

EFFECTS OF CODE-SWITCHING ON UNIVERSITY STUDENTS IN FLUENCY OF ENGLISH.

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Abstract

This study investigates how code switching effects the English university students in different linguistic backgrounds. This research is implied to the multilingual and bilingual university students who are very much familiar to code switching. It is not only surveyed by the researchers but also students are observed keenly to have comprehensive data regarding this research. The social and linguistic factors are analyzed. The data is collected from the students of Riphah international university and university of sahiwal. The researchers collected the qualitative and quantitative data through questionnaires. The subjective experiences and views of the students are encouraged in this study. There is major impact of code switching on the English students. It is regarded as the hindrance in English learning as individuals switch language more often in every context although the English students of both the universities feel more confident when they code-switch during a conversation. The results indicate both the negative and positive aspects of code switching. It also shows the code switching as a teaching strategy among teachers while delivering lectures. So, for clearance individuals switch their languages. However, the primary findings of researchers revealed the strong effects of code switching in different contexts.

Key words: Code-switching, English language, sociolinguistics, fluency.

Introduction:

There is no doubt that a large number of students are admitted to universities. All the students work hard to have a wonderful future. In most of the universities, a second language is used as a language of instruction, for more clarification of the context. It is noted that the learners who have the ability to use the second language will help them in many situations such as getting good jobs especially in private sectors. It is worthy for those who are very able to use the second language in communication very frequently, except their first language, can find good jobs easily than those who are not able to use the second language or another language. So it is important for everyone to know the use of another language because Pakistan is a multilingual country with a diverse population speaking a variety of different languages, code-switching is a common practice. Code-switching is a technique used by bilingual or multilingual people. (Myers-Scotton, 2006) It is the practice of alternating between two or more languages in a single conversation or interaction, to facilitate communication and comprehension. In universities especially the students of English it is noted that the fresh learners who are admitted don't have a good ability to use the language of instruction in their classes because they are very frequent to use their first language in their previous classes, therefore they face many difficulties in learning because they are unable to understand the main purpose behind the subject while studying so they have to be relay on code-switching. Code-switching is simply using of two languages in the same communication by speakers. According to Eldridge (1996, p. 305) there are four main functions and purposes of code-

switching which are "conflict control, floor -holding, reiteration, and equivalence" . Grosjean (1982) has become a common phenomenon in multilingual settings, where individual switch between languages to convey meaning, express identity, or negotiate social relationships. However, the impact of code-switching on university students ' fluency in English remains a topic of debate among linguists and language educators. According to Krashen (1981) point of view, excessive code-switching can impede language development and hinder learners' ability to achieve fluency in English. Code-switching is a popular term and technique in university students. English students are engaged to learn it. So code-switching and code-mixing is often seen among them for their clarity in conversation or conveying information. It has both negative and positive effects where it helps in clarity, acts as a bridge to connect two languages first and second, on other side it can also be hindrance in learning a particular language and it may reduce the ability of speaker to speak in one language fluently. Researchers analyzed the impact of code-switching on English university students to learn it pros. and cons. The vast effect of code-switching are studied and every student have their own subjective view on it.

Literature review:

It is referred to as code-switching when many languages are used within a single treatise, statement, or element. It means switching between two or more languages while writing and speaking.(Al-Bataineh & Abdelhady, 2019).

According to Bullock and Toribio (2009), their definition of coding switching shows that it is not borrowing since it involves bilingual speakers,as it involves switching between two languages.

The term code-switching refers to any situation where grammatical components and sentence items from more than one language are used in a single sentence (Muysken, 2000).

According to Aabi (2020), code-switching is one of the least known aspects of language context, despite what the general public believes.It is a very important part of language context, it is not a small one.

When switching or combining languages, language learners frequently struggle to identify the right vocabulary or grammar norms, according to research (Wei, 2018; Gull et al., 2020).

Code-mixing is the integration of lexical items or grammatical structures from other languages within a sentence or conversation, while code-switching is "the alternate use of two or more languages in the same stretch of discourse," according to Poplack (1980) (Myers-Scotton, 1993).

Ferguson states that there are three more general purposes that code-switching functions: knowledge transfer, classroom administration, and interpersonal relationships (2009).

