

## **Code-Switching between Lasi and Urdu among Teachers at Secondary Level High Schools in Bela**

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### **Abstract**

Code-switching is a natural and inevitable linguistic phenomenon in bilingual or multilingual classrooms in Pakistan. The term code-switching is broadly used and discussed in linguistics. Code-switching allows people to switch from one language to another. Teachers switch codes in language classrooms in different situations for various reasons. The study aims to investigate the reasons for code-switching between Urdu and Lasi by high school teachers in Bela. Code-Switching is a most beneficial process in way of teaching and learning. Teachers switch between codes in the classroom for different reasons. The main objective of this small study is to find out the reasons and the purposes of code-switching by teachers in the secondary level classroom in Bela. Different types of Code-Switching have been used by teachers, like Inter-sentential, Intra-sentential, Tag-switching, and Intra word. This research applies qualitative and descriptive research designs. The data of this study have been collected through observation and recording of teachers' lectures to find out Code-Switching between Lasi (L1) and Urdu (L2). The Markedness model of Myers Scotten (2002) has been used to analyze the use and effective role of code-switching in a classroom setting. The results reveal that teachers use the above-mentioned types of code-switching in the classroom as they believe that it works better to learn/acquire things in a classroom. Students learn more in L1 than in L2. It is also found that the medium of classroom lecture is Urdu, however, students perform well in L1. The finds reveal that teachers switch from Lasi to Urdu for the ease of students. However, they teach in both codes so they may learn in both.

**Keywords:** Code-Switching, Classroom, Bilingual and Multilingual

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### **Introduction**

Carol Myers-Scotton (1977) identified switching as the process in which use two or more varieties of languages in the same interaction". Code-switching is a process in which two different languages are used in a single idea. Code-Switching is a process in which two speakers change their code from one language to another language. According to Lin (2008), the code-switching process is used by a speaker from one

grammatical system to another system. Code-switching for curriculum access is to facilitate learning and understanding.

Code-Switching refers to the "use of two or more languages in the same conversation, usually within the same conversational turn, or even within the same sentence of that turn." Code-Switching is the shifting by a speaker from language A to language B (Scotton, 1988). Bilinguals can speak fluently when they

follow constraints, and they will not be fluent in a bilingual and will not switch grammatically (Brice & Brice, 2000). Sometimes speakers change and mix their codes, this process according to Auer (1998), is known as the Code-Switching process in which sometimes a speaker uses one word of another language in a conversation or single discourse and utterance that phenomenon is called code-mixing.

Code-Switching occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code-switch or mix their language during their communication. As Aranoff and Miller (2001) indicate, many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, just as switching between styles or dialects is an option for the monolingual speaker.

The use of complete sentences and phrases borrow words from another language this process is known as the code-switching process (Brice & Brice, 2000).

Urdu and Hindi share an Indo-Aryan base, but Urdu is associated with the Nastaliq script style of Persian calligraphy and reads right-to-left, whereas Hindi resembles Sanskrit and reads left-to-right. The language started developing from Persian and Arabic contacts during the invasions of the Indian subcontinent by Persian and Turkish forces from the 11th century and onwards. Urdu developed more decisively during the Delhi Sultanate (1206–1526) and the Mughal Empire (1526–1858). Modern Urdu is the national language of Pakistan, and it is widely spoken everywhere.

Skiba (1997) argues that Code-Switching is not language as it supplements speech. Where it is used due to an incapability of expression, Code-Switching provides stability in speech rather than presenting language interference. The socio-linguistic

benefits have also been identified as a means of communicating commonality, or association to a particular social group, whereby Code-Switching should be viewed from the standpoint of providing a linguistic advantage rather than an obstruction to communication. Code-Switching allows a speaker to convey feelings and other affecting using a method available to those who are bilingual and again serves to advantage the speaker, much like bolding or underlining in a text document to emphasize points. Language is used for communication and interaction in different societies. In Pakistan, many people are known as multilingual speakers (Rasul, 2016). Ehsan & Aziz, 2014; Dar, 2008) defined that nowadays English has become important for every person, in different courses like Certificates, Diplomas, and language improvement programs, etc. People mostly applied the process of code-switching in their speeches and switch from one language to another. According to Stern, (1992) the practice of alternately using two languages at the same time is known as Code-Switching. Language is the ability to communicate; it expresses our thoughts and emotions. Language is an authority on our concepts and identity.

