can understand things easily in their language like difficult sentences, vocabulary etc. This study has far-reaching effects on how we plan and execute instruction. The study recommends that the student and teacher should minimize the use of code switching in class. Teacher knows that the medium of instruction is English and they stop students to use a lot of code switching in class. A more welcoming and culturally sensitive classroom may be created when teachers are aware of code-switching as a communication method.

Keywords: Code-switching, linguistic variety, cultural identity, language acquisition, communication, pedagogy

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I. INTRODUCTION:

Code-switching occurs when a speaker uses two or more languages in a single sentence, discourse, or phrase. This switching may be caused by the speaker's multilingualism, the social setting, the subject, or the intended result. Fluent multilingual and multicultural persons often code-switch. It may require switching between English, Spanish, French, Urdu, or another language, depending on the community's linguistic variety and the speaker's talents. Code-switching utterances are in terms of cohesiveness of speech, comparable to those of a single language. When the power goes out, wherever possible, parts from both languages are combined into a single phrase. (Myers-Scotton, 1993). According to Milroy and Musyken (1995), code-switching may happen between speakers' turns in a dialogue, or even between a speaker's own utterances. This phenomenon is possible even inside a single sentence. In order for the reader to understand the goals or motivations for switching, the strategies used by the specialists in the research of code-switching are crucial. Furthermore, code-switching may include a wide range of languages, dialects, and even varieties of the same language words and phrases. (Engku Ibrahim et al., 2013)

Code-switching occurs when speakers switch between two or more languages in a discussion or phrase. Code-switching is normal in Pakistan owing to its language variety and multilingual milieu. Urdu and English are the official languages of Pakistan, while several regions speak regional languages (Abbas & Iqbal, 2018)). Urdu-English Code-Switching is a common phenomenon in Pakistan. Urban and educated respondents often switch languages. English words and phrases are commonly used in Urdu sentences for social rank, emphasis, or terminology that is difficult to translate. Many Pakistanis are multilingual or bilingual, and Urdu commonly bridges regional languages. In Punjab, Sindh, Balochistan, and Khyber Pakhtunkhwa, where various languages are spoken, everyday discussions often move between regional languages and Urdu. Social variables may affect code-switching. In casual situations or with friends and family, respondents may employ colloquial language as well as code-switch more easily than in official settings or with higher-ups. Movies, TV, and the internet have helped integrate English terms and phrases into regular interactions.

One of the main reasons for code switching or code-mixing situation in Pakistan is because the situation of language use in Pakistan is diglossic. Pakistan has two languages with different roles. Urdu is utilized for official interactions, education, and media, whereas regional languages are employed for daily speech and culture (Abbas & Bidin, 2022). As speakers negotiate social and communicative situations, this language difference may cause code-switching. Code-switching may show identity and prestige. Depending on the language, individuals may code-switch to show a specific image or identify with a group. The unique sociolinguistic context of Pakistan makes code-switching a dynamic linguistic phenomenon. Language variety, context in society, individual preferences, and language evolution affect it as part of communication.

Code-switching, the use of more than one language in a same discourse, is common in Pakistani universities, especially in English classes. Code-switching is frequent, although its effects on the development of English in education are unclear. Sociolinguistic and pedagogical factors often affect code-switching, which can help or hinder the abilities of learners and academic performance. Thus, code-switching in university English classes in Pakistan must be thoroughly examined for its effects, attitudes, and educational effects. Code-switching, or moving among two languages, is common in university English classes in Pakistan. This is a big problem that has not been investigated much. This phenomenon could hinder language skills, make it harder to communicate clearly, and have an overall effect on learning results. Although code-switching happens a lot in schools, there is not a lot of research that looks into how it works in this particular setting. This research aims to fill in that gap by looking into how common code-switching is, why it happens, and what effects it is having on Pakistani university English classes.

The purpose of this study is to examine the widespread code-switching practices within students at universities studying in English courses, as well as the effects of these practices on language learning and competence. By filling this study gap, we hope to enlighten Pakistani educators, curriculum creators, and policymakers on code-switching in university-level English language education and improve teaching practices and language policy. The research's main purpose and its aim. This research seeks to understand how Pakistani English language learners see and use code-switching. This implies the research seeks to understand students' code-switching thinking, beliefs, and practices in English language acquisition. The research examines English language

learners' code-switching attitudes. This may entail asking students whether they like code-switching and what their worries are. The research tries to understand why students use code-switching in English language schools. This may entail recognizing occasions when students have to switch languages. The research seeks to determine if students think code-switching impacts their language acquisition. This entails asking students whether code-switching improves, inhibits, or has no effect on their learning. The research investigates Pakistani English language students' code-switching attitudes and actions. The research examines their attitudes, motives, and views to better understand code-switching in Pakistani language learning and teaching.

