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**RESEARCH PAPER****Bridging Linguistic Divides: Undergraduate Experiences of Code-Switching in English Language Learning Environments in Pakistan**

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**ABSTRACT**

The study's objective was to learn more about how instructors see code-switching in the context of teaching English as a foreign language. To do this, they used a descriptive survey and interview approach to examine the tasks and outcomes of code-switching. In order to learn more about code-switching functions and their impacts in the classroom, 46 participants answered a questionnaire. The present study explored the students' Undergraduate Experiences of Code-Switching in English Language Learning Environments in Pakistan. A Quantitative method was used for the study and a survey research design was employed to collect information from participants. A convenience sampling technique was used on a sample of 300 students (158 female, 142 male) taken from the university students. The findings of the study also revealed that students' perceptions of code-switching had a negative impact on learners' academic achievements, as they believe that switching from English to Urdu breaks their concentration in the classroom. The results of the study indicated that most students in the BS English program believe that code-switching hinders the development of English language proficiency in the classroom. It is recommended that code-switching should not be objective-based and context-based because it effects the development of English language learning on students.

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**KEYWORDS** Code-Switching, English Language, Students' Perceptions, Urdu Language

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**Introduction**

When In the Second language learning classroom, the phenomenon of code-switching takes Place during communication, when the mother tongue aids the learners in clearing their concepts to speak in their target language. It is the same situation for L2 learners who speak in an English language classroom, to the learner who cannot understand English language other than their mother tongue. Code-switching is a term in which L2 learner shift their language from English to Urdu in an English language classroom. Literature showed that code-switching in ELT classrooms is significant for comprehension of the English language lesson since it aids and enhances learners' listening skills. Moreover, students believe that code-switching is quite important when learning the definitions of challenging words in ELT classes (Cameron, 2003), So current research posits that what are the students' beliefs about using code-switching in English language classrooms at the undergraduate level in Pakistan. Code-switching is the interchange of two languages in the same conversation, statement, or item of writing. Code-switching is a term that is introduced as; code-switching is an alternation between the languages in a discourse, on the other hand, Benson refused it later as Haugen analysed the code-

switching framework primarily in terms of linguistic 'interference' and ascribed switching to "low-grade intelligence," which is a separate code-switching phenomenon (Gardner-Chloros & Weston, 2015). It means code-switching is not a proficient use of more than one language but just an aid to the language that low-grade intelligent people want to speak to show their proficiency level. Here two different aspects of using code-switching in the classroom can be discussed as; interference of languages or to compete with the low-grade intelligence. It is conceivable for the speaker to begin speaking in one language before switching to another in the middle of a sentence (Meuter & Allport, 1999). It is a combination of linguistic fragments that belong to two various grammatical structures or subsystems of interchange of words within the same language. (Cook, 2001) suggests that when two speakers of the same language are involved in arbitration, code-switching is the process of changing languages (Cook, 2001) suggests that when two speakers of the same language are involved in arbitration, code-switching is the process of changing languages. To balance L1 and L2, speakers start with a second language (L2) but encode their native tongue (L1) in the same discourse (Hohenstein, Eisenberg, & Naigles, 2006). This is discussing how many socio-cultural factors, such as role connections, issues, intention and affect, values and beliefs, personal feelings, scenarios, attitude, domain, and language choice, have an impact on code-switching. One of the most crucial aspects of acquiring L2 vocabulary is the learner's L1 (Wolter, 2006). Teachers use code-switching to help students understand difficult and new vocabulary in a text. They use contextual references with their L1 to keep the topic interesting (Walters, 2005). Teachers switch codes when the level of English used in the textbook or to be taught exceeds the student's ability, or when teachers have exhausted the means of adapting their language to the student's level.

