CONCEPT OF THE CODE SWITCHING AND CODE MIXING AS FACILITATORS IN URDU EFL CLASS

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Abstract
This study was an attempt to investigate Urdu EFL students' concepts towards code switching and code mixing among 60 Urdu EFL college students in Districts Okara and Chishtian of Punjab Pakistan. This article although preliminary in nature attempted to highlight and explain some of the functions of code switching and code mixing in Urdu EFL class room. This study was made to explore the trends of code switching and code mixing in Urdu EFL class. A questionnaire was adopted to collect data and the data were analyzed on SPSS. The results revealed that students had positive attitudes towards code switching and code mixing in Urdu EFL class.
Key Words: Concept, Code switching, students, English, EFL class

1 Literature Review

Teaching of English in Pakistan has been made compulsory from Primary to graduate class but its effectiveness has long been a matter of question. Code switching and code mixing commonly adopted methodology in Schools, colleges and Universities of Pakistan. The current study was to investigate the perceptions of the students to the use of Code switching and code mixing so that it might be designed and harmonized with demands of the EFL students in Pakistan. The following literature review was made to find out the gape of the current research. Gulzar (2014) made a research to verify the use of code switching and code mixing as facilitators in Urdu and EFL class. The main objective of this study was to find the answer of the question either the use of code switching and code mixing in Urdu and EFL class, plays any role in teaching and learning English as L2 with reference to Urdu as L1 in Pakistani institutes. This study was conducted on 230 participants in which 205 were the students and 25 were the teachers. This was a non-experimental co-relational type of research for which questionnaires were used as main tool of research. The study provided ample evidence that the use of code switching and mixing served a great deal of functions in the class room. This analysis also confirms Poplock's patterns of code switching and mixing as well as Guthries functions of switching in extension. The study also concludes that code switching and mixing proves to be a productive tool and the phenomenon can be utilized if it is monitored properly.

Samar Rukh et al. made a research to find the business students attitudes towards teachers' code switching and code mixing to L1 and its influence to their L2 learning in class room. The population of this study was 100 business students studying in city Sargodha and 6 EFL Teachers teaching BCRW (Business Communication and Report Writing). Fifty students and three teachers belong to University of Sargodha whereas other fifty students and three teachers belong to private sector universities and colleges. For this study quantitative as well as qualitative research design was used. Data was collected by using 4-point Likert type questionnaire. After a keen observation its quite clear that code switching and code mixing is a common phenomenon in BCRW lectures of business students as 97 % participants agree to it. Regarding EFL teachers opinion about code switching and code mixing, all participants agree that they use both English and Urdu during their BCRW lectures. Regarding overall view about the effect of code switching and code mixing on L2 learning of the business students, five out of six participants consider it beneficial for the students with respect to the context.

A similar research was conducted by Iqbal (2011) on linguistic features of Code Switching and Code Mixing The main purpose of this study was to investigate code Switching Phenomenon including Intra Sentential Code Switching, Inter Code Switching and Code Switching at word, phrase and clause level. The approach of this study was quantitative. Sixteen HEC recognized universities of Lahore were included in research as population .However purposive sampling was six Universities out of sixteen. The lectures were observed at postgraduate level. The study clarified different linguistic features of Code Switching. The focus was given on frequencies and

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percentage level .The data indicated that 2646 instances occurred. out of which 983 examples showed Intra Sentential Code Switching,97 Inter Sentential Code Switching. The percentage values were 37.15% of Intra Sentential Code Switching and 3.66% Inter Sentential Code Switching.

Nadeem (2012) also administered a research on the Teachers and Teacher Educators having no formal ESL/TEFL/TESOL/ELT and they teach in different Universities. The approach of this study was mixed and it was done on 150 Teachers and 20 Educators what methodology was adopted by them in delivering their lectures in B.Ed and M.Ed classes. The same opinionnaire was handed over to the Teachers and Teacher Educators to know their responses towards medium of instruction .The result of this study reflect that most of the Teachers feel comfortable in delivering their lectures in both the languages e-g English and Urdu rather than focusing on English language only

Khonakdar & Rokni (2015) made a research on teachers, code switching in an EFL context. This study was an attempt to investigate Iranian EFL teachers, reasons for code switching in Iranian EFL classes by sixty Iranian teachers who teach English as a foreign language. The reason why code switching is used depends on different reasons such as to teach lexical items and grammar points and help their learners to listen carefully to comprehend and understand both languages. The research was done to investigate the Iranian EFL teachers, reasons towards code switching in EFL classes. Therefore it was asked 60 Iranian EFL teachers to state their ideas through a questionnaire. Sixty teachers who teach English as a foreign language were selected randomly as a sample of Iranian EFL teachers both male and female. The researcher enjoyed a questionnaire was adapted from Gulzar (2014) to do his study. Descriptive statistics was calculated in order to calculate the percentage of the items. This study concludes that code switching can be as a facilitator in some situations such as checking the learners, understanding toward the EFL points and also the teachers can enjoy code switching to translate some challenging points and structures through code switching , and also assist the learners to feel relax to decrease the anxiety and stress in the classes.

