



The Study on Teacher's Code-Switching in L2 Classrooms in Pakistan: Function and Perceptions

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Abstract

Code-switching is a likely as well as the unavoidable linguistic sensation of multilingual or trilingual classrooms in Pakistan. Numerous explanations are used for code-switching in language classrooms. The motives of code-switching had been used in this study by taking the interviews of Pakistani English language instructors. Two semi-structured groups were directed with the teachers of English linguistics at the Government College of Technology, Samanabad, Faisalabad, Pakistan to discover the aims of code-switching by Pakistani English language teachers in classrooms. Forty reasons were discovered to use code-switching in Pakistani English language classrooms. It was revealed through this study that private institutions do not encourage the use of code-switching. On the other hand, code-switching is measured as a requirement of students in public sector educational institutions. It was recommended by the researchers to use code-switching to encounter the desires of the student and the level of the learners as well.

Keywords: Code-switching, Teachers of English language in Pakistan, function, perceptions of English language teachers, L2 classrooms

Background of the Study

Code-switching is considered as a topic of sociolinguistics in the discussion, Trudgill in enlightening the details behind Code-switching assumed, "Speakers switch to operate or effect or define the position as they request, as well as to take shades of meaning as well as the personal intention". For example, students of the second language, particularly in a low level, a mixture of two dialects to expose their residence to a sure their identity and status.

Moreover, it has been showing by the previous study that code-switching is used for phonological learning aims, particularly when second language learning is taught. It was said that Code Switching assistances to shorten the explanation of classroom as the tutors do not have to pass so much time to exemplify the students or penetrating for the calmest words to explain any misinterpretation that may make problems for the students. More than 70 languages are used in Pakistan. The national language of Pakistan is Urdu and English and Urdu are the official

languages. In private institutions and public sectors, English is taught as a required subject. There is a clear indication of the massive spread of English in Pakistan because of code-switching and code-mixing. Most students in Pakistan are unable to get communicative competence because of the English language that is why it has been compulsory for ELT teachers to use codes in the classrooms. And teachers switch codes to make them understandable for their context. It is stated that the important thing is bilingualism in language classes. L1 is considered as an organizer in the process of L2 learning. It is said that “code-switching is a phenomenon from one language to another in the same discourse.

Chowdury (2012) stated that code-switching played a positive role in the language classes of Bangladesh. For various tasks, discipline and to instruct the student's code-switching is used. It is also used to attract the students towards an important issue. Halmari (2004) states that code-switching is the same conversational episode of the mixing of two or more languages. This phenomenon is universal enticing different attitudes from the teachers as well as learners in different educational set-ups. There are numerous reasons for teachers to use code-switching. It is used to fill academic, social as well as management purposes by the teachers in language classes. They used this tool not only for academic purposes but also to meet the social needs of the students. To socialize with the student's code-switching is used, when teachers want to be friendly with the students. Flyman-Mattsson and Burenhult (1999). In Pakistan, no attention is given to bilingual classrooms. However, it is the need for time for those students who cannot pay proper attention to L2 because of misconceptions. Code-switching is used to make them understandable.

The Aim of the Study

Founded on the stated evidence, this revision pursues to examine the reasons for Code-Switching as well as their belongings at GCT, Samanabad, Faisalabad, Pakistan. This study purposes to draw the sources as well as suggest satisfactory answers, if conceivable, to make the process of learning effectively. Numerous studies have been shown by investigators to find out the reasons as well as uncountable details exposed depending on the nation, gender, age as well as group of traditional learners. Causes can be divided under the two big umbrella terms” social reasons” as well as “learning reasons”. The purpose of this study is to make out the culture as well as reasons for code-switching at GCT, Samanabad, Faisalabad for low-level EFL students. Code-switching can be a useful instrument where students come from different areas, and they cannot understand L2 easily. Its aim is also to show important effects where teachers are interrelated with their students professionally. Code-switching also shows significant effects on teachers and their learners as well. So, the study aims to show how L1 is the need of the students where students come from different regions and are unable to get the context in L2 completely. Therefore, the goal of this study is to discover the implication of different purposes of CS in Pakistani ELT classrooms.