These three more general functions can also be used to safely classify the six functions of code-switching that Othman (2015) discovered.A study by Svendsen (2014) examined the effectiveness of code-switching for students' oral language development.Code-mixing refers to the phenomenon where the syntax and vocabulary of two languages appear in the same sentence, according to Rasul (2013). He also mentions that in the case of two speakers speaking to each other in more than one code or dialect, they create half a different dialect variation and type.It help us to understand how people use language to connect and communicate with one another.

Language learners can become too reliant on their native tongue due to excessive code-switching (Wei, 2008).Mainly code switching help to improve a person abilities like problem solving,attention and memory.It also help us to explain many things which are not possible to explain in a single language. (e.g., Gumpers,1982; Auer, 1998; Wardhaugh,(2006) as noted in the study Effects of Code-Switching on University Students' Fluency in English. Gumpers, Auer and Wardhaugh, highlights the dynamic interaction of multiple linguistic systems within a single conversation. Gumperz's definition of conversational code-switching (CS) emphasizes the seamless integration of elements from different linguistic systems or subsystems within a single interaction. This juxtaposition typically occurs in multilingual settings where speakers alternate between languages or dialects, reflecting social, contextual,or pragmatic motivations. The definition further suggests that CS is not random but strategically used to convey meaning, establish relationships, or manage the flow of conversation. It often signals shifts in topic, role relationships, or situational contexts.

Hussein's (1999) findings suggest that code-switching affects university students' English fluency in various ways. Students use English for terms that are easier to express or lack equivalents in their native language. This helps them learn vocabulary and common phrases, improving their conversational skills. However, frequent switching may disrupt their ability to form complete thoughts in English, limiting fluency. To improve, students need more practice using only English. In more general code switching is ruining their abilities of fluency. Talaat (2005) argues that code-mixing in discourse is not just a language practice but also a sign of the growing importance of English in Pakistani society. In the context of "Effects of code-switching on university students in fluency of English," this means that code-switching helps students by giving them more opportunities to use English in everyday conversations. This exposure can improve their fluency. However, frequent code-mixing may also limit their ability to use English consistently, which might affect their overall fluency. The social role of English in Pakistan encourages its use but may also lead to incomplete practice in the language. It is referred to as code-switching when many languages are used within a single treatise, statement, or element. It means switching between two or more languages while writing and speaking. (Al-Bataineh & Abdelhady, 2019).

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Language learners can become too reliant on their native tongue due to excessive code-switching (Wei, 2008). Mainly code switching helps to improve a person's abilities like problem solving, attention and memory. It also helps us to explain many things which are not possible to explain in a single language. Svendsen (2014) Code-switching can aid students' oral language development. This means that switching between languages can help students improve their speaking skills.

Rasul (2013) Code-mixing can result in the creation of a new dialect variation or type. This suggests that combining elements of two languages can lead to the development of new language varieties.

Ferguson (2009) Code-switching serves three general purposes: knowledge transfer, classroom administration, and interpersonal relationships. This implies that code-switching can facilitate learning, classroom management, and social interactions.

Othman (2015) Code-switching has six functions, which can be classified under Ferguson's three general purposes.

This builds upon Ferguson's work, identifying six specific functions of code-switching that fit within the three general purposes.

Wei (2008) Excessive code-switching can lead to language learners becoming too reliant on their native tongue.

This warns that overusing code-switching can hinder language learners' ability to develop proficiency in the target language.

Wei (2011) Excessive code-switching can lead to language confusion, hinder language development. This reiterates the potential negative consequences of excessive code-switching, including confusion and impeded language growth.

Mahboob (2015) Code-switching in Pakistani classrooms: A study of language practices and attitudes. This study explores the use of code-switching in Pakistani classrooms, examining both language practices and teacher/student attitudes.

Garcia (2009) Code-switching can be a powerful tool for promoting social justice and challenging dominant language ideologies in educational settings. Code switching can help to enhance equality in schools. This argues that code-switching can be a valuable strategy for promoting social justice and challenging dominant language ideologies in schools.

Conceptual background

Language to the construction of meaning for learners from diverse linguistic background, is important in the bilingual and multilingual Punjab classroom setting. In EFL classrooms the phenomena of code switching in speech is acknowledge as a typical occurrence. So this means the universities frequently code -switch from English to the national languages. This claimed based on the observation that is experienced by the researchers from the students of Riphah International University and University Of Sahiwal, Sahiwal. On the other side EFL learners English proficiency level varies from region to region and person to person depending on the age gender the area where they are from, or the age at which the learners were exposed and the opportunities available for them to acquire the English language even English language is taught at schools.

