

A Perspective Of Code Switching In Esl Learners In Pakistan

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ABSTRACT

This study investigated and compared code switching practices in Pakistan. The objectives of this study were to study the phenomenon of code switching practices in English language classrooms at secondary level. Moreover, this study explored the reasons of code switching during English language class. With this purpose, the researchers personally visited the public and private secondary schools of Lahore in Pakistan and collected the data. Data were collected by means of classroom observations and interviews. Myers' Markedness Model (1993) was specifically applied by the researchers for this study. The findings of the study revealed that teachers mostly switched code for clarification, for affirmation, for grammatical purposes, for making lesson easier for students, for creating humor, for scolding students and for making good social relationships with students etc. The students switched code for socializing themselves, due to inefficiency on the target language, for their easiness, for better comprehension, for learning difficult and new words etc. This study has wider scope and it can be studied in different perspectives in any bilingual or multilingual society.

Key Words: Code Switching, English Language, Teaching, English as Second Language.

1. INTRODUCTION

Code switching has become a widespread phenomenon in Asian countries, especially, in Pakistan and it is a common observation that two language users mix different languages in their daily life conversation. Code switching has become an important practice in both intercultural communication and in the communication of the community people belonging to same culture that have the

understanding of more than one language. This occurrence has often been observed in their conversation. Code switching has become a very popular medium of instruction for Pakistani students while Urdu is their National language. In Pakistani classrooms teachers are found to switch code especially, for translating grammatical points and for making the lesson easier for students (Gulzar, 2010). Sipra (2009) also considers bilingualism as an important tool for teachers in their language classrooms. He further emphasizes that mother tongue is a language promoter in teaching and learning process at secondary level.

Two types of schools are running in Pakistani educational system; public schools and private schools. Public schools are purely government funded and private schools are running under private enterprises. English is taught as a compulsory subject in both types of schools. It is said that code switching is particular to bilingual/multilingual only as monolingual cannot switch because they know only one language. In this study, the researchers not only tries to study the reasons of code switching practices in public and private secondary schools, but also investigates which sector (public and private) support code switching positively.

This study is distinctive from other researches which are based on code switching. The researchers applied Myers' Scotton Markedness Model (1993) in this research. The researchers studied different research on code switching but those research are done on different types of code switching. The researchers also studied different research works such as "the physical facilities available in public and private schools", "Student's engagement, contentment and success" and "A comparative study of Kuwait's government and private sectors". The researchers also studied some other research works on "the difference between code switching and code borrowing" and from "English to Isi-Zulu" in a language learning class. There is even not a single research has done on the comparison of two different educational institutions in public and private secondary schools at secondary level in Lahore. The researchers applied a model and also compared code switching practices in both public and private schools. The application of Myers' Markedness Model (1993) is unique in this research study distinguishing it from the other research works.

1.2 RESEARCH QUESTIONS

1. What are the major reasons of code switching by teachers in Pakistan?
2. Which category of Myers' Model is more frequently used in both (Public and Private) schools?

2. THEORETICAL FRAMEWORK

Many studies have discussed the issue of “code switching” at different levels of education i.e. public and private schools. Scientific arguments have taken place regarding the nature and different aspects of education in both types of institutions. It is notable here that each sector is distinguished from the other due to its utility. There are some researches related to this study. Different researchers gave different views on its utility and on the applications of code switching in educational institutions in general. Myers Scotton Markedness Model (1993) has been used and discussed by different linguists' i.e. Auer (1998), Kieswetter (1995), Lawrence (1999) & Nconko et al. (2000), in their study. Nconko et al. (2000) gave views on Myers Model that it is basically a “speaker-oriented” model in which speakers' attempt to talk about their place in a specific situation. This study has been specifically analyzed within the frame work of Myers-Scotton Markedness Model (1993), which is going to be discussed here in detail.

2.1 Myers-Scotton Markedness Model

Markedness

Myers-Scotton (1993) presented a theory on “Markedness Model” in which “marked” referred as the “unexpected” the switching may be done unexpectedly in that specific setting. Myers-Scotton (1993) stated that the language users “have a sense of markedness regarding available linguistic codes for interaction”. Here, it means that a speaker knows which code is the best to use for a specific situation. She further said that speaker switches according to place, “but choose their codes on the persona and/or relation with others which they wish to have in place”. This explanation shows that a speaker switches code deliberately and through proper planning.