Statement of the Problem

Code-switching is normally well-defined as the occurrence where a bilingual or multilingual presenter changes from one dialectal to additional in the sequence of a discussion. Issues of code-switching have multiple viewpoints as well as it's a much arguable subject amongst investigators. EFL learners in Pakistani English language classrooms are much feebler because they considered English right from the start of their academic revisions as a second language. They had found the English language stimulating to absorb, as well as, as an outcome, they mark over the employment of code-switching that not only decelerates their procedure of learning but also shows to be unsuccessful in the extensive term.

Research questions

1. What is the opinion of teachers about the usage of code-switching as well as L1 in the context of Pakistani classrooms?
2. How the meaning of different purposes of code-switching is determined by English language teachers?
3. Why do English language teachers use code-switching in bilingual classrooms?

Literature Review

The word code-switching has been reserved it is beginning from the region of language interaction or bilingualism. In its simplest meaning, it is thoughtful of condition in which more than one language in the same place at the same time is made. Bloomfield (1933) following Romaine (1955) was stated bilingualism as a native-like resistor of two languages without a strong degree of excellence in one language. Similarly, Weinreich (1963) describes a bilingual as someone who is similarly capable in two languages. Mackey (1969) recommends four questions in this respect: degree, function, change as well as interference. Grade of bilingualism disturbed by skill, purposes emphasizes on the usages of bilinguals' verbal practice, an interchange which called as switching stances for the switching of utterers from the target language to another, as well as intrusion elucidates to what point the individual achieves to retain the languages distinctly. In simples, bilingualism means one's having the capability in more than one language. The exploration discovers the phenomenon of code-switching that comprises the applied application of bilingualism. It is stated that it is called bilingual when switches the code that established within an effortlessly detected unit of time or only communication. Consequently, the researcher trained to examine switching in the form as well as the purpose of interactional outlines in English as a target language in classrooms.

Code

Code as a language means the scheme decided through people to connect one with another. It is referred to some languages used by bilingual or multilingual followers of the society. Though, code as a diversity of language mentions styling unstable in one language, for instance: the use of speech level in the Javanese language. Three kinds of speech levels are there. They are krama, ngoko, as well as media. Their usage depends on some social as well as social sizes, such as age, sex, social class, as well as the relationship among presenters.

Code-switching

Ingxia (2010) noted out in his revision that the term “code” means any system of signs comprising numbers as well as words with actual meanings. Wardhaugh as well as Fuller (2014) explained a code as a plan used through more than one bilingual speaker for statement. An accumulative number of research papers have been demarcated code-switching in different backgrounds where each of which efforts to elucidate this idea from the variability of opinions in the area of sociolinguistics. Jdetawy (2011), as well as Taweel and Btoosh (2012), mentioned to CS as the incidence of switches among two bilingual utterances which receipts place as a word, phrase, or sentence along with Momenian as well as Samar (2011) who distinct it as the incidence of switches among as well as within words. Jingxia (2010) familiarized code-switching as the concept of affecting from one language to another in the middle of a discussion when both utterers speak the same two languages. Then as well as Ting (2010) defined CS as the agreement in a comparable discussion replacement of words that connected to a pair of syntactic systems.

Functions of Code-switching

Meanwhile, the attention established in informal purposes, switching to codes has been connected as well as presented several purposes which are straight or circuitously connected to societal as well as related variables or fields such as situation, speaker, as well as the topic of dissertation.

The Theory of Accommodation

The Speech Accommodation Theory or the Audience-Centered Approach to CS was established by Howard Giles in 1970 as well as later widened in 1977. It is fundamentally the change of one’s speech with the people with whom one is interrelating. It disturbed with the reasons as well as significances of the meeting or deviation of communication styles. In the meeting, the presenter's modification their chic of speech to develop additional similar that of their viewers particularly in communication level, accent, content as well as resting, while in deviation, speakers sometimes preserve their communication style or even deviate from their recipient as a method of intergroup uniqueness in which persons or assemblages distinguish themselves from others for some socio as well as mental details. In simple, it explains that speakers provide accommodations for their speech to the receiver in edict to victory their endorsement.

