

Reasons And Effects Of Code-Switching In Bs Classes Of The Department Of English At Khushal Khan Khattak University, Karak, Pakistan

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Abstract

This study aimed to investigate the reasons and effects of code-switching (CS) when used by a lecturer in instructing his/her students through interaction in English classes at BS level. This study was carried out at Khushal Khan Khattak University, Karak (KKKUK), Khyber Pakhtunkhwa, Pakistan. This qualitative and quantitative study used a pragmatic research approach to know the reasons of code-switching and its effects on the KKKUK English department students. The study used a total sample size of (N=125) teachers and students. Purposive sampling techniques were used for the data-collection methodologies and processes, including survey questionnaires, interviews were employed. A closed ended questionnaire was designed to gather data. SPSS was used to analyze the collected data. The acquired data was examined using descriptive statistics, such as percentages, means, and standard deviation, to interpret and discuss findings. According to data analysis, code-switching in the English language classroom was employed to promote interactions during English learning. The findings demonstrated that using CS in the classroom facilitates the teaching and learning process. It should be utilized to facilitate the teaching and learning of English language. Furthermore, it should be used to engage pupils in classroom activities. Seminars and pieces of training should be organized to encourage the usage of CS in the English classroom. The findings of this study are intended to be valuable, particularly for language instructors, in understanding the role and efficacy of code-switching in the classroom.

Key Words: Code-Switching, English Language Classroom, Classroom Facilitates, Classroom Activities, Learning Process.

Introduction

English is the official language of the multilingual nation of Pakistan (Rahman, 2010). The dominant language in the world today is English, which is also the language of business, government, and other institutions (Dar et al., 2014). Other regional languages are also prevalent in various parts of Pakistan (Rukh, 2014), and code-switching (CS) is now frequently used in the English language. A number of students get accepted into colleges each year. For a bright future, all students work

hard in their studies. A second language is often employed as a teaching language at colleges and universities across the board (Abdulla, 2015). As a result, all first-year students must do their academic work in the language of instruction. Speaking a second language would make it easier for all students to get suitable employment, particularly in the private sector. It is important to note that students who can communicate in a language other than their native tongue have an advantage over their peers in finding jobs, and developing good careers etc. Therefore, everyone

must be fluent in a second language since failing to do so would make it difficult for someone to get employment, particularly in the private sector (Memory et al., 2018).

Most first-year students accepted to universities do not have a solid command of the language of instruction in their departments since they utilize their first language at high school more than other languages during studies. As a result, they undoubtedly encounter numerous challenges while learning since they cannot comprehend the primary motivation behind any subject matter being taught to them. Students who cannot communicate in the language used in their departments will, more likely, not be able to effectively finish all four years of school if they cannot comprehend their teachers as they teach. Because learning a new language takes time, teachers in this situation would indirectly stimulate, support, and assist all first-year students in acquiring the language (Faryadi & Panahi, 2022). Code-switching is an excellent way for first-year students to reach a second language in their departments, particularly during their first year of college. It is important to note, however, that first-year students should not be permitted to speak their native tongue when studying or while communicating with their professors for if this occurs, they will find it challenging to quickly pick up the language of instruction. Before discussing the purposes of code-switching, it is essential to define the term. Speaking in two languages simultaneously may be termed as code-switching (Singh, 2012). Irawan (2022) lists four critical uses and goals of code-switching: dispute resolution, floor-holding, repetition, and similarity.

