

# **Rationale Behind Switching And Mixing Native Code By ESL Teachers In Language Classroom: A Study From Pedagogical Perspective**

**Saqib Javed<sup>1</sup>, Dr. Zafar Iqbal Bhatti<sup>2</sup>, Atifa Binth e Zia<sup>3</sup>**

<sup>1</sup>Senior Subject Specialist (English), SED, Punjab.

<sup>2</sup>Assistant Professor, University of Management and Technology, Lahore. Pakistan.

<sup>3</sup>Lecturer, University of Management and Technology, Lahore. Pakistan.

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## **Abstract**

Code-switching and code-mixing are the natural and certain linguistic phenomenon of bilingual or multilingual classrooms in Pakistan. In order to assist the students, ESL teachers tend to mix and switch native codes in language classrooms for various reasons. Code-switching (CS) and code mixing (CM) are the marked features of a multilingual society as well as a common linguistic phenomenon in the language classrooms. CS and CM are effective methods of teaching English, especially to the students of Intermediate classes. The Major purposes of this method are to motivate and provoke the interests of the students in learning English language, by ensuring conceptual clarity on the part of the student using CS and CM. This paper keenly observes the potential impacts of switching and mixing native code by ESL teachers while teaching English owing to the pedagogical benefits of these linguistic phenomena in the background of Covid-19. The study was conducted to examine the reasons for which the ESL teachers adopted these linguistic behaviors. It throws fresh light on the attitudes of ESL teachers towards native code switching and code mixing. The study is conducted with 150 male ESL teachers teaching in different Government Higher Secondary Schools in various districts in Punjab. The sample is selected using snow ball sampling technique. Mixed method approach was used to collect the data. The data are collected through questionnaire and interviews. Quantitative data were examined using the SPSS version 24.0, while qualitative data were evaluated using the thematic analysis approach. The results revealed via tables and graphs justify that these linguistic behaviors are successfully and effectively adopted by ESL teachers mainly to facilitate pedagogical process and enhance learning. The proper use of CS and CM also helps teachers develop interpersonal relationship with students and make their instructions more implicit and comprehensible.

**Keywords:** English as Second Language, code switching (CS), code mixing (CM), Target language (TL), ESL Teachers

## 1. Introduction

In second language teaching, native code switching and code mixing are widely used by ESL teachers in language classroom to facilitate learning for students. In language studies, the topic of CS and CM has been in debate since 1980 (Hameed & Abdulasoul, 2019). Code Switching is switching from one language to another during the same discourse, while Code Mixing is the exchange of passages between two different languages or grammatical systems (Khudair, Al Tameemi, & Mugair, 2021). To simply state, code switching is diverting from one language to another usually from a target language to native or vice versa, while teaching and code mixing is the mixing of target and native language while teaching. Code Switching and Code Mixing usually occur between the target language and the native language or L1 of teachers and learners. Teachers usually exhibit this linguistic behavior in language classrooms to facilitate teaching and learning process (Reynolds-Case, 2020).

Code-switching (CS) is a communication strategy used by ESL bilingual teachers to teach English as a second language to non-native English speakers. The current study used quantitative analysis of transcribed data from thirty ESL teachers at Pakistani institutions to evaluate the influence of code switching (CS) on ESL learners in Pakistan, with an emphasis on the impact of CS on and teacher attitudes toward CS in ESL education (Younas, Afzaal, Noor, Khalid, & Naqvi, 2020). English is not only an official language in Pakistan, but also the language of government correspondence; the country has developed two distinct dialects. The growing importance of English as a lingua franca, the increasing dominance of western culture, the delay in developing a dialect strategy, and the general public's attitude toward the English Language have all influenced the increased use of code-mixing in everyday interactions and communication (Sameen, Farid, & Hussain, 2021). Official communication and correspondence are conducted in English in the majority of Pakistani government settings. In a cluster of professional domains such as medicine, engineering, business administration, education, and information technology, code mixing is a method in which lexical items and syntactic traits from at least two dialects are combined in a similar sentence (Jadoon, Chishti, Afzaal, & Afzal, 2020). A lot of researches have looked into the positive effects of computer science on ESL training in non-native English speaking countries. Code-Switching is defined as a sudden switch between two codes or dialects with no change in the topic (CS). CS is most commonly encountered in bilingual and multilingual speakers, and it is most likely linked to code switching. While Code Mixing has no bearing on any subject, it occurs when speakers use many languages at once, switching from one dialect or code to another (Baig, Javed, Siddiquah, & Khanam, 2021). To help students understand difficult topics, bilingual teachers use computer science (CS) as a teaching tool. As a result, code-primary switching's purpose is to assist bilinguals when one language is insufficient to convey a clear message to the reader or listener. Before returning to their native tongue, the speakers use the second language to clearly deliver their message. Regardless of the method's advantages, there are some changes

in the message's content, albeit only at the sentence structure level (Ahmed, Hussain, & Farid, 2018).

CS and CM are adopted almost in every language classroom where the learners and teachers are bilingual and they are involved in learning and teaching a foreign language. In Pakistan, teachers also tend towards CS and CM owing to their pedagogical benefits especially in the current scenario of Covid -19 where students have spent a lot of time at their homes building a gap from the target language i.e English. Mixing and switching of codes can be frequently noticed in a bilingual society. Pakistan is no exception at all. Learners have remained at homes for a long time speaking all the time their native languages. In such a situation, to bring the ESL learners to formal teaching and learning routine, CS and CM linguistic behaviors are adopted by the teachers(Sultan, Afsar, & Abbas, 2019).