Multilingual speakers who can understand and they have linguistic competence to know several languages and in the same discourse" (ibid). Code-switching is particular to bilinguals and multi-linguals only as monolinguals cannot switch code because they have no other language to switch. According to Gulzar (2010) and Harrub et al, (2003) a person who knows only one language is monolingual. The process of Code-Switching is also used to mark solidarity (Hughes et al, 2006). Many teachers do Code-Switching for different purposes such as social management purposes Barandagh (Dar et al, 2014; Ahmad, 2019).

Code-Switching is a process of interchange between two languages; it is

used in unchanged settings within the same discourse. Everyone can use different varieties of languages. It shows different concepts and contexts of speakers. Use two languages that share the same grammatical structure (Ahmed, 2019; Ayeomoni, 2006; Schendle & Wright, 2011).

David (2008) argues that Code-Switching is constructed in that the alternate used two languages at the same speech. Eppler (1994) explained that Code-Switching is processed which occurs when bilingual speakers, which use more than one language in a single discourse at the clause level. According to Lin (2013), Code-Switching increases the cognitive process when a speaker expresses in L2, and they try to translate in their L1. The speaker learns more vocabulary through this phenomenon.

Borlongan (2009) pointed out that in a classroom the process of Code-Switching is to be used by side by the teacher and the student. There are different aspects of the study of code-switching in bilingualism. Li (2008) further explained code mixing which is a combination of two different languages. It is pathological behavior.

Code mixing shows a language contact situation, the process of code-mixing. Code-Switching and interference do take place. Code mixing and Intra sentential switching are the same but inter-sentential is known as the Code-Switching process. Language contact sometimes occurs when there is an increased social interaction between natives who live in the neighborhood and have conventionally spoken different languages. However, more often it is initiated by the spread of languages of power and prestige (Tabaro, 2013). Filters (1989). Borlongan, (2009) agreed with the same idea that in a classroom the process of Code-Switching should be used by the teacher as well as students. Code-switching is "the Juxtaposition within the same speech exchange of passage of belonging to two

different grammatical systems or subsystems (Gumperz, 1982).

**Inter-sentential switching** is a type of Code-Switching where the switching occurs between sentences; a conversation starts in one language, and it shifts/moves to another code in the very next sentence. This type of code-switching can be used at a clause or a sentence level; commonly termed inter-sentential Code-Switching. It requires an advanced level of bilingual proficiency as it often entails the production of full clauses in each language. More examples of inter-sentential code-switching (Milroy, 1995) have been discussed in the analysis.

**Intra- Sentential code-switching** concerns the language alternation that occurs within a word or a clause boundary, sometimes it includes mixing within word boundaries. Code-Switching occurs within a word. There are some examples of intra-word sentential Code-Switching that can be seen in the analysis (Poplack, 1980).

**Tag code-switching** refers to a small kind of language or a word that may contain a word or a group of words that are used at the end of another language called tag Code-Switching (Poplack, 1980). The examples have been discussed in the analysis of the study.

Code-Switching is one of the important terms discussed in the field of sociolinguistics. Sociolinguistics is the study of language and society. Many experts/linguists have studied about language structure and how language functions are used in communication. The term Code-Switching is used in the sociolinguistics field (Rasul, 2016). In linguistics, the term "Code" first comes into use in the field of sociolinguistics. 'Code' means language and there are several codes that are used in the world, every code has its own rules and regulations (Tabouret-Keller, 1995).



This process transfers information from one source to another (Skiba, 1997). Having stated the research problem, this study has the following objectives:

### **Research problem**

In Bela, teachers switch codes due to students having less proficiency in L2 and are unable to understand L2 properly. This is one of the major problems of this study. The code-Switching process is used all over the world and is mainly used in Pakistan where people switch codes in different situations. The same process is mostly used in Bela School.