Reasons and Factors Associated with Code-switching

Singh (2012) states that second-language speakers switch codes with their native language. Code-switching improves communication and

conveys the core aim(s) of discussions. Students and teachers of second languages must code-switch. In EFL classes, Liu and Wei (2022) said, teachers do not use students' native languages to explain concepts. When students speak their native language, it suggests knowledge issues about the topic. Thus, educators code-switch by speaking in students' local languages to ensure comprehension. Students must avoid code-switching for a while. Because students lack language proficiency, Selle and Sunubi (2022) say, code-switching occurs during education. Thus, educators briefly explain concepts or facts in the students' native language. Caballero and Celaya (2022) found that code-switching compensates for students' poor communication skills. Since they cannot communicate precise information in the language of instruction, the students use their first language to demonstrate that they know about the issue but cannot express it. According to Johnson et al. (2022), code-switching in teaching courses is meant to reduce instructor-student confusion. First-year students need more teaching language. Thus, they sometimes use their native language. Teachers may also use their students' native languages to explain things.

Problem Statement

Code-switching is a recognized issue, but now this area has significant challenges for the students and teachers to understand the English language in classroom (Gulzar, 2010). The solution could be to use a reliable research method to determine the causes and effects of code-switching in English-language classrooms. Teachers may switch between English and Urdu to engage pupils, clarify difficult concepts, give examples, or have fun (Ahmad & Jusoff, 2009). Pakistani English teachers employ code-switching to simplify grammatical ideas for students (Bukhari et al., 2022; Khan & Khan, 2016). Bilingualism aids language instruction (Fachriyah, 2017). Code changes in language

classes have several justifications (Hamed et al., 2022). Code flipping by English language instructors and students in the classroom must be investigated (Ahmad & Jusoff, 2009; Raza et al., 2022; Zubair, 2022). The study investigates why instructors and BS students of the Department of English at KKKUK switch codes in English language classes and how code-switching affects L2 acquisition of students. People communicate using lexical pieces from several codifications. Globally, large, multilingual groups teach conceptual ideas in multiple languages. This study emphasizes the importance of code-switching for English classroom students.

Contribution of the Research

The thesis aims to investigate the phenomenon of code-switching and how it affects students at KKKUK English department as they acquire L2. The research would provide suggestions for planning and policy makers to create a realistic environment for L2 learning for the students of the English Department at KKKUK. The results of this research may also serve as a starting point for individuals who want to investigate how switching to L1 in the classroom affects instructors and students in their respective circumstances.

Research Questions

1. What are the reasons behind the use of code-switching by teachers and students in BS classes of the Department of English at Khushal Khan Khattak University, Karak (KKKUK)?
2. What are the effects of code-switching on BS students of the Department of English, KKKUK in terms of their L2 learning?

Literature Review

Reasons of Code-switching in English Classroom

Pakistan is a bilingual country, and English is the official language of the government of Pakistan (Ibrahim, 2018). As a language of many spheres of society, including the workplace, government, and academia, English has a privileged position in the linguistic background of Pakistan (Dar et al., 2014). Code-switching (CS) is widespread in Pakistan due to the prevalence of several regional languages spoken across the country (Rukh, 2014). Code-switching is the practice of using two or more languages in a single discussion, either concurrently or in a fluid manner (Chowdhury, 2012). CS is the process by which speakers of different languages seamlessly move between one another's linguistic conventions via word-borrowing, exchange, and modification. CS refers to the insertion of tags (like, you know, etc.), intra-sentential code-switching which occurs at word or phrase level, and inter-sentential code-switching that occurs between sentences or paragraphs (Fachriyah, 2017).

CS is an area that has long been of interest to applied linguistics (Muhammad & Mahmood, 2013; Rafi, 2013; Rasul, 2013; Cook, 2013; Gulzar & Qadir, 2010). Some approaches to language teaching, including the direct method, the audio-lingual system, and the communicative language teaching approach, view the learner's native language as an obstacle to the acquisition of the target language (L2) and advocate its avoidance at all costs (Ehsan & Aziz, 2014). However, studies have shown that using the mother tongue in the context of second language instruction is no longer seen negatively and should be integrated into classrooms (Cook, 2013; Timor, 2012). According to Gulzar (2010), code-switching occurs when two or more languages are spoken in the same discussion. Code-switching is shifting between two

languages throughout a conversation, as defined by (Rafi, 2013).