The learning situation or context creates significant pressure on teachers to use the L1 in the classroom. Code-switching in the classroom is a natural response in a bilingual situation (Huerta-Macías & Quintero, 1992). A pragmatic/gentle move to L1 always creates a sense of connection and equality. The speaker may switch to the L1 as a sign of group membership and shared affiliation with the addressee". Therefore, native language disorders in classrooms where English is considered the language of instruction may have several constructive causes, A greater part of Pakistani understudies can't secure open fitness in English consequently code-switching from English to Urdu turns into an interest of the understudies in English language classrooms. Students and instructors change code from English to Urdu to cause understudies to comprehend troublesome ideas, to explain, and to give models. In Pakistani classrooms, students are found to switch codes to make the Interpretation of linguistic focuses and to make the exercise simpler for the understudies (Sandler, 1999). Applied linguistics researchers have developed a typological framework around the code-switching phenomenon. It is said that there are two types of code-switching: metaphorical and situational. However, from a different point of view, mentions a well-known framework that mentions three types of code-switching, including inter-sentential, intra-sentential, and extra-sentential (Reyes, 2004). The first one is inter-sentential switching which is the process of moving from one sentence or phrase in L1 to the next sentence or phrase in L2. Switching between sentences by speakers requires language proficiency in both L1 and L2; As a result, speakers can apply the rules of two languages (Pérez & Duñabeitia, 2019). For example, *tum kamjor mehasus karne lagega* if you are not going to have your breakfast. In other words, if you don't have breakfast, you'll start to feel weak). The second one is intra-sentential switching which is a transition within a phrase that happens without a halt, hesitation, or pause to signal a change. Usually, the speaker is oblivious to the alterations. At the item level, including the word level, there are many sorts of switches This transition is regarded as the most difficult since it happens at the sentence, phrase, and word levels (Pérez & Duñabeitia, 2019). For example, *you are drowsy veigaunakece* because you spend a lot of gauna on Facebook viewing videos. You

are drowsy most of the time because you spend a lot of time on Facebook viewing videos. The last is extra-sentential changing which often entails introducing a brief phrase or tag in one language within a sentence written wholly in another. This is the simplest sort of code change since the tag generally has few syntactic constraints and hence does not violate any syntactic rules when inserted into monolingual phrases (Bokamba, 2007). For example, *Aye ladki toh Rakiraki kehai! ekdam dehaati rakam baati kare hai! Oh, gawarin! You are aware! In translation, that girl is from Rakiraki, in other words! She is speaking in the manner of a regular peasant! Oh, primitive you are aware.*

Some sociolinguists believe that code-switching has a detrimental influence on the L2 acquisition of learners in a foreign language learning classroom since it is utilized only for the sake of efficiency in utilizing the target language. On the other hand, other perspectives are elevating the relevance of code-switching in the L2 learning classroom, since many linguists feel it is beneficial in terms of improving communication and target language acquisition. Code-switching is a useful method for kids to meet their primary requirements (González-Vilbazo et al., 2013). As a result, code-switching provides several advantages for second-language learners. Also stated that code-switching gives a natural shortcut to content and information acquisition; their bilingualism is intrinsic to the process of performing their speech. Furthermore, both students and teachers feel more at ease engaging in code-switching in an informal setting with peers. This suggests that most people have a deliberate habit of switching codes (González-Vilbazo et al., 2013).

This suggests that code-switching is a deliberate practice for the majority of bilinguals, with only a few exceptions where it appears to occur mistakenly or involuntarily. Switching from L2 to L1 or vice versa appears to have a purpose; it is a conversation starter, a tool that helps the learner cope with the challenge of expressing one notion in a foreign language. Code-switching should not be promoted by teachers, but it should also not be severely penalized in the early stages of learning. The learners will gradually recognize their shortcomings and limits, and it is via positive reinforcement that the need to switch codes will finally be reduced or eliminated (Faltis, 1989). Economic globalization has an impact on many aspects of life. Language globalization is an important branch of the modern world's global picture with around 370 million native speakers, over 600 million native speakers, and a total of 980 million speakers. English has become a worldwide language among the world's languages. Specific occurrences throughout history demonstrated that English was the language most frequently encountered in the right location at the right time (Kubota, 2003).