She further explained that code switching is done for some social purposes in which a speaker tries to build social relationships

with listener, “the relationship between speakers” in a bilingual/multilingual speech community.” She has presented some suggestions regarding code switching choices as, “marked” or “unmarked”. The “unmarked” language means the language that is predictable one in that specific context. The term “marked” means the language that is not predictable one in that specific context. For example, in educational institutions boundaries, Urdu and English are the most expected languages that are used alternatively but these languages may become “marked” in outer boundaries such as, in fruit markets, bus stops and other public areas to show power or likeness.

Matrix language

Myers-Scotton (1993) put forward her theory that “matrix languages” works as a main language during speaker’s interaction. Her framework is based on the schema of matrix language in which a speaker shifts from marked to unmarked languages. Her model follows former researchers’ researches who had worked a lot on code switching. Her model works on two aspects; one, a language works as a governing language and other as a secondary one. A matrix language acts as a main language in a sentence while “the embedded language” is inserted in “the matrix language” for achieving a desired point.

The Embedded language

Myers Scotton (1993) referred it as another language which is applied during conversation and she called it the “non-matrix language”. The language a speaker used at smaller level during interactions. Myers’s theory has broadly been applied by different renowned linguists, i.e. Kieswetter (1995), Auer (1998), Lawrence (1999) and Ncoko et al. (2002) in their works. Her model consists of four groups and fulfills certain roles, the categories are as a) Code switching as a sequence of unmarked choice, b) Code switching itself being the unmarked choice, c) Code switching as a marked choice, d) Code switching as an exploratory choice.

Firstly, when a speaker employs code switching in his conversation in order to manifest a change in the RO (Rights Obligation) set then, it is called sequential unmarked code switching. Code switching may also be called “an unmarked choice itself” when a speaker switched code according to the desired goal. The second category is, “code switching itself being an unmarked

choice” in which a speaker switched with desired intention. The third category which Myers introduced in her model is, “marked choice” in which a speaker changes the Rights Obligation (RO) set which is un-identifiable to the listener for a specific purpose.

Each of these categories will be explained below according to Myers-Scotton’s Markedness Model (1993). Ncoko et al (2000) described that Myers Model (1993) is basically “speaker-oriented” whatever the speaker wants to talk with his listener according to his social context. The researchers collected all the data and then analyzed it according to Myers’ categories with their social functions.

Code switching as a sequence of unmarked choices

This is the first category of Myers Markedness Model (1993) and this category is further divided into two sub-categories.

Sequential unmarked code switching

Code switching itself being unmarked

Myers said, when the unmarked Rights Obligation (RO) set changes the phenomenon of switching happens. All is happened due to the change or shift of the topic when the topic changes the relationship of the speaker and the listener automatically changes. The speaker changes his language to build a new unmarked RO (Rights Obligation) set. Her model predicts that this change depends on the choice of speaker either he selects it or not. Ncoko et al. (2000) pointed out this category in these words that, it is an expected type of switching which a speaker or a hearer expects according to the situation during interaction. Myers’ further explained that when a speaker feels that the hearer belongs to the same social group then he shifts. In this way, mother tongue will be used and this switching is called “an unmarked choice”.

Code switching itself being the unmarked choices

Myers Scotton (1993a) stated that switching in this category takes places when all the speakers belong to the same social group and in this situation, there is no requirement of any change in circumstances. She further said that when people of two languages talk with each other then, they follow unmarked language variety. She further stated that unmarked code switching also occurred when the speakers made specific choice in code, then unmarked

RO (Rights Obligation) set exchanges in conversation. This maxim may be characterized as a pattern without disruption in different languages.

Code switching as a marked choice

Myers has introduced “marked choice code switching” in which the speaker changes the Rights Obligations (RO) set which is unidentifiable to the listener for a specific purpose. Scotton further added that this type of switching happens in interactions between participants. Myers-Scotton’s (1993: 131) added that “marked choice”, speakers do not care for any supposition from the hearer but only focus on the need of situations. In this type of switching, every individual gives due respect to its speaker. This kind of switching is used to lessen the difficulty level of words. Speaker picks up a word from other language which is unreachable in the target language. In this maxim, a new rights obligations (RO) set is created and this only happens in work setting. This is also used to clarify difficult terms which are not easily understandable to the listener such as to translate one word/term. This type of switching mostly happens in language classrooms. A teacher mostly switched for clarifying difficult words with the reason to make students realize the importance of language.