ESL bilingual instructors use CS as a communication method while instructing students who are not native English language speakers (Milroy & Muysken, 1995). This occurs naturally due to linguistic interaction, particularly in countries with several official languages (Wong, 2000). More than 56 languages are spoken in Pakistan (Rasul, 2013). Pakistan has two official languages, Urdu and English. Whether public or private universities, colleges and schools, English is a required course of study in Pakistan (Ehsan & Aziz, 2014; Gulzar & Qadir, 2010). Because English and Urdu have coexisted for so long in the subcontinent, English now has a commanding position (Rafi, 2013; Mohammad & Mahmood, 2013). As a result of language contact and change in Pakistani culture, code-hybridization has become a noticeable linguistic phenomenon (Mushtaq & Zahra, 2012).

According to research by Chowdhury (2012), CS is beneficial in many English language classes. Its purpose is to achieve the intended effect by enforcing the order, instructing pupils on specific activities, guiding them, or drawing their attention to a particular topic (Chowdhury, 2012). When students from diverse socioeconomic backgrounds and language abilities are in the same classroom, CS may be a helpful technique for instructors to ensure that all students are given the attention they need to fully grasp the material presented (Yusuf, 2009). In addition to this, it has the potential to play a pivotal role in language classrooms by facilitating productive teacher-student interactions. A method like this may assist students who need to improve their English language in catching up with their peers (Chowdhury, 2012; Ahmad & Jusoff, 2009).

Research Methodology

Research Design

The pragmatic research paradigm best matches the topic of the study. An inductive strategy guideline is used for investigation of the topic on hand. This study will use quantitative and qualitative methods. Qualitative and quantitative methodologies are used to study dynamic code-switching phenomenon in details and deeply. A research technique refers to an entire approach to research (Creswell, 2007, 2009). Research methodology is the researcher's theoretical perspective, data collection and analysis for studying a social phenomenon (Scott and Morrison, 2005; Newby, 2010). Researchers employ this generic method to explore a topic or question, according to Silverman (2007). Interviews were employed to collect qualitative data. Analysis of the data was done through Thematic Analysis Method. The researcher employed a survey research technique to gather data and information from the students of English department of KKKUK. These surveys were designed with closed-ended questions, and some students, as well as teachers, were interviewed for in-depth understanding about the topic on hand.

Population of the Study

A research population is a large group of people or things that serve as the primary focus of research investigation. However, researchers generally need help to examine everyone in a group since doing so would take too much time and money. This is why scientific inquiry often employs some sample size calculation to collect data from the target population. Within every given population, there is often one unifying quality to target the members of the research study. This study has both teachers and students of the Department of English at Khushal Khan

Khattak University, Karak (KKKUK) as the population of the research.

Sampling Technique and Sample Size

Sampling of the students was done using non-random purposive sampling technique. Purposive sampling and convenient sampling strategies were adopted to select respondents for interviews. It is because in qualitative research the major goal of sampling is to find individuals who can provide deep and versatile insight on the issue or phenomenon under consideration (Dörnyei, 2014). The sample of the research was a total of 110 participants from the Department of English, KKKUK. Questionnaires were distributed among 95 students and 15 teachers. Semi-structured Interviews of 10 students and 05 teachers were conducted. The selection of quantitative sample size was done through (Krejcie & Morgan, 1970) “sample size determining table from a given population” as the population of the Department of English at KKKUK is 150.

Data Collection and Data Analysis

A questionnaire with closed-ended questions was created to gather quantitative data from the teachers, and a similar questionnaire was designed to collect quantitative data from the students. A quantitative analysis of the data collected from both surveys was performed using statistical package for social sciences (SPSS

Version-28). Data was analyzed with the help of descriptive and inferential statistics.