The Analytical Conversation Approach to Code-switching

The representations of Giles, as well as Gumperz, clarify the additional linguistic issues such as topic, background as well as members in the selections in exchange. It has been interrogated the expectations demonstrated by Giles as well as Gumperz as well as trusts that state does not compel the linguistics selections, somewhat it is a vibrant miracle as well as connotation after switching must be understood on the base of the selections completed through the members in the procedure of chances in a discussion. Furthermore, Auer also statuses that import in discussion established nearby at a social level.

Furthermore, Gumpers grants five highest purposes of code-switching in this conversation such as:

I) Quotation: Real statement of the speaker is added.

ii) Addressees' specification: shapes code-switching to straight a note to one of numerous recipient

iii) Interjection: to display interjection in an expression

iv) Reiteration: that comfort to stress or explain a message as well as

v) Message qualification: which purposes as to enhance additional evidence in edict to succeed the keynote.

In a foreign language classroom code, switching has recently been the topic of substantial study as well as discussion. When researchers account the matter, particularly the use or the roles of the L1 as well as the TL or second language, there seem to be two contrasting language approaches among them, either use the target language completely or stand as well as get assistance from code-switching. According to Macaro, 1997, switching to L1 essentially helps some basic purposes which may be helpful in the foreign language learning environment. Though, to get the main aim in learning a language, the lecturer has to generate a state for the student to speak in English in the classroom (Rahayu, 2016).

In a linked study, Lee (2010) examined the use of code-switching by ESL teachers in secondary schools in Malaysia, as well as found out that the mutual of the teachers supposed code-switching should use in the English classroom but it should use to abound to exact drives, that is, the teachers supported the expansion of the target language. The teachers exposed that they cut the necessity for code-switching to relieve learner's sensation relaxed as well as assured, to permit weaker students to grasp the text being used, as well as to support learning. In addition, teachers agreed that code-switching does endorse bilingualism as well as eases second language learning. Code-switching is also seen as a plan for the teaching as well as the learning procedure. On top of that, teachers supposed that code-switching aided students to tell their first language to their second language. The usage of code-switching in teaching assisted students' clear misgivings as well as doubts over a subject material (Lee, 2010).

The earlier research elaborated properly code-switching inversely in positions of its practice. Gal elaborated on Code-Switching as “a conversational plan used to found, cross or abolish group limits; to make, suggest or variation interpersonal relations with their privileges as well as duties”. Also, Gysels specified that Code Switching is applied either to seal a language or for other numerous outgoing details (Hegde et al 23). According to Skiba, Code Switching is the outgoing discussion among two languages or codes amongst peoples who donate to those careful codes. In this discussion, an amount of community, as well as language motives, prime the means CS creates itself. In natural conversations between two bilinguals, CS contains 84% single word changes, ten percent phrase changes, as well as six percent clause converting (Moghadam et al 2220). Teachers should take into deliberation the level of the learners as well as emphasis which learners want more care. Teachers want to grow a good relationship with the students, as well as emphasize according to the students’ contextual knowledge.

More than 70 languages are spoken in Pakistan which is why Pakistan is a multilingual country. (Rasul, 2013). Official languages are Urdu and English, but the official language of Pakistan is Urdu. English imparted as a required topic in all instructive institutions public and private sectors. English, as well as Urdu, allowed for periods in the sub-continent consequently English grips a solid location. „Code-hybridization“ is a visible language marvel as well as a „natural by-product of language communication as well as development“ in the civilization of Pakistan (Mushtaq and Zahra, 2012) p.428) The researcher had determined that in bilingual classrooms the use of the target language is a requirement of the knowledge procedure, as well as any monolingual policy, can be harmful to the learners and the whole language learning procedure. Gulzar as well as Qadir (2010) powerfully indorse to pay the communicating plan of CS which is unavoidable in bilingual classrooms. They take notice of the equal of beginners through engaging the plan as well as to switch the use.