Code-Switching is the process of alternating between two or more languages (codes), this phenomenon is mostly applied in Bela schools. Teachers switch from one code to another (Lasi-Urdu and vice versa). Students at the primary and secondary levels have less or zero L2 proficiency which is why teachers apply the Code-Switching process for better teaching and learning. Teachers as well as students feel easy and comfortable in switching from one code to another during teaching and learning. This phenomenon helps in those situations when two or more communicators share their ideas, and they change their codes with each other from one language to another language.

This is an important study in the field of linguistics. This study investigates different types of Code-Switching in different situations in a classroom setting of the Government School at Bela, depending upon various situations, like

public communication, especially in schools. Most teachers do Code-Switching in a situation where students feel difficulty in the second language; they cannot understand the concepts of the teachers and sometimes they feel difficulty in learning lexicons. This phenomenon is not just limited to schools but also colleges and universities. “Every teacher should use Code-Switching in a classroom when students feel difficulty” (Lin, 2008).

In Bela schools where students have less proficiency in a second language (Urdu), which is why teachers keep on switching between Urdu to Lasi and vice versa in their classrooms. This phenomenon has a strong position in those schools/places where students do not get a second language properly. According to different opinions, Code-Switching is a process of interchanging between two languages during communication and the interchange of two languages by bilingual speakers. Code-Switching has also come into the teaching process like in different classes and this process is used by teachers as well as by students, it occurs equally in the education system (Sert, 2005). Code-Switching learning is a good opportunity for speakers and listeners.

Lasi language is a dialect of the Sindhi language (Azam, 2018; Asadullah, 2018; Ali, 2019). Lasi is used not only in district Lasbela but also in some districts of Sindh province. In Lasbela, the majority of the people are Lasi, and it also has other speakers like Baloch, Brahvi, Punjabi, Sindhi, and Pashtun. Bela is one of the towns (tehsil) of Lasbela having bilinguals and multilinguals. The process of Code-Switching has been observed in bilingual or multilingual societies. In Bela primary schools’ teachers use Code-Switching and code-mixing processes in their classrooms so that their lecturer may be understood by every student. These processes are important in bilingual and multilingual communities (Anwar, 2009).

The code-switching process is an alternative process between two languages such as Lasi to English or English to Lasi. For example, **I want to go there but Huth ilahi rush aa** (I want to go there but there is a lot of rush). In this example, we see the process of code-switching between Lasi and English; the sentence starts in English and ends in Lasi. This study attempts to analyze code-switching among teachers at Bela High School.

### **Objectives of the study**

This study aims to investigate whether Code-Switching occurs or not in the mentioned Schools in Bela, Lasbela. The study looks to describe the process of code-switching and its types among the teachers at Bela High School. It also attempts to investigate the reasons for code-switching among the teachers at Bela High School.

### **Research Methodology**

The research methodology part is the backbone of research; it explains the process/procedure of research. The current research is qualitative (Creswell, 2014). It uses descriptive and exploratory research designs.

This study is qualitative research in nature because it explores the process of code-switching and its reasons. Researchers observed the data to check which code is suitable for teachers to teach students. Teachers believe that learners are better motivated if they are commented in their language, a language that is close to their hearts and minds (Ahmed, 2009). However, although code-switching helps students understand concepts better and freely express themselves, the practice has also to a certain extent impacted negatively on students' performance, both in the classroom and in public examinations (Stern, 1992).

Data collection is one of the processes that are designed by the researchers in purpose to collect data regarding the current study.

Researchers observed code-switching from different classes of High Schools in Bela. This study focused on the environment of the classroom and activities of their languages and problems of the classroom. The other main thing was to identify participants' emotions, feelings, and different opinions regarding a particular research method. The main advantage of this study through observation was that many things about teachers' and students' activities were noticed in the classroom. Researchers got positive points of view about Code-Switching. Classroom activities, observations, and recording from different teachers and the way of teaching and motivation through this phenomenon. This skill has successful development in a way of learning. Researchers and participants both have direct and personal contact, and the observer must have the ability and should be well in observation (Rasul, 2016). The good observer must have this ability and researchers developed successful skills to know everything about the participants.

