Exploring Code-Switching between Urdu and English: Attitudinal Perspectives of Pakistani University Students

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Abstract

The study investigates the use of Urdu language in English language classrooms, focusing on students' attitudes. The study involved 30 participants from private universities in Lahore, Pakistan. Data was collected through questionnaires and analysed using SPSS. The findings indicate that students have a positive attitude toward using Urdu in specific contexts, such as teaching grammar, explaining complex concepts, and discussing assignments. Furthermore, the results highlight a general agreement between students and teachers that excessive use of Urdu may hinder English proficiency. Lastly, the study concludes that while the judicious use of Urdu can facilitate learning, its overuse may impede language development.

Keywords: Code-Switching, Multilingual, Urdu, English Teaching, Students' Attitude

Introduction

The complexity and diversity of the Pakistan society's sociolinguistic profile make it worthwhile to research. Studies and research have long focused on using SL or Urdu in the classroom. The benefits of teachers using their first and target language in an English as a second language classroom have been hotly debated. Certain scholars, including Kashan (1982), Turnbull and Arnett (2002), and Littlewood (1981), advocate for intralinguas teaching methods. They contend that educators should foster a natural learning environment and center their lessons on authenticity. According to them, speaking in one's native tongue not only has a detrimental impact on learning but also impedes it. Thus, one of the most important ways to improve learning is to expose students only to the target language. Conversely, scholars support cross-lingual (SL or Urdu) instructional approaches. They contend that learning is enhanced by the usage of one's mother tongue, which is why SL classrooms might employ it. To further support the use of translation in the classroom, they have gone above and beyond. They contend that adopting the native tongue is a humanitarian strategy. Nevertheless, there is ongoing discussion worldwide over the value of teachers using their native tongue. Completing the educational process is necessary for acquiring a language, regardless of the setting formal or casual. These elements should be considered since language learning performance impacts language varieties, sociocultural contexts, teaching, and learning. The instructor must acknowledge the diverse linguistic and social backgrounds of the participants, especially concerning their native language or language learned abroad. This is so that pupils have an easier time understanding the purpose of language training thanks to theories that have been

created. Due to the tremendous growth of sociolinguistics in recent years, we now know that language is more than just a means of communication it also shapes social identity (Dunkley, 2013). Sociolinguistics is an important and fascinating area of study for educators since it focuses on how language is used and understood in everyday situations. Learning and utilizing English as a second language can be challenging for international students, but things get even more challenging when professors in Pakistani universities begin to communicate and teach in Urdu. Even though English is the dominant language of instruction and communication in our colleges, using Urdu in the classroom as a supplementary language alongside English makes even native speakers feel more at ease.

Research Objectives
- To examine the students' attitude towards code-switching between L1 and L2 in the technical concept teaching in English classes.
- To investigate students' psychological problems caused by L2 usage when teaching technical concepts in English.

