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Code-Switching and Code-Mixing A Case of EFL Teachers Affecting L2 Learners' Learning

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Abstract

This study explores the effects of code-switching/code-mixing found among the students of BS English. The data were collected through a questionnaire based on three point rating scale. The questionnaire was designed after reading a lot of literature on the topic concerned. The purpose of devising this questionnaire was to investigate the effects of code-switching/code-

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mixing among BS English Students. The questionnaire is consisted of ten questions. The results of the data have been collected through sixty respondents are shown through the graphs. In the end, it was concluded that the fear of teacher's negative comments, linguistic difficulties, pressure of time and perfect work, insufficient writing practice and problems with topic affect a lot while writing in English.

Keywords: Linguistic difficulties, insufficient understanding, problems with intermingling of two languages.

Introduction

Language is primarily a speech. It is used in a society and it is a social phenomenon. Any natural human language cannot survive on its own without a society, as it is learnt from a society and is used within a society. People use a language for communicative purposes with one another. The basic function for which any language is used by the people is to communicate. Human beings can use other methods of communication as well; like gestures, posture movements etc. but speech is the most effective way of communication which man has discovered and evolved up till now.

In today's globalizing world, it is estimated that more than half of the world's population is bilingual (Grosjean, 2010). Bilingual means a person who can use two or more than two languages for communication. Rene Appel and Peter Muysken (2006) has discussed two definitions regarding a bilingual speaker. According to them Bloomfield had made highest demands. According to Bloomfield, a bilingual should possess native like control of two or more languages (Rene Appel and Peter Muysken, 2006). MacNamara (1969 cited in Rene Appel and Peter Muysken, 2006) proposed that somebody should be called bilingual if he has some second language skills in one of the four modalities in addition to his first language skills, definition of a bilingual speaker is generally accepted one in bilingualism.

Pakistan is a multicultural country having a large number of languages being spoken in it. Urdu is the national language whereas Punjabi, Sindhi, Pashto and Blochi are commonly used languages in its four provinces. English language is the lingua franca of elite class in Pakistan and it is used as a second language in most of the official works.

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When two or more bilingual speakers interact, they do not use only one language for their conversation. They often utilize both languages at different ratio, a phenomenon which is known as code-switching or code-mixing in bilingual literature.

Code

The concept of code was put forward by Bernstein (Liu Jingxia 2010). Code is something which carries concrete meaning like arithmetic numbers, traffic signs and signals, Morse code etc. Wardhaugh (2006) pointed out that code is not a specific term like dialect or style, rather it is a general term and it can be used to refer to “any kind of system that two or more people employ for communication” Wardhaugh (2006).

Accordingly, a language is also a type of code which is utilized by the people in daily life for communication. In order to fully understand any given language code participants must know the conventions of that particular language code to fully comprehend it. People do not always relay upon one code when they have more options like in bilingual community where people have two or more than two language codes available. When people shift from one language code to another during a conversation, this phenomenon is termed as code-mixing or code-switching.

Code-Mixing and Code-Switching

Code-mixing and code-switching are the terms upon which linguists have argued much but still we do not have a single agreed upon definition of them. Some linguists do find a difference between these two terms while others take them as a single term for describing a linguistics phenomenon. According to Redoune (2005) first definition regarding code-switching goes back to, bilinguals are those people who shift their language code during a conversation Redoune (2005). Skiba (1997) says that code-switching can take many forms even at phrase level between two language codes. “ Code-switching consists of eighty four percent single word switches, ten percent phrase switches and six percent clause switching in normal conversations between two bilinguals” HadiHamidi & SaeidNajafiSarem (2012).

Myers-Scoton (1989) claims that code switching in linguistics is the use of more than one language or even language variety in communication among bilingual speakers.

Cook (2008) defines code-switching in another way. According to him code-switching is “going from one language to the other in the mid-speech when both speakers know the same languages” (Cook, 2008).

According to Redouane (2005), Muysken (2000), code-switching and code-mixing are two different phenomena. Muysken (2000) claimed that code-switching is the use of two language codes in a speech event whereas code-mixing is referred to all situations where lexical as well as grammatical features of two different language codes appear in single sentence. For this study, the researcher is using code-switching and code-mixing as a single term to describe a linguistics phenomenon and it will be written as code-switching/code-mixing.