This research study is focused on the high school level in Bela, Lasbela. In Bela, all teachers in primary secondary, and high schools are bilinguals and multilingual, and most students are Lasi and Balochi speakers. The medium of instruction in such schools is Urdu, as prescribed by the provincial government. However, teachers and students use Lasi no matter whether it is their L1 or L2. When teachers shifted their code from Urdu to Lasi then all students picked up everything easily. We visited some schools, mainly the High School, and found that there were 20 to 25 students in each class. Bela schools' teachers are not fully able to in every difficult situation. Through this process, students learn new things and students can pick up each idea easily from difficult things, getting new information from various subjects. There were 9 teachers from various classes, and they did Code-Switching in various subjects. Teachers were motivated and cooperative during the

classes and students pick up everything easily in the classroom from their teachers teach in Urdu, but they depend on this more helpful phenomenon and make them easy.

The Markedness Model developed by Scotton (2002) is one of the complete theories of code-switching motivations. It posits that language users are rational and choose to speak a language that marks their rights and obligations, relative to other speakers in the conversation and its setting. When there is difficulty in communication for L2, the speaker tries to practice code-switching to explore possible language choices. Many sociolinguists, however, object to the Markedness Model's postulation that language choice is entirely rational. This model has been applied to validate and analyze the data so that we may come up with results; reasons for switching from one code to another.

### Results and Discussion

In **intra-sentential** Code-Switching, the shift is seen in the middle of the sentence as seen by David, M. K. (2003) & David, M. K., & Dumanig, F. P. (2008).

Teacher (A1) used this process, she said to students **apni English ki book kholo unit no 3 "Our world and pollution"** teacher told to the students that if they have any problem regarding this topic then they can ask, first she wrote words meaning on the blackboard, one student asked the teacher in Lasi language

*Students: Bajii Fertility jo matlab? (What is the meaning of Fertility). The first teacher replied in Urdu "*

*A1: ok, Iska mtlab hai zarratya zarkhezi bhi ae theek, samajh aya?*

*A1: Pollute ka mtlab hai jese ke fectry waghera ke dhohen, iye bhi mahol'k aloodo ta kan mtlab khrab karte hain.*

*And further, she told them in the Lasi language to clarify its meanings and many other words in which they felt difficulty.*

*A1: Yahan aplo bohat sari examples milengi, hanrh aven soche bunadayo hinah joon misaaliyon, sab bataoge*

The use of L1 has become a significant area of research for many years. She used the Code-Switching process from Urdu to Lasi, after that she used the tag Code-Switching in her lecture and she used both, Code-Switching and tag Code-Switching at the same time unconsciously. Teachers should have such types of teaching ways in which students feel at ease and they make their concepts clear. If students feel complexity in any subject so they can ask again and again without hesitation.

In the English subject, (A1) teacher mixed two codes From Urdu to Lasi and Lasi to Urdu, and she also used the tag Code-Switching in her lecture, which is mentioned below.

*A1: Aven sab kitabion kado, jaldi Karen*

*A1: Tahira toon uthi budae ke Fertility kia hoti hai?*

*Student 1: zameen ki zarkhezi.*

*A1: Very good, Thank you, Biyo kair*

*A: wese budanrh sabneenk ghurge sahi hai na*

*In another sentence, the teacher said (Jese har class main koi na koi bacha position holder hota hai han na?)*

In the above examples, you have noticed that the teacher used Urdu sentences and at the end of the sentence she used "**hao na**" which means "right", "isn't it" which is a piece of another language and used at the end of language (Lasi).

In **inter-sentential Code-Switching**, the shift is seen at the clause or sentence level boundaries

In 9<sup>th</sup> (B) class, teacher (f) read the English subject "Discipline" One student asked,

**F:** *Acha kal hum ne kia para tha acha moon jeki definition likhaai wi wo bari batao English main phir isko translate karo,*

*Student: We wish to act together in society, jb hum koi ak kaam sath karte hain use hum discipline kehte hain, jizyah ghar Kam*

**F:** *Good ye bi sahi hai, safia toon budae.*

**Student:** *Miss likhan ya budayan*

One student asked, Miss penalized aur unforeseen meaning cho a

First, she replied in Urdu Language and then in Lasi language to clarify the difficult concept. Sometimes teacher answered in the Urdu language, but she noticed that still, students did not get the sentence in English then teacher switch the code from Urdu to Lasi language and the teacher asked the whole class that