The English language is most usually associated with Western countries including the United States, the United Kingdom, Canada, Australia, and New Zealand. In all aspects of social and cultural life, including business, trade, politics, technology, and, most significantly, education, English has become the language of global communication. Some British colonial officials, administrators, and businessmen introduced this language, and it subsequently evolved in connection to this diaspora, which has its own political, sociocultural, economic, historical, and educational foundation (Bowman & Gottesman, 2017). With the expanding influence and authority of the British Empire, the impact and usage of English developed and spread throughout the subcontinent's political, judicial, and educational systems. Following Pakistan's independence, English was preserved as the official language and played an important part in the newly established state's economic, social, political, cultural, and educational life. Following the departure of British-born English, local variants of English evolved, and the ongoing usage of varieties resulted in the notarization of a type of Pakistani multicultural English known as Pakistani English (Mahboob, 2009).

Since the English language has been a part of many institutional and official activities in the region for 200 years, it is no longer just associated with America or Great Britain. As a result, many regional variants of English, like the South, have emerged. In Pakistan, English is taught as a required subject. English, Hindi, Bangladeshi English, etc. are various names and categories for Asian English (Canagarajah, 2009). To acquire English as a multilingual language, one should be aware that Pakistan's national language policy, in addition to its colonial past, had a role in the country's admittance into the outer ring. English has a significant role in many spheres of social life, education, and cross-cultural communication, and hence holds a significant position in South Asian language policy and planning (McArthur, 2003). There are several global or multicultural varieties of English in use today rather than a single one. It claims that when a Pakistani speaks English with another Pakistani or a non-native speaker, it is not necessary to speak English in a way that represents American or British English; rather, in an interaction, a Pakistani speaker can speak English following his or her own cultural and linguistic norms, and this should be acknowledged by the other non-native speaker. Since English is democratic and can be modified by adding, creating, and ignoring some elements, it is used as a multicultural language in Pakistan (Shamim, 2008).

The official language of our nation is Urdu. There are 300 million or more Urdu speakers globally and 11 million in Pakistan. Approximately 61.9 million people use Urdu as their first language, making it the 21st most-spoken first language in the world by 2021. With 230 million total speakers, including those who speak it as a second language, Urdu is the tenth most widely spoken language in the world, according to estimates (Shamim, 2008).

Even though he used the Hindavi word in his poetry to characterize the language, the poet Ghulam Hamadani Mushafi first introduced the name Urdu to refer to the Hindustani language around the year 1780. Urdu is an army in Turkic languages. In the latter half of the 18th century, it was referred to as *Zaban-e-Urdu-e-Mualla*, or 'language of the lofty camp.' The single national language of Pakistan is Urdu, which is also one of the country's two official languages with English. Even though just 7.57% of Pakistanis speak Urdu as their mother tongue, it is understood and spoken throughout the whole nation, in contrast to regional languages. Because of its official status, Urdu is now widely recognized and used in Pakistan as a second or third language. It is employed in academic settings, literary works, workplaces, and legal settings (Tynjälä, 2008). Urdu kept playing a part in creating a Pakistani identity when the Islamic Republic of Pakistan was established to create a homeland for the Muslims of colonial India. There is a critical need for a common language in Pakistan due to the numerous languages and dialects that are spoken there. As a lingua franca among Muslims in north and northwest British India, Urdu was already in use when it was selected as a symbol of unification for the fledgling state of Pakistan in 1947. The cultural and social heritage of Pakistan is also thought to be preserved through Urdu. Despite the significant contributions that both Islam and Urdu made to the formation of Pakistan's national identity, Urdu's status as a national symbol and its value as a lingua franca came under scrutiny in the 1950s, particularly in East Pakistan, where Bengali was the dominant language. The significance of Urdu as a national emblem was lessened when Bengali and English were acknowledged as official language in the former East Pakistan (Hoek, 2015).

### **Literature Review**

A review of the literature explores the books, insightful articles, and other sources relevant to a certain problem, field of study, or idea and provides an overview, summary, and basic evaluation of these works equivalent to the immediate research topic. Writing

literature review is expected to provide peruses with an outline of the sources you utilized while investigating a particular point and to show them how your exploration squeezes into a bigger field of study.

