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THE DILEMMA OF TRANSLANGUAGING AND CODE-SWITCHING IN MULTILINGUAL EFL CLASSROOMS

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ABSTRACT

This study attempts to check the perceptions of learners about the practice of translanguaging and code-switching in EFL classrooms in a multilingual context. Data is collected from 247 undergraduate EFL learners including both, males and females. Research design of the study is simple sequential mixed-method. Data is collected sequentially in two phases: first, quantitative data, by administering questionnaires surveys, and second, qualitative data, by conducting semi-structured interviews with 12 participants from the same population. Translanguaging is applied as theoretical-framework. The study also aims at investigating the impacts of translanguaging and code-switching on language learning process. The findings of the study indicate that, majority of the learners showed positive attitudes towards the use of L1 and L2 during class. They state that translanguaging and code-switching contribute in language learning process rather than obstructing it. Moreover, the participants expresses that in today's pluralistic world, translanguaging and code-switching are inevitable strategies in EFL classrooms.

INTRODUCTION

The language of instructions in educational institutions of Pakistan has always remained problematic because of its multicultural and multilingual context of society. Urdu is spoken as national language while, English is practiced as official language due to its growing importance and efficiency worldwide (Zahra et al., 2020). Similarly, in the context of Pakistan, due to the increasing need and importance of English, it is not only taught as a compulsory subject and primary level at schools but also at secondary level in colleges. Having a multilingual context, in Pakistan, more than sixty seven languages are spoken in which, major languages are Urdu, Punjabi, Pashto, Balochi, Brahuvi and Sindhi (Rehman, 2006).

In such a multilingual context of the country, switching between languages is unavoidable practice not only outside classroom but also in academic institutions. In social context, majority of the people switch from their mother tongue or regional languages to target language and vice-versa (Mushtaq & Rabbani, 2016). Moreover, the educational policies of the country are bilingual therefore, Urdu is spoken as language of interaction while, English is used as language of instructions hence, academic context of Pakistan, switching among languages mostly takes place from English to Urdu and sometimes to regional languages in classrooms of language learning (Malik, 2014). The switching between languages in same and single discussion is termed as Code-switching (Macaro, 2005). Similarly, when polyglot speakers use their languages as a combined communication system, beyond language boundaries, this practice is known as Translanguaging (Wei, 2018). However, some educationists and learners favor of code-switching and translanguaging in EFL classrooms while, other are against it. Those who oppose the use of L1 in L2 learning classrooms hold the view that it affects language learning process adversely while, those who favor the practice state that, this practice facilitates the learners and it contributes positively in the process of language learning. However, in the context of Balochistan Pakistan, many educational institutions are situated in Quetta city, where students are from multilingual and multicultural background (Rasheed et al, 2017). To know the insights of learners towards the practice of code-switching, many studies were reviewed but as for my knowledge is concerned, very few studies have been conducted in multilingual context of Quetta, Balochistan. Therefore, I find the gap to conduct a study regarding translanguaging and code-switching in EFL classroom of Quetta city.

Translanguaging and code-switching

Translanguaging and code-switching are two linguistics phenomena. In his earlier work, Garcia (2009) believed that translanguaging and code-switching are similar practices. Later on, Garcia and Wei (2014) discovered in their work that, there is a slight variance between code-switching and translanguaging as code-switching is the alternate use of two languages at sentence and clause level while, translanguaging is a whole systematic linguistics collection and there are no language boundaries. Numan and Carter (2001) as cited in Sert (2005), state that code-switching is “a phenomenon of switching from one language to another in the same discourse” (p.16). Code-switching in

classroom is also the alternate shift between more than one language in same discourse whether by teachers or learners (Lin, 2008). Translanguaging on other hand is new term which was first used by Cen Williams in 1980 as *trawsieithut* while describing a language use that inferred the systematic and deliberate practice of two languages within similar lesson. Later on Baker (2001) change the term by translating it as *translanguaging* that is the intended practice of language alteration in classroom (Nagy, 2018). Code-switching and translanguaging are interconnect linguistic terms as stated by Nagy (2018) that “Translanguaging is a relatively newly coined term that is often used to refer both to the process of switching between two languages and the methodology that lies behind it” (p.41). Translanguaging is considered to be more effective language teaching and learning strategy by most of language scholars. They believe that this strategy enable the learners to have lecture in English and they may note down and discuss that it in their mother tongue or in regional languages in order to comprehend it fully.