Purpose of the Study

The following points are summarized by the researcher for the study:

- I. To analyze the meaning of various elements of codeswitching in bilingual classrooms in Pakistan.
- ii. To discover the usefulness of teachers’ CS in bilingual classrooms.
- iii. To research educators' patterns about various elements of CS.

Methodology

The study supposed the qualitative research design that engaged consideration group discussions as the data meeting tool. English language educators of GCT comprised the population of the study and a simple random sampling technique was utilized to select 50 instructors as a sample for the study. According to Matthews as well as Ross (2010), qualitative research pursues to find out the subjective sympathies, feelings, sentiments as well as beliefs and data assembled in the

words or expressions of the research members themselves. Contrasting quantitative research which pursues statistical analysis, qualitative research pursues vision (Fraenkel 1990; Nyawaranda, 2003).

The population of the study contains English language teachers of Pakistan, as well as an available population, who are language teachers from GCT Faisalabad. The sample included twelve English teachers of language, who were registered in a program of MS Applied Linguistics. There were two males and ten females as participants, all are masters in the English language. The defendants separated into two groups – tertiary stage instructors then faculty stage instructors. Semi-dependent organization interviews were performed to acquire the data. Croker and Heigham (2009) noticed that during a semi-dependent interview “interviewer has a strong picture of the subjects that want to cover but also equipped to permit the interview to grow in unforeseen directions. The period for the interview is thirty in addition to thirty –five minutes for faculty degree in addition to tertiary degree instructors independently.

The schedule for interviews was established in the light of appropriate literature review and repeated for self-assurance at the early stage. Additionally, three knowledgeable teachers of English language” response occupied on the schedules of the interview as well as recommended variations completed for skillful validity. It defines the position of rationality in research as, “validity is a significant key to active research. If a piece of research is unenforceable then it is useless. Validity is thus prerequisite for both quantitative as well as qualitative research.” The interviews were verified, transliterated as well as examined, and the record joint with the contestants for defendant authentication.

A social specialist should look out for “informed consent”, “admittance as well as receipt” as well as “the field ethics” Cohen et al (2011). Going before the meetings the examination participants printed agreement occupied as well as the interview schedule assumed to them as well as they had a decision to assent the meeting whenever they required, yet none of the individuals picked for that. This examination was delimited to investigate and break down the meaning of various elements of code-exchanging identified with study hall talk for example code-exchanging identified with course substance as well as study hall plan things.

Data Analysis

The consequences of this investigation found fourteen intentions of code-exchanging by Pakistani school level just as tertiary level educators. The first explanation is that there is a requirement for code exchanging. The need of the students is given by utilizing code by language educators. CS ought to be context-oriented, situational, need-based, and objective-based. In English language classrooms code exchanging is intentional and fills the need to work with learning the objective language. As indicated by the necessity and foundation of the under studies code is exchanged by educators.

Secondly, teachers switch codes to meet the psychological issues of the beginners. The students perceive that their assessment, on the off chance that they have not been contacted at the objective level, doesn't go useless. It reduces the uneasiness and offers support to them in learning and even though it offers certainty to the understudies. Code is exchanged by instructors to decrease the sensation of the division of their students, thusly lessen the heap of training. Now and again, it happens mentally that if an instructor is persistently communicating in another dialect, not in their language understudies feel distanced, therefore the educator needs to switch code. It is viewed as that code-switching is significant to make the understudies agreeable and empowering in their objective learning.

The third reason is that it is used for the easiness of communication, that is why Pakistani teachers use code while teaching. So, their students might have no trouble speaking with them. Educators switch codes so it likewise becomes simpler for the instructors to speak with them in their informative language, for allowing them the second language obtaining. Learners' texture contented in interrelating with the instructors therefore their wisdom of disaffection moderated as well as statement develops calmer among the speakers.

The next cause of code-switching is the level as well as the context of the students. A well-established institution could never denounce the utilization of CS. It is need-based and setting-based. An educator needs to deal with the sort of climate and sort of understudies she is having. When it is observed teachers switch code conferring to the requirement of the students as they indigence of the situation as well as it is agreeing to the level of the students.