It has conducted a survey to assess how the ESL students felt about code-switching in the classroom. The study's goal was to discover how ESL students felt about the code-switching techniques utilized by university English language instructors. The two research questions are addressed. How do ESL students view code-switching in the English classroom was the first question. When does code-switching in the English classroom benefit ESL students was the second query. The 45 diploma students were chosen at random to participate in this study. They employed a survey questionnaire to gather data for their study on the viewpoints, actions, and feelings of students on code-switching in the classroom. Lee (2010) adapted the eleven-item survey based examined the prevalence of code-switching between English and Malay among bilingual students and instructors, while focused on the practice's features. On a five-point Likert scale, respondents are asked to score statements as never, rarely, sometimes, very often, and always in each section on reading strategies (Azlan & Narasuman, 2013). Descriptive statistics for mean, standard deviation, frequency, and percentage values, as well as inferential statistics for correlational measures, were used to examine the questionnaire's data. It was discovered that the majority of ESL students had favorable opinions on code-switching. According to reports, ESL students also think that code-switching makes it simpler for them to comprehend the target language. The findings indicated that code-switching is required for students to gain more confidence in English when the context in the classroom requires the usage of the first language (Cook, 2001). It has conducted the students' attitudes and opinions regarding code-switching in EFL classes. The researcher (Brown, 2010) employed a quantitative approach to collect data on students' opinions toward code-switching in EFL classes. In order to understand how teachers and students felt about the usage of code-switching in EFL classes, the researcher (Brown, 2010) also employed a qualitative approach. In South Sulawesi, Indonesia, this study was carried out in a secondary school. Teachers of the eleventh grade and EFL students took part. Two teachers and forty kids made up the entire group of participants. The students were between the ages of 16 and 17. English is one of the core courses in high school and is taught to students starting in elementary school. Both a questionnaire and a semi-structured interview were utilized as the primary data gathering methods in this study. Information on the opinions of the students regarding the usage of code-switching in English language instruction was gathered using a questionnaire (Brown, 2010). Since English is the intended target language in EFL lessons, they emphasized how crucial it is to speak English as often as possible. The findings of the student survey and semi-structured interview also indicated that most students had favorable attitudes and perceptions of the usage of code-switching in EFL classes. Since code-switching helps students and maintains effective teacher-student communication, they proposed that teachers should be permitted to do it in EFL classes (Dinsmore, 1985).

Another survey has been conducted to find out how primary and intermediate students felt about moving from Chinese to English in their classes. International and high school students studying Chinese at the College of Chinese Language and Culture (CCLC) at Jinan University in Guangzhou, China, provided the survey respondents for the data collection for the study. A five-point Likert questionnaire with 18 closed questions and 1 open question served as the data gathering tool. The examination of the questionnaire's quantitative and qualitative data showed that CFL learners at both skill levels tended to favor code-switching in the classroom. The Mann-Whitney U test findings, however, showed that advanced pupils favor code-switching to a lower extent than primary children. Additionally, it was shown that there were considerable differences in how they

perceived certain code-switching tasks. The findings indicate that code-switching is a successful instructional method in CFL classrooms, but teachers must modify it while instructing pupils of various skill levels (Linnell, 2016). Another research has conducted on the attitudes of English teachers and their approaches to code-switching in the instruction of young EFL learners were carried out in Indonesia. At SD Lab Undiksha singaraja, Bali, the study sought to evaluate English teachers' opinions on the efficiency of code-switching as well as the teachers' approach to using code-switching to instruct EFL young learners. Five English instructors from SD Lab Undiksha participated in the study using a mixed method design. To collect data about teachers' perceptions, a questionnaire with 18 items was circulated, and interviews were conducted. The questionnaire addressed instructors' perceptions about their personality, subject access, classroom management, and interpersonal relationships. The interviews aimed to answer the study question concerning the teachers' code-switching methods. The results showed that 84% of instructors had a positive impression of classroom management, 80% had a favorable perception of interpersonal interactions, and 50% of teachers had a favorable appraisal of their teaching persona. The findings of the code-switching approach revealed that teacher typically code-switched while teaching or introducing English terminology that was seen to be novel or challenging for pupils. To do this, words in English or Bahasa Indonesia were interjected between the speakers' statements. The study demonstrated that understanding code-switching was positively perceived and implemented in English classes to help students comprehend the target language (H.-F. Cheng & Dörnyei, 2007).