Types of Code Switching

Many linguists have tried to give a typology of code-switching phenomenon. Popelack (2000) gives three types of code-switching. These are tag, inter-sentential and intra-sentential code-switching.

Tag code-switching is the process where one particular phrase is inserted into another language system. Normally fixed phrases like greetings are found in it and tag code-switching face minimal syntactic restrictions.

Inter-sentential code-switching takes place at clause or sentence boundary. Romaine (1989) says that inter-sentential code-switching required more mastery of both languages as compared to tag code-switching.

Intra-sentential code-switching is the most complex one of all and it takes place within single sentence. In intra-sentential code-switching syntactic risks is much greater as compared to rest of the two.

Gumperz (1982) gives another typology of code-switching; namely, situational and metaphorical switching. Situational code-switching occurs when participants or strategies of speech event changes, whereas metaphorical code-switching occurs when there is a change in

topical emphasis. Auer (1998) gives two types of code-switching; discourse related alternation and participant alternation.

In this research Clyne's definition (2000) of code-switching is adopted. According to him code-switching is the alternative usage of two languages in conversation whether within a sentence or between sentences. Intra-sentential code-switching means within a sentence and inter-sentential between sentences, whereas extra-sentential will be used for tags in this study.

Code-Switching/Code-Mixing By EFL Teachers in Classrooms

Since 1980, code-switching/code-mixing as a specific technique in foreign language classrooms got much attention. Some scholars hold a positive attitude for using this technique in EFL classrooms, whereas some have negative attitude for using code-switching/code-mixing in EFL classrooms. Ellis (1984), Wong-Fillmore (1985), Chaudron (1988), Lightbown (2001), (cited in Liu Jingxia, 2010) advocate that teachers should create a pure linguistics environment in EFL classrooms and code-switching/code-mixing to L1 by EFL teachers will have a negative impact on target or foreign language learning. On the contrary, researchers like Vazquez-Faria (1982), Levine (2003), Chen Liping (2004) (cited in Liu Jingxia, 2010) argue for the positive aspects of code-switching by EFL teachers in EFL classrooms and claimed that code-switching/code-mixing to L1 by EFL teachers will make target or foreign language easy and learning among the students will be accelerated.

Previous Studies

Whether code-switching/code-mixing is beneficial for students L2 learning or not, is a hot debate among the scholars and linguists since 1980 and many empirical researches have done in this regard. One of early research in this regard was conducted by Guthries (1984, cited in Liu Jingxia, 2010). Investigating the classroom conditions for L2 learning, Guthrie checked for use of TL by six French teachers and found that most of the times they use TL While teaching. 5 out of six used TL 83% to 98% while teaching (Liu Jingxia). Kannan R. (2009) advocates that only the TL should be used in EFL classrooms and an English language teacher should encourage the students to use only English for conversation. According to Kannan R. (2009) adopting a bilingual method will slow down the process of learning. Kamal R. Mourtaga investigated the low English proficiency among learners in Ghaza Strip and concluded that less exposure of FL is

one of the most contributing factor for low English proficiency among the learners. Erlenawati Sawir (2005) conducted a research on communication problem of international students in Australia. From the research findings, she concluded that, one of factor for international students' lack of fluency in English is the use of L1 by their teachers at their primary and secondary EFL classes. David D. I. Kim & Douglas Margolis (2000) conducted a research on listening and speaking exposure of Korean university students to English language and concluded that students should be given maximum exposure to TL when they are learning it to get maximum learning output.

Contrary to these researches, there are many researchers who has advocated for the positive effects of code-switching/code-mixing to L1. Rolin-lanziti & brownlie (2002, cited in Liu Jingxia, 2010) by investigating four high school classes argued for the positive usage of L1 for better understanding of the students when some new input of TL is given to them. Liu Jingxia (2010) conducted a research on teachers' code-switching in Chinese universities and from research findings concluded that, code-switching to L1 has a positive influence upon the students learning in EFL classrooms. Mingfa Yao (2011) also derived the same opinion from his research and suggests for the usage of code-switching technique in EFL classrooms. Ehsan Rizvi (2011) while investigating code-switching in Iranian elementary EFL classrooms also drew the same results and concluded that "skillful use of CS can lead to better teacher-student classroom communication boosts the quality of teaching, help students' comprehension, and foster a healthier friendlier teacher-student relationship, especially for the lower levels" Ehsan Rizvi (2011, p.23).