Gulzar (2014) made a research on Use of code switching and code mixing as facilitators in Urdu EFL class. This study is an attempt to know the practice of code switching by the teachers between Urdu and English in Pakistani context. It has been observed that code switching is a useful source that can help the teachers to emphasize, to clarify and check the understanding of the students in a more effective way. This research supports that code switching can be taken as an extra aid to be applied in EFL classroom to achieve a certain enhancement in learning. In order to grasp the true manifestation of teachers,code switching in classroom. The quantitative research method have been utilized consisting of two questionnaires one for teachers and the other for students. Further the researcher has used classroom recording as another important tool to confirm the naturalist and authentic data received from the classroom. This study concludes that code switching with its three major types of tag, intrasentential and intersentential do exist in GCSE class. Code switching has facilitated the teachers to make their method of teaching more effective.

Hassan (2004) research in order to find out the authenticity of the code switching and code mixing as facilitators in urdu and EFL classes.He conducted his research over 300 students 100 from urban schools, 100 from rural schools, 50 students from urban madrasahs and 50 from rural madrasahs have been interviewed. In each area, students were selected randomly from junior secondary (JS) and secondary (S) levels disregarding their merit and place in classes. 100 teachers - 35 from urban schools, 35 from rural schools, 15 from urban madrasahs and 15 from rural madrasahs were also interviewed. Teacher samples were selected from those who teach English in any class from classes 6 to 10 in their institutions.

While investigating, this researcher talked with them formally and informally. The formal investigation comprised questionnaires and the student and teacher samples. Informal investigation was carried out through observation and discussion with teachers and head teachers of different institutions. The researcher also talked with other groups of people concerned and jump to the conclusion that code switching and code mixing in Urdu and EFL class, plays an important role in teaching and learning English as L2 with reference to Urdu as L1 in institutions proficiently   across   the   country   if   it   is   supervised   properly. Malik (2009) conducted study, the code switching and code mixing as facilitators in tefl and EFLclass, at Allama Iqbal Open University in Pakistan. During the observations of the Diploma TEFL classrooms, the researcher fully concentrated on the teachers' styles of interaction and the students'

behaviors' and techniques of giving responses during the discussi "EFL teachers" and "EFL users" .Two qualitative research methodologies, the ethnography of interactions and teachers' interviews, and one quantitative research methodology, students' questionnaire have been selected to collect and analyze the data. This study is conducted in relation with Pakistani situation where the majority of the students are bilinguals. So all the theories related to bilingualism and uses of L1and L2 in the classroom are discussed to understand their importance in the language learning classroom. The findings of the study also support the idea that code-switching and code mixing can be used as an extra-source at the time of dire need but should not be applied as a technique or strategy in the classroom.

2 Objective
1. To find out impacts of code switching and code mixing in Urdu EFL class
2. To find out attitude of the Urdu EFL students towards code switching and code mixing

3 Methodology
The current study was descriptive in nature which was based on survey. A questionnaire on 5-Lickart Scale was designed to conduct a survey. The target populations were the 60 graduate students of Governement College Pakpattan in southern Punjab Pakistan. Data were collected directly from the students engaged in class room activities. Later on collected data were analyzed on SPSS version 21 and the results were shown in Mean score, Standard Error and Standard Deviation.

Table 1 showing Impacts of Code Switching and Code Mixing in EFL Class

Statements	N	Mean		Std. Deviation
		Statistic	Std. Error	
Code switching and code mixing helps the students to their understanding.		2.00	.130	1.00
Code switching and code mixing keeps the students attentive during lecture.		1.88	.109	.84
Code switching and code mixing makes communication easier between the teacher and the students.		1.95	.129	.99
Through Code switching and code mixing teacher is able to transfer his message well from English to Urdu.	60	1.97	.134	1.04
Teacher can deliver his lecture through Code switching and code mixing with comfort.		1.72	.114	.88
Code switching and code mixing brings good learning outcomes.		2.28	.163	1.26
Code switching and code mixing is very effective for Urdu EFL class.		2.25	.159	1.23
Code switching and code mixing reduces boredom in class room.		2.18	.166	1.28

