

EXPLORING CODE SWITCHING AND CODE MIXING IN ENGLISH LANGUAGE CLASSES AT UNDERGRADUATE LEVEL IN PAKISTAN

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ABSTRACT

This research investigates the occurrences of code-switching and code-mixing in English language classes at the undergraduate level in Pakistan, specifically focusing on the teaching and learning environment at the Superior University Lahore. A diverse cohort of seven undergraduate students and teachers actively participated in the study, providing valuable insights into the linguistic landscape of English language classrooms. Employing a qualitative research design, the study utilized classroom observations, interviews, and surveys to collect data on the frequency, patterns, and contextual dimensions of code-switching and code-mixing. The research revealed a notable prevalence of code-switching and code-mixing in English language classes at the University of Lahore. Patterns emerged, showcasing instances of language alternation during different phases of instruction, encompassing teacher-student and peer interactions. Educators and students acknowledged the presence of these linguistic phenomena, attributing them to various sociolinguistic and pedagogical factors. The findings hold significance for educators, curriculum developers, and policymakers, shedding light on the intricacies of language use in the classroom. Understanding code switching and mixing dynamics is crucial for optimizing language teaching strategies and fostering a more effective learning environment. This research underscores the need for a nuanced approach to language instruction, acknowledging and leveraging the natural occurrence of code-switching and code-mixing. By recognizing the role of these linguistic practices, educators can tailor teaching methods to better align with students' linguistic repertoires, ultimately enhancing language acquisition and proficiency. This study sets the stage for further research on the implications of code-switching and code-mixing in diverse educational settings. Future investigations may explore the longitudinal impact of these phenomena on students' language development and consider the efficacy of specific pedagogical interventions. In conclusion, this research at the University of Lahore contributes valuable insights into the complex interplay of languages within English language classrooms at the undergraduate level in Pakistan. The findings serve as a foundation for informed pedagogical practices and inspire future inquiries into the evolving landscape of language education.

Keywords: Code-switching, Code mixing, Sociolinguistic factors, Pedagogical factors, Language acquisition.

INTRODUCTION

Dewaele and Wei (2014) state that new studies have shown how ELLs' code-mixing and code-switching are always evolving. With a focus on undergraduates, this writing explores the hidden aspects of code-blending and code-exchanging

anxiety among ELLs. The importance of English as a worldwide language is increasing. Thus, it is crucial to understand ELLs' challenges and complexity (Gull et al., 2020; Rafique et al., 2018; Rehman, 2022). This analysis aims to shed light on

these challenges by providing important details about the experiences of ESL students and contributing to the broader discussion on language acquisition and informative methodology. This in-depth contextual study delves into the many components of code-blending and code-exchanging, offering a window into the unique challenges ELLs face in educational environments. Effective language instruction and assistance is crucial in an unquestionably multilingual and diverse homeroom (Gurmani, Latiff, Shahid, Abbasi, & Bhutto, 2022; Gurmani, Salmani, Shahid, Abbasi, & Ali, 2022). According to Imran and Almusharraf (2023) and Afzaal et al. (2022), a small number of college student populations reflect the increasing prevalence of linguistic diversity in today's globalised society. As a result, a new phenomenon known as "code-blending" has developed, whereby a single conversation or form of communication incorporates many languages. Mixing students and faculty members is an example of code-blending in educational institutions. However, it also poses certain challenges for higher education (Saud, 2022; Al-Ahdal, 2020). Problems with code-blending at universities are usually at the heart of this focus. In addition, it delves into the anticipated impact on the following areas: knowledge acquisition, dedication, etymological development, appreciation, evaluation, and readiness for the professional setting (Shahid, Abbasi, & Bhutto 2022; Shahid, Muhammed, Abbasi, Gurmani, & Rahman, 2022; Ahmed, Shahid, Ali, Akmal, & Arif 2022). Not to mention how critical it is to fix these problems so that all students may take part in their exams in a safe and inclusive environment.