Code switching as an exploratory choice

As the very name of this maxim “exploratory choice” shows that the speaker or hearer explores something unusual during conversation. This type of switching occurs when people of two different social contexts explore different languages during conversation. They understand the language choices of each other. Myers (1992) described that in the beginning of discussion the speaker or hearer may find himself in an unsure condition and according to the difficulty in understanding other’s point of view the speaker may start his conversation in single code but when the hearer changes his code then the speaker automatically shifts to other code. It depends on the code in which the hearer responds.

Scotton (1993) further explores that this kind of code switching happens when both the speaker and the hearer are not well aware of their language choice. In this type of code switching, the speaker starts his conversation with a stranger in his mother tongue not knowing that the hearer is unable to understand that particular language. Once, the speaker realizes that the hearer is

unable to understand that language then he shifts from an unknown language to a known one. This is called “an exploratory code switching”. Kieswetter (1997) explored that in this type of switching the speaker picks up a language for a very shorter time period or on temporary basis. When unfamiliar people discover different code in new or tentative conditions then, this type of switching occurs.

3. METHODOLOGY

The study was qualitative in nature. The data has been collected through classroom observations and interviews. An open ended interview was structured for teachers to know the reasons of code switching. Godwin (2007) defined structured interview as “a method where a set pattern of questions are worked out prior to the interview and then asked in a precise order”. According to him, “this is, perhaps the commonest method of generating qualitative data”. Interview is the suitable for research as it contains several types of information (Wray & Bloomer, 2006).

The population for this study was consisted of teachers of both public and private secondary schools. 15 public and 15 private schools have been selected for the study. Total 250 teachers were selected to collect the data. For observation 20 classes of English language were selected in public school and 20 in private school. In this study, data analysis procedure is designed by applying Myers’ Scotton Markednes Model (1993). The researchers analyzed data in terms of four categories of Myers’ Model (1993).

4. DATA ANALYSIS

Here, both (public and private) institutions are going to be compared according to Myers-Scotton Markedness Model (1993). The analysis of the data of public and private schools’ observations provides evidences in the support of three of the four categories of code switching that has been identified by Myers-Scotton’s (1993a) Markedness Model, namely unmarked, sequential unmarked, and marked code switching. It has been further assumed that exploratory code switching would very likely be observed in other contexts. It may thus be concluded that Markedness Model (1993) offers a useful framework for the analysis of code switching in classroom setting.

Table No: 1 Code switching in Public schools

Marked, un-marked and exploratory code switching	Number of switches
Code switching as a sequence of unmarked choice	105
Code switching itself being the unmarked choice	140
Code switching as a marked choice	30
Code switching as an exploratory choice	0

Table no 1 shows that most of the code switching instances occurred in public schools. The category of code switching which occurred most of the time in public schools is “code switching itself being the unmarked choice”. This category occurred (140) times during classrooms observations. Lawrence (1999) described that this category occurred when both the speaker and the hearer belonged to a same bilingual community and in these circumstances the speaker and the hearer are not required to change the situation. Here is an example of code switching itself being an unmarked choice where an English teacher is expected to teach in English without shifting in another language but the teacher switched in Urdu the mother tongue without changing the situation.

Example 1: T: maflooj zindagi ka mtlb kya hy?

(What is the meaning of crippled life?)

There are (105) instances of code switching as a sequence of unmarked choices in public schools. This type of code switching by Ncoko et al. (2000) is the expected type of switching which occurred in a particular situation. Sequential unmarked code switching was also found to fulfill certain social functions, as in which the topic changed from work to an informal social question, and then moved back to work.

Example:(2) [A learner (Faizan) explains the paragraph to his classmates]

T: haan, haan bilkul thek.

(Yes, yes, very good).

Myers also added that this type of switching is caused due to change in situational factors within the conversation. In the observation, the research has observed that teachers shift from English to mother tongue to address the students who do not understand English well. During conversation when the addresses change, the situational factors changes in conversation. It has been illustrated well in the given example (3) below:

Example (3): (Teacher asked Maria to clean the board by saying :)

Maira: Duster whaan se ly k board saaf kro.

(Take the duster from there and clean the board.)