- 1) The purpose of this research is to examine how code-switching is experienced from the perspective of ESL students.
- 2) To analyze how ESL students might benefit from code-switching.
- 3) To investigate how students perceive code-switching impacts their experience learning a language.

2. LITERATURE REVIEW

Code-switching is the combined use of two languages in a speech or conversation. (Weinreich, 1953) defined code-switching early on. He believes code-switching is the skill of multilingual people. They switch languages throughout conversations. Humans communicate globally. They can only survive in civilization. A communication in many languages is called code switching, according to (Heller, 1988).

Those who are fluent in multiple languages may "code-switch" from one language to another in the midst of a conversation. (Mahootian, 2006). They often switch between different languages. According to research (Bullock & Toribio, 2009), this occurs often and effortlessly between bilingual and multilingual speakers. Each language in a multilingual culture contributes something special to the whole by filling a specific niche in meeting the many different types of communication needs that arise (Lachmy Narayana & Nur Syuhada, 2018).

2.1.Code-Switching Has Several Types:

Intra-sentential Code-Switching is when a speaker changes languages inside a sentence. For example:

E.g. "I am going to buy more sabzi (vegetables) for this evening's dinner."

Inter-sentential Code-Switching is when sentences with various languages are spoken. For example:

E.g. I headed to the market. Wahan se vegetables khareede." I purchased fruits there.

Tag-switching is another kind of code switching which refers to the practice of inserting a phrase or word from one language into a sentence which is otherwise written in another.:

E.g. "The gathering was actually enjoyable, bas thoda tedious tha." (The celebration was enjoyable but tiresome.)

Intra-word code-switching is when a word incorporates several languages. For example:

E.g. Such as "Let's take selfies yahan se." Capture selfies from here.

Mixing vocabulary and grammar from two languages is similar to code-switching. Linguistic researchers typically use it interchangeably with code-switching. Social, cultural, as well as communicative variables impact code-switching, a complicated language practice. It may express cultural identity, emphasize ideas, and show social ties, or bridge vocabulary and syntax gaps in one language with pieces from another. In many multilingual communities, code-switching is commonplace.

2.2. Code-Switching Matters for ESL Students

Code-switching in ESL classrooms has been shown to improve teaching (Garcia, 2017). Educators may make the classroom a more welcoming and encouraging place for all students by acknowledging and approving the usage of students' first languages in addition to the English language. Code-switching is a complex process that affects ESL students' growth in language and cognition (Smith, 2018). (Rodriguez, 2019) found that code-switching helps pupils fill linguistic gaps and articulate complicated ideas. (Hernandez, 2020) further notes that code-switching helps ESL students keep their social and linguistic origins while learning a new language. Code-switching boosts ESL students' confidence and drive (Lee, 2021), improving academic success. Code-switching, the use of several languages in one discourse, received significant attention in Pakistani ESL educational institutions. Linguistic, social, and educational aspects affect this phenomenon's functions and perceptions.

Pedagogical Functions:

Code-switching is used in ESL Pakistani classrooms for several purposes. Educators often employ code-switching to clarify concepts in students' native languages (Ahmed, 2010). This helps learners grasp difficult ideas and topics.

Code-switching may also scaffold vocabulary and topic introduction (Malik, 2016). Teachers help students learn by offering material in English and their local language.

Sociocultural Dynamics:

Pakistani ESL teachers practice code-switching due to sociocultural factors. Language variety and multilingualism in Pakistan create a complex language environment (Rahman, 2002). Students' linguistic origins allow code-switching in English as a second language, which typically coexists alongside regional languages.

Perception of Students:

Some students see code-switching as a sign of poor English, which might lower self-esteem (Rahman, 2010). Student perspectives of code-switching in ESL classes differ. Code-switching may improve understanding, reduce linguistic barriers, and boost learning motivation (Rahman, 2015).

Teacher Attitudes:

Teachers' code-switching views matter. In disciplines with complicated vocabulary, some instructors use it to aid learning. Others stress the need of a constant English-only setting for language teaching. Code-switching as an educational tool requires balancing these views.