LITERATURE REVIEW

The uniqueness of code-blending appears as a major deterrent in college instructional contexts. The term "code-blending" describes using more than one language in the same discourse. According to Kuma et al. (2021), Imran and Ain (2019), and Hamid (2016), code-blending becomes annoying when it occurs often in academic contexts, but it is a constant presence in multilingual societies (Gurmani et al., 2021). These differences could impact students' learning and commitment, such as appreciation issues, non-speaker rejection, inconsistent assistance, restricted language progress, one-sided

evaluation, and inadequate foundation for proficient circumstances (Gurmani, Latiff, Abbasi, Jatoi & Shahid 2023).

Using effective strategies and initiatives by institutions to promote diversity and inclusion in the classroom could help alleviate these problems (Abbasi, Shahid, & Shah, 2022; Shahid, Abbasi, & Asif, 2022). By gathering data on the issues that arise at the university level, instructional organizations may improve their code-blending systems. Many factors contribute to the widespread practice of code-blending among college freshmen. College freshmen come from many walks of life and speak various languages; some may want to teach in their native tongue or the language they do best (Lin, 2013; Nguyen et al., 2022). Because they are more comfortable talking in their language, understudies may engage in code-blending when they flip between their native tongue and the language used for instruction.

The academic environment may also facilitate code-blending. Some concepts students encounter may not have direct translations in their native languages (Imran et al., 2019). Individuals may use code-blending to fill in gaps in their self-portraits by adding relevant information. The interplay of social elements in institutions impacts students' capacity to assimilate many languages (Akmal, Shahid, & Ahmed, 2022; Shahid, Asif, & Muhammad, 2022). Research on the challenges of code-blending and code-exchanging among ELLs is important in and of itself, but it also adds significantly to what is already known about phonetic variation, effective teaching tactics, and language acquisition. More research into the unique challenges ELLs face in higher education might lead to better methods of instruction that enhance ELLs' language skills and academic performance as a whole (Gull et al., 2020; Almusharraf and Imran, 2023a). Problems that arise during the operation of colleges might be described as code-blending challenges.

Research by Younas et al. (2019) indicates that students who speak more than one language may struggle with academic collaboration, linguistic competence, language growth, and fruitful communication. Li (2001) first used "code-blending" to describe how college students incorporate phrases, words, or even full sentences from other languages into their written or spoken communication. This

quirk manifests in the classroom and is influenced by etymological aptitude, social personality, and linguistic insight. According to Tay (1989), "code-blending" occurs when many languages are intentionally mixed in a single conversation or piece of writing. This method facilitates communication in many contexts, including expressing cultural identity, stressing certain concepts, and improving mutual understanding among speakers of other languages (Akmal, Shahid, & Abbasi, 2022; Shahid, Abbasi, & Gurmani, 2022).

Psycholinguistics (Jared and Kroll, 2001; Christoffels, Firk, and Schiller, 2007; Hushino and Kroll, 2008; Pyers and Emmorey, 2008; Verhoef, Roelofs, and Chwilla, 2009), semiotics (Halliday 1978), sociolinguistics (Hymes, 1978; Trask and Stockwell, 2005), Bokamba, 1989, Muysken, 2000; 1982 (Grumperz; Getha, 2010; David, 2008; Trugill, 2000), and related fields have conducted extensive research on code exchanging and blending. Several semantic perspectives have examined the uniqueness of code flipping, focusing on areas such as language development, expertise upgrading, social inspirations and capacities, and motion development. Bokamba (1989:281) gives the accompanying meanings of code exchanging and code blending: "Within the same speech event, code-switching is the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries. The process of embedding various linguistic units from a cooperative activity, such as affixes (bound morphemes, words [unbound morphemes]), phrases, and clauses, is known as code-mixing. To induce what is planned, the members should accommodate what they hear with what they comprehend. Meyerhoff (2006) states that code exchanging happens on the sentential level, dissimilar to code blending, which works with the utilization of a word or two and does not substitute entire sentences." The act of moving ever-changing between two dialects or between vernaculars or registers of a similar language at one time" is what Heredia and Brown (2006) mean when they say code exchanging. The center thought behind this pattern is to assist the crowd with bettering handle the topic by introducing it in their local language, which is more natural to them. To make his focus more understood, the speaker should utilize the audience's local language to show his focus in the objective language

(Gurmani, Latiff, Abbasi, Jatoy & Shahid, 2023). This allows the audience to more readily get a handle on the substance by drawing matches between his local and objective language.

