PRACTICING CODE MIXING IN TEACHING ENGLISH IN HIGHER SECONDARY SCHOOLS

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Original Article

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Abstract

The Present article investigates the Effectiveness of Mixing of code in teaching English at the secondary stage. In the study of Linguistics, switching of code is a transition of words of one language to another in the form of sentence. The present study shows the type of a single sentence which is so called intra-sentential switching of code. The study captivated to determine the significance of mixing of code in the classes of English Language and attitude of teachers and students towards the use of mixing of code. This research is based on the qualitative and quantitative paradigm particularly mixing of code in a useful teaching strategy for language learners. The researchers has designed two questionnaires, one questionnaire is for the teachers and the other for the students to collect the responses of both regarding the mixing of code. To reach at the definite conclusion, percentage was calculated to determine the students' and teachers' attitudes regarding effectiveness of mixingthe code in teaching English. Finally, the results of the study demonstrate pivotal role in the blending of words into another language. Moreover, the findings of the study suggest that mixing of code is widely used by English as Second Language (ESL) teachers.

Keywords: Code mixing, Teaching of English, Code Exchanging, ESL Teachers.

Introduction

In sociolinguistics, a language is referred to as code when it is generally used as a neutral term for any correspondence arrangement, including languages. Code exchanging is the movement of the code from one language to another language or inside any of the languages, movement of the style of one language to another language. Crystal (2003) described it as "includes the exchange of etymological components from one language to the other language: any sentence starts in any one of the languages. At that point, it utilizes words or linguistic highlights having a place with another". In correlation, the association of society and language cannot be segregated. Code mixingdenotes inescapable marvel in bilingual networks where the speakers utilize their local languages which are known as a first language and the subsequent languages which are known as a second language in certain various spaces (Rahman, 2010). The blend generally includes any of the single word with most of the words originating from the previous language. Code Mixing is a certain paragon in a bilingual system. Code mixing is firmly associated with code exchanging. It identifies code-mixing as all situations where syntactic features and lexical things from two dialects show up in a similar sentence. Code-blending is intra-sentential and is obliged by syntactic highlights. On the contrary,

code exchanging is the rotation of two dialects inside a sentence or constituent. So, code exchanging is a rotation of language, and code blending is joining language which aims to make the other individual promptly understand what we state, just as in adapting specifically those in unknown dialect learning. Code blending takes place when acquaintances utilize the two dialects simultaneously, switch between two languages to the degree that they change from one tongue to the next throughout a solitary expression. Code blending happens without changing in theme and can include different degrees of language, for example, morphology, phonology, lexical things, or syntactic structures (Wardhaugh, 1990).

The scholastic application of code exchanging incorporates a more arbitrary and complex impact than can be completely clarified by an understudied dimension to communicate in a specific language. This research has segregated purposes for the event of code exchanging and the extent to which the way towards learning has been influenced. Numerous circumstances are viewed as motives for code exchanging; one of them is connected to penetrate in understudies' etymological dimension. In different cases, an absence of at least one word in either language may prompt code exchanging. In other words, bilinguals clarify that they utilize code-switching when they cannot locate the right articulation or expression in the language. Systematically, the objective language basically does not have the specific word required to keep up a conversation easily, and code exchanging is fundamental.

In an utterly semantic limit, code exchanging might be employed to commend an announcement, where it can especially strengthen the significance or aim of the speaker. Even though occasionally seen as semantic inadequacy this is not generally the situation. Code exchanging will regularly take place when the speaker wants to make up for an absence of a verbal comparable in the subsequent language.

Exchanging of code and mixing of codes within the languages, bilinguals generally clarify that the purpose of utilizing code-switching is that there is a need for a position in any language where there is a discussion of specific content. They utilize code exchanging when they do not have a proper word or suitable interpretation for the jargon instead. Bokamba (1989) states: "Exchange of codes in between the languages is examined as the blending of different words or different expressions or different sentences from two of the particular linguistic (sub) frame-works across the sentence boundaries in the same discourse occasion. Blending of the codes in between the two languages is the insertion of the different phonetic units such as attaches the bound morphemes, the words which are also known as unbound morphemes, the expressions and the statements from a co-employable action when the members are supposed to deduce that one which is expected, it must accommodate the ones which they hear to which they comprehend".