Tools and Techniques

Research tools used in this study were questionnaires and semi-structured interviews. The semi-structured interview responses of the respondents were transcribed, coded, categorized, and made themes of, and these procedures make an excellent thematic analysis process to draw a reasonable, unbiased conclusion. The questionnaire has been adapted (and modified) from the studies (Olugbara, 2008), and (Mingfa Yao, 2011). The questions have been adapted according to the context and purpose of the present study. Similarly, the questions for interviews were adapted and modified from these studies.

Data Analysis and Findings

Results and Facts

The respondents’ opinions and perceptions may be inferred from their demographic features, making these factors crucial for the students especially. These qualities, such as age, gender, and current semester level, profoundly influence the respondent’s perception and thought. Knowing about them is essential for a researcher to draw a practical frequency and percentage. Table 1.1 shows the highest and low percentages for each demographic variable in detail.

Table 1.1 Gender, Semester, Age of the Students (N=95)

Gender	f	%
Male	57	60
Female	38	40
Total	95	100
Students Semester Level	f	%
Semester 1-2	17	17.89473684
Semester 3-4	25	26.31578947

Semester 5-6	32	33.68421053
Semester 7-8	21	22.10526316
Total	95	100
Students Age	f	%
18-20	30	31.58
21-23	42	44.21
24-26	23	24.21
Total	95	100

Note: f =Frequency, %= Percent

Table 1.2 Students Response Regarding Effects of Code-switching (N=95)

Effect of CS on Students	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
It helps students enjoy a lesson.	26	27	21	22.1	2	2.1	23	24.2	23	24.2
It helps students feel satisfied with learning.	16	17	32	33.7	1	1.1	26	27.4	20	21.1
Teachers who switch codes may cause difficulty in understanding.	25	26	24	25.3	2	2.1	24	25.3	20	21.1
Teachers who switch codes pollute languages.	22	23.2	20	21.1	6	6.3	25	26.3	22	23.2
Teachers who switch codes are deficient in English.	29	30.5	18	18.9	3	3.2	32	33.7	13	13.7
Teachers who switch codes from English can better explain the grammatical points and lexical items in the text.	22	23.2	25	26.3	2	2.1	17	17.9	29	30.5
Teachers who switch codes from English can better elicit responses from students.	28	29.5	19	20.0	1	1.1	31	32.6	16	16.8
Teachers who switch codes from English can better praise students.	25	26.3	23	24.2	-	-	19	20.0	28	29.5
Teaching the course in only one language is beneficial.	28	29.5	18	18.9	4	4.2	31	32.6	14	14.7
It is easy to teach and learn second language by code switching.	29	30.5	18	18.9	3	3.2	32	33.7	13	13.7

Note: 5-Strongly Agree, 4-Agree, 3- Undecided, 2-Disagree, 1-Strongly disagree

Interpretation of Effects of CS on Students

Most respondents (27.0%) strongly disagreed that CS helps students enjoy their lessons, while 24.2% agreed. 27.4% felt that CS satisfied pupils during a classroom lecture, and 24.2% strongly agreed. More (26.0%) strongly opposed than agreed (25.3%) that CS makes understanding of

topics complicated. 25.3% of students said that CS corrupted language. 30.5% of respondents strongly disagreed and said CS-using teachers are not English-deficient. 30.5% strongly agreed that CS helps teachers explain grammatical and lexical elements in the text, whereas 26.3% disagreed. 32.6% percent strongly agreed, and 29.5% strongly disagreed that CS did not improve classroom responses. Over 29.5% of respondents

strongly agreed that CS teachers could better praise students. 32.6% strongly agreed that teaching a course in one language is beneficial, while 29.5% disagreed. 33.7% of respondents

thought CS made teaching and learning a second language easy, and it simplified some words, idioms, and practically all of English for university students (See Table 4.2).

