



IMPACT OF CODE SWITCHING ON STUDENT'S COMPREHENSION

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ABSTRACT:

This study relates to impact of code switching on students' comprehension. The study primarily aims to investigate to what extent code switching in classroom facilitates students' comprehension regarding the content of lesson. Study also aims to know up to which degree switching of code from second to first language helps in sharing the ideas. For this purpose, close ended questionnaire was designed for collection of data. Hazara university and government postgraduate college mansehra were selected study. Four departments, two from government post graduate, two from Hazra university (Bio-informatics and chemistry department) and two from government post graduate college mansehra (English and physics) were the part of sample for this research. Fourth participants 20 male and 20 females were randomly selected which were above mentioned departments of two institution. SPSS (statistical package for social sciences) a computer software was used for analysis of collected data. Findings of the study showed that over 70% of participants were in the favor of code switching used in classroom and it has a positive impact on their learning and comprehension. The rest percentage of the participants was not completely against for the use of code switching in the course of class. The result of this study showed that the use of code switching in classrooms must be employed as a helpful and useful tool.

KEYWORDS: Code Switching, Second Language, Hindko, bilingualism, Multilingualism

INTRODUCTION:

Language is one of the important faculties of human being. It is a special gift of God for his creature which is called the best of creature. This trait distinct human beings from rest of creature in the universe. It is a source or tool which keeps human relations on track. It is an integral part of human life since universe came into existence. From the very first day it is used for learning purpose. We can refer to Adam, God told him the name of various things and this was very first language and the process of learning initiated due to language as well for sharing ideas and thoughts. So that, people can learn from one another. It was defined by professor Prakhaust (1998), It is multi purpose having the basic function of human cooperation by human interaction and communication. In everyday life there are several varieties of language as well as dialects of the Same language. for example, Hindko, the language which is Spoken in some norther parts or Province (Khyber Pukhtoon Khwa) KP like Mansehra, Abbottabad, and Haripur etc. When people from these areas produce single utterance, they are recognized from which area they belong to. Every field has its own set of language technically called its register. Every field has its own specified register, like judiciary has its own register. Same is the case with other fields, like medical, Engineering etc. After colonialism and much advancement in different walks of life, Language also developed more. In ancient times, people of one region almost used to

speak one language. Due to much advancement in the language almost 03 o of world population is bilingual and near 54 % considered as a multilingual or trilingual.

Multilingualism is defined by Krancischini, (Rita 2011))

Emerged from sociolinguistics studies, it is the ability of societies, institutions, groups and individuals to use more than one language in their everyday speech, communications, and multilingual societies children grow up win more than one language around them. They communicate and share ideas in different languages consciously, habitually or unconsciously at the same time in order to cope win situation effectively. The situation in which one has to move consciously or unconsciously from one language to other is called technically Code Switching.

Introduction of Code Switching

Due to phenomena of bilingualism and multilingualism, teaching has become difficult up to some extent, teachers are using number of strategies in order to deal with situations and making student`s concepts clear regarding their comprehension of lesson. Out of all the strategies, one of the strategies is Code switching. Technically code switching is defined by different figures, some of these are following.

Going from one language to other in mid speech when both speakers know or share LI (Cook, 2002). The juxtaposition within the same speech, exchange of passage of speech belonging to two different grammatical systems or subsystems (Grumperz, 1982). The term refers to the change of language or language varieties by speakers, such shifts in language or language varieties can occur within sentence or at sentence boundary (Mckay, 2002). The mixing of language by multilingual or bilingual in more than one language in discourse often with no change of interlocutor or topics Poplack (221, p1998).

Origin of Code Switching

The term code switching very first time appeared in Hans Vagts` 1954 review of Uriel Weinreich's language in contact 1953. Weinreich had used the phrase "code switching". Apparently, it was borrowed from information theory. Code switching had been known since the beginning of twentieth century. However, this phenomenon was not investigated for longer period of time. In the early phase of twentieth century, code switching was considered something that occurs randomly or logically patterned as a result of not full grip Over either language.

In 1970s the perceptions started to change, when Blom and Gnumperz published article in which they presented the survey of their study of Norweign valley. Then code switching gained more heed in sociolinguistics. A fair number of Researches have been conducted as well as being conducted in different dimensions on this phenomenon. Code switching the phenomenon is being used in almost every walk of life. Now it is used in every walk of life such as social activities, in gossips and in academics etc.