Purpose of study

The study was aimed to explore the effects of code switching on the university students, that how the code switching effects their native language and how the second language prioritized and taught best. It is major issue in EFL classroom because somehow it is unexplored in our area because of the reason it varies from region to region and somehow the background also hits so many of us face difficulties when there is code switch from Urdu to English which is not our native language.

Regarding this there are also some research questions follows as

Q1. What is the current situation of lectures with use of code switching on undergraduate students in Sahiwal Punjab ?

Q2 .What are the reasons for the use of code switching in lectures ?

Methodology:

The aim of this research was to investigate the English code switching or code mixing deployed during teaching in different institutions. Like in the Riphah international university and the university of Sahiwal, Sahiwal. A total no thirty lectures were attended and transcribe to identify the English code switching during delivery of different lectures in different universities of Sahiwal Punjab. So by this way the data was investigated and manipulated because the analysis of the data collected was aimed to determine the interactive elements that provide great knowledge about the actual of second language (English) in native language (Urdu).

Materials and methods

For this study, we use the questionnaire method or research survey from the two different institutions to check out that how code switching effects them. This research also include some interviews based on code mixing from the students of universities, similarly it is a significant tool for collecting data which involves the oral communication between the researchers and participants. Case studies, according to the Yin, are the preferred approaches where "why" or "how" questions are asked and when the emphasis is on a contemporary phenomenon within some real-life context.

Participants

The study based on the available population of the private sector Riphah International University and the public sector University Of Sahiwal, Sahiwal. It was specially done on the students of English department ,including both male and females. In line with this , an appropriate sampling technique was purposed and it was on the assumption that the researcher wanted to discover ,understand and gain insight. Also purposeful sampling is when the researcher select the individuals and site for study on a purpose because they can explicitly inform an understanding of the research problem and central phenomena in the study. Considering the classroom observation the researcher selected two EFL lectures data analysis.

This study investigates the quantitative research on Riphah university students regarding code switching among them. The main aim of this study is to analyze the impact of code switching among English students so that we may have the knowledge of positive and negative effects. Also this research highlights which language is mostly switched between the bilingual and multilingual students.

Population and sampling:

The data was collected from the BS English 3rd semester students of Riphah International University and University of Sahiwal. There were totally 83 students ranging from age 18 to 20 in both the universities. They were provided the questionnaire which consisted of seven sections. There were demographic questions, close ended and open ended questions in that questionnaire. Students were instructed to fill that on their subjective experience. The data was collected and then analyzed.

In the 3rd semester of riphah international university, there were twenty male and twenty two female students. Students were from Punjab but most of them had their native language, Urdu. According to our research, maximum students were comfortable in switching language in their conversational groups although 80 % were fluent in English. And these students thought that code switching affects their English language as it creates a barrier in learning English. Being the student of English, 70% were of the view that students should not switch language in order to have fluency in English. 60 % students reported that they do not switch their language while being in classroom to have their purpose fulfilled but they feel more confident when they switch language. This is because they can communicate properly by switching code. Students were from also multilingual background but do not switch to their regional dialect in conversation in order to maintain English fluency. They also reported that 70% teachers switch their language while delivering lecture for the clarity among students. 60 % students were of view that code switching is a natural process and 40% said that code switching is adopted intentionally.

Section	Question/Category	Details
1. Demographics	Age	18-20 years
	Gender	Male: 20, Female: 22
	Native Language	Punjabi: 15, Urdu: 20
2. Language Background	Main Spoken Languages	Urdu: 16, English + Urdu: 16
	Other Combinations	Punjabi: 5, Punjabi + Urdu: 8
3. Language Switching	Switch Direction	Mostly Urdu to English
	Switching Situations	Among friends and family
4. English Fluency & Impact	Proficiency in English	80% proficient

	Effect of Code-Switching on Fluency	80% think it has a negative effect
	Code-Switching in EFL Contexts	60% do not switch, 40% switch
5. Regional Dialect Usage	Rate of Usage	Only 10%
6. Instructor Code-Switching	Switching in Lectures	60% switch language, 40% do not
7. Perception of Code-Switching	Code-Switching as Natural	65% believe it is a natural process