Table 4.3 Students Responses Regarding Reasons of Code-switching (N=95)

Reasons of Code-switching	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
Code-switching/code-mixing helps students in memorizing the information easily.	29	31	18	19	3	3.2	32	33.7	13	13.7
Code-switching/Code-mixing increases students' communicative skills.	33	34.7	14	14.7	2	2.1	27	28.4	27	28.4
Code-switching/Code-mixing helps students in understanding difficult words, concepts, and terms.	25	26.3	20	21.1	2	2.1	17	17.9	31	32.6
Code-switching helps the teachers to meet learner's level of understanding.	19	20.0	28	29.5	2	2.1	22	23.2	24	25.3
Teachers who switch codes from English to Pashto/Urdu or from vice versa can express themselves clearly in both languages.	22	23.2	21	22.1	6	6.3	22	23.2	24	25.3
Mixing of languages leads to the weakness of English.	21	22.1	22	23.2	5	5.3	18	18.9	29	30.5
Mixing of languages strengthen English.	18	18.9	31	32.6	-	-	26	27.4	20	21.1
Teaching the course in Pashto/Urdu and English increases chances of passing the exams.	27	28.4	20	21.1	2	2.1	34	35.8	12	12.6

4.3 Reasons of Code-switching for Students

The survey found many reasons why university English teachers code-switch. The survey indicated that code-switching and code-mixing help students remember knowledge, with 33.7% agreeing. CS cannot improve students' conversational abilities during a classroom lesson, according to 34.7% of respondents. 28.4% agreed, and the same amount strongly agreed. 32.6% strongly agreed that CS and CM assist students in understanding complex words,

concepts, and terminologies, whereas 26.3% strongly disagreed. CS helps teachers meet the students' understand level, and 25.3% of students strongly agreed. 30.5% strongly disagreed and said teachers don't do CS because of English vocabulary issues. 25.3% of respondents strongly agreed that CS helps teachers express themselves clearly in Urdu, Pashto, and English, whereas 23.3% disapproved and the same number agreed. 30.5% strongly agreed that mixing languages weakens English, while 23.2% disagreed. 32.6% students strongly disagreed that combining languages improves English, while 27.4%

agreed. Finally, 35.8% of respondents agreed that teaching in Pashto, Urdu, and English boosts exam pass rates and that code-switching is a useful English language classroom practice (See Table 4.3).

4.4 Teachers Perception Regarding Code-switching

Table 4.4 Course Taught by Teachers and Their Teaching Experience (N=15)

Course Taught	f	%
English Only	5	33.3
Both Pashto/Urdu and English	10	66.7
Total	15	100
Experience of Teachers	f	%
1-10 Years	11	73.3
11-20	4	26.7
Total	15	100

Table 4.5 Teachers Response Regarding Effect of Code-switching (N=15)

Effect of CS on Teaching	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
It helps students enjoy a lesson.	2	13.3	2	13.3	2	13.3	4	26.7	5	33.3
It helps students feel satisfied with learning.	2	13.3	1	6.7	1	6.7	6	40.0	5	33.3
Teachers who switch codes may cause difficulty in understanding.	2	13.3	4	26.7	1	6.7	2	13.3	6	40.0
Teachers who switch codes pollute languages.	2	13.3	1	6.7	2	13.3	4	26.7	6	40.0
Teachers who switch codes are deficient in English.	1	6.7	2	13.3	2	13.3	4	26.7	6	40.0
Teachers who switch codes from English can better explain the grammatical points and lexical items in the text.	2	13.3	1	6.7	4	26.7	3	20.0	5	33.3
Teachers who switch codes from English can better elicit responses from students.	2	13.3	3	20.0	-	-	4	26.7	6	40.0
Teachers who switch codes from English can better praise students.	2	13.3	3	20.0	2	13.3	3	20.0	5	33.3
Teaching the course in only one language is beneficial.	-	-	3	20.0	3	20.0	2	13.3	7	46.7
It is easy to teach and learn second language by code switching.	-	-	3	20.0	3	20.0	4	26.7	5	33.3

4.5 Interpretation of CS Effect on Teaching

The study also took responses from the teachers regarding code-switching during teaching in the English language classroom. Most of the teachers responded that they use CS in classroom during teaching (See Table 4.5). The results of the study revealed that code-switching affects the English learners at university level and teachers said that

students are satisfied with code-switching. The survey showed that code-switching helps students to enjoy the learning and teachers agreed up to 33.3%. The majority of teachers (40.0%) agreed and replied that CS could increase students' communicative skills during a classroom. Overall the teachers described that code-switching affects the students positively when they teach them in the English language classroom.