Types of code switching

Tag switching

Tag switching is an assertion of phrase in on going discourse from one language to other. i.e. Are you getting, aren't? In educational sector of Pakistan as well in Hazara division mostly teachers switch from English to Urdu little bit or to in any other local language.

Significance of study

This study will provide researcher to a better understanding of Code Switching's behavior between Students and learning process as well as to provide useful information about code switching for teachers and educationalists. This will show switching of code enhances the learning. This study will help other researchers to do also research concerning code switching. Furthermore, multilingual educational researcher can get benefit from this research because this study shows how multilingual students talk in classroom when they interact with one another.

LITERATURE REVIEW

In this chapter code switching will be explained with reference to multilingual society where of instruction is not the students native or national language but English. So code switching has an influence and impact on students` comprehension regarding the subject matter. So here references will be given in order to support my arguments.

Grogean (1982) argues that C0de switching is verbal skill. It acquires large degree of competence in more than one language rather than defect arising from insufficient knowledge of either language.

Aritin and Hussain (2011, P222) found that when subject like mathematics is taught in second language instead of native or nation al language of students, in that case leaners have to face multiple challenges to learn content of subject as well as some important or relevant vocabulary items of second language at the same time.

Reyes (2004) enlightens that code switching should be considered as useful tool for cognitive development and skill children use to achieve communicative goals. It is a complex skill that children develop as part communicative competence. Therefore, educators and teachers should be encouraged to use code switching. Learning in second language creates challenges for teachers as well as for students. It is understood that it is the language which acts as barrier and impedes the learner`s performance. Hence, it is very important that teachers who find themselves in multilingual or bilingual classroom where second language is utilized and searched about strategies which enables learners to handle their linguistics challenges. They further assessed that code switching also serves a variety of functions in classroom.

Some critics are of point of view that it is wrong to consider that code switching is a sign of deficiency in either language, one who uses code switching has not command in either language This is not the case virtual, it is implemented by bilingual or multilingual tor some specific purposes as (Schweer 1999) (Cited in Chick and Makay 1999, Burden 2001; Dash 2002, Tang 2002) code switching should not be considered as sign of defect in teachers instead, it is careful strategy employed by teachers. So, it should be allowed whenever necessary with some learners in specific situation.

Samer Kutk (2005) conducted study to find out the interest of business students toward the usage of code Switching into vernacular and its impact on learning. The content was wanted second

language. 100 students of business were the participants of this study, studying in Sargodha University Pakistan. Data was collected by using questionnaire. After keen observation it was found that 97% of the participants agreed that the use of code switching in multilingual classroom enhances learning process. Code switching is widely used in every walk of life. People use it for various purposes to make switching situation for socializing others. Flyman & Maltsson Burenhault (1999) argued that code switching is used to be social with students when teachers realize the need to be friendly to suit the entire process of language learning.

Pakistan is the country where the syllabus is taught to students not in their own language but in second language. Unfortunately, almost everyone in the country prefer to study in English as Khan (2010) and Haque (1993) said almost all Pakistani prefer to study in English medium schools because it is the language which opens the doors to professional and academic opportunities.

Anjum Halai (2007) argues that linguistics structure of the language of instruction, as students work out mathematical and was to understand tasks, it appeared that their understanding of the statement of problem task needed interpretation at least at two levels. One was to understand language in use and other was to understand the mathematical problems.

There are some problems which cannot be explicated in second language. Teachers hardly become successful in making the concepts cleared about the content of subject. They need some relevant examples from their own language in order to make lesson clear to students as Matrix (1999.51_2) analyzes an exact from a grade 4 geography class in Brunei in English medium schools which illustrates how teachers switches from English to Malay in order to encourage and to get pupil's participation, clarify the meaning of certain section of text and demarcate reading the text and commentary on it.

Mughadam and Abdul Majid (2013), assessed the use of code switching in class. They assessed the role of code switching in class. The findings of this study show that code switching works in expanding interaction. Their study focuses on impact of code switching on learning. They also favor code switching in class as it is purposeful. They draw attention of readers toward views of people against code switching in the past. Their findings reveal that code switching is purposeful in second language learning atmosphere. The people used to find faults in code switching but seeing its importance they admitted that code switching is unavoidable in ESL class. It facilitates teachers and students both. They further argued that the role of code-switching research cannot be ignored in modern day time where people interact with one another for various purposes.