2.3. Function and Perception of Code Switching

Social identity is also important in code-switching. Switching languages may indicate group membership or community identification (Heller, 1988). By code-switching, respondents may show their linguistic or cultural identity and reinforce in-group dynamics. Code-switching has pragmatic and social uses. Conversational repair, when code-switching bridges lexical or structural gaps in one language, is a common function. Code-switching may help explain a notion without a phrase in one language, improving communication (Auer, 1998). Code-switching also emphasizes certain aspects in a discourse. (Gafaranga, 2000) adds that code-switching may emphasize a concept and give it weight. This code-switching attention method is widespread in multilingual communities.

Code-switching serves many communication purposes, but its perception by listeners as well as speakers is complicated and impacted by many circumstances (Li Wei, 2005). Community norms and attitudes affect code-switching perception. Some cultures see code-switching as a sign of cultural diversity and language proficiency, However, conservatives may see it as a linguistic aberration (Dewaele & Wei, 2012). Code-switching perception is also affected by environment and language. Strategic code-switching may improve understanding by giving context and

bridging meaning gaps. However, misuse or abuse of code-switching may cause confusion or bad views, especially if it indicates insufficient linguistic skills (Abdel Magid & Mugaddam, 2013).

In a nutshell the switching of codes is a complex and versatile language phenomena that serves attitudes, language competence, and environment may affect its perception. Understanding code-switching is crucial to understanding how language conveys meaning and identity (Moro, 2015). Linguists have studied code-switching, the technique of switching between multiple languages and language varieties in a discourse, owing to its many uses and how speakers and listeners perceive it. This happens in different linguistic and sociolinguistic situations and serves different communication aims (Ben Nafa, 2017).

3. METHODOLOGY

The study applied a design based on descriptive research, which is a commonly used method in quantitative research. The university students of Institute of Space and Technology Islamabad were population of this study. Purposive sampling technique was used for the collection of sample. For sample, 100 university students of English course were collected from the population. Self-made questionnaire was developed for this study. The researcher collected the data face to face through close ended questionnaire. The questionnaire consists of 8 items which included 20 sub items. The coding system of the 5 point Likert scale was utilized, assigning numerical values to each code. The initial element of the questionnaire utilized by the students is the first component. The Likert scale consists of a numerical order ranging from 1 to 5. The scale is as follows: 1 represents "strongly disagree (S.D)," 2 represents "disagree (D)," 3 represents "neutral (N)," 4 represents "agree (AG)," and 5 represents "strongly agree (S.A)." The 30 students was selected for the pilot study. Student filled up the questionnaires without any ambiguity. The self-made questionnaire was validated by the expert. The collected data was analyzed through the Statistic tool SPSS. The descriptive statistics mean and standard deviation (STD) were used to analysis the data.

To avoid confusion, a clear description of the procedure was provided to the respondents. They completed the questionnaire under the researcher's supervision. Tables have been employed to present the data in the percentages of respondents for each of the questions.

4. DATA ANALYSIS AND RESULT

Table 1 Perspectives on the Practice of Code-Switching:

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Code-switching helps me feel more at ease when putting my thoughts into words.	1%	3%	15%	31%	50%	4.2600	0.89465
2	In a multilingual setting, code-switching occurs organically.	5%	8%	10%	21%	56%	4.1500	1.19236
3	I have a better grasp of English topics since I jump between languages.	15%	35%	20%	15%	15%	2.8000	1.29490
4	When explaining anything difficult, I use mother tongue.	3%	5%	10%	32%	50%	4.2100	1.01797

Item 1 of the table shows that 1% respondents were S.D, 3% D, 15% N, 31% AG and 50% S.A. A large number of respondents were strongly agreed because code-switching helps them comprehend English topics. These respondents feel code-switching improves their English comprehension of complicated issues. In the table 1, the mean value is 4.2600 and standard deviation is 0.89465.

In item 2 of the table shows that 5% respondents were S.D, 8% D, 10% N, 21% AG and 56% S.A Respondents strongly feel code-switching is not natural in such situations. This shows respondents were unclear whether code-switching is normal in multilingual conversation. A large number of respondents were strongly agreed that the switching of codes becomes normal in multilingual environments. Code-switching is a natural and acceptable way of communicating in a multilingual context for a large majority of the respondents (both agree and strongly agree). . In the table 1, the mean value is 4.1500 and the standard deviation is 1.19236.

