

Received : 15 February 2024, Accepted: 10 July 2024

DOI: <https://doi.org/10.33282/rr.vx9i2.42>

An Analysis of English Teaching Strategies in 10th-Grade Classroom Interactions

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Abstract

In modern society, code-switching and code-mixing are inextricably linked, demonstrating one language's dominance over another. It calls into question a community's norms and traditions, which must be adjusted and practised accordingly. The current study probed into the use of codeswitching by Pakistani English teachers in classroom interactions. Data included two documented lectures as well as interviews with the class teacher at Future Executive High School for 10th-grade graduates. To achieve the objectives of the Study, Setiyadi's (2020) triangulation method, which included observation, interview, and questionnaire, was implemented in the study, with the questionnaire replaced with the Test and Re-test method. The research identified and examined the code-switching material in the lectures using Braun and Clark's (2016) six-step thematic analysis Framework mentioned by Jack Caulfield (2020). These are the six steps: 1. Familiarization, 2. Coding, 3. Generating themes, 4. Reviewing themes, 5. Defining and naming themes, and 6. Writing up. The study discovered that the English teacher used the Urdu codes for ease of comprehension to improve the competence level of the students. The findings of the study rejected the null hypothesis that codeswitching in classroom interactions destroys learning and acknowledged the alternate hypothesis that codeswitching produces excellent results.

Keywords: code-switching; classroom interaction; language competency; triangulation method; thematic analysis

1. Introduction

In modern society, code-switching and code-mixing are inextricably linked. Additionally, this illustrates the dominance of one language over another. When looking for such a phenomenon, it causes a community to question its norms and traditions, which must be adjusted and practised

accordingly. This study has been tested in Pakistani classrooms, especially in Punjab Province. Possible influences on Pakistani English teachers' class discussions include Urdu and Punjabi, the two main languages spoken in Punjab, Pakistan. Data include two recorded lectures and interviews with the lecturers and 8th-standard students who graduated from Future Executive High School. These are two recorded lectures and interviews with the lecturers and 8th-standard students who graduated from Future Executive High School. Eight groups of students attended the class as their teacher presented two lectures on letter writing. For 56 students, each group had seven members. The researcher observed how the teacher used codeswitching in classroom interactions, whether consciously or unconsciously. They also looked at the impact of codeswitching on students' ability to learn and how they communicated with one another. In addition, the theory proposed by Norrish was put to the test. According to Norrish (1997), teachers use code-switching in classroom interactions He vehemently argued that frequently and excessively using codeswitching impedes learning rather than has a positive impact on learning.

1.1 Historical Perspective of Codeswitching

The simultaneous use of two languages is known as code-switching (CS) (Poplack, 1980). Fishman (1986) sees it as an individual's linguistic choice in cognizance of the appropriateness of conversational context which can be practised through code-switching and code-mixing. Heller (1988), defines code-switching as "the use of more than one language in the course of a single communicative episode." Maschler (1998), states code-mixing as "using two languages so that a third, new code emerges, in which elements from the two languages are incorporated into a structurally definable pattern." According to Romaine (1995), it is used in a general sense or as a variety of the same language she says, "I will use the term 'code' here in a general sense to refer not only to a different language but also to varieties of the same language as well as styles within a language." Few pieces of research clarify this term in their definition of 'code'. In communication, the term "code" is a process of converting a chunk of information such as a word, sentence, or phrase into another form by a process of encoding. It is a process usually used to convey a chunk of information implicitly from a sender to a certain receiver (Mesthrie, 2001). It is a fundamental concept in the study of semiotics, De Saussure (0000) enumerated that a sign or code only gets meaning when it is incorporated by the sender and receiver. He believes in the arbitrary relation between signified and signifier. Hence to interpret signs, a set of familiarity and conventions is required to communicate meaningfully (Trask and Stockwell, 2005). The mixing or hybridization of languages and their features cannot be considered a purely linguistic modification; rather, it is a socio-cultural phenomenon that affects the entire society (Pavlenko, 2006). In her paper, Swann (2007) asserts that "definitions of codes-mixing vary." Certainly, the definition of code-mixing differs from one sociolinguist to the next. A person who is adept at switching between codes from one language to another is a proficient bilingual or multilingual speaker. From both a social and linguistic standpoint, the mixing of different languages at various levels has been extensively researched (Auer, 1999; Muysken, 2000; Bullock and Toribio, 2009), and it has recently piqued the interest of the NLP community (Solorio and Liu,