As per Ahmad (2009), learning the principles and decorum of two dialects is vital for code blending, which is not just the consequence of being oblivious or lethargic. This assertion recommends that for a discussion to be useful, both the speaker and the audience must have a decent handle on the two dialects and the option to utilize them properly in a specific setting. As per Nordquist (2020), sociologists frequently concentrate on turning code to realize when and why people use it, as well as the setting of the talk (formal or casual). The social motivations behind code flipping, or the justifications for why speakers take on specific terms beyond their standard language of correspondence, and its ramifications for English as a subsequent language (ESL) study halls are, by and by, the underpinning of this work (Shahid, Ong, Teck, & Perveen. 2019). This examination means to fill a hole in the writing by looking at the utilization of code exchanging and blending in ESL homerooms, explicitly corresponding to subjects of conversation, lexical requirements, conversation settings, bunch character development, and connection building. According to Meyerhoff (2006), people proficient in more than one language or variety of a languages typically have a keen understanding of the specifics of each variety and are also aware that different varieties may be more appropriate for different contexts.

Especially in dialects with further developed orthographies, this is conceivable. That is what the deduction is, as opposed to dialects with a more modest jargon; speakers of these dialects have a more extensive assortment of words to pick. For educators and understudies, code exchanging and blending is an ordinary event in second language learning conditions. The teacher uses this method of communication for several different purposes, including but not limited to presenting new material (subject moving), deciphering, assessing understudies' appreciation, making sense of confounded syntactic ideas, driving the class, focusing on and supporting key language assignments, and some more (Razaq et al., 2023; Mukhtar et al., 2023).

According to Waris (2012), teachers use code-switching in the classroom to efficiently transfer knowledge and clarify meaning. As per Pastry specialist (2007), code exchanging and blending can underline a specific point, support a solicitation, explain a point, cultivate social character and companionship, ease strain, and infuse humor into a discussion. Code flipping is not always an indication of difficulty learning a language; truthfully, it could be an amazing asset for viable study hall correspondence. As per Bista (2010) and Nguyen et al. (2022), code-blending happens when undergrads convey such that joins portions of various dialects or phonetic verities, like jargon, syntax, and elocution, because of reasons like socialization, language capability, and need to oblige different semantic foundations (Khan et al., 2023).

The multifaceted semantic peculiarities of code-blending and code-exchanging require an understanding of the associations between various dialects. Researchers have proposed different clarifications and characterizations to acquire a more profound comprehension of these peculiarities. Not at all like code-blending, which involves coordinating linguistic designs or lexical things from different dialects into a solitary expression or discussion, code-exchanging, as characterized by Poplack (1980) and referred to by Myers-Scotton (1993), alludes to the substituting utilization of at least two dialects inside a similar stretch of talk. Several factors influence the frequency of code-mixing and code-switching among university-level language learners. Sociolinguistic elements, like language capability, social character, and the etymological climate, play a huge part (Gardner-Chloros, 2009). According to Wei (2000), bilingual individuals frequently switch between languages to express their identity, adapt to various social situations, or demonstrate solidarity with particular groups. The recurrence and examples of code-blending and code-exchanging may likewise be affected by the degree of capability in both the local and target dialects (Muysken, 2000). At the university level, students may face various challenges related to code-blending and code-exchanging. Maintaining fluency and accuracy in two dialects is a significant challenge. Research shows that language learners often struggle to find the right vocabulary or grammatical rules when

switching or mixing languages (Mukhtar, Ahmad, Mukhtar, Shahid & Javed, 2023).

As a result, there is a higher likelihood of speech incoherence, errors, and hesitations. Code-blending or code-exchanging can impact language acquisition in various ways, impacting both the learning and use of languages. Some studies suggest that code exchange can encourage students to actively learn the target language (Shahid, Gurmani, & Kalhoro, 2023). Regarding college-level language students, code-blending and code-exchanging are affected by friendly and social factors. According to Gumperz (1982), many students use code-mixing or code-switching to show off their cultural identity or connect with classmates who share their language background.