There are (30) instances of marked code switching which were observed by the researchers during observation. According to Myers (1993), the speakers switch into marked code to show anger or authority. In example (4) teacher switched from English to mother tongue to show anger when students do not properly answered back to teacher.

Example (4): T: Hurry up, students

[No answer from the students]

T:masla kya hy aap sb ko koi answer kyun nai dai rha?

Marked code switching occurred when the social distance is increased to show power, authority or anger and this is also used to clarify the discussed thing, as can be seen in example where code switching was used to translate a single word for further clarification. The researchers had observed that both public and private school teachers used this function for making the meanings of the words clear to their students.

Example (5):S: Teacher smjh nai aie what is anguish?

(Teacher I could not understand what is anguish?)

T: Anguish mean gussa, narazgi.

T:We will discuss this exercise next week. Got it?

Table No: 2Code switching in Private schools

Marked, un-marked and exploratory code switching	Number of switches
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Code switching as a sequence of unmarked choice	15
Code switching itself being the unmarked choice.	24
Code switching as a marked choice.	30
Code switching as an exploratory choice.	00

Table No. 2 shows that most of marked code switching instances occurred in private schools. There are (30) instances of marked code choice which were observed by the researchers during observation. According to Myers' (1993) speakers switched into marked choice to show anger or authority. Marked code switching occurred when the social distance is increased to show power, authority or anger and this is also used to clarify the discussed thing, as can be seen in example where code switching was used to translate a single word for further clarification. In the below given example (1) teacher switches from English to mother tongue to show authority.

Example (1): T: me aap ki teacher hun aap mery teacher na banain

[I am your teacher and do not try to be my teacher]

T:mujhy ziyada pta hy k me ne aap ko kya parhana hy

[I know very well what I have to teach you]

This category sequential unmarked code switching occurred (15) times during classrooms observations. Lawrence (1999) described that this category occurred when both the speaker and the hearer belonged to bilingual community and in these circumstances the speaker and the hearer are not required to change the situation. Here is an example of code switching itself being an unmarked choice where an English teacher is expected to teach English without shifting in another language but the teacher switched in Urdu (mother tongue) without changing the situation.

Example 1: Teacher: There are many dreadful diseases, I don't know what it is called in English but it is

Miyyadi bukhari in Urdu, this disease has killed many people of the world.

There were (24) instances of code switching as a sequence of unmarked choice observed in private schools. This type of code switching by Ncoko et al. is the expected type of switching which occurred in a particular situation. Sequential unmarked code switching was also found to fulfill certain social functions, as in (2) where the topic changed from work to an informal social question, and then moved back to work.

Example:(2) T: [students aap ki summer vacations ksi guzri hain?

Khain gaye ya just ghr pe hi chutyan spend ki?]

S: [all gave different remarks]

T: Students be quiet! Do not make a noise.

Now come back towards you work and open your books.

Myers also added that this type of switching is caused due to change in situational factors within the conversation. In the observation the research has observed that teacher shifted from English to mother tongue to address the students who do not understand English well. During conversation as the addresses change the situational factors changes during conversation. It has been illustrated well in the given example (3) below:

Example (3): Teacher asked Shahid: Aapnay paon (foot) utha k chalo.

Shahid laughs and answers back to his teacher:

Teacher Agar me ne paon utha liye to me chalun ga ksay? [All laughs]

The study did not observe even a single sentence in exploratory choice maxim in private schools. It has also been observed by the researchers that teachers and students of public schools' are more prone to switch code especially, for defining difficult topics, difficult words, for translating sentences, for creating good relations and also for creating humor in the class. The teachers switched code for the clarification of material for students. The teachers and students of private schools' switched code only for translation purposes and not for creating friendly environment or making good relationships with students. The research has observed that teachers of private schools' fall in the category of marked code switching where they switched code for

translation purposes and for the clarification of difficult topics. Sometimes, they switched for making their students to realize the importance of studies. The teachers and students of public schools' fall in three of the four categories of Myers' model. They switch almost all the time during their English class. The research has not observed fourth category of Myers' Model in public and private schools. So, it can be concluded that Myers Scotton's Model is the best model for classroom observations.

5. DISCUSSION

This study showed that teachers and students of public schools' were more prone to use mother tongue in their English language class. Teachers and students of public school switched many times in Myers' first category; code switching as sequential unmarked choice than private schools' students and teachers. This type of switching occurred when the unmarked Rights Obligation (RO) set changes. This may, take places when the focus/topic of a conversation changed then the relationship between speakers automatically changed. Markedness Model (1993) predicted that the speakers of public school either accept the new unmarked set or re-negotiate to change the topic. Teachers' also shift when the topic changed from work to an informal social question, and then moved back to their work. The teachers of private schools' switched less in this category.