Functions of translanguaging and code-switching

Code-switching serves different functions depending on the context in which people interact and the topic of the interaction (Alenezi, 2010). However, translanguaging and code-switching serve similar functions in language learning classrooms. Wei (2018) argues that in educational institutions the functions of code-alteration are usually to maintain communication as well as to explain and understand some complex phenomena. Similarly, to convey information more effectively, the speakers use their whole linguistic collection which according to Wei (2018) is known as translanguaging. According to Cahyani et al. (2018) in bilingual programs, code-switching serves the functions of translanguaging because the teachers and learner sometimes practice switching between languages intentionally and sometimes unintentionally. They achieve dual objectives by practicing code-switching in bilingual classroom that is, content learning and language learning. In this case, translanguaging is a tactic while, code-switching is a tool in this tactic in language teaching and learning. The teachers and students integrating two languages not only to have better communication but also to get themselves engaged in language learning activities. Afraidi and Hamza (2021) states that speaking regional and national languages in target language learning classroom serves several purposes like supervising classroom, explaining complex phenomena and clarifying language related materials. They therefore, suggest that in target language learning class especially in EFL class, the use of regional and native languages should also be considered.

To bridge the gap between the learners learning of English language, and its content, translanguaging is considered to be a vibrant strategy in English language teaching (ELT) especially in bilingual and multilingual classroom context. This keeps the learners engage in language of learning process. Translanguaging uses code-switching as an instrument to make meaning in academic setting in multilingual background (Ryosuke, 2020).

Research objectives

The purpose of the study is to detect the functions of code-switching and translanguaging in EFL classrooms in different educational institutions in Quetta, Balochistan. The research also aims at inspecting the opinions of students regarding code-switching and translanguaging as a teaching strategy in language learning classrooms in multilingual context.

Research questions

Q.1 What are the perceptions of learners towards Code-switching and Translanguaging in the EFL classrooms?

Q.2 How does code-switching facilitate or impede language learning development in multilingual classrooms?

LITERATURE REVIEW

In language learning classrooms, the teaching strategy has always remained the focus of debate among language researchers. In past, especially in 20th century, monolingual approach was supported in language learning classrooms. Language mixing or language switching in classroom were considered against classrooms' norms. The learners and language instructors were criticized even for getting support from their mother tongue for acquiring foreign language (Hall & Cook, 2014). In today's multilingual and globalized world, translanguaging and code-switching have gained much importance. Recently, the findings of many studies reflect that translanguaging and code-switching are beneficial both for language instructors and language learners (Kerr, 2019).

In order to explore the potential functions of translanguaging and code-switching in multilingual classrooms, a study was conducted by Park (2013). The researcher argues that in the past translanguaging and code-switching were not appreciated in traditional classrooms, as it was thought that learners switch between languages because of their lack of competency in L2. However, he further argues that code-switching is now implemented by curriculum makers and language learners to support the practice of translanguaging for speakers of multilingual context. Moreover, Park (2013) states that translanguaging is a comparatively modern strategy, practiced along with code-switching in language learning classrooms. Translanguaging according to Park (2013) is the integrated use of languages by polyglot speakers in a systematic manner. The findings of the study indicate that, the extent to which the practice of translanguaging and code switching are beneficial for multilingual speakers in classrooms is not yet confirmed.

Regarding the sociocultural and academic purposes of code-switching Cahyani et al.(2018) in their study stated that in Indonesian bilingual classrooms, teachers practiced code-switching for four purposes; classroom management, knowledge building, interpersonal interaction and conveying effective meanings. They suggested that code-switching and translanguaging should be seen positive strategies for effective communication. Similarly, discussing the advantages of translanguaging, Cahyani et al. (2018) indicated following

functions of classroom translanguaging: deep understanding of the lesson, facilitating in language learning process, helping in second language learning development. They recommended that future researchers should conduct in-depth study on integrated use of switching between languages in classrooms.