Code switching from second language to first or familiar language keeps the students away from flatter bore. The interest of learners remains intact and they feel quite confident. AS Krashen here supports my view in his study Krashen (1982), says code switching is beneficial in creating low anxiety atmosphere in classrooms as opposed to English only policy as language of instruction. Foreign Students to speak English or any other unfamiliar language especially in front of class, it has become major cause to promote anxiety.

Some critics are of point of view that it is not genuine or authentic cause, it's a natural phenomenon of multilingual or bilinguals to switch from ongoing language to other when they do not find desired vocabulary item or when they do not feel well, they switch the code. Virtually, it is not the real case, its vividly shows that they do not have equal command on either

language as McClellan & Chua Wong. p. (2002) is of the opinion that switching of code from one language to other is a way to compensate for both language proficiencies. Their findings reveal that this mode is a comfortable excuse to hide the incompetent bilingual speaker's proficiency or on command of English and his inadequate mastery of subject matter, and ineffective learning takes place.

Olusegen o. Jegede (2012), they find English besides mother tongue (Yoruba, Hausa) used alternatively, Aphrodite number of other positive features for teachers and for learners. Pupils use both the languages without any hesitation while responding to teachers' questions. Code switching also enhances their communication. Along with this, they claim that there are multiple evidences which vividly show, the pupil who uses mother tongue or familiar language while learning in English, perform better than those who do not. Furthermore, code switching in multilingual classroom is inevitable and necessary. It is not only a part of communicative resource of bilingual repertoire but also an active part in learning experience.

If we see the current scenario of Pakistani academic setting where almost whole curriculum is written in foreign language from grade one to graduate level, sometime teachers have to move cold bodily from second language to their first language in order to meet the students' need, as Gulzar 2012) investigated the function of code switching in Pakistani bilingual environment. He claimed that code switching cater student's needs. He strongly recommended code switching in bilingual classroom. It should be adopted as strategy in bilingual classrooms.

Switching from second language to first language is not only the need of young learners but it's also a need of graduate level students. Sometime teachers are unable to satisfied the students` regarding the subject matters, especially when they have to go in more departments to take essence. In such situations they have to take references from other sources, as Limoso (2002), supported my views here, ne Conducted study in a college literature classroom. His study revealed that the teachers do code switching mainly to perform the effective transfer of knowledge during the classroom instructions. In addition to this he also argues that using the double speech mode engages the learners in learning process through active participation in lesson and collaborative class activities. It was presumed that the students were likely to understand the subject matters when teacher communicates and explain in familiar language.

Code switching encourages the students and to somewhat liquidates the anxiety of students. Code switching also helps in asking questions whatever means or language they preferred. As Younus (2009) wanted to examine if code switching helps in acquiring second language. His data shows that code switching helps teachers in acquiring second language. He advises teachers that code switching is effective in learning. It helps in building confidence. Code switching creates understanding between teachers and students. Code switching creates conducive atmosphere in class. Code switching must be encouraged if teachers find difficulty in expressing concepts in language as well as when they feel given output is beyond the learner's comprehension level.

Cook (2002) Is of the opinion that code switching in classroom, where students do not Share the mother tongue as we may nave in many Nigerian classroom's situations, may cause Problems as some learners (though may be few) will feel in left out in teaching process. Thus, it creates psychological problems, as some are defending the objective of learning.

Code switching has number of functions in course of class. Some functions which ties (1996) defines, are following. According to him, code switching seems to be a natural purposeful phenomenon which facilitates both learning and communication. It is done in three ways. Firstly, code switching is strategy that has benefits for second language learners. It provides natural short cut content and knowledge acquisition. Butkam (1996) attempted to reduce the code Switching which would hinder the acquisition of second language. Lastly it is proposed that there is a strong relationship between learning style and code switching.

S,O.S.Ncoko R.Osman & K.Cockcroft (2016) claimed that code switching is very difficult and possibly detrimental for learners to prevent the use of code switching at school, its values for teaching and learning are to be explored.