In item 3 of the table shows that that 15% respondents were S.D, 35% D, 20% N, 15% AG and 15% S.A These contrasting views show how difficult code-switching is in language acquisition. In the table 1, the mean value is 2.8000 and the standard deviation is 1.29490

In item 4 of the table shows that only 3% respondents were S.D, 5% D, N 10%, 32% AG and, 50%, S.A. These respondents find that code-switching makes them more comfortable expressing their views, meaning that it improves their communication. The largest proportion, 50%, strongly agree that code-switching improves their concept expressing ease. This shows that individuals are unsure whether code-switching affects their comfort while conversing. In the table 1, the mean value is 4.2100 and the standard deviation is 1.01797.

Table 2 Reasons for Switching Between Languages

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Code-switching helps me articulate feelings that are more effectively communicated in my first language.	0%	5%	20%	30%	45%	4.1500	0.91425
2	In order to preserve my cultural identity, I resort to code-switching.	6%	4%	15%	25%	50%	4.0900	1.16424

Item 1 of the above table shows that 0% respondents were S.D, 5% D, 20% N, 30% AG and, 45%, S.A. A large number of the respondents were strongly agreed that code-switching clarifies complicated topics. The results show that respondents had different views on how code-switching clarifies complicated topics. Many agree and strongly concur, whereas some are ambivalent or doubt code-switching's efficacy. In the table 2, the mean value is 4.1500 and the standard deviation is 0.91425.

Item 2 of the above table shows that 6% respondents were S.D, 4% D, 15% N, 35% AG and, 50%, S.A. A large number of the respondents were strongly agreed that code-switching helps them keep their cultural identity. This strong unanimity shows that code-switching retains their cultural background and improves their linguistic expression. Some respondents are hesitant, but many find code-switching useful for retaining and showing their cultural background. In the table 2, the mean value is 4.0900 and the standard deviation is 1.16424.

Table 3 The Perceived Effect on Language Learning:

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Code-switching, in my opinion, has helped me become a better English speaker.	5%	10%	30%	20%	35%	3.7000	1.19342
2	My progress in learning English is hindered by my frequent use of other languages.	7%	20%	19%	25%	29%	3.4900	1.29096
3	Switching between languages has aided my progress in learning English.	0%	5%	15%	30%	50%	4.2500	0.89188

Item 1 of the above table shows that the 5% respondents were S.D, 10% D, 30% N, 20% AG and, 35%, S.A. The large number of respondents were strongly agreed that code-switching enhances English comprehension. They believe code-switching improves English understanding. The responses show that individuals had different opinions on how code-switching affects English language understanding. In the table 3, the mean value is 3.7000 and the standard deviation is 1.19342.

Item 2 of the above table shows that 7% respondents were S.D, 20% D, 19% N, 25% AG and, 29%, S.A. The large number of respondents were strongly agreed that their regular use of foreign languages hinders their English acquisition. This shows a strong belief that leaning on other languages may hinder English acquisition. The results show that individuals have different views on how utilizing other languages affects their English language acquisition. In the table 3, the mean value is 3.4900 and the standard deviation is 1.29096.

In item 3 of the above table shows that the 0% respondent were S.D, 5% D, 15% N, 30% AG and, 50%, S.A. A large number of respondents were strongly agreed that switching between languages has aided my progress in learning English. The responses demonstrate that individuals had different opinions on how code-switching affects English language development. In the table 3, the mean value is 4.2500 and the standard deviation is 0.89188.

Table 4 Perceived Influence on Language Acquisition:

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Code-switching helps my comprehension of English.	1%	3%	15%	31%	50%	4.2600	0.89465
2	The constant switching between languages make me understand things easily.	5%	8%	10%	21%	56%	4.1500	1.19236
3	Code-switching helps me feel more at ease when putting my thoughts into words.	3%	5%	10%	32%	50%	4.2100	1.01797

Item 1 of the above table shows that 1% of respondents were S.D, 3% D, 15% N, 31% AG and, 50%, S.A. A large number of the respondents were strongly agreed that code-switching improves English comprehension. The responses show that respondents had different views on code-switching in the language of comprehension. In the table 4, the mean value is 4.2600 and the standard deviation is 0.89465.