Research Questions:

This study is relying mainly on the following questions:
1. What is the significance of code-mixing in English language classes?
2. What are the teachers' and students' attitudes about the utility of code-mixing?
3. Which language arouses the interest of the learners in the English language classroom?

Literature Review

Code blending and code exchanging are express proof of the extensive proliferation of English in Pakistan (Rasul, 2013). In spite of the adequacy of code-blending in language study hall, the inordinate use of code-exchanging can deny students of the language introduction. Cook (2013)

wants to employ the expression "own language" as a first language as in language homeroom understudies' shared language may not likewise be their first language. The educators here switch back to native language not exclusively to meet scholastic finishes, for instance, clarification or explanation in the midst of the exercise yet additionally to meet the social needs of the understudies (Barandagh, 2013). From the mentioned discussion it may be presumed that code-mixing utilizes at least two dialects in a homogenous sentence or conversation yet one language more dominating and it related to the social setting as a component of picking the code.This investigation found that code mixing can be an advantageous device for language learning and guidance toward the early phases of a student's securing however using first language turns out to be less valuable and less important as a language student draws nearer to familiarity.

The usage of one language in terms of similar speech or communication and starts with the language duality and the systems of two languages involved in it (Abudarham, 1987).

Nilep (2006) defines coding under social and cultural language as: The practice of selecting or changing language objects to align speech in communication. This content may be in accordance with local language practices, such as the selection of opportunities or various booking methods, or it may provide relevant information in addition to current exchanges, including information social and various identities**.**

Romaine (1995) quotes Poplack and provides an explanation for the change of internal and external code. Variable post variations are language variations between sentences with each paragraph in one language or another. Different system in which phrases and sections of the collaborative work in which participants in order to achieve their goals, must adapt what they hear and understand. Code mixing is the modification of message that is found in a single sentence (Bing, 1987:23).

In Pakistan, the context of the exchanging code depends upon the two languages. In the formal learning environment Pakistani child learns the Urdu language at home and when he grows up, he should acquire the English language for knowledge purposes Yousaf (2004). In this case English plays an important role for excellence and achievement**.** Anwar (2007) introduced the analysis of two languages code switching in Pakistani context. An example is taken from the newspaper a *Wadera* or Landlord can move freely even after a record has been recorded the worst forms of his crimes (March 27, 2007 Dawn) page 4. Code switching is found not a threat but an add into the language learning process both for the instructors as well as learners (Younas et al., 2020).

Code-mixing is firmly identified with code-exchanging. A few people face trouble recognizing code-blending and code-exchanging. Code exchanging is move language and code blending is joining language which intends to make the other individual promptly understand what we state, just as in adapting particularly those in unknown dialect learning. Code mixing occurs without a difference in the topic and can include different degrees of language, for example, phonology, syntactic structures, morphology, or lexical items (Bhatia & Ritchie, 2004).

As highlighted by Muysken (2000), the idea of intra-sentential code blending discovered are often or might be particular from each other. A salient part of the disorder inside the domain appears to rise out of the truth that a couple of frameworks are grinding away.

Research Methodology

The Research paradigm of this research paper "The Effectiveness of Mixing of code in English Teaching at Secondary Level" is quantitative. It aims to scrutinize the effectiveness of code-switching teaching strategy on the learners' acquisition of a foreign language. Sets of data collected from different learners of the target population were statistically/numerically analyzed to determine the relationship between the teachers and the learners. That was undertaken to reveal the comprehension of instructors who teach at the secondary level and the learners who study at the secondary level about the effectiveness of Code Mixing in teaching English at the secondary level. Considering the nature of the research the researcher used questionnaires as the best tool to collect data. The researcher used Microsoft Excel to analyze data.

