



ENGLISH LANGUAGE TEACHERS' CODE SWITCHING IN ENGLISH LANGUAGE CLASSES IN PAKISTAN

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ABSTRACT

Code switching is an alternate use of languages in a discourse. It is a norm in bilingual communities. In the domain of English Language Teaching it refers to switching to first language (L1) from English. The present study is conducted in the context of University of Sindh (a public sector university in Pakistan) where Code switching is a common practice in English language classes at undergraduate level. However, there is a research niche regarding the study of Code switching in the present context. Therefore, the present research aims to fill that gap by investigating the teachers' reasons of Code switching in English language classes at University of Sindh. The study is based on interpretive paradigm using qualitative methodology. The data was collected through the use of semi-structured interviews and classroom observations. Eight English language teachers were selected for semi-structured interviews through convenience sampling. One English class of each interviewed teacher was observed, thus resulting in eight classroom observations. The findings of the study suggest that the teachers switch code for various reasons such as, to clarify the concepts to the learners, and to improve their linguistic competence. In addition, they also consider the diversity of the learners along with rapport building and motivating and maintaining discipline in their classrooms. It is acknowledged that this is a small-scale qualitative study yet it opens different avenues of research. The results can be useful for language policy makers to use CS as a useful teaching tool in the present context.

Keywords: Code Switching, Target Language, English Language Teaching

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1. INTRODUCTION

English is a Second language in the context of Pakistan (Anwar, 2007). A substantial number of Pakistanis study at public sector universities where students from varied background gain admission. Code switching from English to Urdu is common

among educated Pakistani bilinguals (Anwar, 2007). Code switching (henceforth referred to as CS) and code mixing are actually two different kinds of codes. The former refers to the shift from one language to another in the same discourse and the latter refers to the mixing of two or more languages

in the same discourse (Jalal, 2010). Such coding system is a norm and “a natural consequence” in bilingual societies (Chan, 2007). But, with the globalization of English it seems to connote with switching to English from L1. As far as the use of CS in Target Language (TL) classes is concerned, it refers to a language shift at the time of need (Jingxia, 2010). Thus, in the context of English language teaching, CS refers to teaching English with the help of L1 (Chowdhry, 2013).

The University of Sindh is one such educational institute in Pakistan where English is taught as a second language. It is a university offering 55 disciplines. Therefore, there is the enrollment of diverse groups of learners having different backgrounds. One of the aspects of diversity is in terms of linguistic competence in English. It has generally been observed that teaching English-through-English seems less effective in English language classes where majority of the students possess limited proficiency in English. Thus, CS is taken as a teaching aid and it is a commonplace practice in English Language Classes.

There is a substantial research gap in the present context of the study, therefore it is hard to establish the reasons behind CS by English language teachers. The current study, therefore, attempts to explore the reasons of teacher CS in English language classes, aiming to fulfill the gap in the existing body of literature in the context of Pakistan.

2. Literature Review

2.2 Code-Switching in ELT: A Longstanding Debate

In the field of pedagogy various strategies have been used for teaching the second language. To acquire proficiency in the L2, initially Grammar Translation Method was used which provided the translation of L2, thus, for vocabulary, grammar, reading comprehension activities the teachers used to codeswitch. But with the advent of the Direct Method in the late nineteenth century the strategies have been revised (Jingxia, 2010; & Youkhana, 2010). Direct Method inhibits CS and emphasizes on teaching “English-Through-English” (Macrao et al. 2001, p.1). Since then there has been a long-standing debate over the use of CS in Target Language classes.

2.3 Opponents of Code-Switching in English Language Classes

There are a number of academics and researchers who find CS advantageous while others find it completely disadvantageous. But its consequences are directly proportional to the way and the extent to which it is used. Sometimes the teachers over-use it which results in diverting the goal of teaching and learning of Target Language. In this regard, Liu et al.'s (2004) study in South Korea suggests that the overuse of CS resulted in students' and parents' disappointment. The research demonstrates that it was only 32% English use in EFL classes whereas the students, parents and the experts were expecting it to be around 53-58% English. In such situations where CS is practiced to a great extent, the cause of teaching English may not be served. Therefore, there are some teachers and practitioners who negate CS because it prevents the learners from direct exposure to English or Target Language (Al-Nofaie, 2010; Fennema-Bloom, 2009/2010).