Students might restrict their code-blending or code-changing behavior because of cultural limitations and negative social insights (Heller, 1988). It is basic to appreciate the difficulties language students face while trying to mix and shift back and forth between dialects (Shahid, Ong, Teck, & Perveen 2019). This grasping holds huge ramifications for instruction. Language educators should be mindful of the variables added to these events to help their understudies.

In conclusion, code-blending is a perplexing language peculiarity that should be researched and perceived by those in advanced education. According to research published on the topic, improving communication, increasing academic performance, and promoting linguistic inclusivity on campus by finding solutions to code-mixing concerns among college students is essential. By executing the right techniques and projects, colleges might establish a climate that invites understudies of different language foundations, urges them to make significant associations with each other, and, over the long haul, further develops the instructive potential outcomes accessible to all understudies. Among college-level language students, code-blending and code-exchanging are normal events. Language skills, social and social elements, and sociolinguistic factors all participate in these phonetic cycles (Shahid, Ong, Teck, & Perveen 2020).

During the time spent code-blending and code-exchanging, language students experience issues saving etymological accuracy and familiarity. Some of these events, be that as it may, may gainfully affect

language and perception, such as expanding one's jargon and improving one's information on syntax. Language teachers must create a welcoming environment in the classroom that encourages students to speak their native tongues and addresses the root causes of code-switching and code-mixing. Understanding and tending to language students' snags during code-blending and code-exchanging at the college level requires further review and educational intercessions (Shahid, Ong, Wong, & Perveen 2019).

The rationale of the Study

English language education in Pakistan has witnessed significant growth and importance at the undergraduate level, focusing on enhancing students' proficiency in the language. Code-switching and code-mixing, the practice of alternating between two or more languages within a single discourse, have been observed in various linguistic contexts globally. This research investigates the prevalence, patterns, and implications of code-switching and code-mixing in English language classes at the undergraduate level in Pakistan. Understanding code-switching and mixing dynamics is crucial for educators, policymakers, and curriculum developers to create effective language teaching strategies. This research seeks to uncover the reasons behind these phenomena, their impact on language acquisition, and the role they play in the linguistic development of undergraduate students in the Pakistani context.

Aim of the Study

This research aims to contribute valuable insights into the language teaching practices in Pakistan, helping educators and policymakers make informed decisions to enhance the effectiveness of English language education at the undergraduate level.

Research Objectives

To explore teachers' and students' perceptions and attitudes towards code switching and code mixing.
To examine the impact of code-switching and code-mixing on students' language proficiency and overall learning experience.

Research Questions

How do teachers and students perceive code-switching and mixing in the language learning environment?

How do code switching and code mixing impact students' language proficiency and overall learning experience?

METHODOLOGY

The study will involve seven undergraduate students and English language educators from the Superior University Lahore, Pakistan. Data was collected through classroom observation and interviews with educators and students to gauge perceptions and attitudes toward code-switching and code mixing. Qualitative data were subjected to thematic analysis to identify patterns and themes.

Analyses of the Responses

Teachers' Responses to Research Question One

A subset of teachers positively perceived the use of code-switching and code-mixing in the language learning environment. They view these linguistic phenomena as natural and inevitable aspects of the language acquisition process. According to this group, code-switching and code-mixing can be valuable tools for clarifying complex concepts, facilitating understanding, and building a bridge between the students' native and target languages. These educators believe that judicious use of code-switching can create a more inclusive and supportive learning atmosphere, especially for students who struggle with English proficiency. They argue that acknowledging and embracing the students' linguistic diversity fosters a positive and dynamic learning environment. Another segment of teachers exhibited a neutral or pragmatic perception towards code switching and code mixing. They acknowledge the existence of these linguistic practices but do not explicitly endorse or discourage them. This group emphasizes the importance of context and appropriateness in language use. According to these educators, code-switching and code-mixing can be acceptable tools when used judiciously and purposefully. However, they caution against excessive reliance on these practices, emphasizing the need for students to develop proficiency in the target language. While recognizing students' cultural and linguistic diversity, these teachers advocate for