During classroom observations the study revealed that most of code-switching instances were observed in public schools which fall in Myers' second category that is "Code switching itself being an unmarked choice". This category was used by public school teachers most of the time during their lecture with the purpose to lessen the words-finding difficulty, or as a replacement of a momentarily inaccessible word. In this category, public school teachers also switched frequently to create friendly environment in the class. A speaker chose this category to take out a positive response from his listeners. So, teachers switched commonly in this category and this type of switching occurred outside the perspective of real lesson, while the teacher and students interact informally at personal level. During classroom observations of private schools, the researchers observed a very few instances of code switching in this category. The teachers of private school remained less social and less humorous than public school teachers. So, they switched less in this category.

The research has observed certain examples of marked code switching during classroom observation in both public and private secondary schools. The notable thing is that the teachers of private school switched more frequently in this category than public school teachers. Teachers of both the sectors switched code to clarify a word or a sentence. It has also been observed that private school teachers switched to scold their students. Marked code switching has also been observed for the confirmation of the topic or material. Teachers switched in this category to confirm whether the students understand the lesson or not. The research has not observed a single sentence of the fourth category of Myers' Scotton Markedness Model (1993) that is "exploratory code switching". The researchers observed that the teachers and students of both the institutions not fall in this category. Exploratory code switching usually occurred when the unmarked code choice stayed unclear. The speaker and the hearer remain uncertain of the expected communicative intention (Myers-Scotton, 1993).

It has been revealed that the teachers of public schools' do not motivate their students to practice and use English in their language classes. They switched code when they feel that their students are in need of switching. The students of public schools' belong to low middle and poor class so; they are less proficient in English. In addition, the students of public schools' do not have a highly educational family background as mentioned earlier that they belonged to poor class and their parents are mostly uneducated or take no interests in their studies. So, they are less competent and have less command on English language.

The study showed that students of public schools' switched more frequently from one language to other when they have no proper words to explain in English. In contrary, the research has observed that teachers of private schools' motivate their students on speaking English during class. Most of private schools' students belonged to high class and have well qualified/educational background at home. Majority of the parents of private school students are highly educated and have command on English language so, they help out their children in their studies. They already have developed their confidence on English and have learnt basic knowledge of the language. They speak English confidently and fluently without hesitation and without switching back to their mother tongue. In addition, the

teachers of public and private secondary schools' of this study knew very well about the proficiency of their students' in both the languages, especially in their mother tongue. So, they shift with the purpose to enhance their communication skill on second language by using a single language or both the languages properly.

Code-switching has found to be very useful in enhancing communication when the students tried to speak about their thoughts with others who had varying abilities in their mother tongue and in English language. The study also showed that the students during peer interactions communicate more in the language they feel comfort. The students of public school mostly communicate in their mother tongue while speaking with their peers or friends but the students of private school switched less in their mother tongue even talking with their friends. The study revealed that teachers of public school switched more frequently than private school teachers. They shifted from English to their mother tongue to clarify ideas or to explain difficult words and terminologies to their students. The teachers of public school thought that sometimes, code switching becomes the need of the topic to explain in the mother tongue first i.e. for giving real life examples. The teachers of private school also switched to their mother tongue according to the requirement of the topic but they switched less and in some cases avoid switching. To avoid switching, private school teachers use simple and easy English to explain difficult words, concepts and things. The study revealed that code switching was done by the teachers when they have no proper words to explain in the target language and this was only due to untranslatability.

The study further revealed that code switching is not a forbidden practice in Pakistan; it cannot be fully banned by the teachers and school administration. Yet, its use may be made limited by private school administration. The school administration of private schools has strict rules regarding the use of mother tongue during language class. They bound their teachers to use English language during language class. So, neither their teachers switched code from English to their mother tongue nor they allowed their students to use mother tongue in their language class. In contrast, the administration of public school does not have any hard and fast rules for speaking English or on using mother tongue. The administration of public schools knows very well that their students have no mastery on English language. So, their

teachers switched from English to mother tongue without hesitation and allow their students to use mother tongue during English language class. The teachers of public school know the mental level of their students so; they switched accordingly; to facilitate their students and to make the lesson understandable to them. The teachers mostly switched code to give instructions to their students, for making explanations, for translating long sentences and for clarifying difficult concepts/ meanings.