2.4 Proponents of Code switching in English Language Classes

CS has received substantial attention and endorsement by the researchers as well as educationists. If it is employed with proper planning and with certain limit, it can be propitious. It tends to provide the learners with the opportunity to learn TL with the help of L1 which simplifies the teaching. There are many instances where the students need it the most. For example, for certain lexical items like, vocabulary, idioms, proverbs, or in grammar, phrasal verbs, conditionals, and so on, there is a need for further clarification. Therefore, the students usually want to know the same in the L1.

In his research on CS, Gulzar (2010) found a major portion of informants affirming the necessity of CS for learning TL and a number of studies too share the same results (Ahmed and Jusoff, 2009; Moghadem et al., 2010; & Pollard, 2002). They all agree that CS fulfills the aim of teaching L2 by clarification and conveying the complex concepts effectively. When the teacher code switches the students develop interest, pay attention in the classroom, get involved, respond effectively and thus learn effectively and quickly. This is the reason

that Nadeem's (2012) study at the tertiary level in a public sector university in Pakistan finds CS "easy and result oriented" (p. 160).

2.5 Reasons of CS by English language teachers in English Language Classes

In the context of Pakistan CS is well acknowledged as a teaching strategy (Shahnaz, 2015). Apart from switching the code for reasons like clarification of complex ideas, the literature shows that there are multiple reasons due to which teachers find it imperative to switch the code in their English language classes. The key reasons to switch the code from English to L1 are discussed below.

2.5.1 Classroom management: Discipline and decorum and instruction

Classroom management plays an important role in running the classes smoothly typically in the large classes (Chowdhry, 2013). Sometimes if instructions are given in TL, some students take them for granted and do not pay any heed to teacher, but if the same instructions and reprimands are made in L1, they tend to work better (Jingxia, 2010; Lanziti and Varshney, 2008; & Macaro, 2001). Thus, the teachers switch the code in order to control the students and maintain the discipline and decorum in the classroom.

2.5.2 Rapport building

Hamidi and Sarem's (2012) observation of TOEFL classes in Iran finds different reasons for teacher CS, including, rapport building with the learners. Sometimes teachers cracked jokes, passed ironic or humorous comments in the L1 to create a congenial environment so that the learners may develop interest. A substantial number of studies have found similar results which demonstrate "a sense of comfort" as the outcome of use of L1 (Chowdhry, 2013; Jingxia, 2010; & Nadeem, 2012, p. 160). Therefore, Yao (2011) holds the view that, "To build rapport with individual students, create greater personal warmth and encourage greater learner involvement, a teacher may, therefore, when the occasion is appropriate, switch to the students' native language" (p.22).

2.5.3 CS due to diverse background of learners

In educational institutions (specifically the public sector) there is a great diversity among

students as they come from different educational backgrounds. Some of the learners may have received English medium schooling and a good exposure of English, whereas in the same class there may be some learners who have not studied in English medium schools, thus possess limited proficiency in English. In such condition, a teacher has to take on board all of the learners. And one of the ways to cater for the diverse learners may be CS. This reason for CS is propounded by Gulzar (2009) who declares that the diverse background of the learners also makes the teachers switch their code from English to the L1.

3. Methodology

The current study is based on the interpretive paradigm using qualitative research methods. To collect the data for the present study, we used semi-structured interviews and non-participant classroom observations. For non-participant observation Liu and Maitlis (2010) believe that this data collection tool makes the researcher watch and observe and does not let him intervene in the natural setting. As far as semi-structured interview is concerned, it opens vast avenues of unexpected information. Therefore, it reveals hidden aspects of the existing phenomenon (Crabtree, 2006). Hence, in order to observe the natural settings and explore the hidden aspects of CS practice, the current study made use of two different research instruments, thus enabling the researchers to triangulate the data from interviews with classroom observations.

3.1 Aim of the study

As discussed above, the present study examines the CS by English language teachers, therefore, the broad aim of this study is to find out the various reasons of English language teachers' CS in English language classes.

3.2 Research Question

Based on the above aim of the study, this research attempts to answer the following research question:

RQ. Why do English language teachers switch their code in English Language Classes?

3.3 Participants

In the present study we collected data from eight English language teachers from various

departments at University of Sindh, including Sindhi, Zoology, Plant Sciences and Chemistry. Two teachers from each of these disciplines were selected. The participants were selected through convenience sampling strategy. Furthermore, eight classroom observations were conducted, one English language class of each interviewed teacher was observed to further explore the reason of CS by English language teachers in their classrooms.