A population is a group of people who want to share their ideas about the set that is provided to them. A group of people which researchers use to find out the information is called population. The population of the current research is English teachers who taught English at the secondary level in district Vehari and the students who studied at the secondary level in district Vehari .The activity in which individuals are chosen from a large group of people for the study is called sampling. The purpose of the sampling is for giving information about the population. Random sampling was used for this research as the sample of this study is 100 female English students and 50 female teachers who were randomly selected from the 10 government secondary schools of district Vehari. The reason behind taking up only female population for data analysis is that the girls' schools were easily accessible for the first author. Questionnaires are used for measuring the effectiveness of code-switching teaching strategy on the students of secondary level. This tool is reliable regarding data collection from a group of people.

Data Analysis

This research was aimed to evaluate "The Effectiveness of Mixing of code in Teaching English at Secondary Level". Two questionnaires were devised to evaluate the study and were given to 50 English teachers and 100 English students. All participants returned the filled questionnaire within a given time. All the participants were requested to give their honest views in a 5Likert scale. The scale was comprised as follows: Strongly Agree, Agree, Undecided, Strongly Disagree, and Disagree.
The collected data was investigated using Microsoft Excel.

Table No. 01. Teachers' attitudes about using Code Mixing in teaching English

| S. No	Questions	SA 1	A 2	UN 3	SDA 4	DA 5
1	Code Mixing is necessary to maintain discipline in a large class.	76	20	0	4	0
2	Code mixing helps the students to understand the difficult and complicated topics easily.	16	82	2	0	0
3	Code mixing can build solidarity and intimate relations with students.	10	86	0	4	0
4	Content understanding of the course is well developed if taught in English language only.	0	2	0	86	12
5	English as a medium of instruction creates confusion to understand difficult concepts.	30	64	0	4	2
6	It is easier to understand concepts with a mixture of Urdu and English.	56	40	0	4	0
7	I doCode Mixing due to lack of equivalents in English language.	38	48	0	8	6
8	Code Mixing makes the lecture interesting.	54	42	0	4	0
9	Explanation of difficult words, terms, and concepts in Urdu with the mixture of English is a way to achieve academic target.	34	52	2	12	0
10	A sense of comfort is felt when things are discussed in two languages like Urdu and English.	30	64	0	6	0
11	Teaching through single language creates some sort of academic problems.	60	28	0	10	2
12	Code Mixing lectures are easier and result oriented instead of single language focused lectures.	42	54	0	4	2
13	Code Mixing is useful to explain unfamiliar terms, words or expressions.	32	58	0	8	2
14	Code Mixing reduces the teacher's proficiency.	0	4	0	58	38
15	Code Mixing hinders the process of communication.	2	6	0	48	44
16	Learners participate more when they can use code Mixing in class.	32	64	0	4	0
17	Code-Mixing helps me to bond strongly with my students.	76	16	0	6	2
18	I Code-Mix because I feel that the students are not exposed to English.	16	72	0	10	2
19	Code Mixing makes the lecture easy and effective.	34	58	0	8	0
20	The school should strictly enforce the use of only English language within the classroom.	2	6	0	62	30
21	Use of Code Mixing decreases the monotony of the language classroom.	14	78	0	8	0
22	Code Mixing in the language classroom saves time and labour.	26	68	0	2	4
23	Code Mixing is significant in teaching English at secondary level in Pakistan.	46	28	0	22	4
24	Code Mixing increases the students' ability to memorize the concepts.	44	50	0	6	0
25	Code Mixing builds the confidence of the teacher.	12	80	0	6	2