The use of code switching is a teaching strategy which can be effective for both content and language acquisition. Since it possesses several communicative functions, namely translations, clarification, checking comprehension, given instruction and acting as cited by (Martin 1996), Akinson 1981, Matin 1996, Lin 1988. All describe the benefits of code switching. It is the authors position that there is a place for code switching in education, particularly in multilingual society of South African schools. It should be included in the planning of syllabus, textbook and teaching material for all schools which cater for bilingual and multilingual learners.

As above mentioned, that multilingual society as we keep in consideration Pakistan country, it has become obligatory to switch the code for convenience of students the velocity of learning in technical subject like mathematics and logical subjects of science said that, in dealing with mathematics almost hundred percent attention is needed from the pa of students. It the students will not pay the required heed, then probably comprehension might be somewhere in lesson. In order to impede this tension, Freudenthal (1993) suggests that the linguistics element of structuring devices n mathematical language "require some more conscious didactics (p.473) conscious and deliberate code switching in one didactical idea that may assist pre service teachers in acquiring the language of mathematics.

Pollard (2002) found that the students, who were able to code switch freely within classroom, faced few language barriers while discussing the subject matter. Thus, they were better able to relay the information that from learned to teachers or peers because of language. Pollard study affirms that code switching is valuable strategy for students to convey their ideas, knowledge of subject matter. In schools, where its principal goal is to give students the best education possible, then students should be allowed to use these strategies that help them to learn best.

Molepo (2008) argues that code switching and mixing provide learners with the opportunity to function and perform better in their home language. Learners also feel motivated and encouraged by the side of teacher, educators when they use more than one language in single discourse in the class learner's language errors are less as they switch to their own language when they are unable to use desired item.

Code switching has become or made to a dominate position in multilingual societies in the globe. Switching from second or first of closely familiar language as in Pakistan Urdu is national language of state despite of it; it's a first language of near 11% of whole population. But

almost everyone can speak and understand it, as Uly (2010) studied in multilingual and bilingual Society revealed that code switching is common practice, particularly in situation where the language instruction and syllabus are in second language of students and teachers, Uly's further argues that, where teachers and learners common share mother tongue, code switching is indispensable practice

Probyn (2006, p.3ya) argued, it is appeared that many teachers view code switching as illicit /illegal or sign of failure rather than legitimated of classroom strategy. The findings of this study revealed that, out of hundred 43%% are of opinion that code switching does not assist in the process of learning in mother tongue.

Teachers' reaction toward code switching is typically quite negative, even when they themselves imply it (Brice, ET all 2006, and p.q). Findings of this study show that teachers done it themselves, but still, they consider it bad thing. They are of point of view that implementation of code switching often in classes establish bad habits in student's character which puts effects in either language proficiency

Some researchers continuously conducted studies on code switching in multilingual societies how much code switching helps in learning. Code switching should be used as a teaching strategy. This argument is supported by number of researchers like wealth of researchers support that the education in language already known to learners, typically their mother tongue, is more likely to succeed than education in a language children meet for first time as they enter the classroom. My point of view is that our education system is in nonnative or unfamiliar language to how much students face hurdles in comprehending the lesson or any topic of under discussion. This idea is supported by the researcher.

Lourdes Abad (2010), argued that code switching play's complementary role of two Languages because it facilitates the breakdown of difficult or complicated task in order to make comprehensible according to the level of learners especially in science subjects which demand clearance of concepts like chemistry and geography etc. Switching of code helps in simplifying the meaning of difficult words, abstract concepts to the level of competence and experience learners.

Metlla's (2007) Research project on code switching in science courses in selected Philippines tertiary level institutions reported that the discourse mode "does educational goals support delivering context knowledge? This study reinforced the functions of code switching not only cognitive but also effective goals during instructions.

Language is considered as important mean of conveying ideas; it is said that it is not necessary to give education in which syllabus is written. Sometime in order to take full command on subject, one has to take support from other resources. This idea is supported by Brockton (2002, p.21), so there is no evidence to show that using language as medium of instructions will necessarily lead towards proficiency in that language. If the aim is to learn English, it is much better to have instructions in that language by trained language teachers. Teachers trained in other subjects are not language teachers more concerned about the subject matters of students. They will often use switching in order to understand the subjects.