Islam, Stapa, and Rahman (2021) language classrooms should be receptive to any device that can help in the proper understanding of meaning. Proper understanding of meaning is crucial in language learning process according to Communicative Language teaching Approach (CLTA). The development of communicative competence is the main aim of language teaching as per CLTA. In this regard, CS and CM are helpful techniques to be adopted in language classrooms.

Code-mixing happens within the phrase, clause, or word limitations when there is no obvious change in topic. The third type of code-switching is intra-sentential switching, which occurs when code-switching occurs at the phrase or sentence boundary, which includes word boundary (1980). In Urdu, one example is the phrase "SHARIATIZATION," which refers to the adoption of Islamic laws and is borrowed from both Urdu and English. Another example is the English word "FAULGIRI," which is derived from the word "fault" but influenced by Urdu. This type of code-switching needs the speaker's precision and fluency in both languages. Inter-sentential code-mixing occurs when speakers are asked to recount a narrative or incident and begin the narration in the L2 language before abruptly switching back to their home tongue. Despite the fact that code-switching and code-mixing can occur in any monolingual situation, they are more common in bilingual and multilingual countries (PUTRI, 2021).

In Pakistani ESL classrooms, ESL teachers use CS and CM as helping tools to attain the pedagogical learning outcomes. Beks, Walsh, Binder, Jones, and Versace (2021) state that CS and CM can be used to separate different types of concepts or messages in ESL teaching learning process. Teachers tend to divert to CS and CM to make certain concepts or messages explicit to facilitate effective teaching and learning process. Recent studies in the domain of second language acquisition SLA appreciate the use of native code in language classrooms (Ali, Mahmood, Anwar, Khan, & Hussain, 2019).

This paper interprets ESL teachers' utilization of CS and CM of English and native code that is Urdu in ESL teaching classrooms. It attempts to explore the potential benefits of adopting these linguistic phenomena in ESL classrooms. Pakistan is a multicultural country where teachers and students belong to different language groups. They do not usually share a common native code. In such a scenario, CS and CM are the most commonly adopted

techniques in an ESL classroom to make learning and teaching process productive, meaningful and more effective. Explicitly, the paper attempts to address ESL teachers' perceptions about using CS and CM in ESL classroom and it attempts to explain priority-wise analysis of the reasons to use CS and CM in ESL classroom. .

## **2. Statement of the problem**

Teaching English in ESL classrooms has always been a challenging task, particularly when the learners and teachers have different native codes or languages. The Covid-19 scenario has added fuel to the fire to this already challenging task. Because of the worldwide lockdown, institutions being closed, students have remained at their homes, away from daily one to one teaching and learning experience. To learn a language, daily practice matters a lot, but Covid has disturbed this practice routine because of sudden closure of institutes. The ESL teachers however, needed to adopt the techniques and methods that can facilitate the pedagogical process, making it more fruitful and productive. One of the most commonly used techniques is the adoption of CS and CM in language classrooms to cast positive influence on teaching and learning process. The study can also be supported with task - based learning and Total Physical Response (TPR) approach which allows the use of native code or L1 in ESL teaching.

The aim of the study, however, is to investigate the reasons behind using native CS and CM by ESL teachers and to point out the positive pedagogical effects of these linguistic behaviors on teaching - learning process in ESL classrooms in the context of Covid-19. The study also aims to recommend the use of CS and CM in language classrooms owing to the certain pedagogical benefits of these linguistic behaviors.

## **3. Literature Review**

Language has a crucial role in communication in any society, for it allows speakers to broaden their horizons and communicate their thoughts, opinions, and feelings to others. English, as a global language, provides a platform for communication for people who speak it. As a result of the growing tendency of linguistic globalization, bilingualism has become a reasonably common phenomenon in today's world (Malik & Asnur, 2019). Speakers in multilingual societies all over the world switch between languages on a regular basis to meet their communication demands. The phenomenon of switching between languages is known as code-switching. The current research looks at how instructors in Pakistani ESL classes use code-switching as a language teaching approach. It also goes over the many forms and purposes of code-switching in EFL classes (Mutambik, 2018).

We often come into contact with people from other cultures who speak different languages in our daily lives. It enables us to address communication issues in a wide range of scenarios. It also has an impact when we teach students a foreign language in the classroom. Code swapping is prevalent in multilingual and multicultural environments, especially in foreign language training. In ELT courses, either the teachers or the students employ code swapping in their talks. For example, children's formal education occurs exclusively in Indonesia. They speak Indonesian as their first language and only learn English in education. When students converse in English classes, they frequently employ a mixed code (Indonesia-

English) (Alhamami, 2020). The same is the case with many other non-native language countries, where English is the medium of instruction and teachers and students use other native languages to facilitate learning. English elements are occasionally used in such an unintended way that they appear to fit well in speech. In any human community around the world, code-switching and code-mixing are well-known aspects of the average bilingual's speech pattern, where both are the most evident and widespread which are used at distinct languages. While putting the phenomena of code switching in context, the functions of code switching will be introduced in a variety of fields. To begin, its role in bilingual community contexts will be briefly described using a real dialogue as an example to aid the reader in deducing thoughts regarding its potential educational applications. Second, instructors' classroom discourse will be used to discuss the subject switch, emotional functions, and repetition functions of code switching. Finally, students' code switching will be emphasized by teaching certain basic functional viewpoints such as equivalence, floor holding, reiteration, and conflict control (Naibaho, 2020).