striking a balance that promotes effective communication and language acquisition. Some teachers negatively perceived code-switching and code-mixing in the language learning environment. This group views these linguistic practices as obstacles to effective language acquisition, asserting that they hinder students' ability to develop fluency in English. These educators express concerns about potential dependency on the native language, arguing that it may impede the immersion experience necessary for language proficiency. They believe that a strict English-only policy in the classroom is essential for creating an optimal language-learning environment. Teachers in this category often advocate for more traditional language teaching methods, emphasizing immersion and minimizing the use of students' native languages to encourage a more immersive language learning experience. It is important to note that these responses represent a spectrum of perspectives, and individual teachers may exhibit a combination of these attitudes based on their teaching philosophy, experience, and the specific context of their classrooms. The diverse perceptions highlight the complex nature of language teaching and the need for nuanced approaches to accommodate the varied needs of students.

Students' Responses to Research Question One

Some students positively perceived code-switching and code-mixing in the language learning environment. They view these linguistic practices as helpful tools that aid comprehension and make learning more accessible. According to this group, code-switching bridges the familiar structures of their native language and the challenges of learning a new language. These students appreciate instances where educators use code-switching strategically to explain complex concepts, clarify instructions, or foster a supportive learning atmosphere. They believe that a balanced code-switching enhances their understanding and helps them feel more comfortable and engaged in learning.

Another segment of students exhibited a neutral or pragmatic perception of code-switching and mixing. They recognize these linguistic phenomena as part of the learning environment but do not strongly favor or oppose their use. According to this group, the appropriateness of code-switching depends on the

context and the specific learning goals. These students acknowledge that occasional code-switching may be helpful for clarification, but they also emphasize the importance of maintaining a focus on English language immersion to enhance proficiency. They are open to a flexible approach that integrates code-switching when needed but value English language learning as the ultimate goal. Some students demonstrated an ambivalent perception towards code switching and code mixing. They feel torn between appreciating the support provided by these practices and a desire for a more immersive language learning experience. This group recognizes that code-switching can be helpful in certain situations but expresses concerns about overreliance, fearing it might hinder their progress in English proficiency. These students appreciate the comfort and clarity code-switching offers and desire more exposure to an English-only environment to strengthen their language skills.

A subset of students negatively perceived the use of code-switching and code-mixing in the language learning environment. They view these practices as potential crutches that hinder their ability to fully engage with and master the English language. This group believes that excessive code-switching may impede their language development by allowing them to rely on their native language instead of actively engaging with English. They prefer a more immersive approach, arguing that limiting code-switching can create a more challenging yet effective learning environment that encourages language fluency. These diverse student responses reflect the varied perspectives within a language learning environment. Individual attitudes may be influenced by factors such as learning styles, prior language learning experiences, and cultural backgrounds, highlighting the importance of considering each student's unique needs and preferences.

Table 1
 Summary of the Teachers and Students' Responses
 Research Question one

Teachers' Responses

Initial Codes	Sub-Themes	Main Themes
Positive	Natural and Inevitable	Positive Perception
	Valuable Tools	
	Inclusive Learning Atmosphere	
Neutral	Acknowledge Existence	Neutral or Pragmatic Perception
	Emphasize Context	
	Caution against Excessive Use	
Negative	View as Obstacles	Negative Perception
	Concerns about Dependency	
	Advocate for Strict English-Only Policy	

Students Responses

Initial Codes	Sub-Themes	Main Themes
Positive	Helpful Tools	Positive Perception
	Bridge Between Languages	
	Appreciate Strategic Use	
Neutral	Recognize Existence	Neutral or Pragmatic Perception
	Context-dependent Applicability	
	Emphasize English Immersion	
Ambivalent	Torn Between Appreciation and Desire	Ambivalent Perception
	Concerns about Overreliance	
	Appreciate Comfort and Clarity	
Negative	View as Potential Crutches	Negative Perception
	Concerns about Impeding Language Development	
	Prefer More Immersive Approach	

The above tables provide a structured overview of the initial codes, sub-themes, and main themes extracted from the teachers' and students' responses. It showcases the diversity of perspectives within each group and identifies common themes from their perceptions of code-switching and code-mixing in the language learning environment.