In multilingual context of Pakistan also a little research have been taken regarding shifting of language like code-switching, translanguaging or using L1 in L2 classroom. In similar context a study took place at National University of Modern Languages (NUML), Pakistan. The aim of the study was to know functions and categories of language shift in EFL classroom. The researchers stated that code-switching is practiced by most of the teachers and learners for maintaining discipline, showing intimacy, explaining difficult words and building solidarity. Therefore, they considered it a facilitating tactic in EFL classroom for learning and teaching (Bhatti et al.,2018).

In addition, to investigate the perceptions of EFL teachers about adapting translanguaging as a teaching strategy in multilingual classrooms, a study was conducted in different private and public universities of Lahore Pakistan. About 93 participants took part in the process of investigation. The study concluded that the teachers are aware of the basic concept of translanguaging but they have no idea about implementation of translanguaging as a supportive strategy in their multilingual classrooms. They stated that translanguaging removes language barriers. The study suggested that the teachers might be trained in implementing translanguaging in a systematic way to enhance the learning skills of the students (Khan et al., 2021).

Moreover, in multilingual context of Pakistan, another study was conducted, in three universities of Islamabad, by Zara, Khan and Abass (2020). The purpose of the research was discussing the issue of language policy in education and to inspect the attitudes of learners and teachers about the use of translanguaging and code-switching as a medium of instruction in classroom. Almost 300 learners and 30 teachers participated in the process of data collection. The findings showed that in order to maintain cultural pluralism, translanguaging is a best strategy in language learning classroom. The study also explored that though Urdu and English already enjoy the status of national and official languages respectively, regional languages are used as lingua-franca in their respective native regions. They hoped that in near future, regional languages would also be given the status of prestigious languages in Pakistan. They believed that keeping in view the various angles of medium of instructions in classrooms, translanguaging and code-switching from Urdu to English and vice-versa is essential part of academic discourse in classroom in Pakistan. They suggested that educational policy makers and planners should allow translanguaging and code-switching according to classroom situations.

Costa (2021) in his research conducted in Catalonia, stated that in today's increasingly multilingual world translanguaging and code-switching are appropriate EFL teaching strategy. He stated that due to strong traditional beliefs on English only policy professionals sometimes feel guilty while facing breakdown during communication. Costa argued that in Catalonia's professional language school, the teachers practiced Code-switching and

translanguaging according to situation of classroom like for translating the lecture, creating intimacy with learners with low proficiency, teaching grammar and vocabulary of target language and managing classroom. The result concluded that, there should be balance approaching concerning translanguaging and code-switching practice in EFL classroom. This is because the learners may lose exposure to English language if translanguaging and code-switching is practiced excessively and if prohibited.

There is misconception among language teachers and learners in country like Pakistan where English is learned as second language that using mother tongue and regional languages in language learning class may hamper their language learning development. therefore, in most of educational institutions especially in higher education they avoid using L1 in L2 class and try to follow English only policy. To remove this misconception a study took place in University of Gilgit Baltistan by Hussain and Khan (2021). The purpose of the study was to discover translanguaging as useful teaching and learning strategy in higher level education in Pakistan. Data was collected from 324 participants from different universities throughout the country. The respondents of the study stated that the use of only English sometimes make it difficult for them to understand the lesson or communicate any idea. As a result this negatively affect not only their English language learning but also their grades. They believed that in language learning class of all educational institutions of the country, mother tongue of the students and other regional languages can improve learning and teaching. The findings of the study declared that though all the respondents were in the view that using all available languages in language learning class may affect English language process but almost all the respondents with practicing their mother tongues and regional languages in one way or other way but had in reality not confronted with its negative impact. Hence, the participants proposed the use of translanguaging and code-switching in todays' multilingual classroom context.

All the above mentioned studies reflect that in multilingual classrooms, where English is learned as a foreign language, translanguaging and code-switching are common occurrences. Both the teachers and learners practice switching from one language to other language deliberately or sometimes unintentionally. It is stated in almost all the above mentioned studies that translanguaging and code-switching are inevitable practices in language learning classrooms especially in multilingual context as it is used for communicative, and academic purposes. Cook (2001) also believed that the tendency of shifting between languages in language learning is indispensable practice among the speakers.

The participants of the above all stated studies were found having optimistic opinion regarding the practice of translanguaging and code-switching in English language learning classrooms.