3.4 Data Analysis

We analyzed the data from interviews with teachers and classroom observations through thematic analysis following Saldana's (2009) model. Initially the interviews were transcribed. From the transcription the codes were determined. The combination of particular codes led to the development of categories. And finally moving from general to particular those specific categories led to the establishment of themes.

4. Findings and Discussion

The findings of the present study bring up two major themes for teacher CS. The first major theme is the teachers' use of CS for pedagogical purposes. This main theme consists of two categories, such as CS due to clarification of concept, and CS for improving students' language. The second main theme that emerged from the data was the use of CS due to the diverse background of learners. Below we will discuss the findings in detail under the two broad themes that emerged from our data.

4.1 CS for Pedagogical Purposes

The findings of this research reveal that the main reason behind teachers' CS is for teaching purposes. Since the University of Sindh enrolls mixed abilities learners so to satisfy the learning needs of the learners and to clarify their teaching, the teachers apply CS. The main aim of teachers in language classes is to ensure the clarification of contents, concepts, instructions and so on. When the very teaching is clear to the learners, then learning becomes inevitable. Therefore, the teachers adopt flexibility and do not adhere to English-through-English teaching, rather they use CS.

4.1.1 CS due to clarification of concept, instructions and content

The current study showed that in the context of UoS majority of the learners face problem in immersion system, that is, English-through-English instruction. They are unable to clarify their concepts and get the instructions properly. Therefore, the English language teachers take it as the part of teaching to switch the code so that the instructions should be clear to the learners and they may clarify their concepts.

Following are some of the views of the teachers that were interviewed for this study:

According to T1:

Our students say that we don't understand English we cannot learn. They request that "madam please Urdu men samjhaen, takeyhamenthorasamajhaeey, samajh men nahinaaraha"(madam please explain a bit in Urdu so that we may understand, we are not getting).

In a similar vein, T2 asserted:

If students are getting everything in English language then we should not use Sindhi or Urdu language. We should not switch code. But if students are not getting anything. If you feel that now this student has not got anything, or any point he has actually missed when I was speaking English then you must switch the code.

Another teacher (T3) suggested that the students request to switch the code in the following words:

Madam we are requesting you that whatever you are explaining in English we are unable to get it. So first explain in Sindhi and then in English so that we would be able to understand it.

These views are also in line with the classroom observation where it was observed that the teachers frequently did CS to clarify the concepts to the learners. For instance, in T3's class it was observed that while teaching the poem, "Ode to the West Wind" the learners came across some unfamiliar vocabulary. So, in order to explain those words, the teacher switched to L1. She explained the terms in classroom in the following manner:

I. Utopia cha hey? Jitey ka b naa-insaafinatheendi?

(what is Utopia? It is a place where there won't be any injustice.)

- II. Mediterranean sea samundaa.
(Mediterranean sea is a sea.)
- III. Eheytoofan jean achantha,
uheykhamoshisaanbeethalahin, per you
have to stand up!
(The storms which are blowing, they are
silent, but you have to stand up!)
- IV. Sajiinsaniyatkey not only message he is
conveying, he is also giving hope.
(He is not only conveying message to the
humanity at large, he is also giving hope.)

The classroom observation of T2's class also corroborates with the interview conducted with her. The class was based upon the textual study of Martin Luther King's speech "I Have a Dream". And in order to clarify the concepts of the learners the teacher code switched. In her classroom teaching, she said to her students:

- I. Tranquility means "fursat, sukoon, aaram".
(Tranquility means leisure, peace, comfort)
- II. 'Adore' means tamamghano like karan.
Means sabhni khan wadheek. In g
comparison eekonhey.
(Adore means too much liking, means
beyond everything. There is no
comparison.)
- III. Pehreensanawathoondaa 'dislike', poi
'dislike' khan mathey feeling hundiaa
'unrespectful', poi 'hatred'.
(First there is dislike, then the stronger
feeling is disrespectful and above all it is
hatred.)
- IV. Protest will continue. Protest jaarirahando.
(Protest will continue).
- V. Jekatawhan struggle kanda, uha struggle
tawhankhey lead kandi.
(whatever struggle you are doing, that
struggle will lead you.)