The results of the study are similar with the research study of Nation. Nation in (2003, p.11) referred back in literature review that code switching should be viewed as a valuable tool/aid in teaching and learning a second language. He further restricted the excessive use of mother tongue in language class and remarked that it must be used wisely. His view on banning mother tongue in the classroom is just like to ban other pictorial items in a language class. Skinner (1985, as cited in Liu et al, 2004) has also given the similar view in his research study. According to his study, the limited use of second language “obstructs the rapid connection of words and thoughts, and thereby it slows acquisition of meaning in L2”. (Liu et al, 2004). According to Cook (2001. p. 15), code switching is an important tool for both the teachers and students while teaching and learning a second language. Majority of the teachers of public and private schools of this study are agreed with this view that most of the time code switching seemed to be very useful for facilitating learners in learning a second language.

This study showed that the teachers of both the institutions switched code to create friendly environment in their classrooms. They switched to motivate their students towards their studies and to avoid boredom during lecture. Although, that activity was more practiced in public schools yet, private schools teachers were also agreed at that and they also applied this technique during longer session classes. They also felt that it's important to keep the students on track. When the teachers of both the institutions feel that the students are getting bored with their lecture then, they automatically switched to create humor and to make fun in their classes. This study showed that a teacher switched from English to mother tongue with the reason to make every student understand what s/he wanted to convey to them. This was understandable as; the duty of the teacher is to make sure that every student has understood what s/he has been told by their teacher. So, the teachers shifted from English to their mother

tongue to make the lecture understandable to their students. This strategy was most of the time followed by public school teachers while the teachers of private schools avoided this strategy.

The study revealed that secondary level is considered the most important level in Pakistani educational system. As, this level is the road way to a student's educational life and helps him to go further in his studies. Moreover, this particular stage is involved in building knowledge with the help of scientific and curriculum and it is a base to move forward and to direct and develop positive thinking, skills, and abilities in students. So, ultimately this stage is a base for further studies and English is the need for getting Higher Education. At this stage, students got confuse with different and difficult terminologies and concepts so, teachers switched back and forth into two different languages for the conceptual clarity of their students and also for enhancing their vocabulary. The teachers of public school switched frequently than the teachers of private school. The study showed that the teachers and the students of public schools are in the opinion that code switching is an important teaching tool/technique which helped them mostly during lecture. While the teachers and students of private school are not agreeing with them. They thought that it's not an important teaching tool as it bewildered/confused young minds and kept them limited to answer back in a particular language. So, they were not in the favor of code switching.

The study further showed that teachers and students frequently switched from English to their mother tongue and from mother tongue to English. It seemed that those switches have not always been planned consciously but mostly it occurred unconsciously or accidentally. When a student switched in his/her mother tongue then the teacher automatically switched to answer back to the student. It was also revealed in the study that sometimes, teachers switched code consciously for the assistance of those students who did not understand what the teacher had told them. Usually, that switch was for a shorter time period in private schools where the teachers used one or two words and then returned back to English. But that practice was prolonged in public schools where the students were mostly unfamiliar with new words and also belonged to uneducated families.

The research study showed that code switching was a conventional method of communication. Mother tongue was used

in English language class when the students talked with each other or with their fellows. They felt more comfortable while conversing with their peers in their own mother tongue. This has been observed that they suddenly switched back in English when answered to their teachers. The students of public schools switched most of the time, while the students of private school switched less. As, they have developed English speaking skills. This indicated that it was a closer language to students; they expressed their warm feelings more in their mother tongue while, English was mostly reserved for communication demanded by the text book.

This study showed that the reason of teachers' switching was the achieving of desired learning outcomes. Both (public/private) schools supported this view. They admitted the fact that the educationists had already set a pattern and syllabi for the desired learning outcome and the teachers are bounded to cover the syllabi within the given time frame work. For this, they used different methods to cover their syllabus and for getting the desired learning outcome. They were required to shift from one language to the other. So, both the institutions support code switching for getting desired learning outcomes. The present study recognized that code switching occurred mostly when teachers taught their students about different functions of grammar i.e. verbs or concrete nouns. Teachers switched code mostly in explaining grammar through daily life examples. Code switching might serve a social/pedagogical function. The aim was to teach students English grammar. Both (public and private school teachers) switched code for teaching grammar.