THEORETICAL FRAMEWORK

The theory of Translanguaging proposed by Wei (2018) has been used as the theoretical framework in the present study. Translanguaging was first

practiced in Welsh classroom, where English was practiced as L2. In this language learning classroom, the instructors taught in English while the learners responded in Welsh. It was concluded that translanguaging is a useful approach to facilitate teachers and students to improve their understanding of the language of learning and to solve their language problems (Vogel & García, 2017).

When multilingual speakers use their languages as a combined communication scheme, this practice is known as Translanguaging (Wei, 2018). Translanguaging is the integrated use of languages in classroom by teachers or students for the purpose of understanding the complex content and text and for facilitating mental process of learning. It is considered the newer version shifting between languages (Vogel & García, 2017).

Similarly, translanguaging as a tactical use of code-switching relating to mental involvement in a multilingual context in integrated form where the teachers and learners use more than one language for classroom input and output. It focuses more on functions and learning process of language than its outcome (Cahyani et al., 2018). The theoretical framework is applicable in this study because the focus of the present study is translanguaging and code-switching in EFL classroom and the perceptions of learners about the use of L1 in L2 classrooms. Similarly, various studies indicate that both code-switching and translanguaging are linguistic terms usually practiced in bi/multilingual classrooms and having similar advantages, functions and purposes. In addition, the present study is conducted in multilingual classroom where the learners not only switch between one language to other language but also sometimes use their full linguistic repertoire by mixing regional languages in classroom during conversation. Therefore, this theoretical framework was found more suitably applicable in this study.

RESEARCH METHODOLOGY AND DESIGN

In the present study simple sequential mix-method design was employed. According to Creswell (1999), “A mixed method study is one in which the researchers incorporate both qualitative and quantitative methods of data collection and analysis in single study” (p. 455). Mixed method design was followed for the reason that sometimes a single method does not give a satisfactory result then the gap is filled by mixing both qualitative and quantitative methods.

In the process of data collection, first quantitative phase was followed by using questionnaires. For this, questionnaire was constructed consisting 32 items using seven point Likert Scale. Keeping ethical consideration in mind, the questionnaire was distributed among the EFL Learners. The nature of questionnaire was explained to the participants and they were asked to fill the questionnaire with honest and great consideration. Sample random sampling was implied in which every respondent of population was given equivalent chance to be the part of data collection process. In second phase of data collection, qualitative method was followed. In this phase, 12 participants among the same population were interviewed.

Research participants

In data collection process of the present study, 247 respondents participated. The participants were undergraduate EFL learners enrolled in different disciplines which include physics, chemistry, Mathematics, Pakistan studies, Sociology, Microbiology, Bio chemistry, Economics, Urdu, Islamite, Anthropology, Gender Studies and Zoology of B.S (undergraduate) program in public universities and government colleges (both girls and boys) of Quetta city.

Data collection procedure and tools

The aim of the research was elucidated to all the participants before the collection of data. In order to assist the respondents, the instructions were explained both in English and Urdu. Then questionnaires consisting 32 items, were distributed among the participants and they were given appropriate time to fill the questionnaires carefully with honest opinions.

Data analysis

Descriptive statistics and thematic analysis was applied for the analysis of data of the present study. According to Marshal and Jonker (2010), “These methods are numerical procedures or graphical techniques e.g. bar charts, histograms, frequency polygons and pie charts, used to organize, present and describe the characteristics of a sample”. In quantitative approach of data analysis, the descriptive statistics presents data in an organized form by simply describing the basic features of data (Trochim, 2006). Braun and Clarke (2006) state that, in thematic statistics approach of data analysis, data is first identified, then themes are extracted from the data and finally the themes are analyzed. In process of current study, in quantitative phase data was entered in SPSS Version 25.0 and data was divided in constructs which were analyzed in table form. In Quantitative phase, first all the twelve interviews were transcribed verbatim. After the transcription process, the data was coded and main themes and ideas were taken out and major themes were analyzed.

FINDINGS OF QUANTITATIVE DATA

The prime objective of the study was assessing the observations of students about the usage of code-switching and translanguaging in language learning classrooms in multilingual classroom context of Quetta, city. After collection, data was entered in SPSS (version 25.0) and coded into four scales. To know the findings of quantitative data, descriptive statistics technique was applied extracting mean value and standard deviation. The Mean values and standard deviations (SDs) of all the four scales were (4.99), (4.87), (5.04) and (4.36) respectively. Table 4.1 shows all means and standard deviations.