The findings from interviews with teachers showed that the teachers practice CS as a teaching aid and one of the reasons of employing CS is to clarify the problems of vocabulary, concepts, lesson and contents. Therefore, they switch their code from English to Sindhi. The views of the teachers are in line with the classroom observation, which showed that the learners are unable to cope up if they use only English in their classrooms. Therefore, the

teachers switch their code so that the learners may not face any difficulty, and the concepts, lessons, instructions may be clarified to them.

4.1.2 Code switching for improving learners' language

The findings revealed that besides clarifying the concepts to the learners, another reason for teacher CS is to improve the language of learners. The teachers provide the translation of the lexical items to the learners where the learners develop the knowledge and understanding of the TL.

Following are some of the excerpts from the teachers' interviews which showed that teachers switch from English to Sindhi and pave a way to improve learners' language because the learners come to know about exact meanings of the lexical items.

According to T5:

If you are speaking a very flowery language and say yes, today my class went very good, I have spoken a very flowery language and all that but what happened? What about the students? They are unable to understand a single word of your lecture then how the learning is taking place.

While inquiring about any specific area of language for switching her code, T6 asserted that:

No, there isn't any specific area. Whenever I feel any need to switch my code whether I am teaching pronunciation, or I am teaching grammatical structure, whether I am discussing about reading skills or speaking skills, so actually I switch my code.

These words show that T5 does not appreciate using bombastic language to impress the learners. If the language is not comprehensible to the learners, it is not as per learners' level then definitely there are less chances of learning. Instead, the teachers suggested that they use simple language and switch the code wherever appropriate. In this way the learners can develop the understanding of TL.

T6 explains another way to improve the learners' language through CS. She does not confine herself to any specific area to apply CS. According to her, learners may improve pronunciation, grammar, language skills through CS. This may take place by

comparing and contrasting the native language's system with the TL and with comparison CS is inevitable.

The classroom observations corroborate with the views of the teachers. T5 provides the learners with the translation of the lexemes. It can be assumed that it is a way forward to improve the language because the learners come to know about the exact meaning of the lexical items. In this way they can enhance the linguistic competence. Following are some of the classroom instances where teachers code switched:

- i) Amunhujey, peace hujey, love hujey, justice prevail they.
(There should be peace, love, justice will prevail)
- ii) Ideal mana perfect.
(Ideal means perfect)
- iii) aware is sujag.
(Aware is being enlightened)
- iv) Sholaahin spark.
(shola means spark)

The findings showed that the teacher does CS to translate lexical items along with the understanding of homonyms and parsing. Following are some more instances from the classroom observations:

- i) What is soul force?
Jedenhpenjeyzameerkhey suppress tha kayo, ta uhosahiaahey.
(what is soul force? when you are not suppressing your conscious, this is fair)
- ii) Bank and bank, kehri bank?
(bank and bank. which bank?)
- iii) Yahan revolt verb hey ya noun?
(Is revolt verb or noun here?)

The findings showed that the teachers provide literal translation of the lexical items, give the understanding of homonyms, and point out towards the understanding of parsing. In all these instances they make CS. Even the interviews showed that the teachers negated the use of pompous language because it inhibits the understanding of English language. Resultantly, they switched to L1 as an easy way out to improve the linguistic competence of English. Modupeola (2013) who studied CS practice in the context of Nigeria also asserted the same reason of teacher CS as it helps in better

comprehension and understanding of the TL. Such intentional CS to make the learners academically and linguistically grow is known as responsibility code switching (Lewis, et. al., 2012, cited in Olmo-Castillo, 2014).

4.2.2 CS due to diverse background of the learners

The findings bring forth another main theme about the teachers' reasons of CS. This theme reveals that since UoS is a general university which offers multiple disciplines. Therefore, the student enrollment is quite high. Some of the learners may have sound English background. Whereas, others may not have such facilities and exposure. And it is the utmost responsibility of a language teacher to take both categories of students together. Therefore, to facilitate the diverse group of learners, the teachers apply CS.