Problem Statement

The present study intends to explore the attitude of the business students towards teachers' code-switching/code-mixing to L1 in classrooms and its influence on their L2 learning. It is because Most of the studies on code-switching/code-mixing by the EFL teachers focus while teaching second or target language, whereas effects of this linguistics phenomenon on the L2 learning of business students is almost neglected one. Business students need greater communicative skills in L1 as well as in L2 because they have to interact with others to greater extent as compared to other students. Particularly in our local context, no particular research is conducted to account for the phenomenon of code-mixing/code-switching influencing the L2

learning of the business students. Most of the research regarding this particular linguistics phenomenon is conducted in West and up to some extent in China as well, but no particular attention is given to it in our own context. The present study is a step in that direction and intends to explore the influence of code-switching/code-mixing to L1 by EFL teachers on L2 learning of the business students.

Research Questions

Investigating the attitude of business students towards teachers code-switching/code-mixing and its influence on their L2 learning, the study will attempt to answer the following research questions.

1. What is the attitude of business students towards teachers' code-switching /code-mixing to L1?
2. What is the influence of teachers' code-switching/code-mixing to L1 on L2 learning of the business students?

Hypothesis

1. Business students have a positive attitude towards EFL teachers' code-switching/code-mixing to L1.
2. Teachers' code-switching/code-mixing to L1 has a positive influence on L2 learning of the business students.

Objectives of the Study

The major objectives of the study are:

1. To investigate the linguistic phenomenon of code-switching /code-mixing by EFL teachers in business students classrooms.
2. To explore its influence on L2 learning of the business students.
3. To make explicit statements about the attitudes of the business students towards EFL teachers' code-switching/code-mixing to L1.

Significance of the Study

There is a need to explore the phenomenon of code-switching/code-mixing to L1 by the EFL teachers in business students' classrooms, as it is inevitable in a bilingual society like our

own. The study is designed to explore this phenomenon and its effects on L2 learning of the business students.

The study would provide recommendations for policy interventions and planning to provide a realistic environment for L2 learning process of business students. In addition to this, this study will also provide a ground for those who are interested in exploring the effects of code-switching/code-mixing to L1 by teachers in business students' classrooms in their own context.

Delimitation of the Study

L2 learning of the business students can be investigated in a number of ways. However, this study is limited to EFL teachers' code-switching/code-mixing to L1 influencing L2 learning of business students at two major levels; specifically; Bachelor and Master.

The study aims to gather information from representative groups of private as well as public sector universities' students. Thus the findings and recommendations will be generalizable to this population only.

Methodology

From the population of BS English students at UOS M.B. Din Pakistan, the sample of sixty students was selected through convenience sampling that involves the sample being drawn from that part of the population which is close to hand and it includes people who are easy to reach. The data were collected through a questionnaire based on three-point rating scale. The Questionnaire was designed after reading a lot of literature on the topic concerned.