Table 4.1 Mean value and Standard Deviation of Scales

Scales	Mean Deviation	Std.
The use of L1 in L2 classroom for understanding the lecture	4.99	.887
The practice of L1 in L2 classroom For maintaining communication	4.87	.929
The usage of L1 in L2 for concentration in classroom	5.04	.957
Proposals of learners about the use of code-switching & translanguaging as a teaching strategy in EFL class	4.36	.991

ANALYSES OF QUALITATIVE DATA

Thematic analysis was used for analyzing the qualitative data. In this section all the interviews were first transcribed. Some participants responded in Urdu while interviewing them therefore, Urdu version interviews were also translated into English. After the transcription, interviews were coded and major themes were extracted which are presented below:

The practice of L1 in L2 classroom for understanding the lessons

Almost all the participants expressed that using of their first language in English language class helps them to understand difficult concepts, grammar of the language of learning and content of the lesson. They expressed that if the teacher does not explain difficult concepts and vocabulary in Urdu, they would be unable to comprehend the lecture and for this they have to consult dictionary, which is a time consuming and difficult task for them.

The usage of L1 in L2 class for maintaining communication

Another positive aspect of the use of L1 in language learning class stated by participants was that, it facilitates them in maintaining communication. They indicated that, if sometimes they are unable to maintain communication while conversing with teachers and classmates in only English, they integrate Urdu or regional languages with English. This helps them not only to maintain the flow of communication but also supports them to freely express themselves.

The use of L1 in L2 helps to concentrate in classroom

The learners also stated that the integration of L1 in English language learning classroom helps them to be concentrated in class. They stated that when there is switching between L1 and L2, they understand the lecture and they take interest in classroom activities because everything is clear for them.

Suggestions of learners about practice of code-switching & translanguaging

Regarding practice of switching between languages by teachers, the participants responded that, integration of languages in EFL classrooms should be practiced only when the teacher is explaining the lecture, like grammatical rules, complex concepts and vocabulary to the learners. Nevertheless, the unnecessary use of code-switching was discouraged in EFL classrooms.

DISCUSSION:

The present study sought to answer two research questions that are, “What is the perception of learners about the use of translanguaging and code-switching in EFL classroom?” and “How does translanguaging and code-switching facilitate or impede language learning development?”

Answer to the first research Question; “What is the perception of learners about the use of translanguaging and code-switching in EFL classroom?”

The outcomes of both, qualitative and quantitative data revealed that, translanguaging and code-switching are useful strategies in EFL classrooms in the multilingual context of Quetta, Balochistan. The respondents asserted that the practice of L1 in language learning classroom helps them in many ways. They specified the following major purposes of code-switching and translanguaging in the EFL classrooms; the use of L1 in L2 classroom helps learners in understanding the lessons, in maintaining communication and in facilitating to concentrate in the classroom.

The practice of L1 in L2 classroom for understanding the lecture

According to the findings of both quantitative and qualitative data, majority of learners expressed, they are able to understand the lecture when there is switching between languages in classroom. The teacher explains the lecture in Urdu for students in order to make the learners understand the lesson. The teachers sometimes also switch to other regional languages for better explanation of the lesson. The mean value of the responses of respondents regarding the use of L1 in L2 classroom for understanding the lesson was 4.99. This shows that learners had encouraging perceptions about the practice of translanguaging and code-switching in classroom. Similar functions were expressed by the respondents in their interviews about the practice of translanguaging and code-switching. They believed that if the teachers do not explain difficult words and concepts of target language in Urdu for them, they would be unable to comprehend the lecture. For example student 5 expressed that,

Student 5. *“if the teacher doesn’t explain difficult words or concepts in Urdu then it would be difficult for us to understand that. We will need to search in Google or ask someone who know the meaning. Therefore, the teacher should explain concepts and grammatical points in Urdu.”*

In addition, student 4 expressed the purpose and functions of switching from one language to other in classroom by stating that,

Student 4. *“There are several reasons/ functions of code-switching but the main reason is that when students are unable to understand the lecture, they switch to Urdu or local language. Therefore code-switching helps in understanding the lecture better.”*

Almost all the twelve respondents had similar opinions about the use of Urdu in English language classroom. Obaidullah (2016) in his study discussed similar views regarding the practice of language switching and stated that it helps the learners in comprehending the lecture. This view was later on supported in the study of Chayani et al. (2018) as he mentions that code-switching and translanguaging are practiced by learners for a thorough understanding of the lecture.