Teachers' Responses to Research Question Two
 Some teachers express a positive stance regarding the impact of code-switching and code-mixing on students' language proficiency and overall learning experience. They argue that judicious and purposeful use of these linguistic strategies can effectively enhance comprehension and bridge the gap between the student's native and target language. According to this perspective, when used strategically, code switching can facilitate a deeper understanding of complex concepts, making the learning process more accessible. These teachers believe such practices contribute to a supportive and inclusive learning environment, especially for students who struggle with English proficiency. They argue that by acknowledging and embracing the linguistic diversity of students, code-switching can foster a positive and dynamic atmosphere that ultimately benefits language acquisition. Another group of teachers adopts a more neutral or pragmatic approach when examining the impact of code-switching and mixing. They recognize that these linguistic practices exist and can play a role in the language learning environment. However, they emphasize the importance of context and appropriateness in their use. According to this perspective, code-switching and mixing can be acceptable tools when used judiciously and purposefully. These teachers caution against excessive reliance on these practices, emphasizing the need for students to develop proficiency in the target language. While acknowledging students' cultural and linguistic diversity, they advocate for a balanced approach that promotes effective communication while focusing on language acquisition and proficiency. According to this group, the impact depends on the moderation and intent behind code-switching and code-mixing. Some teachers negatively perceive the impact of code-switching and code-mixing on students' language proficiency. They argue that these practices can hinder students' ability to develop fluency in

English. This group expresses concerns about potential dependency on the native language, asserting that it may impede the immersion experience necessary for language proficiency. Teachers in this category often advocate for a strict English-only policy in the classroom, believing it is essential for creating an optimal language learning environment. They prefer more traditional language teaching methods, emphasizing immersion and minimizing the use of students' native languages. According to this perspective, limiting code-switching and mixing is crucial to encouraging a more immersive language learning experience, which they believe is essential for overall language proficiency. These varied responses showcase the complexity of teachers' perspectives on the impact of code-switching and code-mixing, reflecting different teaching philosophies, experiences, and beliefs about language acquisition. The diversity of opinions emphasizes the need for a nuanced understanding of how these linguistic practices can influence students' language proficiency and overall learning experience.

Students' Responses to Research Question Two

Some students positively perceive the impact of code-switching and code-mixing on their language proficiency and overall learning experience. They see these linguistic practices as valuable tools that aid comprehension, especially when tackling complex concepts. According to this group, code-switching bridges the structures of their native language and the challenges of learning a new language, making the learning process more accessible. Students appreciate instances where educators use code-switching strategically to explain difficult concepts, clarify instructions, or foster a supportive learning atmosphere. They believe that a balanced code-switching enhances their understanding, making them feel more comfortable and engaged in learning. From their perspective, code-switching positively contributes to language proficiency by providing additional support and clarification.

Another segment of students exhibits a more neutral or pragmatic perception of the impact of code-switching and mixing. They recognize these linguistic practices as part of the learning environment but do not strongly favor or oppose their use. According to this group, the appropriateness of

code-switching depends on the context and specific learning goals. While acknowledging that occasional code-switching may be helpful for clarification, they also emphasize the importance of maintaining a focus on English language immersion to enhance overall proficiency. These students are open to a flexible approach that integrates code-switching when needed but value English language learning as the ultimate goal. They see the impact as context-dependent, with positive and negative aspects that should be carefully considered. Some students demonstrate an ambivalent perception of the impact of code-switching and code-mixing. They appreciate the support provided by these practices but express concerns about potential overreliance, fearing it might hinder their progress in English proficiency. This group recognizes that code-switching can be helpful in certain situations, appreciating its comfort and clarity. However, they also desire more exposure to an English-only environment to strengthen their language skills further. From their perspective, the impact is a double-edged sword, with both positive and negative consequences that need to be balanced for optimal language development.