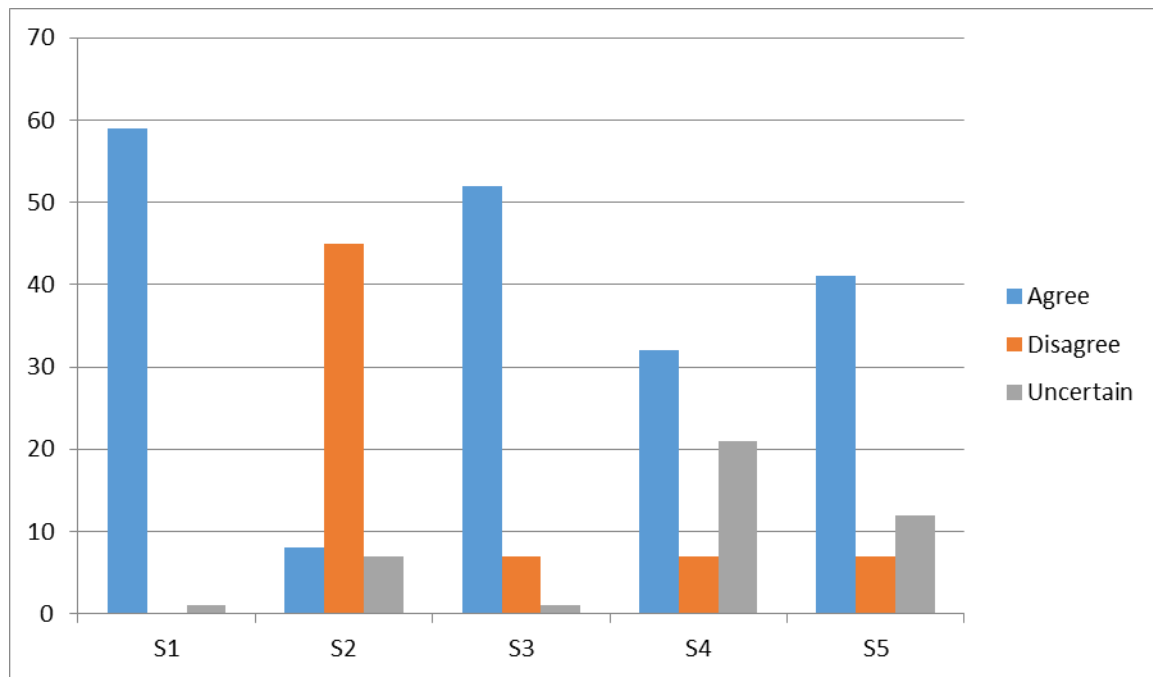
The purpose and aim of devising this questionnaire was to explore the scope of code switching and code mixing of teachers in classroom. The questionnaire consisted of ten items because the nature of questions was comprehensive enough to serve the purpose. The results of this study are only generalized able to this specific population. The results of the data collected through sixty questionnaires are shown through the graphs.

Data Analysis

Table 1

Statement	Agree %	Disagree %	Uncertain %
Code-switching/code-mixing helps you in memorizing the information easily.	98	0	2
During teacher's code-switching/code-mixing, you feel anxiety due to linguistic difficulties.	13	75	12
You feel comfortable during teacher's code-switching/code-mixing to L1.	87	12	2
There is determined effect on students due to teachers code-switching/code-mixing.	53	12	35
Code-switching/code-mixing decreases the pressure of L2 language on B.S students.	68	12	20

Table 2



As far as the first statement of questionnaire is concerned, it is agreed by 98% of the respondents that Code-switching/code-mixing helps them in memorizing the information easily. Assumption can be made that fear of teacher's negative comments is not found in B.S English students.

As far as second statement is concerned, it is disagreed by 75% of the respondents that during teacher's code-switching/code-mixing, they feel anxiety due to linguistic difficulties. Results indicate that insufficient writing practice is found in B.S English students. Level of insufficient practice is high.

Third statement is agreed by 87% of the respondents that they feel comfortable during teacher's code-switching/code-mixing to L1.

Results indicate that the problem of insufficient writing techniques is found in B.S English students to noticeable extent.