Combined Analysis of Teachers' Questionnaire in Percentile
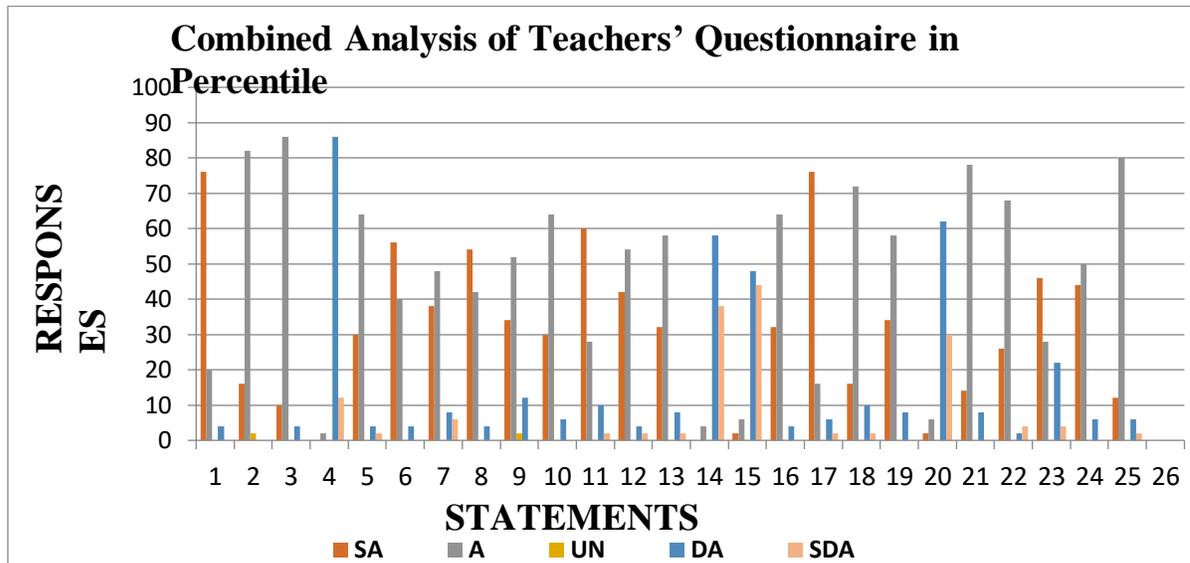
Students' attitudes about using Code Mixing in teaching English

Table No. 02

S. No	Questions	SA 1	A 2	UN 3	DA 4	SDA 5
1	Code-Mixing enhances my communication skills.	88	10	0	2	0
2	Teaching the course in Urdu and English is desirable to me.	10	86	0	4	0
3	Code-mixing allows me to understand better.	8	90	0	2	0
4	It confuses me when course instructor teaches in Urdu and English at the same class period.	0	3	1	19	77
5	Code-Mixing helps me to convey new words easily.	15	82	0	2	1
6	Mixing of Urdu and English leads to the weakness of my English.	0	5	2	79	14
7	Usage of Code-Mixing allows me to express the ideas that I cannot express in English.	40	54	2	4	0
8	I follow the instructor more when teaching in Urdu and English.	32	60	1	4	3
9	Code-Mixing helps me to develop my language skills.	93	5	0	2	0
10	Code-Mixing makes me feel more confident in classroom.	19	76	0	5	0
11	Teaching the course through code-mixing increases my chances of passing the exams.	21	70	0	8	1
12	Code-Mixing helps me to discuss lectures and exams with my colleagues.	38	52	0	8	2
13	Code-Mixing helps me to boost up my second language skill.	14	80	0	4	2
14	I can understand a difficult concept or idea.	12	80	1	6	1
15	Code- Mixing increases my vocabulary.	50	38	0	2	10
16	I can understand my teacher's instructions more	12	80	0	6	2

	easily when he/she is using Code-Mixing.					
17	Usage of Code- Mixing makes it easy to carry out tasks successfully.	86	11	0	3	0
18	I feel easy to understand grammar rules.	8	84	0	7	1
19	Using Code-Mixing shows that I am well-educated.	15	77	0	7	1
20	Code Mixing makes the class less boring, so I enjoy my lesson more.	93	5	0	2	0
21	I feel closer to my lecturer.	59	34	3	0	4
22	I feel less stressful in my English class because my lecturer will explain meaning of difficult words in another language.	27	66	0	7	0
23	I can concentrate more easily because he/she catches my attention in class.	27	59	2	12	0
24	I see my teacher less proficient in English.	0	2	0	87	11
25	I feel teacher violates the rules of English when he/she mixes codes.	0	2	1	88	9