Table 4.6 Teaching Response Regarding Reasons of Code-switching (N=15)

Teachers Reasons of code-switching	1		2		3		4		5	
	f	%	f	%	f	%	f	%	f	%
Code-switching/code-mixing helps students in memorizing the information easily.	2	13.3	1	6.7	4	26.7	2	13.3	6	40.0
Code-switching/Code-mixing increases students' communicative skills.	1	6.7	2	13.3	4	26.7	2	13.3	6	40.0
Code-switching/Code-mixing helps students in understanding difficult words, concepts, and terms.	1	6.7	3	20.0	4	26.7	1	6.7	6	40.0
Code-switching helps the teachers to meet learner's level of understanding.	1	6.7	3	20.0	2	13.3	5	33.3	4	26.7
Teachers who switch codes from English to Pashto/Urdu or from vice versa can express themselves clearly in both languages.	3	20.0	2	13.3	2	13.3	4	26.7	4	26.7
Mixing of languages leads to the weakness of English.	1	6.7	1	6.7	3	20.0	3	20.0	7	46.7
Mixing of languages strengthen English.	2	13.3	2	13.3	3	20.0	4	26.7	4	26.7
Teaching the course in Pashto/Urdu and English increases chances of passing the exams.	2	13.3	3	20.0	2	13.3	4	26.7	4	26.7

The study results revealed that teachers used code-switching for specific reasons in the English language classroom. For instance, all the teachers

agreed that code-switching is used in the English language classroom for the students better understand the course in this manner (See Table

4.6). The results of the study show that reasons for the code-switching are various in the English classroom at university level, especially by the teachers. For example, the study findings showed that code-switching/code-mixing helps students in memorizing the information easily and 40.0% respondents strongly agreed. 26.7% were neutral about the statement that CS could improve students' communicative skills during a classroom lecture, and 40.0% strongly agreed. Similarly, another 40.0% strongly disagreed that CS and CM help students in understanding difficult words, concepts, and terms. Many teachers (33.3%) said that CS helps the teachers to meet learner's level of understanding. Although, the teachers said that they switched codes from English to Pashto/Urdu or vice versa but they were of the opinion that they could better express themselves clearly in both languages.

Thematic Analysis of Interviews

The findings of the interviews are almost in concurrence with that of the questionnaire. Most of the teachers advocated the use of CS for the reasons of: clarity, elaboration, rapport, explanation of complex ideas, meeting the learners, level of understanding. Most of them opined that CS can help in comprehension of topics but it can be an obstacle in L2 fluency.

The students also, almost, discussed the same reasons for the use of CS. However, unlike teachers they were strong advocates of using CS. They believed that it could lead to better comprehension of topics, self-confidence in students, and making environment of classes friendly.

Conclusion

Code-switching emphasizes linguistic components. English language scholars and practitioners advocated the use of code-switching in the classroom. The instructors mostly switched codes for discussing English grammar and other