It has investigated how ESL students perceived code-switching in the English language classroom. Their study examined the code-switching and its functions in speaking abilities in the English classroom. The researchers employed a quantitative method, conducting a questionnaire-based study among 80 learners, intended at discovering their viewpoints on the use of code-switching and its functions for ESL students in the English-language classroom. The research survey found that 68.8% of learners agreed that code-switching helps them understand English better. In addition, the results showed that students accepted code-switching positively in English classes. Furthermore, their research discusses further implications for future work in a bilingual classroom (H.-F. Cheng & Dörnyei, 2007).

It has conducted research on teachers' opinions of code-switching in EFL classroom discourse. This viewpoint has been used in several studies to examine various facets of code-switching in EFL courses. Two research topics were addressed in this study: 1) what types of code-switching EFL teachers used in their courses, and 2) what were their perspectives of their code-switching behaviors. The researchers qualitatively analyzed teachers' attitudes regarding code-switching in their lectures. To answer these research questions, qualitative research methodology was used and the study included four EFL teachers. It was discovered through data analysis, which included manual and electronic observations, structured interviews, and code-switching, that both intra- and inter-sentential types were utilized during classroom teaching. The findings of this study indicated that when teaching the grammar lessons in their classrooms, English language teachers mostly used cross-cutting and symbolic insertion approaches (Marzban, 2011) has conducted a study on how code-switching affected Iranian intermediate EFL learners' vocabulary acquisition. Their research sought to determine how code-switching affected advanced-level Iranian language learners' ability to learn new vocabulary. Sixty-four participants the experimental group and the control group were chosen at random from a group of 90 male undergraduates and placed in these two equal experimental groups. After that, a vocabulary pretest was administered to the groups. Following that, the members in the experimental group got care through code-switching. Both groups took a post-vocabulary exam after the therapy. The experimental group fared better on the post-test

than the control group, according to the findings of paired and independent t-tests. The post-test performance of the experimental and control groups performed significantly differently, according to the data (Marzban, 2011). It has conducted a study on instructors' opinions of the functions and consequences of code-switching in the context of teaching English as a second language. The study's objective was to learn more about how instructors see code-switching in the context of teaching English as a foreign language. To do this, they used a descriptive survey and interview approach to examine the tasks and outcomes of code-switching. In order to learn more about code-switching functions and their impacts in the classroom, 46 participants answered a questionnaire. Six roles and four impacts of code-switching were identified by the research, which also included a group discussion with seven teachers. The majority of the instructors favored code-switching in their classes, according to the survey's findings, since it helped students learn and teach English. The outcomes also demonstrated that instructors believed code-switching had a clear purpose, benefited language acquisition and growth in EFL classes, and promoted a more sociable environment. The study also showed that code-switching was useful for EFL classroom instructors and played a significant part in the study of and instruction in the English language (L. Cheng, Rogers, & Hu, 2016).

### **Material and Methods**

The study finds out the students' perceptions about code-switching in English language classrooms at undergraduate level in Pakistani universities. For the data collection and analysis, the researcher was used the quantitative method. A quantitative research deals with research methodology which focuses on the results. Quantitative research was used for the study. For this study a survey research design was used to collect information and to checks Students' Perceptions about code-switching in English language classroom at Undergraduate Level in Pakistan. The study was conducted on the university students. The population refers to all participants of any group of people, occurrences, or things. In this research the researcher took students at the undergraduate level. The researcher selected English language learners, with the total number of 300 students, including both Males and Females.

Sample is any number of effects, people, or events which are lower than the whole population. The researcher applied the non-probability; a convenience sampling technique was applied for questionnaires to get data from the university students. For the sample the researcher was select 300 students from university to collect the data. The students from the B.S and M.A English programs were selected to collect the data from the students. The instrument is tool of research when the researcher using a method. There are different types of instruments. According to situation, in this research the researcher used the enclosed questionnaire, of multiple-choice questionnaires because it can be share simultaneously and can be answer by the respondents according to their speed.