Combined Analysis of Students' Questionnaire in Percentile
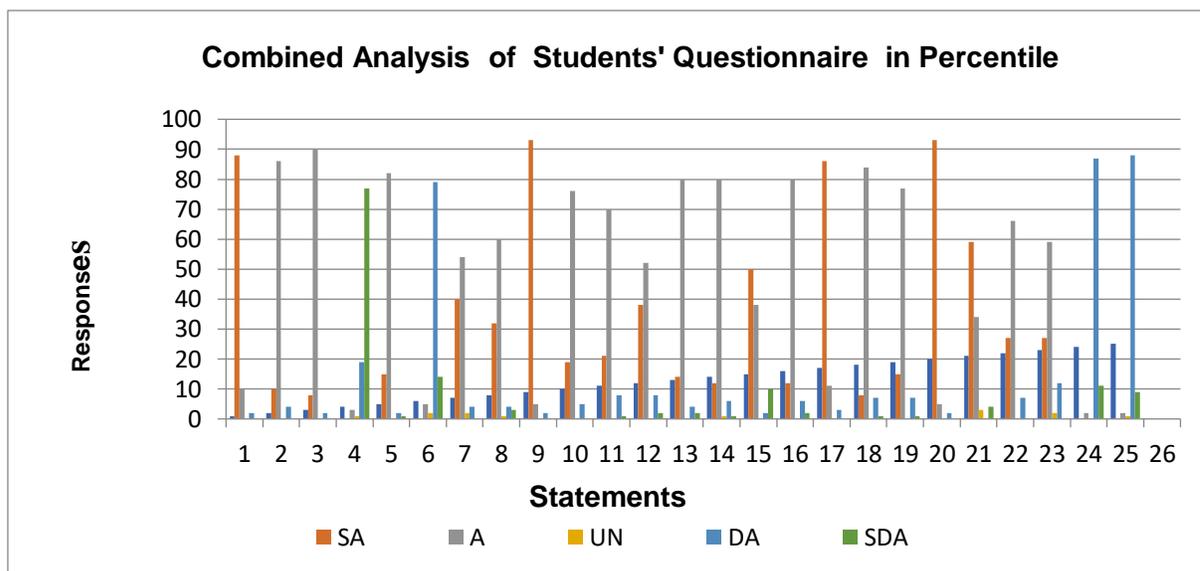
The results demonstrated the responses of teachers in strongly agree are in the range of 2 to 76 percent, and the feedback in agree is having the scale of 2 to 86% while the responses in undecided are in the range of 0 to 2 percent, disagree are in the range of 0 to 86 percent and in strongly disagree are ranging from 0 to 44. On the other hand, the feedbacks of learners' participants in strongly agree are ranging from 2 to 90 percent and the responses in agree are having the range of 2 to 86% while the responses in undecided are in the range of 0 to 3%, disagree are in the range of 2 to 88% and in strongly disagree are ranging from 0 to 77% but the majority of strongly disagree in both teachers' and students' responses is zero percent. The total percentile of students' and teachers' participants' responses in agree or strongly agree is greater as compared with disagree or strongly disagree which is the clear symbol for the acceptance of the responses by the students and teachers. Results reveal the positive audacity of both the teachers & students for utilizing the technique of code Mixing. Generally, the results provide a solid array that code-mixing can be one of the promising educational approaches to be applied in teaching English.

Discussion

Crystal's studies (1980; 2003) depicted the fact that code mixing or code exchanging is used at myriad learning places on regular basis and many instructors have additionally used for mixing in their second language teaching in order to explain unfamiliar words, terms and expressions to their language learning students and this hypothesis was proved as 90% of students agree to its usefulness.