2008; Adel et al., 2009). Code-switching, or switching between two languages or dialects or registers of the same language, is a common practice among multilingual speakers from all walks of life, and it is especially prevalent among people who speak more than one language. The study has piqued the interest of scholars from a wide range of disciplines, including formal or structural linguistics (see Poplack 2001), psycholinguistics (see Taha 2009), and sociolinguistics (see Poplack 2001, for example) (Gumperz and Bloom 2000; Myers-Scotton 1993, 1997). Greggio and Gil (2007) conducted a qualitative study to determine whether code-switching is a valuable asset in foreign language instruction. Others have approached it from the perspectives of education and neuro-linguistics (see Lin 2008, 2013). (See, for example, Bialystok 2001, 2009; Bialystok, Craik, Green, and Gollan 2009; Bialystok, Craik, Green, and Gollan 2011; Westley 2011). Since its inception, code-switching has been viewed negatively, including by academics. It has been observed, according to Grosjean (2008), that some researchers tend to evaluate bilinguals' language skills in terms of monolingual criteria. As a result, code-switching has been labelled as "contaminating" and "bad practice," and has been characterised as ungrammatical language usage typical of bilinguals who do not have complete command of either of their native languages (or both) (Grosjean 1984). Coding switching is increasingly recognised in bilingual societies as a useful communicative strategy for facilitating the achievement of interactional goals across a wide range of domains, despite the social stigma associated with it, particularly in restrictive formal environments (cf. Shartiely 2013; Shin 2010; Shin and Milroy 2000). For example, code-switching can manifest itself in a variety of ways to achieve specific goals, such as expressing one's own identity or achieving solidarity among people who share common values (cf. Cook 2003; Walker 2011), or for instructional purposes when learners do not have command of the language being taught (cf. Shartiely 2013; Shin 2010; Taha 2009; Uys 2010; Zabrodskaja 2009).

1.2 Norrish's Hypothesis on Codeswitching

According to Norrish (1997), teachers code-switch frequently while delivering lectures causing students to misinterpret what the teacher is saying. The researcher used Norrish's hypothesis for data analysis, which stated the phenomenon of code-switching educational premises. One of the primary goals of this research was to determine how useful codeswitching is when teaching a bilingual or possibly multilingual class at the Secondary Level.

1.3 Null Hypothesis

The current study will test the null hypothesis that code-switching is not an effective classroom interaction strategy used by Pakistani English teachers.

2. Review of Related Studies

Bloom and Gumperz (1972) proposed the seminal work on code-mixing and code-switching in sociocultural linguistics in "social meaning in linguistic structures." Their work was instrumental in popularising the terms situational and metaphorical code-switching. Code-switching, according to Burden (2001), is an effective method for teaching a foreign language. In such a pleasant setting, students find it easy and appealing to learn a foreign language. They continue their education rather than drop out. According to Redinger (2010), code-switching is influenced

by pragmatic factors such as the environment in which it appears. As a result, code-switching has an impact on language choices such as clarifying content or managing classroom discourse and interpersonal relationships. According to additional research, Luxembourg's current language policies in education are impeding secondary school students' educational achievement. The numerous policy reform options available in Luxembourg are discussed to demonstrate how findings from applied sociolinguistic research can be applied to policy development. According to Yevudey (2013), there is a debate among African academics about the practice of codeswitching. Lessons in the target languages of Ewe and English in primary school provide unique pedagogical opportunities. NALAP is a bilingual literacy programme in which students use their native language while English is introduced as a second language and made mandatory by the fourth grade. This research relies on classroom recordings, questionnaire responses, and interviews conducted in Ghana's Volta Region. Teachers and students, according to the findings of this study, use intersentential and intranssentential code-switching for a variety of classroom functions. The use of codeswitching made participation in the lessons easier. Code-switching occurs in societies where people can communicate in two or more languages, according to Johansson (2013). Bilinguals can code-switch and use their languages as resources to convey meaning more effectively. Code-switching is common in school-based English classes. To discover when and why upper secondary school teachers code-switch when teaching L2 English. Low socioeconomic status groups communicate uniquely. 5 teachers and 96 students completed a questionnaire. Teachers tried to keep code-switching to a minimum, but it was necessary on occasion for the students' benefit. Three scenarios involved English grammar instruction, while one-on-one interactions favoured Swedish. 87% of students wished their teacher spoke English more frequently. According to Saba (2017), code-mixing, code-switching, and language borrowing are all common in Pakistani classrooms. The research focuses on language learning code-switching, language mixing, and language borrowing, as well as language choice and uses in bilingual classroom discourse. According to the study's findings, L1 is used as a strategy to help students comprehend and comprehend concepts. Syam's (2018) research seeks to define the various types of code-mixing and code-switching observed in classroom interactions at SMA Negeri 2 Takalar. The use of code-mixing (word or phrase) in English teaching differs significantly from mixing using code words alone, as observed and documented. Code-switching is also referred to as inter-language switching (formal and informal language). While the preceding section explains that code-mixing and code-switching are not forbidden, it is a matter of people's influence on one language, which is known as bilingualism. Teachers, according to the researcher, should use English. To encourage English interaction in the classroom. Moetia (2018) investigated code-mixing and code-switching in the English language classroom to determine the types of code-mixing and code-switching and to assess the benefits and drawbacks of their use. In class, the English teacher and her students employed two types of code-mixing and three types of code-switching. According to an interview with the teacher, the teacher uses these types of codes to conceal the students' language proficiency and to speed up the process of knowledge transfer in the classroom. She also believes that alternating between Bahasa