4.2.2.1 Diverse educational background and the strength of the learners

The findings of the current study suggest that one of the main reasons for teacher CS is the diverse background and the strength of the learners. The learners may be diverse in terms of their educational background, exposure of English, proficiency of English, and multiple intelligences. And if the class is based upon immersion system there are chances that the slow learners, who are unable to keep up with the pace, may be ignored. Furthermore, the strength of the learners also matters to a great extent. If the majority of learners want the teacher to code switch then obviously the teacher has to mould himself/herself as per the need of the learners. Some of the interviewed teachers commenting on this said:
T2:

You have to actually make a balance in the class room. And this again code switching specially for my experience of my teaching, code switching will be as one of my teaching strategies. Because we really feel a need to switch a code from one language to another language experiencing different kind of situation in the class. So, yes it was my strategy and for such type of institutes we get different kinds of students from different backgrounds there code

switching should be one of the teaching strategies.

T3 said:

If there are 150 students, only 15 students are very active into it. I am not the teacher of only 15 students. I am teaching all the 150 students there. So, in order to maintain the democracy in the class we need code switching and this is a good approach.

The interviews of the teachers show that the teacher being the main resource of the class has to consider the problems of the learners (Shamim et. al., 2007). The interviewed teachers showed great awareness of the fact that they have to cater students from various backgrounds, therefore they CS in their classroom. In such condition when there are heterogeneous learners having different level of linguistic competence they realize that it is responsibility of a teacher to take all the learners on board. Therefore, they apply CS in English language classes.

4.2.2.2 Rapport-Building with the learners

In a TL class learners often want the teachers to be flexible and frank so that they may have the sense of belonging. The teachers too realise the need to build rapport with the learners so that they may feel relax and comfortable. Hence, the teachers apply CS to build rapport with the learners.

Below are some of the quotations of the teachers which suggest that the teachers deliberately switch their code to build rapport with the learners.

According to T7:

I feel that when my students are feeling lazy, they were not as attentive as they were in last 15 to 20 minutes before, I bring certain types of jokes. Again I would say that these jokes hardly I use in English, again I prefer Sindhi and Urdu. So that they easily understand it. When jokes are understood and then you enjoy. It means in different classes when I cut jokes in English they hardly laugh or smile but if it is in Urdu or Sindhi they feel more happy and they feel energetic as well.

Likewise T8 believed:

You cannot teach to your students by being serious all the time. Alright! We must balance our class room. We must actually bring those things which are highly serious. Therefore, in order to entertain them, let's say develop their interest we have to introduce something funny too. Say, for example, any energizer, any ice breaker, so when you are actually introducing any energizer in English language learning class room or any ice breaker in the same class room then I actually use Sindhi or Urdu language. I do switch my code in order to make class room environment relaxing and interesting.

Similarly T3 shared her opinion in these words:

What I do, I tell them jokes, in order to lighten the atmosphere of the class. What I do, I tell them jokes in Sindhi or English, so that they feel relax and comfortable.

The findings demonstrate that rapport building is a voluntary practice of English language teachers. And in order to build rapport they deliberately switch from English to Sindhi. The teachers realize that there is a need to bridge the gap between teachers and learners. Because if there is a gap, this may turn out to be a hitch in learning English language. The learners may not be able to participate and respond to the teacher and in case of any difficulty they may feel hesitation. Thus, in order to cope up with this problem the teachers find it important to switch the code so that the learners may feel comfortable and learn smoothly. The teachers feel that if they pass humorous comments, crack jokes, lighten the classroom environment, develop learners' interest and attention by using CS this can improve the environment of the classroom.

These findings are also in line with the classroom observation of T7. The teacher conducted an activity of Active Citizen where she encouraged the learners to participate actively and also showed frankness in her dealing. She passed humorous comments by switching the code, whereas it is likely that the same comments could be taken on a serious note if they were passed in English.

For example:

- i) Men dekhsakoon.. Active student aap ho? aap ho? aap ho? aap ho? yahanseybhee active tha.
(Let me see who is active student. Is it you? you? you? you? There was someone from here).
Besides this, she also made certain humorous comments, such as,
- ii) Aapkothora to ghar men parhna hey.
(You could have studied a bit).
- iii) Aapyeh expect naheenkarsakthey k easily marks aajaengy.
(You can't expect that you will get marks easily)

Even during the activity when students, including girls and boys came closer again she commented:

"aapudher ho sakthey ho" (Please be at bay). And the class laughed..and then the teacher proceeded, Hum in ko title detey hen, Hero of the class! (We confer upon him the title Hero of the class!)