Code swapping, however, occurs not just in social networks, but also in class settings, according to the functions mentioned above. It also has considerable advantages in terms of imparting foreign language material to students, notably for teachers. Students are required to employ target language while speaking or talking in this alternate method in order to improve their foreign language learning skills. In multilingual communities around the world, where two or more languages coexist to meet communication demands, speakers frequently switch from one language to another to enhance understanding. The phenomenon of switching between two languages is known as code-switching. Bilingualism is seen as a source of language creativity on its own (Portnoff, 2018). In Pakistan, English is taught as a compulsory subject and is utilized as the medium of instruction in schools, colleges, and institutions. As a result, this study looks into instances of code-switching among teachers in the classroom when delivering lectures. Furthermore, classroom discourse sociolinguistics is now debating the feasibility of performing field research based on actual classroom practices. "We need to understand how social circumstances in different types of classrooms shape code-switching in bilingual discourse, and how different opinions about the objectives and purpose of bilingual education are expressed in bilingual discourse practices," (Haidar & Fang, 2019). Language alternation, also known as code switching, is the ability of bilinguals to switch between languages in their linguistic repertoires (Auer, 2020).

The use of one's mother tongue (L1) in a second (L2) or foreign language classroom has generated a literary debate around the world. To the best of the researchers' knowledge, few studies have looked into Urdu-English code-switching in a Pakistani educational setting. The code-switching phenomenon was only seen on TV shows, talk shows, children's magazines, newspapers, and the engineering profession (between Urdu and English). Although similar research has been carried out in developed countries, the atmosphere in which it was carried out was vastly different from that of Pakistani schools (Bhatti, Shamsudin, & Said, 2018). When a language comes to bilinguals, code-switching is an everyday occurrence. As a result, code-switching, which refers to the use of two languages in a discourse, conversation, or speech, is a common feature of multilingual communication. The goal of this study was to

use code-switching as a language tool in speaking skill classes to determine the role of a native language in linguistic development. Despite possessing a certain level of English language proficiency, the teachers were discovered to be using code-switching to ensure that the kids learnt efficiently and sufficiently. As a result, it decided to look into the efficacy of code-switching in speaking lessons (Cancino & Díaz, 2020).

Despite the availability of research on code-switching, few studies have focused on code-switching in a speaking skill classroom, specifically on teachers' use of code-switching (between Urdu and English) in Pakistani bilingual discourse classrooms. Pakistan was founded on August 14, 1947. "A language is said to be transplanted if it is spoken by a large number of people in different social, cultural, and geographic contexts," Since then, English has played a vital role in Pakistan (Khan, Ahmad, Khan, Shah, & Khan, 2022). Despite the fact that Urdu is the official language, English has a major influence. The language of English has progressively become engrained in the brains of Pakistanis. It is taught from kindergarten through university level and is a part of every school's core curriculum. Despite this, most Pakistani students struggle with the language due to the Grammar-Translation Method, which is still utilized in almost all educational institutions in Pakistan. As a result, many Pakistani students are unable to fully comprehend or speak English, despite having studied the language for a long period. The need to address the problem has developed as a result of students' declining English language proficiency. As a result, teachers began to employ code-switching techniques to enable pupils to talk in the language while also boosting their knowledge. Few studies have looked into code-switching as a teaching method in diploma-level speaking competence classrooms in Pakistan (Town).

Despite the fact that code-switching research is abundant, few studies have focused on code-switching in a speaking skill classroom, specifically on instructors' use of code-switching (between Urdu and English) in Pakistani bilingual discourse classrooms. On August 14, 1947, Pakistan was established. English has played an important role in Pakistan since then (Iqbal, 2011). Even though Urdu is the national language, English has a significant influence as the official language. It is the language of the offices and courts. It is the medium of instruction since long. As a result, despite having studied English for a long time, many Pakistani students are unable to completely comprehend or speak the language. As a result of pupils' deteriorating English language skills, the necessity to address the issue has arisen. As a result, teachers began to use code-switching techniques to allow students to converse in the language while still learning more about it. In Pakistan, there have been few studies on code-switching as a teaching approach (Gulzar, 2009).

Moreover, content distribution, disciplinary management, humour, and mood modification are all aims served by code-switching. Code-switching is a conversational strategy that bilingual speakers can use to effectively transfer social meanings that are influenced by social variables and morph grammatical structures of one or more languages (Alhourani, 2018). Ramli, Mohammad Lotfie, and Md Zamin (2020) discovered that teachers had a positive attitude toward code-switching and that, although claiming not to, they did it for instructional purposes. The other phenomenon closely similar to code-switching is code-

mixing. It frequently occurs when speakers utilize both languages simultaneously and transition between them to the point where they switch from one tongue to the other within a single phrase. Without changing the topic, code mixing can occur at multiple levels of language, including phonology, morphology, grammatical structures, and lexical items (Jayantini & Utami, 2021).

We cannot simply avoid the fact that the first language L1 has a significant impact on the second. Languages mix and interact, resulting in a variety of languages. The majority of people in society blend their language with other languages through borrowing or utilizing fragments of other languages, while they are occasionally still impacted by their first language (Hornikx & Van Meurs, 2019). Masruroh and Rini (2021) describe code mixing as "the employment of one or more languages for the consistent transfer of linguistic units from one language to another, and the development of a new restricted or not so restricted code of linguistic interaction by such a language mixture . "According to Kachru's definition, we can witness the reality in class when students say something in English and mix some language in the sentence that they don't know how to say in English, which means combining native and English languages. "Hasan, have you finished your homework?" for example. "Yes, sir, I've finished my assignment, sir, I was sick. Maaf kar dain sir, I was sick." Because the student does not know how to respond in English, the student uses the peace of English term to answer the teacher's inquiry. However, the pupils' sentence is grammatically correct for English grammar (Hanafiah, Mono, & Yusuf, 2021).