Indonesia and English will make students' reading and spelling more difficult, as well as make them unaware and lazy about using English in the classroom. Advertising affects students, according to Banatao (2018). This study looked into code-switching in Filipino commercials. CBN and GMA also show advertisements. Three types of code-switching use lexical and syntactic patterns. Alterations to Dayag's speech (1979). There are six reasons for code-switching (2000). Through research, English-Filipino intersentential combinations were discovered. Advertisements with code switches help, inform, and illustrate. Capabilities, economy, deception, and multiple identities are all examples of multiple identities. Customers are influenced by a product's goal of improving their appearance. According to Kemaloglu-Er and Zata (2020), code-switching is common in EFL groups. However, research on code-switching in groups is limited. The focus of this study is code-switching in groups where everyone speaks the same language. To discover group work themes, open-ended questionnaires were used. It simplified the process of determining equivalence, defining meaning, carrying out procedures, and conveying emotions. Students' communication style, whether on- or off-the-record, also had an impact on their code-switching. The first language causes code-switching. Fluency and emotional accessibility, according to students, motivated them to use their L1. Encouraging teamwork and solidarity the topic of code-switching is investigated in Kharkhurin and Wei's (2014) study. It specifically investigates whether the practice of code-switching influences creativity. Emotions and code-switching appeared to be related to increased capacity for innovation. These findings lay the groundwork for future empirical research into the creative capacity of bilinguals. According to Malik (2014), code-switching is especially effective for teaching Intermediate students English. This technique is designed to entice and motivate students to learn English. It helps them understand and motivates them to learn. According to the quantitative study, code-switching was especially effective in teaching learners from our country's backward rural areas. According to Kareem (2016), many multilingual people, consciously or unconsciously, code-switch, which is the practice of alternating between two or more languages or dialects of a language in conversation. Furthermore, teachers may attempt to code-switch in classroom settings, especially if students are unfamiliar with the language being studied, to provide more detail or explanation about the lesson. According to Shartiely's (2016) paper, Dar es Salaam's language education policy, which focuses on English, increases the use of Swahili and Swahili lessons in university lectures. When speaking with students, lecturers may use intersentential and intranssentential code-switching to translate concepts, explain, manage student behaviour, and advise or encourage students. Tanzanian professors address multilingualism in a novel way in this paper. Tanzanian higher education is an example of how English is used as an academic lingua franca in contexts where the speakers' native language dominates almost all other aspects of their lives. In her study on grammar and interaction in a pre-intermediate EFL classroom, Istifci (2019) discovered that learners used code-switching to better express themselves when interacting with the teacher, negotiating form, and meaning. She also discovered that code-switching was sometimes motivated by a desire to improve the understandability of grammar topics. Deucher (2020) examines the state of the art in linguistic

code-switching research. He investigates three theoretical and practical issues: code-switching versus borrowing, grammaticality, and the level of uniformity or variability in the language. He contends that when a broader measure of integration is used, lone other-language items are not necessarily borrowings, and he exemplifies quantitative research on variability in code-switching, demonstrating that it reveals uniformity and the potential influence of community norms. He concludes that more research on a variety of bilingual communities is needed to determine the relative contribution of individual factors, processing, and community norms to code-switching and community norms.

3. Methodology

The study applied a mixed methodology, a combination of quantitative and qualitative methods. To collect the data, the study used a deductive approach because the theme perceived by code-switching by Pakistani English Teachers has a bewitching effect in classroom interactions, despite Norrish's hypothesis that code-switching in classroom interactions badly destroys the learners' concepts. The current study is a social phenomenon, namely the incorporation of Urdu and Punjabi into an English lecture and subsequent classroom discussion. The main reason for using the inductive approach is that it considers the context, and it is suitable for obtaining qualitative data with a small sample size. The data was analysed using Setiyadi's (2020) Triangulation method, which includes three data collection techniques: observation, interview, and questionnaire where the questionnaire was replaced with the Test and Re-test method to achieve the objectives of the study. The observation concentrated on how the teacher mixed Urdu and Punjabi codes in the English classroom lectures, as well as the subsequent discussion with the lecturers. Following that, an interview and a questionnaire were administered to collect data that could be used to validate the observational findings. The current study objective, as stated in the hypothesis, was to identify, describe, document, and analyse the various code-switching techniques used in lectures. The research identified and examined the code-switching material in the lectures using Braun and Clark's (2016) six-step thematic analysis Framework proposed by Jack Caulfield (2020). These are the six steps: 1. Familiarization, 2. Coding, 3. Generating themes, 4. Reviewing themes, 5. Defining and naming themes, and 6. Writing up.

4. Data Collection and Analysis

Setiyadi's (2020) data collection techniques were manipulated in the study. Triangulation uses three different data collection methods: observation, interview, and questionnaire.

4.1 Observation

Observation is the first step in Setiyadi's Triangulation method for qualitative research. In the current study, data were extracted from eight observations jotted down from a focus group of 56 students, who were then divided into eight groups of seven members.

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4.1.1 Familiarization

Following Braun and Clark's first step of thematic analysis, notes were documented in the form of observations produced by the participant under the supervision of the researcher.

Observation No.1

Dear student, Assalam-o-Alaikum! How are you all doing? (سب کیسے بن، بھئی؟) Hmmm! That sounds fantastic! Prepare your notebooks and pens to take the necessary notes on today's lecture. Today, we will learn how to write a letter for academic purposes. (اور ہاں یاد رہے) Please only one thing! When I am teaching you, do not write anything at the same time. When I finish the lecture, you will undoubtedly write it down. (اگر آپ ساتھ ساتھ لکھیں گے تو صحیح طرح سے سمجھ نہیں پا سکتے) First, you must learn, and then you must write. Look at me and pay close attention. (توجہ سے سنے گئے تہ آدھا لیسن تہ ابھی یاد ہو جائے گا)

Observation No.2

(Let's begin in a straightway. Instead of muddling things up, breaking the letter down into five parts allows a better understanding of the content. (اور سب اجزاء کو اچھے سے سمجھنا) This sentence asserts that the opening, salutation, subject matter, complimentary note, and last but not least, the closing of the letter all fall under the same category. (اب ہم تمام حصوں کو تفصیل کے ساتھ پڑھیں گے) It is critical to explore all the details of each component, to be closer to and better understand each one.