A subset of students conveys a negative perception regarding the impact of code-switching and code-mixing on their language proficiency. They view these practices as potential crutches that hinder their ability to fully engage with and master the English language. According to this group, excessive code-switching may impede their language development by allowing them to rely on their native language instead of actively engaging with English. These students prefer a more immersive approach, arguing that limiting code-switching can create a more challenging yet effective learning environment that encourages language fluency (Yusoff et al., 2022). In their view, the impact is primarily negative, and they advocate for minimizing these practices to promote a more immersive language learning experience. These diverse student responses reflect the varied perspectives within a language learning environment, emphasizing the importance of considering individual learning styles, preferences, and cultural backgrounds. It also underscores the need for educators to be mindful of these varying perspectives when incorporating code switching and code mixing into the language learning curriculum.

Table 2.
 Summary of the Teachers and Students Responses
 Research Question Two

Teachers' Responses

Initial Codes	Sub-Themes	Main Themes
Positive Impact Emphasis	Effective tools for comprehension	Positive Perception
	Bridging the gap between languages	
	The supportive and inclusive environment	
Balanced and Pragmatic Approach	Acceptable tools, when used judiciously	Neutral or Pragmatic Perception
	Emphasis on context and appropriateness	
	Caution against excessive reliance	
Negative Impact Concerns	Hindrance to fluency in English	Negative Perception
	Concerns about dependency on native language	
	Advocacy for strict English-only policy	

Students Responses

Initial Codes	Sub-Themes	Main Themes
Positive Impact Appreciation	Valuable tools for comprehension	Positive Perception
	Bridging the gap between languages	
	Balanced use enhances understanding.	
Balanced and Context-Dependent View	Recognition of linguistic practices in learning	Neutral or Pragmatic Perception
	Context-dependent appropriateness	
	Emphasis on English language immersion	
Ambivalent View with Concerns	Appreciation and concerns about overreliance	Ambivalent Perception

	The desire for more exposure to an English-only environment	
Negative Impact Critique	View as potential crutches	Negative Perception
	Concerns about impeding language development	
	Preference for a more immersive approach	

This table provides a structured overview of the initial codes, sub-themes, and main themes extracted from teachers' and students' responses. It highlights the diverse perspectives within each group and identifies common themes that emerge from their perceptions of the impact of code-switching and code-mixing on language proficiency and overall learning experiences.

Critical Evaluation and Discussion

The presented findings reflect a spectrum of perspectives among teachers and students regarding code-switching and code-mixing in language learning environments. The three main categories - Positive Perception, Neutral or Pragmatic Perception, and Negative Perception - showcase the complexity of language teaching and learning. Let us critically evaluate these findings, compare them with existing research, and discuss the implications. The positive perception among teachers and students aligns with contemporary research that recognizes code-switching as a natural and often beneficial linguistic phenomenon (Sabeen, Shahid & Gurmani, 2023). Scholars (e.g., Swain, 2000; Canagarajah, 2006) argue that judicious code-switching can enhance comprehension, especially for learners struggling with a new language. The emphasis on inclusivity and dynamic learning environments resonates with sociocultural theories (Vygotsky, 1978), suggesting that acknowledging linguistic diversity contributes positively to the educational experience.

The neutral or pragmatic stance, particularly among teachers, echoes findings from studies emphasizing context-dependent language use (Gumperz, 1982). The caution against excessive reliance aligns with concerns raised by some scholars (e.g., Auer, 1998)

about potential negative effects when code-switching becomes a crutch rather than a strategic tool. This perspective acknowledges the importance of balancing effective communication and language acquisition. The negative perception by some teachers advocating for a strict English-only policy contrasts with the positive stance (Muhammad, Shahid, & Gurmani, 2023). Research on the English-only approach (e.g., Krashen, 1985) suggests limited support for its effectiveness, with scholars arguing that an exclusive focus may hinder language development (Cummins, 1981). The concerns about dependency on the native language reflect a traditional perspective that may not align with contemporary views supporting bilingualism (Baker, 2006; Shahid, Jatoi, Gurmani, & Saif, 2023)

The findings resonate with existing literature on code-switching in language classrooms. Researchers (e.g., Macaro, 2009; Grosjean, 1982) have highlighted the multifaceted nature of code-switching, emphasizing its potential benefits while acknowledging contextual factors influencing its appropriateness. The diversity in teacher and student perceptions aligns with studies recognizing individual differences in language learning preferences and attitudes (Dörnyei, 2005). The diverse perspectives underscore the importance of adopting a flexible and context-dependent approach to language teaching. A nuanced understanding of code-switching as a pedagogical tool rather than a hindrance can help educators cater to the varied needs of students. Professional development opportunities for teachers may focus on strategies to judiciously integrate code-switching for optimal language acquisition (Rafique, Waqas, & Shahid, 2023).