In this research data was gathered from the students in the form of questionnaire. 5-point Likert Scale based questionnaire was used for the collection of data. Since the aim of this research was measure the students' perceptions about code-switching in English language Classroom.

### **Students' beliefs about Code-Switching Scale**

The students' belief about code-switching Scale is a well-known tool, despite the fact that the tool was developed by (Ferguson, 2003). The students' belief about Code-Switching Scale with responses rate each item on a 5-point Likert scale ranging from (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree, and 5=Strongly Agree). Some of

the items of the scale were: I believe that switching from English to Urdu is an effective strategy for language learning? When I switch from English to Urdu language, I become more confident? I believe switching from English to Urdu language is necessary for learners to communicate with other students? It is an international scale.

The Factors of Code-Switching Scale was developed by Moinvazri (2008). The Scale was measuring the Factors that that force students to switch from English to Urdu in the English language classroom. The Factors of Code-Switching scale with responses rate each item on options were: (1= Strongly Disagree, 2= Disagree, 3=Neutral 4= Agree and 5= Strongly Agree). Some of the items of the scale were: When I switch from English to Urdu, I can easily speak English language lesson in an English language classroom? Switching from English to Urdu helps me to understanding the difficult meanings? I cannot give the presentation in the classroom without using of Urdu language? It is an indigenous scale.

An impact of Code-Switching Scale (ICS) was developed by Dr. Irfan Bashir et al., 2020. On a five-point Likert scale. The impact of Code-Switching scale with responses rates each item on options were: (1= Strongly Disagree, 2= Disagree, 3=Neutral 4= Agree and 5= Strongly Agree). Some of the items of the scale were: Switching to Urdu language serves me as a bridge of understanding between my first and second language? When I switch from English to Urdu language, it helps me comprehend the lessons, which improves my performance during examinations? I believe the use of Urdu language is not entirely necessary in the classroom? When I switch to Urdu language, I cannot actively engage with my coursework? It is an indigenous scale. This was a quantitative study. The sample was selected through convenience sampling from university students. Approved permission was taken from the head of the departments called director of head of department. The researcher has been sought an informed consent before providing the participant with questionnaires. Demographic information has been sought to collect data such as their age, gender, education, marital status, and health status etc. Students' beliefs of Code-Switching Scale (SCS), Factors of Code-Switching Scale (FCS), and Impacts of Code-Switching Scale (ICS) were used to measure the students' Perceptions towards Code-Switching from English to Urdu in ESL Classroom. The questionnaire took 10 to 15 minutes to complete. Participants were informed about the purpose and aim of the research study. No physical and psychological pressure was given to the participant. Right to withdraw at any time also provided to the participants. The participants were allotted a number to maintain confidentiality and make sure them that their information will be used for academic purpose only.

### **Textual Analysis**

Statistical Package for the Social Sciences (SPSS) version 22 was used to run the statistical analysis. Descriptive statistics analysis was used for determining mean frequency and its percentage. In order to analyze the opinions of students about the impact of code-switching descriptive analysis has been used to assess the beliefs of students about code-switching. An independent t-test was conducted to compare the differences between male and female whether there was significant or no significant impact of gender in their beliefs towards code-switching. An independent samples test was conducted to determine the tailed and mean values whether there was significant or no significant impact on student's perceptions about code-switching. For the face validity of the instrument, I discussed it with my supervisor and other teachers and experts of the field. Some of the changes in questionnaire were made after the discussion. Then, the questionnaire was distributed in 15 students. These students were not similar to the sample students. Almost all the students were satisfied with the wording of questionnaire, and they showed contentment on overall comprehensiveness of the questions. Then, the data collected from



these students was analyzed by using SPSS in which, first, the mean was taken collectively and separately and then it as compared. The developed questionnaires were then sent to experts for review. Expert advice, final questionnaires were prepared and polished for data collection. Pilot testing was conducted at public and private universities in Lahore, both of which were part of the study sample, with no test procedural problems and errors reported by respondents. No changes were made to the questionnaire after the pilot test. Reliability analysis was accepted out on the external predictors of usage pattern of electronic resources of research scholars of universities of Lahore comprising 36 items. Cronbach's alpha indicates that the questionnaire reached an acceptable level of confidence,  $\alpha = .936$ . Most of the items seem worth keeping, and removing them will lower the alpha. In order to see the internal consistency of the subscales in relation to the scale, a reliability analysis was done. Data was entering IBM SPSS Statistics (version 22) and both Cronbach Alpha coefficient and inter-item correlations were calculated.