Literature Review
Conducting research works in first language or second language is worthy of attention. As stated by Milroy and Muysken [1995], code-switching is not only changing your speaking language but also clarifies several other phenomena considered fundamental to bilingualism and multilingualism. There are three sections in this chapter. The bilingual method is discussed. The previous research on code-switching is examined and Myers-scotton theory on code-switching is discussed in this section. The fundamental tenet of English Language Teaching (ELT) was that "students would learn more quickly the more exposure they received to the language; as they heared and used the language, they would internalize it and begin to think in English" (Auerbach 1993, p. 14–15). Making them utilize the L2 is the only method to assist them in becoming proficient with it. Any mention of the learners' L1 was interpreted as a mark of incompetence and lack of professionalism. Learners' Ll has been viewed as a "skeleton in the cupboard, (...), a taboo subject, a source of embarrassment, and on the part of teachers, a recognition of their failure to teach properly," according to Prodromou (2000, quoted in Hitotuzi 2006, p.163), such as speaking "only English" But during the past few decades, a large number of practitioners and scholars have begun to reevaluate the part that Ll plays in helping people learn a second language. "The mother tongue is the womb from which the second language is born," according to Deller and Rinvolucri (2002, p. 4). This particular study was motivated by a number of code swapping investigations. The research provided a background for this specific Arabic-English code flipping investigation, even though their primary objectives were different. Bloom and Gompers (1972), widely regarded as the forerunners of interactional sociolinguistics, were the first to embrace a positive perspective on code flipping. They saw it as a measure of the participants' speaking fluency. In their investigation into how language is used in a Norwegian fishing town through observation and taped audio analysis. The problem of code switching among Jordanian speakers in an environment where bilinguals can practice code switching has received relatively little attention from research (Abalhassan and Alshalawi, 2000). Thus, the purpose of this work is to close this gap. Thus, the current study set out to find out English- Urdu code switching in multilingual classrooms in a private university. A widespread practice in the languages distinguished by interaction of individuals speaking different languages, code switching has been explored in linguistics and sociolinguistics. According to Myers-Scotton one of the major theories in this field is the code-switching theory. In other words, the theoretical framework that follows provides a brief recapitulation of Myers-Scotton's theory and focuses on its major ideas and consequences.
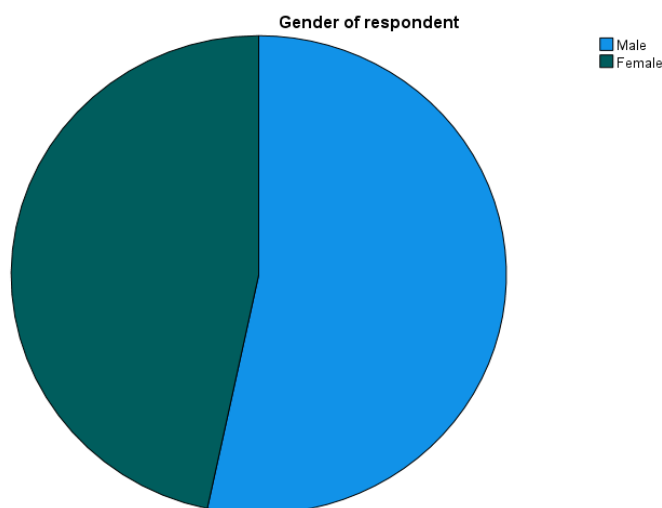
Three fundamental components form the foundation of Myers-Scotton's theory of code switching: The Matrix Language: The language which dominant in the exchange or the discussion is called the matrix language. The language that provides the grammatical frame for the code -mixed speech is referred to as the matrix language by Myers-Scotton (1993). The Embedded Language: The language that is used to embody into the matrix Language is referred to as the embedded Language. As put by Myers-Scotton (1993) the language which provides the lexical information for the code switching is commonly referred to as the embedded language. The Frame Theory: From this theoretical background, it becomes apparent that social and cognitive factors play a role in the language regulation. The frame theory asserts that speakers also use language to convey meaning and create a social context. According to Myers-Scotton (1993), code flipping serves five primary purposes: (1) subject interpretation and explanation; (2) understanding assessment; (3) affirmation and participation stimulation; (4) management; and (5) humor and sign of bilingual identity. This study adopts viewpoints from Myers-Scotton (1993), Schweers (1999), Tang (2002), and Harmer (2007). They concurred that educators frequently use code-switching for a variety of purposes, including subject interpretation and clarification, phonological explanations, cross-cultural difficulties, and spelling, explanation of difficult concepts, understanding assessment, management, replacing a long explanation in the target language with a brief one in class, affirmation and participation stimulation; conveying meaning by translating L2 items or sentences and giving the L1 equivalent; using comedy to demonstrate bilingual identity; and explaining mistakes.

Methodology
This research involved 30 participants from private universities in Lahore. A questionnaire was used to collect data. The questionnaire contained Likert-scale items focusing on the use of Urdu for teaching grammar, explaining difficult topics, classroom discussions, and its effect on overall English practice. Data were analyzed using SPSS to calculate descriptive statistics such as mean, standard deviation, and frequency.

Data Analysis

Demographic Information

Gender of respondent
■ Male
■ Female

Gender of Respondent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	16	51.6	53.3	53.3
	Female	14	45.2	46.7	100.0
	Total	30	96.8	100.0	
Missing	System	1	3.2		
Total		31	100.0		

Description: Table shows that there are total 30 respondents in which 53.3% are male respondents and 100% are female respondents.

Students' Attitudes Towards the Use of Mother Tongue in English Classroom
To examine learners' perceptions of code-switching practices, a 15-item Likert scale was administered. Table 1 provides a summary of the descriptive statistics for major items.