In the above table mean score about statement 1 is 2.00 with standard deviation 1.00 which reveals that most of the students consider the value of code switching and code mixing to be helpful for the students. Mean score about statement 2 is 1.88 with standard deviation .84 which reveals that most of the students are in favour that code switching and code mixing keep the students attentive. Mean score about statement 3 is 1.95 with standard deviation .99 which reveals that code switching and code mixing makes communication easier between the teacher and the students. . Mean score about statement 4 is 1.97 with standard deviation 1.04 which shows that most of the teacher like code switching and code mixing for the teacher is able to transfer his message well from English to Urdu. . Mean score about statement 5 is 1.72 with standard deviation .88 which reveals that it gives comfort in delivering lecture. Mean score about statement 6 is 2.28 with standard deviation 1.26 which shows that most of the people say, code switching and code mixing bring good learning outcomes. Mean score about statement 7 is 2.25 with standard deviation 1.23 which reveals that code switching and code mixing is very effective for Urdu EFL class. Mean score about statement 8 is 2.18 with standard deviation 1.28 which reveals that according to the students opinions code switching and code mixing reduces boredom.

Table 2 showing results about use of Code Switching and Code Mixing

Statements	N	Mean		Std. Deviation
		Statistic	Std. Error	
Urdu EFL students prefer code switching and code mixing.	60	1.85	.14	1.12
Code Switching and Code mixing is an excellent tool for the English Teachers		2.02	.14	1.11
The students get satisfaction through Code Switching and Code mixing applied by the Teachers		2.12	.13	.99
Code Switching and Code mixing is a good source of transferring information from one language to another		1.75	.13	1.00
Code Switching and Code mixing is an interesting method of teaching English		1.82	.14	1.08
Code Switching and Code mixing in English teaching fills the need of language in language filled environment		2.23	.17	1.32
Urdu EFL students also use Code Switching and Code mixing to create effective linguistic impression		2.15	.18	1.40
Code Switching and Code mixing creates self confidence among the students to inspire learning English as language		2.55	.16	1.29

In the above table mean score about statement 1 is 1.85 with Standard Deviation 1.12 which reveals that most of the students in Urdu EFL class prefer code switching and code mixing to be used in the class. In statement 2 mean score is 2.02 with standard deviation 1.11 which reveals that most of the students in Urdu EFL class consider it an excellent tool for the English Teachers. Mean score about statement 3 is 2.12 with Standard Deviation .99 which clearly shows that students get satisfaction by the use of code switching and code mixing in Urdu EFL class. Mean score about statement 4 is 1.75 with 1.00 Standard Deviation that clearly shows that most of the students think that code mixing is a good source of transferring information from one language to another. Mean score about statement 5 is 1.82 with 1.08 standard Deviation, shows that majority of the students are in favor of code switching and code mixing to be used by the teacher is interesting method of teaching English .Mean score about Statement 6 is 2.23 with 1.32 Standard Deviation strongly approves that code switching and code mixing fills the need of language in language filled environment. Mean score about the statement 7 is 2.15 with 1.40 Standard Deviation also reveals that the students agree with the point of view that Code Switching and Code mixing create effective linguistic impression . For the last and final statement, mean score is 2.55 with standard deviation 1.29 which shows that most of the students agree that Code mixing creates self confidence among the students to inspire learning English as language.

4 Discussion
The current study explored the perception of the students about the use code switching and code mixing in Urdu EFL class. The analysis of data revealed that the students gave their consent positively about the use of code switching and code mixing. They believe that code switching is very helpful to their understanding about learning English language. The students as the analysis reveals was that they remained attentive and vigilant during the class. The fact was that just speaking English language by the Teacher in class makes the students uninterested and bored. And it was the result of the code switching and code mixing that they were able to communicate with their teachers with comfort. And the students agreed that they were transferred knowledge well by their teachers with help of code switching and code mixing. The reason behind this is that in most of the institutions in Pakistan language filled environment is impossible. And bilingualism is the main source of communication between the students and the teachers which brings positive learning outcomes. The use of code switching and code mixing is very effective as the students show their consent to the effectiveness of code switching and code mixing.

5 Conclusion
After a detailed study and discussion we reached the conclusion that code switching and code mixing plays a very important role in teaching and learning English. In the light of students' analysis, we can say that use of this technique in Urdu EFL class makes the teaching and learning of English effective and successful. From the students' point of view, they can achieve learning outcomes easily by using this technique. So according to the opinion of majority of the sixty students, code switching and code mixing in Urdu EFL class can be used as a facilitator.

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