Observation No.3

The first component that requires close attention is the letter format's opening. (کیا اب جانتے ہیں) So, let us get started. In academic letters, we usually write the sender's address in the upper right corner, aligned right. It also has three sections: Examination Hall, City (A.B.C.), and date, month, and year in the prescribed format. This section should be written very carefully for the sake of examination. (یا د رکھنے والی بات یہ ہے کہ (اکیڈمک لیٹرز) میں گھر کا پتہ نہیں لکھا جاتا بلکہ کمرہ امتحان لکھا جاتا ہے اور شہر کا نام کی بجائے اے، بی، سی لکھا جاتا ہے)

Observation No.4

The salutation is the second component of the letter format. For example, if the letter's recipient is a friend, we can use the salutation Friend, My Dear Friend, or Dear Friend, followed by a comma. The salutation Friend is required, whereas "My" and "Dear" are optional.

Observation No.5

The third component of the letter format is the main body of the letter, which contains the essential information. The body of the letter should include all relevant information that will satisfy the subject. (لیٹر کا متن خط عنوان کے عین مطابق ہونا چاہیے۔ اگر خط کا سارا فارمیٹ ٹھیک ہو لیکن) It should be concise and comprehensive, with no extraneous or excessive material. (متن عنوان کے مطابق نا ہو تو باقی سب بھی بے سود ہے۔)

Observation No.6

The concluding sentence is a complimentary note. Its content varies from letter to letter. To respect the dignity of the letter's recipient, it should be written in a special register. (اگرچہ یہ حصہ)

It should never be overlooked when concluding a letter. (یہ قاری پر بہت اچھے اثرات ڈالتا ہے)

Observation No.7

Finally yet importantly, is the letter's conclusion. The closing, like the opening, can be divided into sections as "Yours truly" or else followed by a comma and the name of the sender of the letter as ABC followed by a full stop. (با لکل ایڈریس والے حصے کی طرح بھیجنے والی کا نام بھی صیغہ)
Many students make mistakes when they write "Yours". It is a possessive case of the pronoun it, so no apostrophe is required as in (Your's). (اسے اس طرح لکھنا بالکل غلط ہے)

Observation No.8

Students Assalam-o-Alaikum! I hope you practised yesterday's lesson thoroughly at home. You should now understand how to format an academic letter. (کیوں بھی ایسا ہی ہے نا؟ سب بچے سبق گھر سے اچھے سے پڑھ کر آئے ہیں؟ چلو پھر ہم اس کا ایک بار پھر اعادہ کر لیتے ہیں۔ پھر میں آپ سے اسی سبق کا ٹیسٹ لوں گا۔)

A letter format for academic purposes is made up of five sections. They are as follows:

Opening of the Letter

Salutation

Body of the Letter

Complimentary Note

Closing

All parts should be well-aligned, with special attention paid to punctuation.

پنکچویشن کو خیال اس لئے بھی رکھا جاتا ہے کہ ایگزیمینٹس پوائنٹ آف ویو سے اس کے الگ سے مارکس ہو تے ہیں۔ اب ڈرا خاص خاص باتوں کو غور سے سن لیجئے تاکہ یاد رہیں۔

Opening of the Letter

اوپننگ کی پہلی سطر میں ایگزیمینٹس ہال جہان ای اور ایچ کیپیٹل اوار اس کا آخر پار کومہ ہوتا ہے۔ دوسری سطر میں سٹی اے بی سی لکھتے ہیں۔ سٹی کا سی اے بی سی کیپیٹل لکھتے جاتے ہیں۔ اور آخر پر فل سٹاپ لگا تے ہیں۔ اور تیسری سطر پر تاریخ، مہینہ اور سال۔

Salutation

جس شخص کے نام خط تحریر کرنا مقصود ہو اسے اس کے شایان شان اسے القابات سے نوازہ جاتا ہے مثال کے طور پر، دوست کے نام خط لکھنا مقصود ہو تو فرینڈ لکھ کر اس کے بعد کومہ اور فرینڈ کا فرسٹ لیٹر بھی کیپیٹل ہونا چاہئے۔

اگر مائی فرینڈ لکھیں تو ایم اور ایف کیپیٹل ہونے چاہئیں۔

دیئر فرینڈ لکھیں تو ڈی اور ایف کیپیٹل ہونے چاہئیں۔

اور اگر مائی دیئر فرینڈ لکھیں تو ایم اور ایف کیپیٹل ہونے چاہئیں۔

اور ہر صورت میں آخر پر کومہ لگائیں۔

Body of the Letter

عنوان کو مد نظر رکھتے ہوئے اس حصے میں تمام ضروری معلومات فراہم کریں۔

غیر ضروری معلومات لکھنے سے گریز کریں وقت کا ضیا ہوتا ہے۔

Complimentary Note

خط کا اختتامیہ اسی سطر کے ساتھ کیا جاتا ہے۔ ہوتی ہے یہ ایک ع سطر ہے لیکن خط پڑھنے والے پر یہ سطر بیت اچھا اثر ڈالتے ہے۔ اور خط لکھنے والے کی شایستگی کی آئینہ دار ہوتے ہے۔

Closing

کلوزنگ بہت زیادہ اہمیت کی حامل ہوتی ہے۔ اس میں خط لکھنے والے کی تفصیلات ہوتی ہیں۔ اکیڈمک لیٹر میں صرف یورز اوبی دی انٹلے ع اور ایس وائی زی ہی لکھتے ہیں۔ یورز کی بعد کومہ اور ایکس وائی زد کے بعد فل سٹا پ لگاتے ہیں۔

At the end of the letter, phrases such as "Yours truly," "Yours faithfully," and "Yours sincerely" are written. One thing to keep in mind is that "yours" is a possessive pronoun and should not be combined with an apostrophe ('s). Avoid writing in this manner (Your's). It is completely incorrect.

