

**Perceptions of teachers and students about the functions and usage of English
to Urdu code-switching in Pakistani ESL Classroom**



M.phil dissertation

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TABLE OF CONTENTS

	Page
1.0 Introduction	
1.1 Code-switching and Code-mixing	7
1.2. Background	8
1.3 Purpose of the study	10
1.4 Research questions	10
1.5 Methodology	11
2.0 Literature Review	
2.1 Overview of the chapter	12
2.2 Bilingualism	14
2.3 Second language acquisition	16
2.4 English language teaching methods	19
2.5 English language teaching in Pakistan	22
2.6 Code-switching	25
2.7 Code-switching and mixing	26
2.8 Code-switching and borrowing	27
2.9 Negative view of code-switching	28
2.10 Positive views of code-switching	31
2.11 Classroom code-switching	32
2.11.1 Beliefs and perceptions	32
2.11.2 Functions	35
2.12 Code-switching in Pakistan	36
2.13 Methodical and ideal usage of code-switching	38
2.14 Summary	40
3.0 Research Methodology	
3.1 Overview of the Chapter	42
3.2 Data Collection	42
3.2.1 Sample and Demographics	42
3.2.2 Teacher participants	43
3.2.3 Student participants	43
3.3 Research Design	44
3.3.1 Questionnaires	44
3.4 Data Analysis	45
3.5 Ethical Consideration	46
4.0 Findings and Results	
4.1 Overview	47
4.2 The perceptions and beliefs of teachers about the usage of code-switching in the	

Pakistani ESL classroom (Likert scale questionnaire data)	47
4.2.1 Functions of code-switching usage reported by teachers	47
4.2.1.1 Code-switching helps to simplify the difficult sentences or words	47
4.2.1.2 Code-switching allows for the simplification of ideas which are hard to explain in English	47
4.2.1.3 Code-switching is used to explain about language structure (grammar)	48
4.2.1.4 For the introduction of unknown concepts or subject matter	48
4.2.1.5 To organize activities related to the Classroom	48
4.2.1.6 To maintain discipline in the class	48
4.2.1.7 Code-switching is used as language of instruction	49
4.2.1.8 To motivate students to perform better in class and academics	49
4.2.1.9 To reinforce your relationship with students as a mentor	49
4.2.1.10 To reduce the pressure or stress of students in language instruction	49
4.2.1.11 To elevate the confidence of the students in learning English	50
4.2.1.12 To give constructive evaluation about the students' performance	50
4.2.1.13 Summary	50
4.2.2 The teachers' beliefs about the benefits code-switching	52
4.2.2.1 It assists in facilitating the process of language learning	52
4.2.2.2 It should be used as an essential tool in English teaching	52
4.2.2.3 It enhances the reliability of teachers in front of the students	53
4.2.2.4 It is a hinderance in the language learning process	53
4.2.2.5 It decreases the proficiency of students in English	53
4.2.2.6 It should not be used in the ESL classroom	53
4.2.2.7 It should only be used when it is completely necessary	53
4.2.2.8 Learning is optimal when English is taught in the English Speaking classroom	54
4.2.2.9 Summary	54
4.3 The beliefs and perceptions of students regarding the usage of code-switching in the Pakistani ESL classroom (Likert scale questionnaire data)	55
4.3.1 Purpose of code-switching usage reported by students	55
4.3.1.1 Students use code-switching when their classmates cannot understand something in the target language (English)	55
4.3.1.2 It is used by students to sustain a conversation	56
4.3.1.3 Students use it because of their inability to to communicate in English	56
4.3.1.4 Students always use it for communicating with peers	56
4.3.1.5 Students' usage depends upon the persons' language in conversation	56