linguistic elements. Thus, code-switching is essential to reduce teacher-student confusion and provide clearer English classroom instruction. This study investigated code-switching's causes and effects on students. Theoretical language elements require lecturers to code-switch into Urdu to help students grasp them. For functionality, the instructor or professor used simple English codes to describe the themes or ideas. After lecturing in English, the teachers code-switched to Pakistani language. Code-mixing and switching were used to help pupils develop conclusions and inferences. To help pupils learn English words and vocabulary, terms were often reinterpreted or translated into their native languages. Code-switching was used by teachers to describe the tasks that they assigned to their students about a specific topic or lesson. Teachers used Pakistani regional languages to ensure students understood thoroughly. Students would also use CS to ensure they understood the instructions. When a professor asked students to comment on the lectures, code-switching was used. Code-mixing and switching assessed students' understanding of topics: understanding what they had learned and what they needed to work on. The instructor and the students could capture the essence of their feedback conversations using code-switching. Code-switching aids memory. In class, lecturers reminded students of forgotten tasks, restrictions, or duties. Such exchanges involved code-switching. Code-switching helps manage class teaching. Several class exercises focused on class management rather than teaching. Code-switching helps arrange students. The study concluded that English is used in the classroom to give directions, test lexical and grammatical understanding, and regulate the class. Because they believed that maintaining discipline was not part of the information transfer, the lecturer and students regularly switched codes to Urdu and Pashto. An example would be if a student arrived late to class and the instructor commented on the

issue in their native language. Since thoughts were more successful in Pakistani, the teacher adjusted coding regulations.

The effect of code-switching on entertainment and general communications with students studied in the research included, for example, reducing boredom, relieving tension, or just becoming more familiar with one another in the educational setting. When the instructor and students cracked jokes with each other, they felt more comfortable using the native or Pakistani (Urdu/Pashto) language.

The study found that code-switching, or using two languages at once, is common in English classrooms and necessary for students. Code-switching in Pakistani English classes is expected and improves students' English fluency. Similarly, most teachers of English, students, and experts recommend the technique of code-switching because they believe it improves competence in the English language. The researchers agree, to a great extent, with the views of the respondents. However, CS should not be used extensively especially in English Language classes because, after graduation, such students are expected to be proficient in English. Moreover, CS can lead to be, as noticed during the interviews, a barrier in attaining mastery over fluency in English.

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Annexture 1

Reasons And Effects of Code-Switching in Bs Classes of The Department of English at Khushal Khan Khattak University, Karak, Pakistan

Introduction

This questionnaire is designed to find out your honest views about the reasons and effects of code-switching at the Department of English at KKKUK.

Section A: Biographical information:

Name (Optional): _____ **Semester:** _____
Gender: _____ **Age:** _____
Profession: Teacher/Student

Please respond to all the questions below carefully and honestly. This is not a test and there is no right or wrong answer. Your responses will be kept strictly confidential and will only be used for the purpose of this study.

In the following questions we would like you to answer by simply giving marks from 5 to 1. The numbers stand as below:

5=strongly agree; 4=agree; 3=not sure; 2=disagree; 1=strongly disagree

Statement	1	2	3	4	5
Code-switching/code-mixing helps students in memorizing the information easily.					
Code-switching/Code-mixing increases students' communicative skills.					
Code-switching/Code-mixing helps students in understanding difficult words, concepts, and terms.					
It helps students enjoy a lesson.					
It helps students feel satisfied with learning.					
Code-switching helps the teachers to meet learner's level of understanding.					
Teachers who switch codes from English to Pashto/Urdu or from vice versa can express themselves clearly in both languages.					
Teachers who switch codes may cause difficulty in understanding.					
Teachers who switch codes pollute languages.					
Teachers who switch codes are deficient in English.					
Teachers who switch codes from English are proficient in English.					
Teachers who switch codes from English can better explain the grammatical points and lexical items in the text.					
Teachers who switch codes from English can better elicit responses from students.					

Teachers who switch codes from English can better praise students.					
Teaching the course in only one language is beneficial.					
Mixing of languages leads to the weakness of English.					
Mixing of languages strengthen English. Teaching the course in Pashto/Urdu and English increases chances of passing the exams.					
It is easy to teach and learn second language by code switching.					

Would you prefer the course to be taught in (choose one answer):

- a) English only
- b) Both Pashto/Urdu and English

Would you like to be interviewed on this topic? If yes, kindly write your contact number and email address below:

Phone Number: _____

Email Address: _____

Thank You very much for your precious time!