4.1.2 Coding

To aid comprehension, Urdu codes were transcribed in English, and selected phrases and sentences were laid out in the table below.

Original Codes in Urdu	Transcribed Codes in English
سب کیسے ہیں، بھئی؟	How is everyone?
اور ہاں یاد رہے	Keep it in mind.
اگر آپ ساتھ ساتھ لکھیں گے تو صحیح طرح سے سمجھ نہیں پائیں گے	If you note down together, you will not be able to understand the lesson properly.
تو جہ سے سنئے گے تہ آدھا لیسن تہ ابھی یاد ہو جاے گا	If hear the lesson carefully, even half of the lesson will be remembered.
شروع کریں؟	Get started?
اور سب اجزاء کو اچھے سے سمجھنا از حد ضروری ہے	It is very important to understand all the components well.
(اب ہم تمام حصوں کو تفصیل کے ساتھ پڑھیں گے)	Now, we will read all the parts in detail.
کیا اب جانتے ہیں کہ یہ مزید کتنے اجزاء پر مشتمل ہوتا ہے؟	Do you know how many parts this one consists of?
لیٹر کا متن خط عنوان کے عین مطابق ہونا چاہیے۔ اگر خط کا سارا فارمیٹ ٹھیک ہو لیکن متن عنوان کے مطابق نا ہو تو باقی سب بھی بے سود ہے	The text of the letter should match the title of the letter. If the general format of the letter is correct and the letter text is not, then everything else is useless.
اگرچہ یہ حصہ صرف ایک ہی سطر پر مشتمل ہوتا ہے مگر بہت ضروری ہوتا ہے۔ یہ قاری پر بہت اچھے اثرات ڈالتا ہے	Although this section consists of only one line, it is very important. It leaves soothing on the mind of the reader.
بالکل ایڈریس والے حصے کی طرح بھیجنے والی کا نام بھی صیغہ راز میں رکھا جاتا ہے۔ اس لیے اس حصہ میں نام کی بجائے صرف اے بی سی ہی لکھا جاتا ہے	The sender's name is also kept confidential, as it is the part with the actual address. Therefore, this part is guided in only ABC instead of the real name.
اسے اس طرح لکھنا بالکل غلط ہے	It is completely wrong to write like this.
کیوں بھئی ایسا ہی ہے نا؟ سب بچے سبق گھر سے	That is it. Isn't that? It is an assignment for

<p>اجھے سے پڑھ کر آئے ہیں؟ چلو پھر ہم اس کا ایک بار پھر اعادہ کر لیتے ہیں۔ پھر میں آپ سے اسی سبق کا ٹیسٹ لوں گا</p>	<p>everyone to prepare from home. Let us do it again. Then I will test this lesson from you.</p>
<p>پنکچویشن کو خیال اس لئے بھی رکھا جاتا ہے کہ ایگزیمینیشن پوائنٹ آف ویو سے اس کے الگ سے ما رکس ہوتے ہیں۔ اب ڈرا خاص خاص باتوں کو غور سے سن لیجئے تاکہ یاد رہیں۔</p>	<p>Punctuation is also considered important from the examination point of view. Now, listen to the important points for remembrance.</p>
<p>اوپننگ کی پہلی سطر میں ایگزیمینیشن ہال جہان ای اور ایچ کیپیٹل اور اس کے آخر پار کومہ ہوتا ہے۔ دوسری سطر میں سٹی اے بی سی لکھتے ہیں۔ سٹی کا سی اے بی سی کیپیٹل لکھتے جاتے ہیں۔ اور آخر پر فل سٹاپ لگاتے ہیں</p>	<p>In the very first line of the Opening of the letter, a comma follows Examination Hall and E and H are capitalized. In the second line, write ABC instead of the name of the city's confidentiality matters and put a comma at the end. In the third line, date, month, and year as of June 5, 2021. Examination Hall, City. A.B.C. June 5, 2021.</p>
<p>جس شخص کے نام خط تحریر کرنا مقصود ہو اسے اس کے شایان شان سے لقاہات سے نوازہ جاتا ہے مثال کے طور پر، دوست کے نام خط لکھنا مقصود ہو تو فرینڈ لکھ کر اس کے بعد کومہ اور فرینڈ کا فرسٹ لیٹر بھی کیپیٹل ہونا چاہئے۔ اگر مائی فرینڈ لکھیں تو ایم اور ایف کیپیٹل ہونے چاہئیں۔ دینر فرینڈ لکھیں تو ڈی اور ایف کیپیٹل ہونے چاہئیں اور اگر مائی دیر فرینڈ لکھیں تو ایم اور ایف کیپیٹل ہونے چاہئیں۔ اور ہر صورت میں آخر پر کومہ لگائیں۔</p>	<p>Award a suitable title to the receiver of the letter. For example, if you intend to write a letter to your friend, then write as Friend, Or My Friend, Or Dear Friend, Or My dear Friend, Notice the Capitalization in the titles. Do not forget to mark out a comma without any space at the end of the title.</p>
<p>عنوان کو مد نظر رکھتے ہوئے اس حصے میں تمام ضروری معلومات فراہم کریں۔ غیر ضروری معلومات لکھنے سے گریز کریں وقت کا ضیا ہوتا ہے۔</p>	<p>Provide all the necessary information keeping in mind the title. Avoid unnecessary information. It is a waste of time.</p>
<p>خط کا اختتامیہ اسی سطر کے ساتھ کیا جاتا ہے۔ ہوتی نہ یہ ایک سطر ہے لیکن خط پڑھنے والے پر یہ سطر بیت اچھا اثر ڈالتی ہے۔ اور خط لکھنے والے کی شایستگی کی آئینہ دار ہوتی ہے۔</p>	<p>The letter ends with a complimentary line that has a good impact on the reader. A letter is the mirror of the writer's manners and this line shows the civility with which he has written all text.</p>