Item 2 of the above table shows that 5% of respondents were S.D, 8% D, 10% N, 21% AG and, 56%, S.A. The majority of them neither agrees nor disagrees, showing they are unsure whether language similarities affect their code-switching choice. This broad majority favors code-switching to improve communication and fellowship among linguistically familiar groups. The responses shows that individuals favor code-switching when communicating with peers from comparable language backgrounds. In the table 4, the mean value is 4.1500 and the standard deviation is 1.19236.

Item 3 of the above table shows that 3% of respondents were S.D, 5% D, 10% N, 32% AG and, 50%, S.A. A large number of respondents were strongly agreed that lecturers' code-switching helps them grasp complicated issues. This broad agreement supports the idea that code-switching improves understanding and learning. The responses shows that respondents had different views

on how code-switching by professors affects their understanding of complicated issues. In the table 4, the mean value is 4.2100 and the standard deviation is 1.01797.

Table 5 Code Switching Frequency:

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Teacher should minimizing the use of code switching in class.	56%	8%	10%	21%	5%	2.1100	1.39910
2	Communication with peers is easy when you use L1.	10%	15%	20%	20%	35%	3.5500	1.36608

Item of above table 1 shows that 56% of respondents were S.D, 8% D, 10% N, 21% AG and, 5%, S.A. A large number of respondents were in the favor code-switching and ought not to be banned. Respondents had varying opinions on how much code-switching instructors should employ in the classroom. In the table 5, the mean value is 2.1100 and the standard deviation is 1.39910.

Item 2 of above table shows that 10% of respondents were S.D, 15% D, 20% N, 20% AG and, 25%, S.A. This strong unanimity supports the idea that utilizing the first language improves class communication. This response shows that individuals have different views on how the first language helps them communicate with peers. While others are unsure, a large majority feel that utilizing the original language may make communication simpler. In the table 5, the mean value is 3.5500 and the standard deviation is 1.36608.

Table 6 English Class Context:

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Whenever my lecturers transition between different linguistic registers, I feel that I am better able to grasp even the most difficult of themes.	1%	3%	10%	31%	55%	4.3600	0.85894

2	I feel that my professors encourage me to do code-switching in class.	17%	12%	25%	21%	25%	3.2500	1.40256
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Item 1 of the table shows that the only 1% of respondents were S.D, 3% D, 10% N, 31% AG and, 55%, S.A. A large number of respondents were strongly agreed that lecturers switching language registers helps their understanding of complicated topics. This significant agreement shows that language register alterations improve understanding. The findings shows that respondent opinions on how lecturers' language register changes affect their understanding of complicated issues vary. In the table 6, the mean value is 4.3600 and the standard deviation is 0.85894.

Item 2 of the table shows that the 17% of respondents were S.D, 12% D, 25% N, 21% AG and, 25%, S.A. The large number of respondents were strongly agreed that their instructors support code-switching. This broad agreement supports the idea that academics intentionally promote code-switching in linguistic encounters. The responses shows that the respondents had different views on their instructors' code-switching attitudes. In the table 6, the mean value is 3.2500 and the standard deviation is 1.40256.

Table 7 The Identity of Language:

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Changing codes shows my linguistic versatility.	1%	3%	11%	35%	50%	4.3000	0.85870
2	I code switch because I want to socialize.	0%	4%	26%	23%	47%	4.1300	0.93911

Item 1 of above table shows that the 1% of respondents were S.D, 3% D, 11% N, 35% AG and, 50%, S.A. A large number of respondents were agreed and strongly agreed that code improvements improve their linguistic adaptability. The results shows that individuals have different views on how code changes affect their linguistic variety. This diversity of perspective shows code-switching's diverse influence on language abilities. In the table 7, the mean value is 4.3000 and the standard deviation is 0.85870.

Item 2 of above table shows that 0% of respondents were S.D, 4% D, 26% N, 23% AG and, 47%, S.A. A large number of respondents were strongly agreed that they do code switching because they want to socialize. Code-switching is directly tied to social contact and helps facilitate communication and socializing, as this consensus shows. The results show that individuals had different motives for the switching of codes in social interactions. In the table 7, the mean value is 4.1300 and the standard deviation is 0.93911.

Table 8 Experience in Language Learning:

No.	Items	S.D	D	N	AG	S.A	Mean	STD
1	Code-switching has been a useful tool in bridging the gap between my classroom and real-world use of English.	5%	6%	13%	20%	56%	4.1600	1.16965
2	My English professors effectively instruct us on when or how to use code-switching.	0%	4%	26%	23%	47%	4.1300	0.93911

Item 1 of above table shows that 5% of respondents were S.D, 6% D, 13% N, 20% AG and, 56%, S.A. A large number of respondents were strongly agreed that code-switching bridges the gap among academic language acquisition and real-life communication. In the table 8, the mean value is 4.1600 and the standard deviation is 1.16965.