According to Thara and Poornachandran (2018), as stated by Gibbons, code mixing is when behaviour elements from one code are partially merged into another. The base code is usually dominant, and the second code is used additively by speakers. Elements from the later code are internalized to some extent and, as a result, are employed less consciously. Code-mixing is a type of linguistic choice that is more delicate than code-switching. Pieces of one language are utilized in code-mixed sentences, yet the speaker is speaking in a different language. Words are the most common 'pieces' of the other language, but phrases and larger units can also be used. We can see from the above description that the definition of code-mixing is confined to code shifts inside the same clause or sentence. Many bilingual people become self-conscious about their language shift and try to avoid it when conversing with strangers or in formal settings. Such a dismissal of the phenomenon reveals a significant misunderstanding. Conversational code-mixing isn't just the mingling of two languages caused by indifference, laziness, or a combination of these factors. Rather, conversant must have a thorough understanding of both languages as well as be cognizant of community standards (Escobar Rodriguez, 2021).

Tati, Narasuman, and Ling (2021) corrected the systematic and predictive causes for code-switching in classrooms by examining how code-switching operates as a communicative tool in English as a second language teacher education in a Malaysian tertiary institution. They also favored code-switching, which is utilized to communicate ideas in a specific circumstance while simultaneously increasing L1 user solidarity. Another prominent motivation for Malaysian-English bilinguals who practice code-switching in their communication, according

to Gardner-Chloros (2018) is to 'Show Identity.' (Mian, 2019) investigated the socializing functions of code-switching in classroom contexts including foreign language instructions rather than bilinguals, which is different from code-switching in normal discourse. His research revealed instances of code-switching linked to linguistic insecurity. Code switching is a typical occurrence among Basque-Spanish bilinguals. Teachers employ a variety of overt language tactics, such as reiteration and posing vocabulary questions (Lantto, 2018).

These tactics help students learn English as a content subject by reinforcing language comprehension, keeping them on track, and encouraging them to stay on task. Similarly, recent study in Turkey shows that code switching is useful for both teachers and students in a variety of private and public institutions (Gupta, 2019). In ESL / EFL classrooms, code-switching is an unavoidable occurrence. According to Hashmi and Awan ( ) code-switching is a natural, creative, and inventive style of communication among bilingual teachers in Pakistan, where it is employed to facilitate pupils in classrooms. In addition, Rafi (2020) describes code-switching as a motivating method for students since it creates a "care-free classroom climate."

#### **4. Research methodology**

The Research pattern of this paper is both quantitative and qualitative. The ultimate aims and objectives of this study were to investigate the rationale and impacts of code-switching and code-mixing teaching strategies of ESL teachers in Higher Secondary Classes. A mixed-method approach was adopted to gather the data of the research. The data of the present study were collected using questionnaires and semi-structured interview techniques. Well-tailored questionnaires were employed to measure the effectiveness and success of code-switching and code-mixing teaching strategy of ESL teachers. All Subject Specialists and Senior Subject Specialists (English) teaching at all Higher Secondary Schools of the Punjab province was the population of this study, while the sample of the study were only 150 ESL teachers from various Government Boys Higher Secondary Schools in various districts of the Punjab. Data from 150 ESL teachers were collected by using a questionnaire which included 20 items or statements to be responded by the teachers. Along with this, semi-structured and purposeful interviews were used to get the perceptions of ESL teachers regarding their use of code-switching and code-mixing in ESL classrooms.

Quantitative data were further examined using the SPSS (24.0) version, while qualitative data were evaluated using the thematic analysis approach. The data of questionnaire were completed through quantitative procedure, while data of semi-structured interviews were done by qualitative research style. SPSS software was used to tabulate the results of the study and three point likert scale technique was applied in this context. Both quantitative and qualitative data were acquired via using snow ball sampling technique. Only male ESL teachers who were teaching to intermediate classes were kept into focus for the desired data of the research. Data of the research were collected in order to attain the solid rationale of ESL teachers' rationale behind using code-switching and code-mixing practice in ESL classrooms at intermediate level.

#### **5. Data Collection.**



To get feedback on 20 different statements asked in the questionnaire, 150 ESL Teachers were selected for data collection. The respondents were from Government Boys Higher Secondary Schools from various schools of the Punjab province. The data were collected through snow-ball sampling technique. The questionnaire was in the form of 20 statements to be answered by the respondents, as shown in table 1, which were further analyzed by using Likert scale. Semi-structured and purposeful interviews were also used to get the perceptions of ESL teachers regarding their use of code-switching and code-mixing in ESL classrooms.

## 6. Data Analysis and Findings

Statistical responses of ESL teachers with different proficiency levels towards the various reasons for using CS and CM in the ESL classroom at inter level are detailed below:

Items	Agreed%	Not sure%	Disagreed%
1. I usually like to prefer code switching and code mixing in my English classes.	83.3	3.3	13.3
2. CS and CM help me make the English lesson interesting.	77.3	4.6	18.6
3. CS and CM make my class activities more interesting.	84.6	3.3	13.3
4. Whenever I switch and mix code from English to Urdu, my students feel more satisfaction.	87.3	5.3	7.3
5. CS and CM assist me in my English language teaching more appropriately.	74.6	6	12.6
6. CS and CM facilitate my teaching and students' learning.	72.6	4.6	15.6
7. Frequently use CS with my colleagues during the school hours.	53.3	3.3	43.3
8. CS and CM helps me to teach the difficult concepts of English more easily at inter level.	77.3	4.6	18.6
9. CS and CM give me confidence to teach English language in the class.	82.6	5.3	12
10. CS and CM make me feel comfortable and less tensed while teaching English in the class.	66.6	7.3	28.6
11. Usually use CS and CM while interacting with my students during the English lecture.	67.3	6.6	26
12. Code switching and code mixing helps me to communicate with the poor and average learners of my class.	72.6	4.6	15.6
13. Sometime teachers' code switching and code mixing weaken the brilliant learners' perceptions about English lesson.	48.6	7.3	44