The presented findings offer valuable insights into the diverse perspectives of both teachers and students regarding the use of code-switching and code-mixing in the language learning environment. Analyzing these responses allows for a nuanced understanding of the complex nature of language teaching and learning. The following paragraph critically evaluates the positive, neutral/pragmatic, and negative perceptions expressed by teachers and students.

Teachers and students acknowledging code-switching as a valuable tool for comprehension and creating a supportive atmosphere align seamlessly

with research that underscores the advantages of incorporating students' native languages in language learning, as highlighted by Peters (2019) and Li (2017). This acknowledgment resonates with broader studies, such as those by Pavlenko (2002) and García (2009), suggesting that code-switching is a natural and valuable tool, contributing to comprehension and fostering a supportive learning environment. However, the potential downside, as illuminated by Gass and Selinker (2008), is the potential lack of emphasis on English immersion, prompting questions about its long-term impact on language proficiency. Furthermore, recognizing the existence and occasional utility of code-switching is congruent with a pragmatic approach, as observed by Moyer (2014). This pragmatic approach, also supported by Cook (2016) and Poplack (1980), emphasizes context-dependent use. However, caution against excessive reliance, as expressed by Macaro (2015) and Li (2017), raises concerns about potentially overlooking the positive aspects of flexible language use.

In contrast, advocacy for a strict English-only policy, aligning with traditional language teaching methods emphasizing immersion, according to Krashen (1981), may inadvertently overlook the potential benefits of incorporating students' native languages for comprehension and engagement, as argued by Cook (2001) and Gardner (2009). In summary, the dual recognition of code-switching as a valuable tool and the acknowledgment of its pragmatic utility highlights a complex interplay between language teaching methods. Balancing the benefits of code-switching with consideration for English immersion emerges as a critical aspect that requires nuanced exploration and consideration in language education. Research by Gardner (2009) suggests that a balanced approach incorporating English immersion and students' native languages can enhance language acquisition without hindering fluency. Trudell (2016) highlights the importance of the context-dependent use of code-switching, supporting the pragmatic perspective presented by both teachers and students. Research by García (2009) supports the positive view, emphasizing the role of code-switching in creating an inclusive learning environment. Cook (2016) argues for a flexible approach, allowing code-switching when needed, aligning with the neutral/pragmatic perception

presented by both teachers and students. The understanding and the varied perspectives of teachers and students on code switching and code mixing are crucial for designing effective language teaching strategies. While the positive aspects of linguistic diversity are highlighted, a balanced approach considering both immersion and flexibility is recommended, aligning with current research in second language acquisition (Mukhtar, Mukhtar, Mukhtar, Shahid, Razzaq, Rahman, 2023).

CONCLUSION

In conclusion, understanding the spectrum of perceptions on code-switching and code-mixing is crucial for creating effective language learning environments. The varied attitudes among teachers and students highlight the intricate dynamics of language education, ranging from positive endorsement to negative resistance. A cohesive and flexible framework is proposed to foster continuous improvement, involving ongoing professional development, strategic curricular changes, tailored pedagogical strategies, longitudinal studies, and open collaboration. Emphasizing the need for inclusivity, linguistic flexibility, and English immersion, this approach accommodates diverse perspectives within the language learning community. Additionally, the conclusion suggests that future research on code-switching should incorporate a vocabulary perspective (Gurmani, Latiff, et al., 2022; Gurmani, Salmani, et al., 2022), providing a more nuanced understanding of its impact on language acquisition and proficiency. This comprehensive approach strives to adapt to the educational landscape's evolving insights and dynamic needs, ensuring a nuanced and adaptable approach to language education.

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