The use of L1 in L2 classroom for maintaining communication

The respondents also indicated that in EFL classrooms they switch to Urdu or sometimes to regional languages when they are unable to maintain communication only in English. They believed that while speaking only English in classroom, they sometimes do not find proper word to continue communication therefore, they find switching a better option for maintaining communication. They could express themselves better when they switch to their first language while conversing in English. For instance the participants 5S expressed that,

Students 5. *“I can express myself better when I am practicing code-switching. Because while speaking only in English sometimes I forget the appropriate word to express myself which breaks my communication and I lose confidence.”*

The findings of quantitative data demonstrated that most of the respondents opted that they use code-switching for purpose of communication, the mean value of their responses was (4.87). Costa (2021) was also in the view that translanguaging and code-switching protects the communicators from communicative breakdown. He argued that due to strong traditional belief of English only policy in classroom, most of the professionals feel guilty when they face breakdown in communication.

The use of L1 in L2 for concentration in classroom

In EFL classroom, it would be difficult for learners to be motivated and concentrate if there is no switching to L1. The responses of the participants in this study suggest that they feel more motivated and confident in class when they are allowed to switch to L1. They expressed that switching to their L1 gives confidence to them and they can easily ask questions and can express themselves openly. They reported that when there is only English in classroom, they lose confidence and concentration in class because they feel hesitating and shy while speaking in broken English. As stated by one of the participants:

Student 6: *“it encourages because I have a confidence when I am communicating and switching between languages and express myself in better way but if you put ban on Urdu language or some other languages in class or you are stick to English language only may be I feel hesitation in participating or asking questions and may be lots of students do not come forward to speak about or may be ask questions to participate in classroom activities.”*

Majority of the participants supported the idea that code-switching helps them to be more focused in class. The mean value of the responses of the participants was 5.04 that is considered to be a high mean value supporting the idea of the use of L1 in L2 class.

Proposals of learners about the use of code-switching & translanguaging in class

Most of the learners were found suggesting the practice of shifting between target language and first language in classroom. They indicated that we acquire English as a foreign language and we are not competent enough in English. Similarly, in multilingual society, our language of interaction is Urdu. Furthermore, in such a multilingual context, the integration of languages is unavoidable. Therefore, Urdu or sometimes local languages should be allowed in an EFL classroom. In addition to this, the respondents suggested to avoid the negative impact of excessive use of code-switching and to avoid unnecessary use of the inserted language. For instance,

Student 9 *“I would prefer code-switching. This is because of the fact that in classroom all the students do not have the same mental caliber and some have English medium educational background while some are from government schools where Urdu is used as language of instruction. So those who are from Urdu medium educational background they would unable to understand when the teachers speak only in English.”*

While collecting quantitative data, most of the participants suggested the integration of languages in EFL classroom. Table 4.1 shows the mean value about the suggestion of learners that is 4.36. In this regard Costa (2018) in his study suggested that though switching between languages in EFL class is unavoidable and useful strategy yet teachers have old traditional view of English only policy. Therefore, teachers should be trained about the importance and implementation of translanguaging and code-switching with a balanced approach.

Answer to Second Research Question; “How does translanguaging and code-switching facilitate or impeded language learning development?”

When the respondents were asked whether the amalgamation of L1 in L2 in language learning classrooms contributes in language learning or it affects language learning development, most of the participants expressed that it contributes in language of learning in many ways. They believed that, if there is only English in classroom, they would be unable to understand the language of learning properly.

Helps to clear the concept

We learn it as a foreign language. Most of the time the learners are unable to understand the lecture when there is only English. In such situations, especially in multilingual classrooms switching to other languages is inevitable. The use of Urdu or other regional languages clarifies the concept of the learners. Because the teacher switches to Urdu and sometimes to local language to make the learners understand the content of lecture. As stated by the student 5.