<p>کلوزنگ بہت زیادہ اہمیت کی حامل ہوتی ہے۔ اس میں خط لکھنے والے کی تفصیلات ہوتی ہیں۔ اکیڈمک لیٹر میں صرف یورز او بی دی انٹلے ع اور ایس وائی زی ہی لکھتے ہیں۔ یورز کی بعد کومہ اور ایکس وائی زد کے بعد فل سٹا پ لگاتے ہیں</p>	<p>Closing is very important part of the letter writing. It contains the details of the letter writer. From an examination point of view, it should be written as Yours truly, Yours faithfully, Your brother, Yours affectionately, Your affectionate brother, etc. Do not forget the comma at the end. In the last line, Write XYZ in place of your name. The name is as confidential as the city name in the address mentioned above.</p>
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4.1.3 Generating themes

After taking notes on the observations, the researcher identified the code in Urdu and generated some appropriate theme-based sentences and phrases to be used as switching codes. These are: The theme of Frankness, the Theme Assistance, the Theme of Economy, the Theme of Comprehension, the Theme of Proficiency, the Theme of Language Competence, the Theme of Solidarity, the Theme of Convenience, the Theme of Language Competence, etc.

4.1.4 Reviewing Themes

The researcher reviewed the themes again and removed ambiguities.

4.1.5 Defining and Naming Themes

Finally, fixed names were assigned to the codes for further elaboration.

Theme of Convenience

The teacher expertly switched to Urdu codes while teaching the class, first for his convenience and then for the students. It is a sad fact that in Pakistan, speaking and listening skills are completely ignored, and as a result, both the teacher and the student become unspoken and unheard experts in the English language.

Theme of Comprehension

It is widely assumed that Pakistani students are unable to fully comprehend lectures delivered in English. As a result, the teacher switched to the Urdu code to improve students' comprehension of the lectures.

The theme of Language Competence

When the teacher switched to the Urdu code during class interaction for convenience and for students to better understand the lectures, he wanted to develop the student's competence level in language learning.

4.1.6 Writing up

There were lectures on the practice of letter writing. The teacher attempted to help the students improve their knowledge through hard work, unwavering faith, and perseverance. He was well aware of the student's capabilities and abilities, and this psychologically and academically aided him in forming and executing his plan. He was determined to teach the lessons to the best of his ability and used all of his energy and abilities to help him do so. Not only did he not neglect any facet of the lesson, but he also tried to ensure that his students fully understood the finer points of it. As a result, he decided to use Urdu codes while speaking in class to prevent him from transferring knowledge because he realized that using the direct method, the students would not be able to gather actual information on letter writing and the majority of the students were likely bilinguals or possibly multilingual. Teachers and students agree that having a bilingual learning environment in classroom interaction is beneficial. The convenience of codeswitching was effective in making the lecture more understandable for both the teacher and the students, and as a result, the lecturer's effectiveness in delivering fundamental information on letter writing was reflected in the student's success in the subsequent test and retest procedure.

4.2 Interview

The interview was the third component of Setiyadi's Triangulation Method in the current study, which arguably supported the observation results. The researcher interrogated the students and the teacher to learn the pros and cons of the activities, as well as what the students and the teacher personally thought about monolingual or bilingual methods of teaching to support or reject the study's hypothesis.

4.2.1 Report of Students

Even though some students preferred to conduct the classroom activities in English class in English. At the same time, they were satisfied and happy with the other students with whom they interacted during the bilingual program. They vehemently defended the cause of bilingualism, claiming that it enabled students to learn and learn well with ease.

4.2.2 Report of Class Teacher

The teacher appeared to be well-versed in teaching and teaching methodology, as well as the benefits and drawbacks of the direct method, economy, and bilingualism. He claimed that his students come from homes where they speak Urdu or other regional languages such as Punjabi, Saraiki, Muhajir, and so on. He believed that because Urdu is the national language of Pakistan, is spoken, and is understood by everyone, switching to Urdu would be beneficial to them, and his claim was supported by the achievement test and retest report.