4.3.1.6 Summary	57
4.3.2 Students' preferred use of code-switching by teachers	58
4.3.2.1 The usage of Urdu by teachers helps in understanding the lesson	58
4.3.2.2 Switching to native language helps the students to understand certain words or sentences	58
4.3.2.3 The teachers' use of Urdu gives confidence to students in their ability to learn English	58
4.3.2.4 The teachers' use of Urdu encourages the students to be more active in class participation	58
4.3.2.5 Students want the teachers to use only English during the lesson	59
4.3.2.6 Students want teachers to use both English and Urdu during the class	59
4.3.2.7 Students confront problems when teachers don't use Urdu to describe new words or sentences	59
4.3.2.8 Summary	59
5.0 Finding and Discussion	
5.1 First Research question	62
5.1.1 Teachers' positive views of code-switching	62
5.1.1.1 Code-switching helps to facilitate the process of language learning	62
5.1.1.2 Code-switching increases the reliability of teachers in front of the students	63
5.1.1.3 It should be used as an integral tool in English teaching	63
5.1.2 Negative views of teachers about code-switching	64
5.1.2.1 Code-switching is a hindrance to the language learning process	64
5.1.2.2 Code-switching decreases the proficiency of students in English	64
5.1.2.3 Codes-switching should not be used in the ESL classroom	64
5.1.2.4 Learning is optimal English is taught in an English speaking classroom	65
5.1.2.5 Code-switching should only be used when it is completely necessary	65
5.1.3 Connection between positive and negative views of teachers regarding code-switching	65
5.2 Second Research question 2	66
5.2.1 Students' positive perspective about code-switching by teachers	66
5.2.2 Students' views regarding preferred use of code-switching by teachers	67
5.2.3 Summary	68
5.3 Research question 3	68
5.3.1 Functions and context of code-switching by teachers	69
5.3.2 Functions and context of code-switching by students	70
6.0 Conclusion	
6.1 Key findings	72
6.2 Implication and contributions of the study	74

6.3 Limitations	75
6.4 Directions for future research	76
References	77
Appendices	84

Abstract

This topic of this research is the investigation of the perceptions and beliefs of Pakistani students and teachers concerning the usage of code-switching in the Pakistani ESL classroom. Functions and usage of code-switching are also examined in the context of the classroom. Forty teachers and eighty-six students belonging to Lahore, Pakistan, were the participants of this study. The data was collected through questionnaires. The results indicated that teachers generally perceived code-switching as an effective tool which could be employed to further enhance the process of language instruction. Nevertheless, some reservations were expressed by the teachers related to the adverse repercussions of code-switching. The opinions of the teachers conflicted with one another when it came to employing code-switching in the educational institutes, mainly in the classroom environment. This clash between opinions could be ascribed to the prevalent principles of monolingualism in the field of Second language acquisition (SLA). Students generally gave a positive response towards the usage of code-switching in classroom but not without reservations. Students believed that code-switching helped them in overcoming their lack of proficiency in English when it comes to peer to peer communication but were conflicted on the using code-switching in the classroom. These reservations are due the administrations' and teachers' encouragement of using English only in all contexts. Educational administration and teachers should develop strategies to employ code-switching in the classroom and minimize its negative effects rather than shunning it completely which would also give students the confidence to rely on this pedagogic tool for improvement in language learning.

Keywords: code-switching, monolingualism, reservations, encouragement, pedagogic tool

1.0 INTRODUCTION

1.1. Code-switching and Codemixing

Ury, and Myers Scotton (2009) define the terminology of code-switching as “the use of two or more linguistic varieties in the same conversation or interaction” (p.1). According to Auer (1998) it is “the alternating use of two or more languages within one conversation” (p.3). A bilingual or multilingual is likely to have more people who code-switching as compared to a monolingual community. Having the ability to code-switch means that one must have some level of proficiency and command over at least two languages at the same time. Borrowing or mixing of languages, on the other hand, are considered a bit different from code-switching. In the study by Palmer (2009), he explains the word borrowing as “a single lexical item appears in a sentence or utterance otherwise entirely offered in on language” (p. 44).