Item 2 of above table shows that that 0% of respondents were S.D, 4% D, 26% N, 23% AG and, 47%, S.A. A large number of respondents, were strongly agreed that their English professors successfully advise them about when and where to utilize code-switching. This strong accord supports the idea that instructors are crucial in explaining code-switching techniques. In the table 8, the mean value is 4.1300 and the standard deviation is 0.93911.

5. DISCUSSION

The questionnaire's results reveal students' views on code-switching in English courses. The variety of Likert scale answers shows the complexity of the switching of codes in language acquisition and communication. The important questionnaire findings are analyzed and interpreted

in this discussion section. Many respondents say code-switching improves communication and comprehension. Respondents' responses that code-switching helps them understand complicated issues and linguistic register transitions demonstrate its perceived utility as a learning aid. Research indicates that code-switching may improve understanding, especially in complex topics (García & Wei, 2014).

Respondents' views on instructor code-switching advice are varied. Most students say that their professors educate them when and how to utilize code-switching, although others disagree. Different teaching methods, communication styles, and instructor direction may explain this diversity in views. These results underscore the need of clear teacher communication and instructional techniques for good code-switching.

The respondents' acknowledgment of code-switching is a way to socialize and improve language skills shows its importance in social interactions. This supports sociolinguistic ideas that code-switching helps build rapport and adapt to different communication circumstances (Auer, 1998). The results imply that respondents regard code-switching as a linguistic and sociocultural tool for efficient communication in varied social circumstances.(Vallejo, 2018)

The replies suggesting respondents employ code-switching to retain their cultural identity match multilingual and multicultural studies (Wei, 2015). The assertion of cultural identity via code-switching emphasizes its importance for the preservation of culture and expression. Respondents' desire for utilizing English largely in conversations in class, as shown by their comments on reducing code-switching, demonstrates their importance of English competence for professional and academic objectives.

The results affect language instructors and curriculum designers. The favorable impression of code-switching's significance in improving understanding implies that deliberate and planned usage might be included into teaching procedures to improve learning. However, diverse opinions of instructor supervision highlight the requirement for clearer instructions and ways to help student in code-switching. This guideline may help students switch languages deliberately, improving communication and linguistic variety.

6. CONCLUSION

The purpose of this study was to examine how code-switching is perceived by students in Pakistani English-language classes. With the use of a structured questionnaire and some quantitative analysis, we were able to get a better sense of the respondents' code-switching attitudes, beliefs, and motives. The results shed light on the intricate web of relationships between language use, interaction, cultural heritage, and pedagogical strategies in today's classrooms.

The first objective conclusion is that students feel more comfortable when they do code switching and put their thoughts into words with the help of code switching, and they write and learn better when they use both languages in class. When they do not feel comfortable communicating in English, they switch languages, and afterwards they understand better. They use their first language when they want to show their emotions, ideas, and feelings, and they easily articulate their emotions in their first language. They do code switching because they want to persevere in their first language.

The second objective conclusion is that they think that code switching helps them to become better English listeners and speakers because they do not understand some words in English. The code switching helps them to understand difficult words. They make progress in learning English with the use of other languages because this makes them understand things easily. They are comfortable using L1 with their peers because they can easily convey their message in L1 rather than in L2. The results of this study have important implications for those who teach English as a second language and for those who create curricula. Incorporating an understanding of code-switching as a communication tactic into educational methods may help students and teachers make connections between classroom theory and real-world practice.

The third objective conclusion is that they do code switching because they want to socialize themselves, and for this purpose, they go for code switching. The use of code switching makes them versatile in the community, so they prefer code switching. They are happy with their teachers because they understand them and do code switching in class so they can understand the lecture well. However, code switching is good, but sometimes teachers and students do not rely on it.

Although code switching is good and both can do it, when they feel it is difficult to communicate in L2,

In conclusion, this study contributes to our knowledge of how students in Pakistani English classes observe code-switching. The results emphasize the many functions of code-switching, including its use in interpersonal interactions, the presentation of one's cultural identity, and the methods of instruction. Understanding the value of code-switching in language acquisition allows teachers to create inclusive classroom environments that value and celebrate students' linguistic and cultural differences.

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