Canagarajah (1995 p. 23) describes, "English was only used for material-based communication, while mother tongue was reserved for other activities". His study showed that how "English and mother tongue (Tamil)" used differently in diverse situations. There were a few common examples which can be observed in language classrooms: English is mostly used for lecture contents while Tamil is used for other purposes such as for personal or informal contacts. In another terms, English is only reserved for textbook lessons. The findings of this study also supported this view. However, this study also found that English was sometimes used for other activities English language classroom, for example in unofficial interactions. Merritt et al. (1992) found in their study that "code switching often functions as an attention getting device". This idea was also supported in this study. In the research

studies of both of these works, it was found that English is only used for official use and mother tongue for the unofficial use. English was used for teaching students and for giving instructions to them whereas, mother tongue serves as a social function.

This study also revealed that teachers and students of public school switched code during English language class due to the inefficiency on the target language. They did not have any command/mastery on the target language so; they switched code for their easiness. The teachers and students of private schools have command on the target language. So, they switched less during their class. Thus, code switching is a need to crutch. The study also revealed that although code switching is effective for secondary schools students even though its excessive use can deprive students to language exposure. The study disclosed the attitudes of students and teachers towards code switching in their English language classes in public and private secondary schools. A greater number of public school teachers strongly agreed that code switching to mother tongue during an English class is a language facilitator and an effective tool for teaching a second language such as English. They thought that through code switching, they can motivate their students towards learning a language which has become an international language and which has been regarded the most popular language in this universe. The results of the study are also similar with Crystal remarks on code switching. According to Crystal (1997 p.20) the majority of the people speak English these days than any other language which was spoken in the past in this planet. English has become an international language due to its use and popularity.

A general idea was taken out from the interview questions of both public and private secondary schools' teachers. The research has observed that public school teachers were totally in the favor of code switching while private school teachers were a little bit in its favor. The teachers of public schools' were totally dependent on code switching and even they did not bother to make their students realize the importance of English during their language class. The teachers of public schools' blamed at the social status of their students as majority of their students belonged to low middle and poor class and their parents were also not educated. They believed that students' family status and family educational background is a big factor of their students' lack of understanding and lack of interest in learning English. So, they preferred to use

mother tongue during lecture. Due to this reason, teachers were bound to use mother tongue instead of English. They switched code to make their lecture easy and understandable to their students. While, the majority of private schools' students belonged to high class and had educational background. English is already exposed to them at their home.

The teachers of public schools' switched code to create friendly environment in class but the teachers of private schools' did not fully apply this strategy to create friendly environment in class. There were very rare chances of such practices in private schools. The teachers of public schools' also admit that most of the time they switched consciously to their mother tongue but sometimes switched unconsciously. They switched consciously when they feel the topic under discussion is difficult or not easily understandable then they switched consciously. There were many others reasons for which they switched code consciously such as for translating English paragraphs into Urdu, for explaining difficult words, for advising students, for scolding students, for creating friendly environment in class and also for developing good relations ships with students. But the teachers of private schools responded that most of the time during their lecture they spoke English and did not switch code. The researchers also concluded from the teachers remarks that some of the private schools' teachers switched code consciously for translating paragraphs into Urdu and sometimes for creating friendly environment in class.

6. CONCLUSION

With reference to all the points stated above, it has been concluded that code switching should never be regarded a blockage/deficiency in learning a second language, it might be regarded as a useful strategy for classroom interactions. It depends on the intention of the teacher if s/he wants to make the meaning clearer and to transfer the knowledge to students in an efficient way. Thus far, it should be kept in mind that when a student interacts with a target language speaker then code switching might prove a language barrier which prevents mutual intelligibility. It has also been observed that teachers switched code for different purposes i.e. for academic purposes and for social purposes. They used code switching as an effective teaching strategy/tool to make their students understand difficult terms/materials. They switched when they realize that their students want clarification in their

mother tongue. The teachers of public school of this study switched more during lecture. They switched to make the lecture easy and understandable for their students. They also switched code from one language to the other to clarify the ideas and to give examples or to socialize their students. From this research study, it has been concluded that code switching is an unavoidable linguistic phenomenon of bilingual/multilingual classrooms in Lahore.

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