There is another reason for code exchanging that is the social requirements of the students are satisfied. It is not consistently for explanation or transformation that the educator changes code yet for social conclusions as safeguarding social relationship with students or to lessen the students by presenting amusingness in the class. Teachers often tend to switch code because of humor, sometimes they crack jokes in L1 to get across the tension release from the class. For the socialization with the students, teachers switch the first language therefore it is dissimilar from the other theoretical determinations for which instructors shift code in the classroom.

There is another important reason to use codification, which is linguistic incompetence. That is why they switch back to the L1 rather than the target one. The educator needs to code-switch because of the ineptitude of the instructors or lacking their preparation and instructing procedures. The educator who is instructing is not a local speaker and doesn't have an order on that language so the instructor can commit errors that the instructor can return to code-exchanging. Teachers of the English language are incompetent in the target language. Because a teacher of language is not native, when it is being used in classrooms it lacks competence.

When learners have trouble in understanding the instructor has to switch code to mark learners comprehend problematic ideas as well as expressions particularly at the point when the

understudies have lacking contact to check the language in their past hypothetical years. Thusly, code-exchanging oftentimes happens frequently in open area establishments where it is needed by the students. On the off chance that we go for schools where understudies have a place with working-class or some open areas, it is entirely expected that instructors use it for building up their implications and terms. Code exchanging is a huge system to cause understudies to understand troublesome things and make the substance simpler for them.

Code-exchanging is constrained by the solicitation of the activity when the instructors need to change code to detect an adjustment of the exercise or to move from one activity to the next. In certain activities, code-exchanging might benefit from some intervention for students, for instance in language training. In case you are showing jargon in language study hall, you need to go for a relative investigation of that jargon. It interests the understudies, the second one interest of cognizance, and the third one interest of. Educators change to L1 when it is the interest of a specific action and monolingual technique can be worthless all things considered.

The tenth motive shared is the explanation for problematic expressions as well as ideas consequently that learners can be understood well. One of the reasons is to explain. Its second aim is to make the students understandable because things are new for them and difficult to understand. In this way, students can get the context easily. It becomes easy for the students when teachers use code-switching for clarification as well as concepts of numerous terms.

Use of Exemplification is another reason to use codes during language teaching because they use many codes for giving different examples so that learners can get a better understanding of the themes of the lessons. It is also used because if they are unfamiliar with L2 and hardly understand the context so they can switch to L1 either it is Urdu or Punjabi. Maybe some such words do not exist in English. Code-switching is a helpful strategy for the teachers because it is used by them when students need to understand the concepts and precise ideas about the lesson.

There is another reason for the lack of terminology to use code-switching behind every code by the instructors. There is another reason which can be an absence of vocabulary in the target language. It becomes the necessity of teaching when some dialect does not arise.

To give instructions is another reason for using code-switching. The first language becomes an important instrument when it is shared by the student in the classroom. Instructions that are given in Urdu are understood by most of the students. A teacher can use English as an instructional language if all the students have English as a second language. It is considered that L1 is noteworthy in dealing with and instructing the classrooms.

To fill the petition of the course is the fourteenth reason for code-switching. Because code-switching plays an important role when a course is demanded. It becomes the nature of the course most of the time, the environment of the class also matters, and the teacher is bounded if

the whole course might be about pragmatics, then the teacher uses different switches to make the students understand. Code-switching is employed by the instructors keeping in view the nature and demand of the course.

Additionally, it was also observed by the educationalists and teachers that code-switching is a negative point when it is used in classrooms, so it must be evaded. The learning capabilities of the students can be spoiled by code-switching, they can learn more if they are taught a hundred percent in English. At intermediate and advanced levels code-switching should not be used. The target language should be used for more and specific information. It was also noted that students can be spoiled by the extreme use of switching, they can be deprived of the learning of their target language.

The results also presented opposing arrogances of the organization towards codeswitching in classrooms of language. There are two types of the management-public sector as well as the private sector. The public sectors prefer the use of code-switching while private sectors condemn it. It is used in public sectors because there are such students who come from such places where there is no concept of the English language, they have little exposure to this language. That is why it is useful to make them understand about the lesson because it is the need of the time in such situation. English teachers are the role model for students and in private institutions, none can be encouraged to use code-switching in the class. Target dialect is used in the classrooms, so it is encouraged by public sectors, but private institutions disheartened it.