4.3 Achievement Test & Retest (Questionnaire)

The questionnaire was one of the three methods of the Triangulation study, but it was removed in the current investigation due to the complexity of the questions. The remaining split was split into two portions: Test and Retest. The next day following the first lecture, the teacher used Code-

switching to Urdu in the Retest, which took place the next day. While the first lecture covered the fundamentals of philosophy, the second went over those fundamentals in greater depth. The teacher completely abandoned the English language code-mixing in favour of Urdu language code-mingling in the second lecture. The goal of the research was to evaluate the Null hypothesis, to see if code-switching was accompanied by any change in the outcome. In the following table, eight percentages have been provided for the number of tests and retests given to a particular group.

Table No.1

Percentage Mark Sheet of Test & Retest

Serial	Test	Re-test
i.	20.0000	80.5000
ii.	23.5000	85.6000
iii.	18.1000	88.7000
iv.	19.5000	86.1667
v.	25.5000	90.3333
vi.	27.1000	93.0067
vii.	28.9000	89.5000
viii.	30.9375	96.1875

4.3.1 SPSS outputs

SPSS was used to run a test on two samples from the same group, yielding the following output tables Paired Samples Statistics, Paired Samples Correlations, and Paired Samples Test are the three tables. Paired sample statistics calculates univariate descriptive statistics for each variable entered (mean, sample size, standard deviation, and standard error). Paired sample correlations display the bivariate Pearson correlation coefficient (as determined by a two-tailed significance test) for each pair of variables entered. The Paired Samples Test. provides the hypothesis test results.

Table No.1

Paired Samples Statistics

		Mean	Std. Deviation	Std. Error Mean
Pair 1	Test	24.1922	4.70582	1.66376
	Retest	88.7493	4.79831	1.69646

In the Paired Samples Statistics, the data and findings of the study's subjects are revealed in the table below. There were 56 students involved, and they were each distributed into eight groups, each with seven students. On average, the value in the test was 24.1922, while; the value in the retest was 88.7493. It is also important to point out that, at any rate, the difference between the two tests is obvious. The test results, as well as their standard deviations, were 4.70582 and 4.79831. In terms of standard error, the test and retest standard error values were 1.66376 and 1.69646, respectively.

Table No.3

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Test & Retest	56	.742	.035

The Paired Samples Correlation Table displays the correlation of eight groups in both tests, which is a very strong number at .742, an excellent figure to demonstrate a strong relationship between the groups.

Table No.4

Paired Samples Test

	Paired Differences	t	Sig. (2-tailed)				
				Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference
	n						
Pair 1 Test-Retest	-64.55709	3.41218	1.20639	-67.40974	-61.70443	53.513	.000

In the Paired Samples Test, the goal is for the target to become the focus of the research. This list of information can be found by starting at the left of the table and reading across to the right. This table depicts the significant difference in outcomes from the test and retest. The first columns manifest the difference of means between Test and Retest which is $88.7493 - 24.1922 = 64.5571$. Differences in Standard Deviation and Standard Errors are 3.41218 and 1.20639 respectively. The statistic value of the t-test is 53.513. Due to the first arrangement of the test items (Test and Retest) being in a different order, there is a minus sign with the value in the table. Probability value $p=.000$. Lastly, the findings of the t-test are:

The Means Scores of the Test and Retest are excellently correlated ($r= .742, P=.000>.05$)

There is a significant average difference between Test and Retest ($t= 53.513, P=.000>.05$)

On Average, Retest scores were 5.7053 points higher than Test scores (95% CI [67.40974 – 61.70443])

5. Findings and Discussion

As data were gathered using the triangulation method the observation plane, the interview plane, and the achievement test plane, the current study's findings can be presented in three ways.

5.1 Findings of the Observation

In the observation section, it was revealed that having a bilingual environment in the classroom interaction was convenient for both the teacher and the student, resulting in better and more effective results.

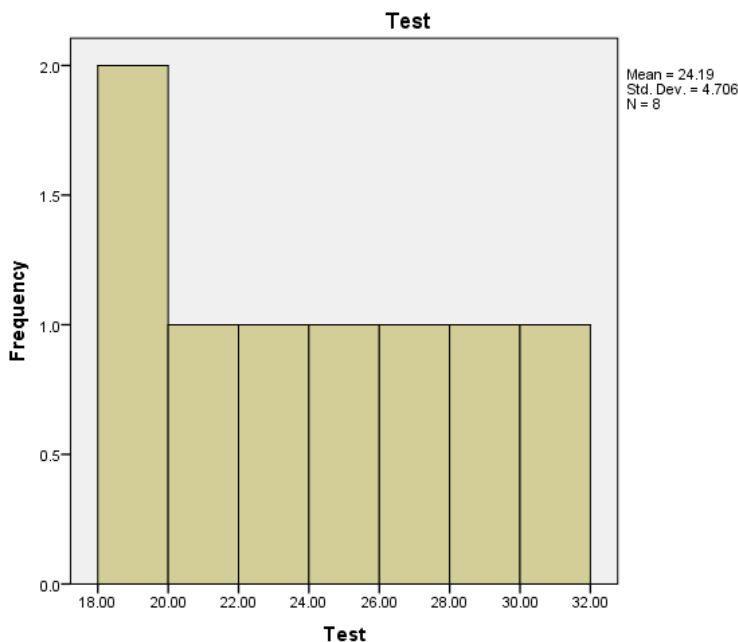
5.2 Findings of the Interview

Interviews with both students and the teacher revealed that in a Pakistani classroom where people come from various lifestyles and speak different languages, they are naturally prone to the bilingual or multilingual method. As a result, the technique of bilingualism in classroom interaction aids in comprehension and knowledge enhancement.