14. CS and CM helps the students in giving answers regarding English language at inter level.	53.3	3.3	33.3
15. I feel a smaller amount of lose while using code switching and code mixing during the English lecture.	60.6	4.6	34.6
16. CS and CM help my students in giving answers of the asked questions in the class.	83.3	3.3	13.3
17. Teachers' CS and CM make less proficient to the brilliant English learners.	91.3	2.6	6
18. I feel myself comfortable and confident while using CS and CM during teaching English in the class.	69.3	4.6	26
19. Some students do not concentrate on their lessons when teachers switch from English to Urdu.	53.3	3.3	43.3
20. Sometimes I make code switching to elucidate the misunderstanding of the students.	66.6	8.3	28.6

**Table. 1**

Data analysis and results of statement number 1 reveal that almost 83% of the ESL teachers prefer to use CS and CM in their classroom while teaching English. While only 13.3 of the teachers responded their disagreement against this statement. Similarly, results of question number 2 show that 77% of the ESL teachers make their teaching interesting and enjoyable by employing CS and CM during the lecture, whilst 18.6 of the ESL teachers showed their disapproval against this statement. Similarly, results of question 3 indicate that 84.3 of the ESL teachers gave their consent that CS and CM make their class activities interesting and only 13.3 % of the ESL teachers disagreed with this statement. Outcomes of the question 4 indicate that 87.3% of the ESL teachers answered that after using CS and CM in their classrooms, ESL learners feel satisfaction in the class regarding their English lessons. Whereas, 7.3 % of the teachers disagreed towards this statement. 72. % of the ESL teachers agreed with this statement that CS and CM facilitate their teaching and students' learning more effectively, while only 15.6 % of the teachers disagreed with it.53.3% of the ESL teachers responded that they use CS while conversing with their colleagues during school hours. And 43.3 of the total respondents responded that they did so. 73.3 % of the respondents answered that CS and CM assisted them to teach difficult concepts of English at inter level. Whereas 18.6 Of the ESL teachers disagreed against this statement. 82.6% of the research participants that CS and CM give them confidence to teach English language in the class more efficiently. Whilst, only 12 % of the participants disagreed with it. 66.6 % Of the total respondents agreed with it that CS and CM made them less tensed and they felt comfortable while applying this technique. And only 28.6% of the ESL teachers showed their disagreement. 67.3 % of the ESL teachers used CS and CM while

interacting their students during the lecture, whilst, 26% of the teachers replied that they did not practise this technique in the class. 72.6% of the ESL teachers agreed with it that CS and CM helped them communicate with the poor and average students of the class effectively. And only 15.6 % of the ESL teachers negated with this question. Almost 53.3 % of the ESL teachers responded that these two teaching techniques helped their learners giving answers of English at inter level. While 33.3 % of the teachers disagreed against this statement. 60.6 % of the ESL teachers answered that they felt a smaller amount of loss while employing CS and CM in ESL classrooms at inter level. Whereas, 34.6 % of the ESL respondents disagreed towards this question. 83.3 % of the ESL teachers replied that CS and CM teaching skill was very helpful for their learners to answer the question in the class more easily. And only 13.3 % of the ESL teachers disagreed with this question. 91.3% of the ESL teachers responded that teachers' frequent use of CS and CM made less proficient to the brilliant English learners. While only 6 % of the total respondents disagreed with it. 69.3 % of the total ESL respondents answered that they felt more comfortable and confident while applying CS and CM during teaching English in the class. 53.3 % of the ESL teachers responded that the majority of the students did not concentrate on their lessons when teachers switched from English to Urdu. Whereas, 43.3 % of the total research participants disagreed with this statement. 66.6 % of the ESL teachers responded that they made code switching to elucidate the misperception of the students in the class. While 28.6 % of the total research respondents responded that they did not do such practice in the class.

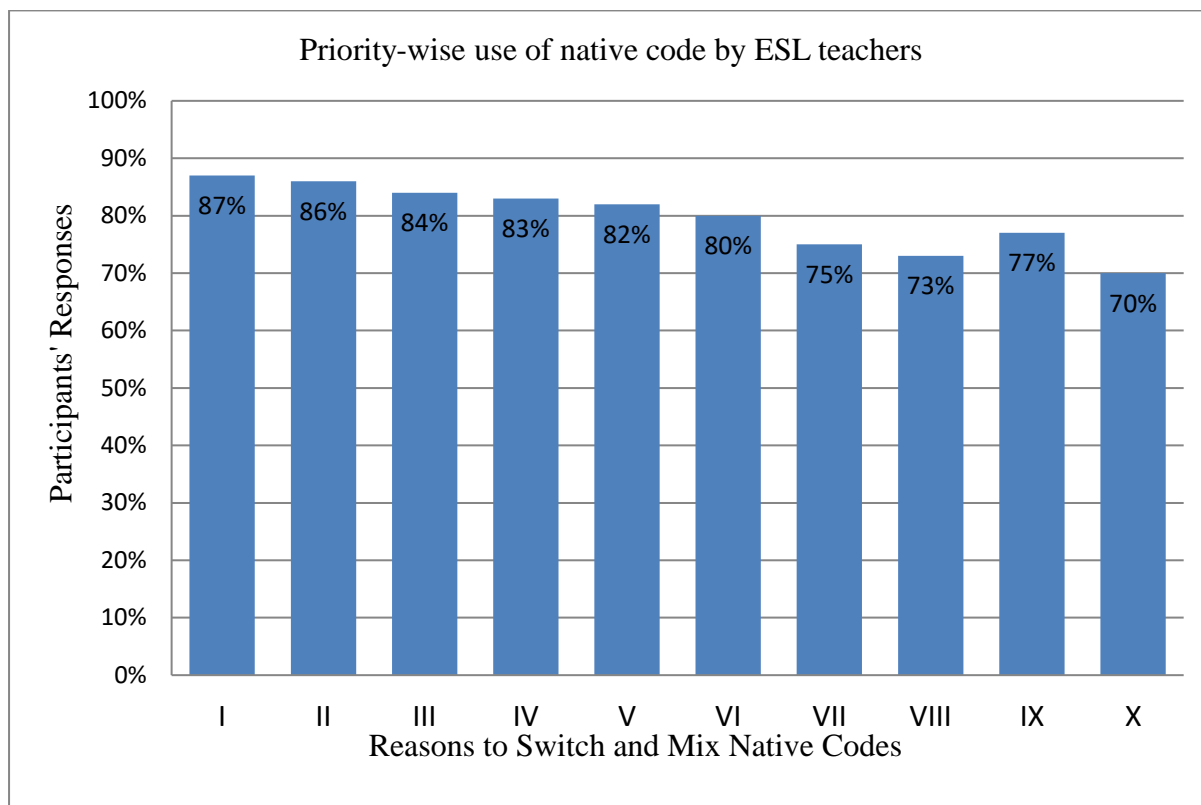
### **Thematic analysis and Interpretation of ESL Teachers' Semi Structured Interviews.**