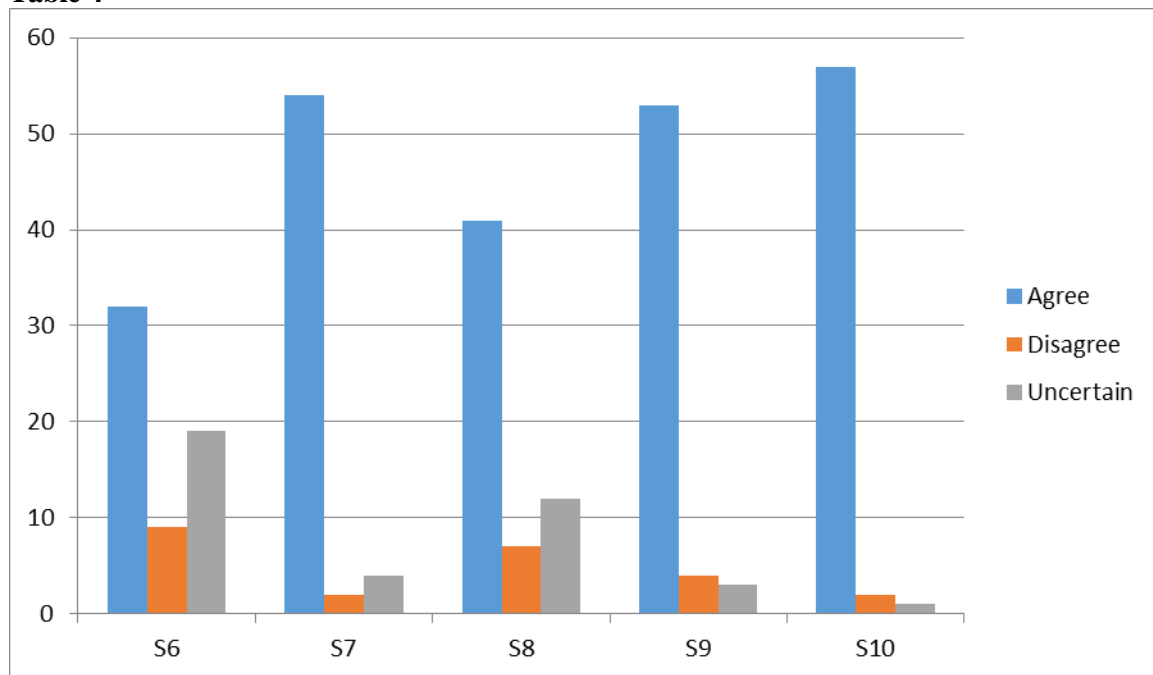
53% of the respondents agreed to the fourth statement that. Assumption can be made that there is determined effect on students due to teacher's code-switching/code-mixing the anxiety due to problems with topic is found in half of B.S English students.

The fifth item of the questionnaire is strongly agreed by 68% of the respondents that Code-switching/code-mixing decreases the pressure of L2 language on B.S students. Results indicate that Linguistic difficulties are the greatest cause of writing anxiety in B.S English students so far so the perception and opinion of students is concerned.

Table 3

Statement	Agree %	Disagree %	Uncertain %
Code-switching/code-mixing intermingles your concepts of L1 to L2.	53	15	32
Code-switching/Code-mixing increases your communicative skills.	90	3	7
Code-switching/Code-mixing provides a realistic environment for L2 learning process.	68	12	20
Code-switching/Code-mixing makes you bilingual.	88	7	5
Code-switching/Code-mixing helps you in understanding difficult words, concepts, and terms.	95	3	2

Table 4



For statement no. six 53% of the respondents agreed that Code-switching/Code-mixing increases your communicative skills. So far the seventh statement is concerned, 90% of the respondents show agreement that Code-switching/Code-mixing increases your communicative skills. It can be assumed that pressure of time affects while writing in English.

Eighth statement is disagreed by 20% of the respondents that. Results indicate that Code-switching/Code-mixing provides a realistic environment for L2 learning process is not found in students.

The ninth statement is disagreed by 7% of the respondents that Code-switching/Code-mixing makes you bilingual. Assumption can be made that the fear of writing test is not found in students.

The tenth statement is disagreed by 3% of the respondents that Code-switching/Code-mixing helps you in understanding difficult words, concepts, and terms. Results indicate that high frequency of writing assignments is not a cause of writing anxiety in students.

Conclusions and Recommendations

The result indicates that code-switching/ code-mixing helps the students in memorizing the information easily. Moreover, mostly students agree that they feel comfortable during teacher's code-switching/ code-mixing to L1. Because teacher's code-switching/ code-mixing decreases the pressure of L2 language on B.S students. In addition to, teacher's code-switching/ code-mixing make the students bilingual. Mostly students feel difficulty to understand words,

concepts and terms of L2. Hence, teacher's code-switching/ code-mixing is helpful in solving these problems.

The findings show that code-mixing/code-switching is liked by university level students. The pedagogical implications of this study are as under:

- Code-mixing/code-switching can be helpful among students through developing the listening power of the students and improving the linguistic difficulties.
- Much hearing practice and linguistic techniques can ameliorate the level of understanding among students.
- Code-mixing/code-switching can be helpful for students by solving their linguistic difficulties and increasing their listening power.
- From speaking of tough vocabulary should be avoided so that the students may feel relaxed to conceive the point.
- The teachers should guide the students to minimize their linguistic errors. Through practice, it can be lowered and gradual improvement in learners' writing can be ensured.

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