5.3 Findings of the Achievement Test

The achievement test was divided into two parts: test and retest. The first test was taken after the first lecture when the teacher only used codeswitching partially, and the second test was taken after the second lecture when the teacher completely adopted Urdu codes for the convenience of understanding the lecture and making it useful for student competency. The findings of the Test and Retest have been shown in the following Histograms.

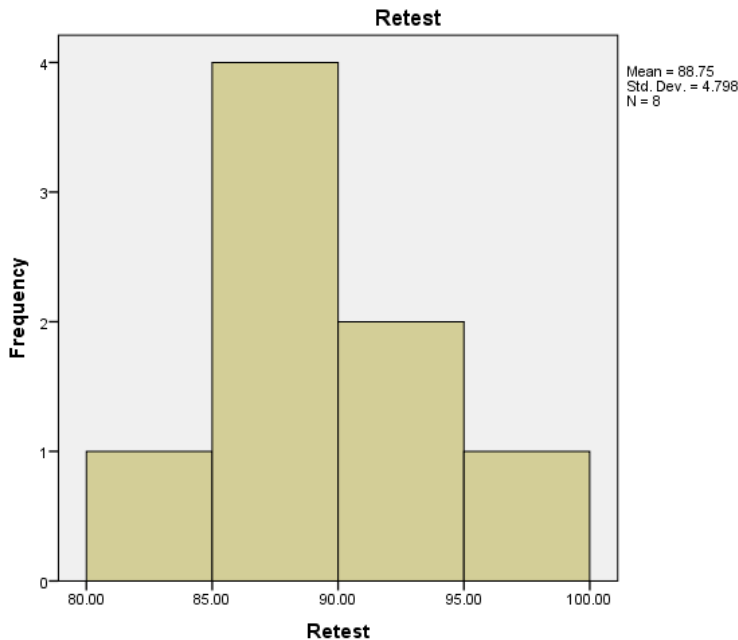
Histogram No.1



Histogram No.1 shows that two groups of students received 18 percent marks, while the remaining seven groups received 20, 22, 24, 26, 28, 30, and 32 percent marks on the test. This

result indicates that the students produced very poor scores, which disappointed both the teacher and the researcher who was observing the activity with eagerness.

Histogram No.2



In Histogram No.2, the students produced astonishingly better results than in Histogram No.1, where the result was so poor that it disappointed both the teacher and the researcher. This time the students packed exploded with the packed energy and revealed that one group received 80 percent marks, four groups received 85 percent, two groups received 90 percent, and one group of students received a fantastic score of 95 percent. This finding rejected the hypothesis that code-switching in the classroom environment destroys learning and accepted the alternate hypothesis that it is always effective.

According to Chambers (1992), Halliwell and Jones (1991), and MacDonald (1993), students in the EFL classroom do not need to use both of these codes to understand everything their teacher teaches, and mixing and switching to the first language undermines the teaching and learning process. According to Lightbown (2001), code-mixing and code-switching will result in negative transfer in foreign language learning when the teacher creates a natural environment of foreign language for students because the teacher is the sole source of linguistic models for their students. As a result, Fillmore and Snow (2000) believe that students who are accustomed to hearing the teacher speak in their first language (L1) tend to ignore the target language (L2), thereby missing valuable target language input. Cook (2001), Levine (2003), Chen (2004), and Jingxia (2010), on the other hand, argue that using both of these codes as a strategy in teaching and learning can make the first language encourage target language learning and that this L1 should have a contribution in EFL classrooms. According to Jingxia (2010), code-mixing and switching is a good and effective strategy for teaching and learning English as a foreign

language. Allowing students to use their first language in EFL classroom interaction is a humanistic approach that allows them to express themselves fully.

Conclusion and Suggestions

The objective of the present study was to test the null hypothesis that code-switching is not an effective classroom interaction strategy used by Pakistani English teachers. Previous research, as well as the current study, have shown that English classrooms rarely use a single language in the teaching and learning process. Code mixing and code-switching of English and other mother tongues used by both the teacher and students can also be found in English foreign language classrooms. According to the researcher's preliminary observations of EFL classroom interaction, a bilingual and multilingual tendency in mixing and switching the codes used by the teacher and students occurred in the classroom interaction, specifically at the Future Executive High School, Garden Town Sillanwali, Sargodha. The study discovered that the teacher's act of codeswitching was motivated by his will. He purposefully used codeswitching to make the lesson more interesting and understandable to the students, the majority of whom were bilingual or multilingual. The act of codeswitching proved to be very useful, as evidenced by the test and retest scores. The present study was only limited to 54 students, and only two lectures were observed to determine whether the null hypothesis was correct. Investing time and resources to continue investigating this intriguing question would result in more discoveries about the importance of bilingualism in education, as well as a better-finished product for someone who wants to study bilingualism for their MPhil or PhD thesis.

6. Acknowledgements

It is acknowledged that this research study would not have been possible without the kind and generous cooperation of the Principal of the Future Executive High School Garden Town Sillanwali. Mr. Barkhuddar, the principal of the school, deserves special kudos for the successful completion of this research.

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