Discussions and Findings

It was revealed that there are forty reasons for using code-switching by teachers. It is divided into two reasons; one is for academic purpose second is for social purpose. For emphasizing on positive points, they use it in English language teaching classes, to provide instances in 1st language it is described by Gulzar (2010) when a suitable word or period is preoccupied in the specific language, to stretch guidelines, an explanation as well as understanding. The mother tongue of the learners is changed by teachers whenever students need it, need of the background in which teacher is trained as well as the requirement of the course. Code-switching is a ‘context governed phenomenon’ stated by Malik (1994). It is recommended through a member that in courses that bond with the cultural statement, it is a helpful tool for the learners on their demand.

One of the members recommended that it should be background, situational, essential created as well as objective-based so that it can shorten the cultural procedure. It may be valuable to provide the mental requirements of the beginners as it had been one of the motives for switching. It is diminished the nervousness as well as the estrangement of the students towards L2 consequently they also practice L1 by the teachers. One of the members also noted that educators

change to mother language when it is understood the request of the specific activity can be helped such as language movements, etc.

The data also presented that another main aim for switching code through educators in fluent classrooms is for communal determinations. It is declared by Chowdhury (2010) that tutors switch codes to construct a relationship with their learners. Instructor appreciates the necessity to inset hilarity in the class or to reduce the load as well as nervousness in the knowledge of the second language; consequently, they use code to provide the mental as well as social needs of their learners.

It is commended that to evade the 'blind use' of codeswitching, the teachers should observe multiple methods as well as policies to apply this important instrument along with its limits. By Iqbal (2011). It was suggested by some researchers that the teachers reenter their negative assertiveness to code-switching as well as let it in their classes as per the necessity of the background. There is also the requirement to save the level of the beginners in view to improve the efficiency of this dialectal device. Wong (2000) states Learning procedure can be showed harmful by banning L1 as well as is related to miserly the students of their language gem. It is also significant to note that there is the necessity to control the level to which L1 or own language should be permitted which cannot be disregarded. Despite the efficiency of code-switching in classrooms, the extreme usage of codes can divest students of the verbal acquaintance.

Conclusion

The purpose of this study was to examine the details of teachers' codeswitching in ELT classrooms in Pakistan. From this examination, it was decided that switching is an unavoidable language singularity of multilingual or bilingual classrooms in Pakistan as well as it is used as an actual approach to teaching in classrooms. There are multiple details for switching code in a linguistic classroom. It is used for social and academic determinations by teachers. To make the learners understandable they pay attention to the use of code-switching, to stretch instances from mother language due to the nonappearance of language in language second, or to mark the impression strong in the attentions of the beginners, to highlight sure opinions as well as to give orders. When they understand it is the necessity of the students as well as the framework using L1 develops essential therefore code-switching is objectively based as well as context based. Teachers treasure codes as a beneficial policy for mixing as well as structure understanding with them. Though, some instructors supposed that language classroom is the only place where learners can have contact to specific language as well as if L1 is used regularly in classrooms the learners are not done with a good usual for learning English. Code-switching creates ineffectiveness for the learners, it is said by the instructors who are researchers and are questioned about it. It was revealed that there are forty reasons for using code-switching by teachers. It is divided into two reasons; one is for academic purpose second is for social purpose.

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Recommendations

The researchers suggest captivating attention to the contextual issues and the requirements of the students. Code-switching will be valuable when it is mandatory for beginners. The instructors should play a positive role in the assertiveness towards this worthy tool. Moreover, it has been seen that L1 plays a positive role upon the learners as well as they do not appear by L2 which they might reflect as persuading their language as well as social individuality if their mother language disheartened through the educator. To save the level of this language tool and improve the level of efficiency is also a requirement. How and when codes should be used in the classrooms. This query desires to investigate more to deliver productive instructions in starting linguistic strategy for linguistic classes. Although code-switching is a genuine tool, this should not be disproved that it can generate a bad effect on the learners if they use it excessively.

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