In the 3rd semester of university of Sahiwal, same technique of questionnaire was applied among student to gather data. There were 11 female and 21 male students. 84 % students' native language was Urdu, 10 % had their native language, Punjabi while 6% students were from different linguistic backgrounds as pushto, shina and balti speakers. As Riphah University, the maximum students of university of sahiwal also thought that it is more comfortable when they switch language in their conversation. The students of this university are although from different linguistic backgrounds but they mostly switched in Urdu and English. According to this study, 60 % students are fluent in English and they reported that code switching affects language learning among English students. And also form this research it was analyzed that 82% students switch language in their conversation. As stated earlier that students were from different regions but this study evaluated that these students do not use their regional dialects in classroom to avoid any hindrance. As in Riphah University, the students of university of sahiwal also reported that 70 % teachers switch their language to clearly let the students understand their lectures. Code switching is very natural process according to 90% students as it is not done intentionally.

Section	Question/Category	Details
1. Demographics	Age	18-19 years
	Gender	Male: 11, Female: 30
	Native Language	Urdu: 85%, Punjabi: 15%
2. Language Background	Main Languages Spoken	Urdu: 20, English + Urdu: 4
	Other Combinations	Mix: 8, Punjabi + Urdu: 10
3. Language Switching	Switch Direction	Mostly Urdu to English
	Switching Situations	Among friends and family
4. English Fluency & Impact	Proficiency in English	60% proficient
	Effect of Code-Switching on Fluency	60% think it has a negative effect
	Code-Switching in EFL Contexts	80% do not switch, 20% switch
5. Regional Dialect Usage	Rate of Usage	Only 10%

6. Instructor Code-Switching	Switching in Lectures	70% switch language, 30% do not
7. Perception of Code-Switching	Code-Switching as Natural	90% believe it is a natural process

Results

The findings of this research concerning with code-switching deploys that the 80 percent of the people are agreed with this the code-switching is effecting there native language . Thus the findings will answer the research questions the how often it is used and affects . The process of research survey helps us to check the current situation of the code-switching in EFL classrooms.

Discussion

The result from the analysis of EFL learners survey from both the institutions revealed that the EFL lectures were more inclined to use the code-switching for the clarification of the context it is considered as the necessary for facilitating the learning process and it was used more frequently in classrooms . It is noted or observed that code-switching or code-mixing is used as a constructive or powerful tool for learning and it also enhance the language learning skills. This survey aligned towards the positive or negative views of code-switching . It is found that code-switching is used as a conductive linguistic tool especially by the instructors with low proficiency in English language or in EFL lectures. The findings of the research reveals that there are several reasons for the use of code-switching in the classrooms such as it helps in more clear understanding of the context because all students has the different learning ability so it is helpful and from the research we also observed that students feel comfortable with this whereas on the other sid3e it also effects their native language Urdu .According to the survey , EFL learners expected their lecturers to switch the language when there is something challenging to understand .This mean that learners would have been able to eliminate confusion regarding lessons and also the assessment process. The result of the survey also deployed that the EFL lecturers code-switched to involve in social and informal conversations and is appeared to occur at the beginning , middle , and end of instruction . From the survey we have observed that most of learners feel comfortable with code-switched however it was found that along with the advantage of this there are also some disadvantages and its usage has to be minimized , especially in higher classes . Keen observation of the current study revealed that lectures switched their language to ascertain EFL learners' confidence . Finally the survey indicated that teachers code switch to maintain the classroom management and specifically to capture the learner's attention and to sustain their interest in the lessons because it is observed as an effective tool both with the positive and negative effects.

Conclusion

From this study we have observed that the overarching purpose of this study was to investigate the effects of code-switching over EFL learners perspectives and beliefs on how these learners perceive code-switching . The study involve the survey of two institutions the private and public sector to check how they rate the code-switching . The result of this study give a strong a strong indicator that code-switching is one of the promising pedagogical tool and is accepted to clarify the challenging context , but along with its negative effects . Code-switching should be seen as a way to improve communication but its usage varies according to the context . Often used in higher classes for the clarification and clear understanding of the context . So most of the students feel comfortable using this but some are not agreed because it effects their native language because the switched language regarded as second language . Therefore , the results of this research suggest that the use of code-switching cannot be suppressed , but the negative effects can also be not denied.

Recommendations:

Based on the limitations of this study , for future studies on the same topic are listed below. Further research could be conducted with a wider sample size from the other public or private

universities of other area to generate a more fine-grained understanding. Further study should be carried through from EFL lectures on code-switching. Further the use of code-switching should be minimized especially in higher classes.

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