In the study conducted by Tobin and McRRobie (1996 cited in Lee, 2005) Chinese high schools' learners in Austria were reported to have difficulties with English to learn chemistry with

understanding. Instead of their efforts they are of point of view that learning chemistry could have been made easier by accommodating the non-English speaking with opportunities to fully employ their native language tools.

If we talk about code switching. It traditionally has been negatively perceived as having inferior status to use the language or instruction (Olugbara, 2008). Code switching considered by some teachers to have negative impact on learning. Especially, in the case of acquisition of the language of instructions in schools, as viewed as inference to learn the target language. However, some studies found that code switching provides an opportunity for language development.

PROCEDURE OF THE STUDY RESEARCH METHODOLOGY

Here the utmost purpose of this research work was to find out the impact of code switching on students' comprehension. Basic concern of this study was not to find out the code switching of students but the impact or code switching on the comprehension of students in the course of c This switch was implemented by teachers for the convenience of students and clarification concept as well from English to Urdu and Urdu to English. Basically the very research we conducted on the students of Hazara University and government post graduate college Mansehra, Kpk, Pakistan. First language of this part of Kpk is Hindko/ Pashto, second language is Urdu and foreign language is English. Literate class of the particular area knows Urdu and has fair understanding of English. In certain point they use Hindko/Pashto language and in some situation they use English. In academic setting they use Urdu for better understanding, but the medium of instruction in educational setting is English. In order to know the impact of this code switching on students' comprehension n academics the researcher has used different methods and tools, which are as under.

Research Instrument:

Questionnaire was used as a tool for the collection of data. It was considered that as a most appropriate tool to carry out the data in order to know the essence of the subject matter. In questionnaire, there were 20 statements and all the statements were relevant for the collection of information regarding impact of code switching on comprehension of students in academics. All statement investigated the impact of code switching in students.

Research Methods:

I went through the quantitative method of research in this research work to analyze the collected data. Quantitative method was used in the current research work.

Data Collection:

The research was conducted on the basis of questionnaire. Questionnaires were designed in statements tom and all the statements were close ended with regard to strongly agree, agree, undecided, disagree and strongly disagree. All positive and negative statements were the part of questionnaire. My primary target was to focus on agree and strongly agree because researcher wanted to know how much impact code switching put in the comprehension of students.

Data Analysis:

The data for this study was gathered by questionnaire. Impact of code switching on student's comprehension was investigated. Questionnaire was examined through Statistical analysis of each statement. I adduced quantitative data in which percentage was calculated by formula. Percentage of every statement got through formula that was number of agree response multiply by hundred divided by number of population. This was done in table format. I took percentage of every statement and percentage of its` all options strongly agree, agree, undecided, disagree and strongly disagree. Then I took mean frequency of all responses. I supposed strongly agree as 1, agree as 2, undecided as 3, disagree as 4 and strongly disagree as 5. Total number of responses were multiplied by supposed value divided by total sample. The statements whose mean frequency was less than 3, those statements were taken as highly effective in impact of code switching in student's comprehension

Population:

For the purpose of this study the target population was the students of Hazara University and Government College Mansehra. The reasons of choosing the students of these both institutes were that, firstly, I am the students of Hazara University and Government College Mansehra is also affiliated with this university. Second reason was that it was easy for me to collect the data because of my convenience. Both the male and female students were my population.

Sampling:

The sample of 40 Students were selected for the research work by using random sampling Technique. 20 male students and 20 female students were selected as a sample for this research in work. Students of English department, Bio-informatics department, Chemistry department and Physics department from both the institutes were selected through afore mentioned technique.

RESULT AND ANALYSIS**Introductions to data presentation**

This chapter analyzes the gathered data and presents the findings. The impact of code switching on student's comprehension was found in this research. This research was quantitative in nature. Two institutions Hazara University and Government Post Graduate College Mansehra were the part of this research work. Students of four departments of aforementioned institutions were analyzed by using computer software SPSS. Data was gathered by using questionnaire. Both male and female respondents were given equal chance to participate in this research work. Percentage and mean frequency were found by using computer software SPSS.