In Islamic study, the teacher, in class 7<sup>th</sup>, told the students that apni book kholo, panjhi book kholyo sahi a na (open your books right) first she said it in Urdu then she switched code in Lasi language,

**R2:** *Acha aven students ghor si bude jaon sahi a, and then she starts reading, after a while she said kaleemullah ka matlab kia hai ata hay kisi ko? For a while, whole class was silent then teacher said kaleemullah ju matlb aeAllah pak seen mukhatib us se baat karna sahi haina, (kaleemullah means to talk to Allah pak, is it ok)*

In this class, the teacher used both inter-sentential and tag Code-Switching. In the above examples, inter-sentential Code-Switching is occurring more than others that have been used by other teachers in other subjects.

In the 10<sup>th</sup> (A) class, a teacher (S) taught social studies in the "Parliament" chapter in which she did not switch code from Urdu to Lasi. She used the code-mixing process from Urdu to English and English to Urdu. Her teaching method was

different from other teachers; she used code mixing many times from Urdu to English such as,

**(S):** *union ne ek parliament brain kami majlis our parliament ek majlis ki ehmyat rakhi hai(They made a parliament and it has as much importance as the assembly has.* In this class, students didn't use this process, just the teacher used it. Switching is occurring in various situations because everyone has different teaching methods. In this study, researchers noticed all types of activities in 30 minutes in the total period. The observer observed all types of activities in a classroom and what method she has applies in her class.

It depends on the teaching method. This process is beneficial for students, by this process, those students who are unable to speak L2, have different opinions regarding this phenomenon in which some people say that this process is not beneficial because this is not used in exams and most subjects are in English, not in their mother tongues.

**Teacher (S)** said to students, *ye tab select hotel hain jab away into lati hai ya phir into reject kr deti hai students Matlab mustard sahi hai.*

The teacher had applied code mixing in Urdu and English languages, not in Lasi. She rarely used this process in a classroom.

Some other examples which are used in social studies class by the teacher(S) are:

**Ye policy hai**

**Government ki waja se**

**Vote dye gae**

**Jamhooryat jese Democracy our baki dosri politics matlab siyasat**

In the SST class teacher used code mixing 6 times in 30 minutes class. The teacher used 70 sentences in the overall class.

Islamic Studies was taught in class 9<sup>th</sup> and 10<sup>th</sup>, "**Ibadat**" During class teacher used



studies, teachers were motivated and cooperative with the students as they do not force students to use a second language only, but they were allowed to use their first language.

**Table2: Findings about types of Code-Switching**

<p>1. Types of Code-Switching</p> <p>In inter-sentential Code-Switching, the language switch is done at sentence boundaries—words or phrases at the beginning or end of a sentence. This type is seen most often in fluent bilingual speakers. For example:</p> <p>Bachon apni kitaben kholo, aven sab jaldi karyo.</p> <p>2. In intra-sentential Code-Switching, the shift is done in the middle of a sentence, without, hesitations, or disruption to indicate a shift.</p> <p>Class blkul khamosh, shor makryo</p> <p>Tag- switching</p>	<p>Reasons of Code-Switching</p> <p>Students are unable to understand L2 properly; Code-Switching helps those who have less proficiency in L2, teacher applied this phenomenon from one language to another language.</p> <p>Another reason is that teachers know their students in a class, so teachers think that they do not properly understand all things in one language, so they change their code from one to another language. Teachers have noticed this process is so comfortable and any difficult concept, it makes very easy.</p>
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<p>3. This is the switching of either a single word or a tag phrase (or both) from one language to another.</p> <p>Har cheez clear thi wai han na?</p>	<p>Sometimes teachers do code-switch unconsciously and clarify all things because they already know this phenomenon works better and play an important role in classroom learning.</p> <p>Code-Switching allows speakers to convey attitude, anger, and other emotional expression show from a conversation.</p>
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The code-Switching phenomenon is a good activity in class when the teacher and students do code switch in different situations and students feel complexity, Borlongan (2009) agreed with the same idea that in a classroom the process of Code-Switching should be used by the teacher as well as Students.