According to Chowdhury (2012) code-mixing assumes a constructive part in language homerooms. It is used to look after order, to educate the understudies for different undertakings, to manage them, or stand out for them towards an important issue to choose the ideal effect. Chowdary said that students feel difficulty to speak second language without code blending so code blending is used as a tool that helps them to boost their second language learning skills to which 94% students agree. This code blending also makes lectures less boring and is helpful in capturing students' interests. Code blending helped in extensive proliferation of English language in Pakistan according to the studies of Rafi (2013) as usage of Code-Mixing allows learners to express the ideas that they cannot express in English hence making them learn it swiftly. After going through the previous research, the researcher observed that present study is different from previously conducted research.

This study is different from previous research at data level. Previous studies conducted on students while the present study conducted on both students and teachers. Previous studies showed different results as they showed only strong preference of the students about Code Mixing. On the other hand, the findings of the present study indicated the strong preference of both the teachers and students towards Code Mixing.

Analysis of the questionnaires answered the following research questions of the study:

1. What is the significance of code mixing in English language classes?

Analysis of the data explored that Code Mixing has made English language teaching easy and effective. It laid positive impacts on the teacher and the learners as well as it helps the learners to understand the difficulties in the lessons and helps permitting them for their participation in the lessons. It aids them also in the making of connections for their previous knowledge. It also helps the classroom management. Beginners in language learning are able for the expression of themselves with-out any fear of stuck. Students carry problems in the English so that Code Mixing enables them to make the translation of the difficult sentences in their own mother tongue.

2. What are the teachers' and students' attitudes about the utility of code mixing?

Findings of the present study clearly indicated both teachers' and students' strong preference toward a specific medium of instruction that is code mixing. The results showed that teachers' and students' have positive language attitudes towards code mixing. When comparing the students' language attitude towards using one language in teaching, the findings indicated a strong preference in using code mixing than using one language as a medium of instruction. Most of the students strongly agree that using code mixing is beneficial to them, they find it more desirable and believe that it makes the course easy to understand. The results are reflections of the student's attitude toward the role that language of teaching plays in symbolizing a positive or negative identity for the

teachers. The teacher who is using code mixing has a higher status amongst the students, which highlights how powerful code mixing could be in redefining the quality of teaching and teachers.

3. Which language arouses the interest of the learners in English language classroom?

Learners feel monotony and boredom to learn English. Code Mixing has made English language teaching easy and effective. Code-Mixing has positive effects on both learners and teachers. It arouses the interest of the learners in English language classroom. It helps learners to understand difficult aspects of the lesson as well as enabling them to participate in lessons. It also helps them in making connections to their prior knowledge. It helps with classroom management. Learners are also able to express themselves without the fear of being stuck. Learners at secondary level have problems in English therefore Code Mixing enables them to translate difficult sentences into their mother tongue.

Conclusion

The utilization of code-mixing techniques has made English language teaching effective and easy. Code-mixing had constructive impacts on both the teachers & students. It also helps the students to understand the difficult aspects of the lessons and to permit them for participation in the lessons. It also helps them in developing links for their previous knowledge and facilitatesin classroom management. Students involved in language learning can express themselves by code-mixing without any fear of stopping themselves. Students at the secondary level carry issues in English so that code-mixing enables them to make the translation of difficult sentences in their first language. In addition, this research indicates teachers and students' firm inclination towards a specific mode of guidance that is code blending. The outcomes indicated that teachers and students' have positive language mentalities towards code mixing. When contrasting the learners' language demeanor towards using one language in educating, the findings showed a firm inclination in utilizing code blending than using one language as a mechanism of guidance. Most of the understudiesfirmly agree that utilizing code blending is preferable to them, they think that it is more captivating and accept that it makes the course straightforward. The outcomes are impressions of the learner's mentality towards the job that language plays an important role in representing a positive or negative personality for the instructors. The educator who is using code blending has a higher status among the learners, which features how ground-breaking code blending could be in rethinking the nature of instructing and instructors.

It is recommended for further studies that the data can be collected from both the male and female students and instructors to make itwider and more practical. In this way a better cultural, social and value based data and evaluation will be carried out.

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