Item Statistics

	Mean	Std. Deviation	N
Using my mother tongue in the English language class rooms fosters a positive attitude towards learning English	2.9000	1.21343	30
The Use of L1 in the English classroom prevents me from learning English properly	3.4333	.93526	30
I believe that using L1 in the English class room enhances my motivation to learn English	3.1667	1.23409	30
Using L1 in the English class room helps me become a more autonomous English language learner	3.4667	1.10589	30
I believe that using L1 in English class room allows me to take more responsibility for my own learning	3.8667	.97320	30
Using L1 in the English classroom enables me to develop a sense of self directed learning	3.3333	1.06134	30
I believe that using L1 in the English class room helps me develop by bilingual multilingual abilities	3.6000	1.00344	30

Discussion
Data analysis which the researcher has collected through a structured questionnaire shows a very comprehensive exploration of students' experiences and perceptions regarding English and Urdu code-switching within multilingual classrooms. Such students belong to private universities in Lahore, Pakistan. By the use of Statistical Package for the Social Sciences (SPSS) version 16, robust data analysis is made possible. Besides, the results are shown in a number of tables that show means, standard deviations, frequencies, and percentages. The main aim of this discussion is to highlight

significant ideas emerging from the data analysis. Together with this, it reveals a sophisticated perspective on the educational environment which students experience. Firstly, how students feel about using their mother tongue (L1) in English classes is an important subject of the study. According to the findings, a significant 35.5% of participants are neutral and indifferent, with 16.7% of the students strongly disagreeing with the idea that speaking in their mother tongue encourages a good attitude towards learning English and a total of 33.3% are disagreeing with this sentiment. On the other side, 19.4% of students agree and 9.7% strongly agree that their mother tongue has got a beneficial impact on their learning experience. What is concluded that this distribution indicates that students had differing opinions on the advantages of using their first language. Furthermore, the ambivalence or uncertainty which is expressed by the neutral responses (35.5%) indicates that students are either uncertain about the value of L1 in advancing their English learning or that they are feeling pressured by society to strictly adhere to English without taking into account its potential benefits. Educators may bridge this gap and create a more pleasant learning environment by affirming students' linguistic identities. Apart from this, this gap identifies a pedagogical area where educators may apply teaching tactics that combine bilingual approaches.

Secondly, the results clearly show the idea that using L1 might make learning English more difficult. In particular, at least 3.2% strongly oppose, 6.5% disagree, 45.2% are indifferent, 29% agree, and 12.9% strongly agree that their L1 hinders their ability to acquire English. The fact that 41.9% of students agree or strongly agree highlighted how seriously students take their language learning experiences. A greater proportion of indifferent and neutral answers is showing the ambivalence, implying that even while many people acknowledge the advantages of their mother tongue, there is still a substantial correlation with possible limits in their English competence.

Thirdly, according to the findings, it is indicated that there is a positive correlation between student motivation and the use of L1. According to 38.7% of respondents who agree and 9.7% who strongly agree, their mother tongue increases their motivation to study English, whereas 29% disagree or strongly disagree. Together, these findings show that 48.4% of student's view L1 to be motivating, indicating that it plays a supporting role in their academic path.

Fourthly, the findings reveal important issues with classroom social dynamics and communication. Interestingly, 30% of student's mention that they are reluctant to speak up in social situations, potentially due to the fear of being judged by their peers, which indicates a lack of confidence in their linguistic capabilities.

Lastly, according to the perceived academic support, the data is seen that 36% of participants shared their opinion receiving help when needed which indicates a cooperative classroom environment to some extent. In addition, 33% of students reported that teachers are patient and considerate of their non-native backgrounds, which suggests a positive support towards adopting diverse linguistic backgrounds. Although there are helpful systems in place, 26% of students still felt that their foreign background negatively impacted their performance. This suggests that more teaching support might be needed.

Conclusion
The conclusion of this discussion is the intricate relationships between academic achievement, social dynamics, motivation, and language use among private university students in Lahore. Even though a sizable portion of students acknowledge how their mother tongue can improve their educational experience. It shows that major obstacles still exist, such as feelings of isolation and

anxiety about being judged. Therefore, educators and policymakers ought to think about putting into practice inclusive strategies that respect students' linguistic backgrounds. They should encourage bilingual pedagogies and establish a classroom setting that values the diversity of multilingualism. In the end, it can be said that improving teacher preparation programs to better serve these students and allay their anxieties promote their academic achievement and their general involvement and well-being within the university ecosystem.

Recommendations

This study may develop bilingual pedagogies. It will encourage teaching methods using both English and Urdu for better conceptual understanding. Together with this, this study may also be proven best for teachers' training. It will include multilingual classroom strategies in teacher training programs. This study could help create an inclusive environment. It will develop respect for linguistic diversity to reduce the stigma around code-switching. Furthermore, this work can bring linguistic awareness. Workshops can be conducted to help educators value and utilize students' linguistic backgrounds. Lastly, this study might address psychological barriers. It will provide counselling to reduce anxiety and fear of judgment regarding language use.

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