Student5 *“I would prefer the use of both languages because sometimes there are students are weak in English language and they are unable to understand the topic. So to make the topic of the lecture clear for the students, I would prefer the teacher and students should practice code-switching.”*

Almost all the respondents expressed similar opinions and they suggested their teachers to practice language switching and mixing in language learning classroom in order to clarify the content of lecture for the learners.

Increases knowledge about language of learning

The use of first language in English as a foreign language class also increases the knowledge of learners about language of learning. Through the practice of code-switching the learners are able to understand grammar, vocabularies, and difficult concepts of English language. That is why they found code-switching a contributing strategy of teaching English language. As student 5 expressed that,

Student5: *“it contributes for the reason that it is not our first language nor our native language rather it is a foreign language. So code-switching increase our knowledge and it does not hamper language learning process.”* Selamat (2014) in his study observed that in EFL classroom the both the teachers and learners supporting language shift and they believed that, it increases their knowledge about target language.

Facilitates the learners to express themselves freely

In multilingual classrooms, translanguaging and code-switching is also found as a useful strategy for maintaining communication. Similarly, when there is only English in classroom, the learners feel hesitation in asking questions from the teachers whenever they do not comprehend anything regarding lecture. In this situation code-switching facilitates the learners to ask without any hesitation and they feel confident in classroom.

Student 6: *“so, this is because English is not our first language and we don’t speak in our daily life. So when you are speaking English occasionally. We first think in our mind and we have picture of what we have to speak then we speak out that particular sentence. So, sometimes it is very difficult to convey our message may be due to lack of practice”.*

The above mentioned responses of the participants indicate that translanguaging and code-switching in multilingual classrooms in Pakistan are

inevitable. It could be because of different linguistic backgrounds of learners and the fact that learners learn English as a foreign language. Therefore, it is difficult for them to understand without the help of native languages. Similarly, the educational policy of Pakistan is dual as there are English-medium schools and Urdu-medium schools. Most of the learners are from Urdu-medium schools and they are not fluent or competent in English. When they get enrolment for higher education, they are unable to comprehend English in language learning classroom. Therefore, translanguaging not only facilitates them to understand English but also helps them to maintain the flow of communication. Similar perceptions were mentioned in the studies of Zara et al.(2020); Khan et al. (2021). The researchers of these studies argue that in the contemporary globalized world and in multilingual classrooms a new technique of teaching a foreign language is required. If the teachers incorporate the systemic use of first language in foreign language teaching and learning class, it will augment student's competence in second.

CONCLUSION AND RECOMMENDATIONS

The results of the study reveal that, in multilingual classrooms where students are from various linguistic backgrounds, the exercise of translanguaging and code-switching is indispensable. Similarly, the findings also indicate that, translanguaging and code-switching help the learners in the learning of a language as this practice facilitates the learners to comprehend the lecture, maintain conversation with language instructors and their classmates and sustain cultural pluralism. It also assists learners to express themselves freely without hesitation.

Moreover, the findings also suggest that in educational institutions, English is learned as a foreign language and learners are not fluent enough in English language, the integration of Urdu or sometimes regional languages in English language is part and parcel of language learning classrooms. Also, most of the learners come from Urdu-medium background and they are not competent enough to learn English without the help of Urdu. Therefore, translanguaging and code-switching can prove to be very effective strategies in the EFL classrooms. However, the excessive use of code-switching was not appreciated. The gist of findings of the past studies were very similar to the present study. The findings of past studies also appreciated the practice of code-switching and translanguaging in EFL classroom and highlighted their benefits for language.

SUGGESTIONS AND RECOMMENDATIONS

The present study provides the following suggestions and recommendations for future researchers:

- The present study focuses on the observations of undergraduate learners about the practice of translanguaging and code-switching in the EFL classrooms and its impacts on language learning progress. Future research can be conducted to assess the perceptions of language instructors about the use of translanguaging and code-switching in English as a foreign language classroom.

- The present study concentrates on learners from few specific colleges and universities of Quetta city, future research can be conducted in broader capacity covering participants from different educational institutions of the city or country.
- Moreover, the present study collected data from undergraduate learners of various disciplines except English department, future researchers can include English department.

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