In the same line, the classroom observation of T3 reveals that she too did CS to make a congenial environment so that the rapport may be developed. Therefore, she passed some comic as well as bit sarcastic comments by switching the code from English to Sindhi. Such as:

- i) Baba zindagi men cha parhyoaa? Copy kaiaa?
(Baba! Have you ever studied anything throughout your life? or just (relied on copy) copied?)
- ii) Theekaatawhan men kenhjokamhuje ta makhhanhanadao.
(Right! So if you want someone's favor you will be buttering).
- iii) Tabdeelijeka Imran Khan is talking about is more important.
(Change, which Imran Khan is talking about is more important.)

These instances of observation also correspond with the views of the teachers that they do not completely rely on English. They often resort to CS even if the purpose may not be clarification of the content or improving the language of the learners. Since, the learners are from diverse background therefore, to entertain all of the learners the teachers switch the code. Similarly, Gulzar's (2010)

findings in Pakistani bilingual classroom showed that out of 172, 107 male and out of 234, 125 female students agreed to this reason of teacher CS. His study also demonstrated teachers' rapport gives the learners the sense of belonging, friendship and fraternity.

4.2.2.3 Code switching for motivating and maintaining discipline in the classroom:

In a TL class it is likely that the learners' attention may be distracted and they may not respond to the teacher because of monotony of language. Therefore, one of the strategies that teachers apply to bring them back to class, motivate them and maintain discipline and decorum is CS. According to Cook (2001) CS can do the needful because the learners can understand the language and feel motivated to learn and speak the TL. This research shows that to motivate the learners and to maintain discipline in the English language classes the teachers apply CS.

T1 shared her reason of CS in following words:

I want to mention one more thing that sometimes my students are not attentive. I need their attention now. In order to get their attention I have to say something different, something interesting, something new, something that arises their attention. And for that purpose I would say personally I bring certain examples from any kind of perspective of life. I bring any joke, any example, saying, idiom I bring in other language, for example, Sindhi, Punjabi, Urdu. I mean we have so many other languages. And I really am successful in bringing any kind of activity or energy in my students.

Similarly, T2 said:

Because of background or because of other factors we cannot use English language all time in our classes, especially when I actually want to motivate them. While motivating them I have to use their mother tongue or specially Sindhi language or Urdu language.

T3 notified her use of CS in the following words:

I want to motivate them in order to lighten the atmosphere. In order to increase their

interest in the class. Otherwise if I just go and give them the boring lecture in English they would feel lot of boredom there, so that's why.

These views showed that English language teachers do not base their class on chalk and talk but they want their class to be active, highly motivated and well mannered and disciplined. The teachers feel their moral obligation to revitalize the learners. They also realise that this cannot be done with immersion system. In order to develop their interest, and motivate their students, they also feel concerned to know where the interests of students lie and accordingly the teachers mould themselves. In this way, they opine that CS helps them to make the class lively and students develop interest and feel motivated to learn English.

5. Limitations and Implications

The current study is based upon English language teachers' reasons of CS. However, it is acknowledged that it is a small scale qualitative study based upon the semi-structured interviews of eight English language teachers. Moreover, the non-participant classroom observation is also limited to eight classes. Therefore, the findings of this study may not be generalized.

This research opens new avenues of research. The future research can be carried out on the same line using quantitative study or even mixed methods. Even the study can be conducted on the language areas where the teachers usually do CS. Moreover, the findings of the current study suggest that teachers highly approve CS and justify their CS practice by providing various reasons. It is therefore, suggested that in the context of UoS the policy makers may implement a particular policy on CS practice. In this way, the purpose of teaching and learning may be served.

6. Conclusion

In the context of University of Sindh there is a research gap on the study of CS in English language classes. The present study attempts to bridge the existing gap. And also opens various avenues of research covering different aspects of CS in English language classes. The present study shows that there are various reasons due to which CS is inevitable and therefore, the teachers resort to it.

They use CS due to pedagogical purposes, including clarification of concepts and improving linguistic competence of the learners. Besides this, the diversity of the learners also compels the teachers to switch the code because they have to cater for the needs of all learners belonging to various educational backgrounds. In addition, the teachers believed that rapport building between teacher-students is also essential along with motivation and maintaining discipline and decorum in the class.

It is important to acknowledge that the present research is limited to eight English language teachers. So, it is actually a small-scale study. Therefore, the findings may not be generalized. However, as there is a research gap in the present context so this research bridges that gap. It also opens different avenues of research along different dynamics of the CS practice in English language classes.

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