In this research, the semi-structured interview technique was adopted to get opinion of the research participants on the subject under study. Semi-structured interviews offer a significant amount of freedom to the researchers in order to investigate the respondents along with upholding the basic structure of the interview. The semi structured interview is a qualitative data compilation approach in which the researchers ask the participants of the study only a few predetermined but open ended questions. During the interview, the majority of the ESL teachers answered that CS and CM are very helpful and results - oriented teaching techniques for the ESL teachers in the class. Via these teaching strategies, the teachers can get positive results regarding their subjects. Dominant part of the ESL teachers adopts code-switching and code-mixing techniques while teaching English at intermediate level. Most of the ESL teachers opined that CS and CM are considered very creative teaching skills for the ESL teachers in order to get productive results of their subjects especially in enhancing English language skills. During the interview, they answered that these both teaching techniques gave them confidence in delivering their best in the class. Most of the teachers replied that they felt more confident while applying such techniques while teaching in intermediate classrooms. However, there was no prejudice observed from ESL teachers in favour of any language. Rather, most of the participants asserted that they were using native code just to facilitate the learning process, by providing students natural linguistic environment to learn the target language with the help of their own native language. They further opined that using the naïve code not only facilitates the process of learning a language , by carefully translating different terms or vocabulary items in students own native code, it also makes them feel comfortable by motivating them to learn

and by making the over-all learning process comprehensible and long-lasting in the minds of the students. So, the majority of the participants were in favour of the effective use of CS and CM for instrumental purposes. The detail of priority-wise use of code switching and mixing by ESL teachers is as under in table 2:

**Table. 2**

Statements	Respondents' Percentage
i. Code-Switching and Code-Mixing makes the learning experience natural and appropriate	87 %
ii. Code-Switching and Code-Mixing keep the students involved in the lesson	86 %
iii. Code-Switching and Code-Mixing is helpful for students in making conceptual clarity of the topic.	84 %
iv. Code-Switching and Code-Mixing is helpful in ease of communication	83%
v. Code-Switching and Code-Mixing makes teaching less monotonous and less boring	82 %
vi. Code-Switching and Code-Mixing ensures student-teacher interaction in classroom	80%
vii. Code-Switching and Code-Mixing assist the ESL teacher in minimizing teaching difficulties while delivering lessons.	75 %
viii. Code-Switching and Code-Mixing helps in teaching grammar rules and difficult vocabulary items in the TL.	73 %
ix. Code-Switching and Code-Mixing makes the lessons interesting and enjoyable in the class.	77 %
x. Code-Switching and Code-Mixing makes the students feel comfortable in the class.	70 %



**Figure 1.** A glance at the reasons to use native code by ESL teachers in classroom.

## 7. Discussions

Code-switching and code mixing are effective methods of teaching English, especially to the students of Intermediate classes. The Major purposes of this method are to motivate and provoke the interests of the students in learning of English. This paper is about observing the potential impacts of switching and mixing native code by ESL teachers while teaching English owing to the pedagogical benefits of these linguistic phenomena in the background of Covid-19. The study is conducted to examine the reasons for which the ESL teachers adopted these linguistic behaviors. It analyses the attitudes of ESL teachers towards native code switching and code mixing during their teaching. According to the ESL teachers, code switching and code mixing are found very significant and handy teaching strategies at inter level to make the students understand in their native code. CS and CM help the teachers in delivering their English lessons more effectively. ESL teachers feel more confident while applying code switching and code mixing in the class at inter level. By making use of CS and CM, they feel themselves relaxed in the class during their English lectures in ESL classrooms. Code-switching and code-switching are the natural and certain linguistic phenomenon of bilingual or multilingual classrooms in Pakistan. In order to assist their students, ESL teachers mix and switch codes in language classrooms for various reasons. According to the ESL teachers' perceptions, CS and CM are the marked features of a multilingual society as well as a common linguistic phenomenon in the government schools of Pakistan.