**Table 1**  
**Reliability of the Scales**

Scales	Reliability	N of items
Students' Beliefs about Code-Switching	.884	10
Factors of Code-Switching	.860	8
Positive Impacts of Code-Switching	.869	8
Negative Impacts of Code-Switching	.811	8

**Table 2**  
**Overall Reliability of the Scales**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.936	.938	34

Descriptive analysis including mean score and standard deviation of the scale in presented in table of 2 This presentation of data helps to know how much student's beliefs that code-switching is necessary for them to enhance their communication in the classroom.

**Table 3**  
**Mean values of the subscales of students' beliefs about using of code-switching**

Items	N	Mean	Max	Min	SD
Switch from English to Urdu	=300	2.1267	5.00	1.00	1.04607
Effective strategy for language learning	=300	2.1767	5.00	1.00	1.04998
Become more socialized	=300	2.1267	5.00	1.00	1.04607
Explain difficult words	=300	2.1100	5.00	1.00	1.04637
Become more confident	=300	1.9133	5.00	1.00	.93920
Speak English in front of a large gathering	=300	2.1000	5.00	1.00	.98314
Overcome hesitation	=300	2.5000	5.00	1.00	1.25775
Communicate with other students	=300	2.2567	5.00	1.00	1.08999
Counseling and consultation	=300	2.0567	5.00	1.00	.96083
Confusion about Ideas	=300	2.0500	5.00	1.00	.89265
General beliefs	=300	2.1417	5.00	1.00	.72432

Table 3 shows the mean values of the items of student's beliefs about code-switching. According to the scale, mean values of all the items, 'Switch from English to Urdu', 'Effective strategy', 'More socialized', 'Difficult words', 'More confident', 'Large gathering', 'Overcome hesitation', 'Communicate', 'Counseling and consultation',

'Confusion', are greater than 2.0500. Hence, these subscales are not statistically significant impact. The analysis of this scale shows that students did not willing to code-switching and they believe that while using code-switching in classroom they get confuse about their ideas and they can't consult with teachers. Moreover, the overall mean value for this scale is 2.1417. Therefore, it can be concluded that code-switching did not influence much of the students' beliefs about the above items.

**Table 4**

<b>Mean values of the subscales of factors that force students' to code-switching</b>					
<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Max</b>	<b>Min</b>	<b>SD</b>
Easily speak English	=300	1.9100	5.00	1.00	.78568
Difficult questions and answers	=300	2.1333	5.00	1.00	.98597
Hard to communicate	=300	2.0200	5.00	1.00	.89196
Meaning through translation	=300	2.3033	5.00	1.00	1.12941
Understanding difficult meanings	=300	2.0367	5.00	1.00	.83525
Communication skills in social settings	=300	2.0333	5.00	1.00	.84929
Classmates often switch	=300	2.1900	5.00	1.00	1.00529
Cannot give the presentation	=300	2.0533	5.00	1.00	.95579
Factors Code-Switching	=300	2.0850	5.00	1.00	.66535

Table 4 shows the mean values of the items of factors that force students to code-switching. According to the scale, the mean values of all the items, 'Easily speak English', 'Difficult questions and answers', 'Hard to communicate', 'Meaning through translation', 'Understanding difficult meanings', 'Communication skills in social settings', 'Classmates often switch', 'Cannot give the presentation', are greater than 2.0533. Hence, these subscales are not statistically significant impact. The analysis of this scale shows that students did not willing about the factors code-switching in classroom. Students believes that while switching to Urdu language they cannot communicate effectively in social setting and this can hard to communicate with each other. Moreover, the overall mean value for this scale is 2.0850. Therefore, it can be concluded that the factors force much of the student's to code-switching about the above items.