### Conclusion

The code-Switching (CS) process is a beneficial, helpful, and very good process which is used among bilingual and multilingual community members, this phenomenon does not occur in one or two languages, but every language is involved in this phenomenon, many people are from Urdu medium they cannot understand the complete concept of the teacher. We are not sure that every person prefers this phenomenon because many students of the English medium will not agree that teachers do code-switch target in targets

mother tongue because they can understand everything in a second language. Many students feel difficulty when teachers do not switch from one language to another language, sometime teasometimesnd students both feel difficulty in pronunciations, and they pronounce incorrectly this process is known as markedness. Students feel more difficulties in English subjects, so many Urdu medium students face many problems when classroom teachers do not code-switch in their lectures and conversation. This phenomenon can help, and them easily understand every difficult concept. People do switch codes and alternate in words, phrase clauses, and in sentences. It occurs in different situations and people can speak multi languages at the same time. This process also developed different ideas and it helps increase vocabulary in two or more languages. It could be very helpful and solve students' problems which they usually face in the classroom. Different authors and writers talked in favor of this phenomenon and also suggested that the teachers don't force the students to use the target language and pressurize but allow using L1 in a classroom when they don't understand concepts and ideas in L2.

The code-Switching process has many advantages in learning, this is applied and used by bilingual and multilingual, which can transfer and change their code easily from one language to another language. This process can help both, the teachers and their students in different ways. It has many positive aspects.

In Pakistan most people are Bilingual and multilingual, they can easily switch from one to another language. Urdu speakers switch codes from Urdu to English, Baloch speakers switch codes from Balochi to English, and Lasi speakers do code switch from Lasi to Urdu or Lasi to English so on, so it means that every language has such types of quality that Bilingual alternatively changes their codes.

From the school, we observed that at the low-level students' High level, both were able to pick up the ideas from Code-Switching. Therefore, Code-Switching should be used with low and high-level students. In Bela, I have noticed different schools in which teachers practice this process for better guidance in the classroom to convey their ideas and somehow, they were seen as successful by Code-Switching. Therefore, teachers should appreciate their students to do Code-Switching when they face difficulties during class.

The code-Switching process has different kinds which are used daily in conversation. The observation and recording techniques were used to collect data from different teachers. Observers also noticed all activities of the teachers which were the subject of this research. The code-mixing process was also used in science subjects and social studies. The code-Switching process is a beneficial process for those who are unable to understand the concept of a second language.

### **Contribution**

Code-Switching is the best way to change ideas from one language to another language, so in this case when someone who unable to understand the concept of another language, in this situation they can apply the Code-Switching phenomenon. Code-Switching is a beneficial process that helps clear difficult ideas.

Many scholars have written in favor of this phenomenon (Code-Switching) because it is important in society, it expresses culture and social context among people. It is an interchange of two codes and a mixing of two different languages and makes easier several confusions. It is used on certain occasions.

Li (2008), says when students feel difficulty during class so in the situation teacher would handle and can switch from L1 to solve student's problems and second the teacher uses L1 to give grammar

instruction in classroom tasks, etc. Code-Switching has both advantages and disadvantages, if it is literature class code interchange is beneficial, if it is language class then it could be beneficial because in literature there is more flexibility of ideas but the language has much complexity.

Many teachers force students to use a second language and they are not allowed to use the first language in a classroom, so such type of restriction develop negative effects on students' mind and their studies. Teachers should motivate students in a friendly manner, so such type of behavior can encourage the students' mentality and students can easily share anything without hesitation. Mejia (1998) mentioned that Code-Switching is a dual-language process in which a speaker uses two languages at the same time, and the speaker can understand both languages.

This process is used by different teachers in high school Bela, they applied in various subjects. This process has a positive role among teachers because they know better how much this phenomenon would be better and more beneficial in a classroom. Teachers, as observed by the researchers of this study, use two languages, Urdu to Lasi and Lasi to Urdu for the sake of making students' concepts clear in English subject, according to Stern (1992) the practice of using two languages the same time is known as Code-Switching. Last but not least, this study contributes to the existing literature on sociolinguistics and mainly on code-switching along with a contribution to the literature on the Lasi language.

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