Therefore, this study which was conducted with 150 ESL teachers revealed very fruitful results after probing deeply into the topic under discussion. It shows that code-switching may

be successfully used for a variety of teaching and learning activities, as the findings reveal. The teacher employed code-switching when discussing grammatical rules, according to the eighty three percent of the total respondents. Code-switching and code mixing approach made it easier for them to teach English and they prefer this activity in the class. When the teacher gave directions to the students, the majority of the ESL teachers said that this skill was found very helpful to make their lesson easy, interesting and comprehensible. Eighty seven percent of the ESL teachers replied that by using this technique, students feel satisfaction in the class. In the same way, seventy four percent of the ESL teachers gave their consent that CS and CM assisted their teaching of English in intermediate classrooms more appropriately. The results revealed via tables explain that these linguistic behaviors are adopted by ESL teachers mainly to facilitate pedagogical process as the students have started their formal classes after a long gap, to develop interpersonal relationship with students and to make their instructions more implicit and comprehensible.

Code-switching, therefore, may successfully be used for a variety of teaching and learning activities, according to the findings. The teacher usually employed code-switching when discussing grammatical rules and telling about difficult TL vocabulary words in students' native language according to the eighty three percent of the total respondents. Code-switching and code mixing proves beneficial in creating a healthy affiliation between the teacher and the students, as the students feel happy to hear and know target language words into their native codes and makes the learning process easier for them. Code switching and code mixing is usually adopted by ESL teachers to ensure effective communication and ease of communication in multilingual background of students. It makes the lessons less boring, as the students feel uncomfortable to listen to target language words time and again, which is quite monotonous for not-native speakers (students) in Pakistan. It does not, however, mean that the teacher uses native language words only when he or she is unable to find proper words in the target language, or when he forgets TL words. Rather, he uses native language only to facilitate the students, to make them understand the concepts easily and to make the lessons interesting, by involving students in the whole learning process. The teacher uses native code to enhance the learning process, thus making it successful keeping in mind their socio-linguistic background.

The ultimate findings of the research indicate that the majority of the ESL teachers usually like to prefer code switching and code mixing in their classes and it is evident in the first question of the paper, eighty three percent of the total respondents agreed with it. And almost seventy seven percent showed their positive consent that CS and CM make their lesson interesting and enjoyable. Students' activities regarding English lesson are performed more easily via CS and CM teaching strategies and almost eighty four percent of the ESL teachers gave their consent regarding this issue. The majority of the teachers agreed that when they switch from English to Urdu while teaching English subjects, their learners feel more satisfaction in the class. Eighty seven percent of the participants answered that through applying CS and CM, English language can be taught and learnt naturally and more appropriately. Similarly, most of the ESL instructors (75 %) were in favor of this statement that code switching and code mixing assist their teaching efficiently and they can minimize their teaching difficulties during teaching in a multilingual classroom with the help of these

skills. Majority of the ESL teachers stated these techniques are helpful to teach difficult topics of English language in intermediate classrooms. Almost eighty two percent of the ESL teachers stated that they feel themselves self-reliant and less-tensed while using these teaching methods in the class. Even the majority of the Teachers (80 %) were agreed that they used CS and CM while interacting with their students as well as with their colleague regarding discussing English topics. Most of the ESL teachers (73 %) admitted that code-switching and code-mixing help them in teaching grammatical rules in the class. Sometimes, the teacher takes help from native language constructions of language to make the students understand equal language constructions in TL. Results of the study indicate that the more is the ESL teacher's use of code-switching and code-mixing, the stronger is the learners' affective state of their learning. Comfortable and easy environment of the classrooms decrease the learners' anxiety. In the same way, a large numbers of ESL teachers (73 %) answered that code-switching and code-mixing helped their learners in comprehending the new English vocabulary. According to the majority of the ESL teachers, approach of code-switching and code mixing made it easy and lenient for the students to obtain English knowledge efficiently. Eighty six percent of the total ESL teachers confirmed that their learners showed interest and involvement in the learning and enjoyed their teachers' way of teaching.

## **8. Strengths and limitations**

The present study has been carried out to achieve the desired objectives mentioned by the researcher in the abstract. So, the findings of the study are relevant to and compatible with the aims and objectives expected to be achieved in the abstract. The researcher has very keenly and justifiably chosen the tools for this research, by logically ensuring substantial data collection and opinions gathered from language professionals, both with the help of questionnaire and interview. Due consideration has been paid to formulating data collection questionnaire being well- tailored, factual and original, keeping in mind the sensitivity of the issue under probe and pilot testing has also been very carefully done to maximize the original finding for the study. Moreover, to avoid any ambiguity and irrelevancy, tables and graphs have been shown separately to enhance visual impact and cumulative comparison and clarity to show the reasons contributing to the problem. Furthermore, the citations mentioned in the literature review section are well justified and thoughtfully studied by the researcher

This research study is unique and significant, since no other researchers have conducted similar studies in the Pakistani environment; especially at intermediate level in the Government Higher Secondary Schools. The purpose of this study was to investigate the causes and settings in which Pakistani ESL teachers mix and switch native codes in their TL classes. It will also be beneficial to aspiring researchers in terms of finding fresh avenues for their own linguistics-related research activities. The study is especially relevant since it reveals the present situation of Pakistani ESL teachers' switching and combining native code in multilingual classrooms. Many studies have been undertaken by diverse sociologists and linguistics with similar study interests but in different circumstances up to this point. The relevance of the study is enhanced by the inclusion of both the causes and situations.

As for the weaknesses, the study has been conducted during Corona episode and only male ESL teachers from Higher Secondary Schools (Boys) have been selected as sample. The sample of the study is comparatively smaller due to sudden closing of educational institutes and minimum availability of the teachers. However, to yield optimal results, the research could have opened further corridors in this area, with a comparatively larger sample of participants, both male and females, and also teachers from private sector to find out the further unrevealed facts about the subject under study, detailing hitherto hidden issues related to the topic in focus in a much broader context which could eventually have dug much deeper into the research question under debate. Moreover, the paper is limited to finding out the effectiveness of CM and CS in teaching and learning English subject only, and the effect of CS and CM on teaching other subjects is not the part of this research study.