**Table 5**

<b>Mean values of the subscales of positive impacts of code-switching</b>					
<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Max</b>	<b>Min</b>	<b>SD</b>
Comprehend lesson discussions	=300	2.4033	5.00	1.00	1.21060
Understand the things easily	=300	1.9667	5.00	1.00	.80895
First and second language	=300	2.0133	5.00	1.00	.82183
Saves my time	=300	2.0567	5.00	1.00	.84211
Confident and comfortable	=300	2.1767	5.00	1.00	1.00440
Improves examinations performance	=300	2.1467	5.00	1.00	.98746
Socio-cultural elements	=300	2.1967	5.00	1.00	1.01394
Reading tasks in lectures	=300	2.1400	5.00	1.00	.90358
Positive Impacts	=300	15.0433	5.00	1.00	4.94804

Table 5 shows the mean values of the items of positive impacts of code-switching. According to the scale, mean values of all the items, 'Understand the things easily', 'First and second language', 'Saves my time', 'Confident and comfortable', 'Improves examinations performance', 'Socio-cultural elements', 'Reading tasks in lectures, are greater than 2. 0133. Hence, the analysis of this scale shows that there are no positive impacts of code-switching on students learning. Code-switching did not save their time and students did not feel comfortable and affects their readings tasks in classroom lectures. Moreover,

the overall mean value for this scale is 15.0433. Therefore, it can be concluded that code-switching has not much positive impacts about the above items.

**Table 6**  
**Mean values of the subscales of negative impacts of code-switching**

Items	N	Mean	Max	Min	SD
Not entirely necessary	=300	2.2467	5.00	1.00	1.04056
Cannot actively engage	=300	2.8467	5.00	1.00	1.35744
Affects academic achievements	=300	2.8300	5.00	1.00	1.29358
Communicate effectively	=300	2.5567	5.00	1.00	1.19368
Breaks the attention	=300	2.4700	5.00	1.00	1.18057
Hinders the development of English language proficiency	=300	2.5100	5.00	1.00	1.20890
Hinders students from paying attention	=300	2.3767	5.00	1.00	1.06076
More exposure to English language	=300	2.4033	5.00	1.00	1.06038
Negative Impacts	=300	20.2400	5.00	1.00	6.18735

Table 6 shows the mean values of the items of the negative impacts of code-switching. According to the scale, mean values of all the items, 'Not entirely necessary', 'Cannot actively engage', 'Affects academic achievements', 'Communicate effectively', 'Communicate effectively', 'Breaks the attention', 'Hinders the development of English language proficiency', 'Hinders students from paying attention', are greater than 2.2467. Hence, the analysis of this scale shows that students believe that code-switching is not entirely necessary in classroom; this effects on their academic achievements and hinders the development of English language proficiency. Moreover, the overall mean value for this scale is 20.2400. This study shows that the mean value of the scale is greater than all of the other scales. Therefore, it can be concluded that code-switching influences the negative impacts much of the students about above items.

## Conclusion

This study investigates the students' perceptions about code-switching in English Language classroom at undergraduate level in Pakistan. In conclusion the finding of this study shows that code-switching did not influence much of the students. On the other hand, code-switching negatively affects the students' communication skills in social settings. Additionally, an independent t-test was conducted to compare the mean differences of male and female participants and the results revealed that mostly females' participants disagree on that code-switching are not entirely necessary for learners to communicate with other students. The researcher finds that code-switching has negative impact on students; switching from English to Urdu breaks their attention while learning in classroom. Moreover, the results also show that only English environment provides them with more exposure to the English language. Code-switching hinders the students from paying attention to the English language learning. Furthermore, an independent t-test was conducted to compare the differences between BS English and BS Education program. The results of the study show that mostly the students of BS English program beliefs that code-switching hinders the development of English language proficiency in classroom. Keeping in mind the whole investigation and its objective, if we narrow down the beliefs of students about code-switching, it can be confidently claimed that code-switching is not entirely the needs of the students in English language classroom.

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