Impact of code switching

For finding the impact of code switching on students' comprehension 40 students were selected by using random sampling technique. Questionnaire was designed in order to gather data. It was consisted of 20 statements which were close ended. Questionnaires were distributed among 40 students of four departments, English, Physics, chemistry and bioinformatics departments, of 2 institutions i.e. Hazara University and Government Post Graduate College Mansehra. The collected data was analyzed by using computer software statistical package for Social sciences given in the' tables below.

Table 1
Departments

	Frequency	Percent	Valid percent	Cumulative percent
Valid	10	25.0	25.0	25.0
English	10	25.0	25.0	50.0
Physics	10	25.0	25.0	75.0
Chemistry	10	25.0	25.0	100.0
Bioinformatics				
Total	40	100.0	100.0	

Table1 shows the information of departments which were the part of population of this research work. It shows 4 departments English, Physics, Chemistry and Bioinformatics. 40 respondents were selected from these departments, 10 from each.

Table 2
Gender

	Frequency	Percent	Valid percent	Cumulative percent
Valid				
Male	20	50.0	50.0	50.0
Female	20	50.0	50.0	100.0
Total	40	100.0	100.0	

Table 2 shows the gender of respondents. Both male and female respondents were given equal chance to participate in research work. 20 male and 20 female respondents were sample of this research work.

Table 3
Code switching has positive impact on my learning.

	Frequency	Percent	Valid percent	Cumulative percent
Valid				
Strongly agree	10	25.0		25.0
Agree	28	70.0	1.8	95.0
Undecided	2	5.0		100.0
Total	40	100.0		

Table 3 shows that 10 participants (25%) strongly agreed and 28 participants (70%) agreed to the statement. 2 participants (5%) were undecided about this statement. No one disagreed and strongly disagreed to very statement. The calculated mean is 1.3. So majority of the respondents responded in the favor of this statement that code switching has positive impact of their learning. Code switching favors them to learn in better way.

Table 4
Code switching makes things easy to comprehend.

Responses	Frequency	Percent	Mean frequency	Cumulative frequency
Valid				
Strongly agree	8	20.0	2.04	20.0
Agree	27	67.5		87.5
Undecided	2	5.0		92.5
Disagree	2	5.0		97.5
Strongly disagree	1	2.5		100.0
Total	40	100.0		

The table 4 shows that 8 participants (20%) strongly agree and 27 participants (67.5%) agreed to the statement. 2 participants (5%) were uncertain regarding this statement. 2 participants (5%) disagreed and only one participant (2.5%) strongly disagreed to the very statement. The calculated mean is 2.02. So majority of the respondents were in agreement to statement that code switching makes things easy for them and they comprehend the learning material in impressive way. Mean frequency also confirms it.

Table 5
Teachers must make code switching and integral part of teaching.

Responses	Frequency	Percent	Mean frequency	Cumulative frequency
Valid				
Strongly agree	6	15.0	2.75	15.0
Agree	22	55.5		70.0
Undecided	9	22.5		92.5
Disagree	2	5.0		97.5
Strongly disagree	1	2.5		100.0
Total	40	100.0		

The table 5 shows that 6 participants (6%) strongly agree and 22 participants (55%) agreed to the statement. 9 participants (22.5%) were undecided regarding this statement. 2 participants (5%) disagreed and only one participant (2.5%) strongly disagreed to the very statement. The calculated mean is 2.75. So majority of the respondents were in agreement to statement that Teachers must make code switching and integral part of teaching. Mean frequency also confirms it.

Table 6

Code switching removes confusion or contusing elements.

Responses	Frequency	Percent	Mean frequency	Cumulative frequency
Valid				
Strongly agree	10	25.0	2.05	25.0
Agree	24	60.0		85.0
Undecided	2	5.0		90.0
Disagree	2	5.0		95.0
Strongly disagree	2	5.0		100.0
Total	40	100.0		

The table 6 shows that 18 participants (25%) strongly agree and 24 participants (60%) agreed to the statement. 2 participants (5%) were uncertain regarding this statement. 2 participants (5%) disagreed and 2 participants (5%) strongly disagreed to the very statement. The calculated mean is 2.05. So majority of the respondents were in agreement to statement that Code switching removes confusion or contusing elements. Mean frequency also confirms it.

Table 7

I do not prefer code switching.