## **9. Recommendations**

In view of the research investigation and the application of code-switching and code-mixing approaches, it is reasonable to conclude that the use of CS and CM helps favorably in encouraging learners continue studying English by establishing a carefree classroom environment and so enhancing students' understanding abilities at inter level. However, in code-switching and code-mixing, teachers should use extreme caution. Its usage should not be overdone, as it has the potential to slow down learning. Apart from this, code-switching should only be utilized by learners who have difficulty learning a language in ESL classrooms. It is not necessary to use it for students who have a high level of language competency. According to the research findings, small number ESL teachers on behalf of their good learners disapproved of this teaching expertise. Students in rural and disadvantaged places have been noted to be weak, least pushed, and unresponsive. If the teachers apply this method correctly, it may be highly effective. This type of classroom instruction can provide positive effects by meeting the syllabus's requirements and guiding low-language-proficiency students toward their desired outcomes. Both these teaching approaches should be used and practiced in order to assist and motivate the students in ESL classrooms so that they may be able to enhance their perceptions about English at broader level. The major pose of CS and CM should be done only for students' better perceptions of their various subjects at inter level in ESL classrooms, and ESL teachers should be the facilitator in this respect. The ultimate aims and objectives of ESL teachers in using CS and CM should be to lessen the anxieties of their students in expressing their message and ideas efficiently in any perspective and reason. Moreover, The following suggestions are based on the findings: (1) more study should be done on code switching and code-mixing in diverse settings; (2) more research on code switching and code mixing should be done by ESL teachers with varying habits of using English; and (3) ESL teachers should consider the importance of employing code switching and code mixing in their classrooms at inter level.

## **10. Concluding remarks**

Code-switching and code-mixing are considered a powerful and effective method of teaching English to the students especially at inter level, but it has its limitations. It should never be used as a form of estimation. As a result, it can be deduced that a teacher's code-switching and code-



mixing are linked to learners' effective assistance and success in completing various classroom assignments in intermediate ESL classrooms. In multilingual classrooms, such as those in Punjab, Pakistan, code-switching and code-mixing are common language tactics for ESL teachers in ESL classrooms. The goal of the study was to find out the rationale of code-switching and code-mixing that ESL/EFL teachers of inter level employ in ESL classes during their lectures. It can be concluded from the findings and results of the study that CS and CM are very supportive and productive teaching tactics to teach the poor and average learners with different linguistic backgrounds, especially for the new comers in prevailing panic Corona scenario. In this regard, outcomes of the questionnaires and interviews are positive for the further researcher concerning the use of CS and CM in Higher Secondary classes in the Government schools of Punjab, Pakistan.

The research demonstrated that students had a favorable attitude toward teachers' code-switching code-mixing teaching strategy; yet, according to some ESL teachers' belief, ESL teachers' code-switching and code-mixing limits their exposure to English. The study was confined to ESL teachers' perspectives alone, and learners' perceptions were not included in the study's scope. In the end, it can be summarized after analyzing findings of the study that the outcomes of the study suggests that code-switching and code-mixing teaching skills are routinely used by ESL teachers to assist ESL students at intermediate level in the Government Boys Higher Secondary Schools of Punjab. The thematic analysis of semi-structured interviews of ESL teachers also has mixed feelings about it. Pakistani ESL teachers use the native code to interchange and combine words in their speech for practical goals. Because this language has served a number of purposes and functions in today's society, it has become a need for the individuals to get acute perceptions of the Target Language. They demonstrate a personal interest in using native code for integrative goals, in addition to having an instrumental purpose to switch and mix native code during learning. It's because they enjoy it as well. Whatever the purpose or situation is, switching to or mixing native code in one's communication is required. Until and unless Pakistani ESL teachers and young learners swap and mix native code, the message is not properly encoded or decoded. It has become an inextricable element of one's conversation especially at institutional level.

ESL teachers swap and mix the native code as a symbol of social identification or only to profound their teaching and persuade their learners for better understandings. The final results of the study, however, reveal that code-switching and code-mixing teaching techniques are commonly used to assist ESL students at the inter level in Pakistani schools. A comparative or priority-wise use of CS and CM as shown in figure 1, reveals that most ESL teachers (87 %) use this technique to make the learning natural and facilitate the learning process for students with multilingual background. The teachers use CD and CM for effective communication and conceptual clarity, as the results show in figure 1. So the use of the native code on the part of ESL Teachers is mostly instrumental and judicious, and without any linguistic prejudice. It not only enhances student-teacher strong affiliation but also makes learning smooth, as the students feel comfortable with the proper use of native code during teaching. It does not, however, mean that teachers use this linguistic behaviour only to impress the students by showing their strong affiliation with their native language. It may also be misperceived often that teachers use native

code when they don't have any alternate terms in the TL. Similarly, it should not be misperceived that teachers dislike using TL words for some reasons and fall back upon native code to overcome their forgetfulness. Rather, they use this code exclusively for communication ease and there is no prejudice on their part for any language. They use native code only to facilitate learning and ensure conceptual clarity on the part of the students with multilingual background. Results of the research clearly show that they use native code to make learning process more productive, convincing and natural. Teachers unconsciously switch and mix native code, as it has become a habit or practice with them to do so in classroom, and they do not feel any compulsion in this regard. It is, however, strongly recommended that ESL teachers should use native code to make language comprehensible and to convey the meanings fully, eventually making the lessons more comprehensible and making the learning result-oriented.

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