Responses	Frequency	Percent	Mean frequency	Cumulative frequency
Valid				
Strongly agree	3	7.5	3.57	7.5
Agree	5	12.5		20.0
Undecided	3	7.5		27.5
Disagree	24	60.0		87.5
Strongly disagree	5	12.5		100.0
Total	40	100.0		

The table 7 shows that 3 participants (7.5%) strongly agreed and 5 participants (12.5%) agreed to the statement. 3 participants (7.5%) were uncertain regarding this statement. 24 participants (60%) disagreed and 5 participants (12.5%) strongly disagreed to the very statement. The calculated mean is 3.57. So majority of the respondents were in agreement to statement. Mean frequency also confirms it.

Table 8

It hinders the pace of comprehension.

Responses	Frequency	Percent	Mean frequency	Cumulative frequency
Valid				
Strongly agree	2	5.0	2.85	5.0
Agree	15	37.5		42.5
Undecided	12	30.0		72.5
Disagree	9	22.5		95.0
Strongly disagree	2	5.0		100.0
Total	40	100.0		

The table 8 shows that 2 participants (5%) strongly agreed and 15 participants (37.5%) agreed to the statement. 12 participants (30%) were undecided about this statement. 9 participants (22.5%) disagreed and 2 participants (5%) strongly disagreed to very statement. The calculated mean is 2.85. A healthy percentage of the respondents were unsure regarding this statement and majority of the respondents were of the view that code switching hinders the pace or learning.

Table 9

Code switching diverts my focus of attention.

Responses	Frequency	Percent	Mean frequency	Cumulative frequency
Valid				
Strongly agree	3	7.5	3.3	7.5
Agree	9	22.5		30.0
Undecided	3	7.5		37.5
Disagree	23	57.5		95.0
Strongly disagree	2	5.0		100.0
Total	40	100.0		

The table 9 shows that 3 participants (7.5%) strongly agreed and 9 participants (22.5%)Agreed to the statement. 3 participants (7.5%) were undecided about this statement.23 participants (57.5%) disagreed and 2 participants (5%) strongly disagreed to very statement. The calculated mean is 3.3.

Table 10

I keep fluency f communication through code switching.

Responses	Frequency	Percent	Mean frequency	Cumulative frequency
Valid				
Strongly agree	3	7.5	2.37	7.5
Agree	26	65.0		72.5
Undecided	6	15.0		87.5
Disagree	3	7.5		95.0
Strongly disagree	2	5.0		100.0
Total	40	100.0		

Table 10 shows that 3 participants (7.5%) strongly agreed and 26 participants (65%) agreed to the statement. 6 participants (15%) were undecided about this statement. 3 participants (7.5%) disagreed and 2 participants (5%) strongly disagreed to very statement. Mean frequency confirms that code switching helps them to keep their fluency level.

Conclusion and Recommendation

In Pakistan, mostly English and Urdu languages are used in schools, colleges and universities. Mostly the conversation is carried out in these two languages but native and spatial languages also spoken. English is preferred to speak in formal situations mostly as it enjoys the status of international language. It is spoken all over the globe. Students and teachers switch the languages in their communication in classroom. Code switching in Pakistan is very common and it can be observed everywhere and in every situation. In classroom scenario there is a clear impact of this code switching on student’s comprehension and understanding. In this research impact of classroom code switching on student’s comprehension was explored. 40 students of graduation from 4 departments of 2 institutions were selected as a sample and research was conducted.

Conclusion

Analysis and findings of this study show that code Switching is an integral part of the classroom communication and it has a due role in student’s comprehension and understanding Code Switching has its influence on student’s comprehension and understanding. Research shows that code Switching has positive impact on student’s comprehension. Code switching during the classroom communication makes things easy for students to understand. And most of the students think that code switching must be an integral part of the classroom communication and learning process. It removes confusion and ambiguities from lectures. Students highly prefer code switching in class. Code switching helps them to keep the fluency of the of communication. It boost their confident level to be communicative in class. It brings charm in lesson and maintain their interest in classroom learning. It is also revealed that students feel comfortable in communication while switching the code.

Recommendations

The use of code switching Can be very effective strategy to bridge mathematic content, the English language and mother tongue. Code switching in particular should be discussed and

debated openly and widely Code switching must not be viewed as a negative strategy in classroom context. teachers must give a space to code switching in classroom. teachers must conduct open discussion for the use of code switching.

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