Role of Code-Switching and Code-Mixing in Improving L2 Leaners' Target Language Speaking Skill in Multilingual Settings

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Abstract

The core purpose of the research was to explore the conceivable factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing in multilingual settings. The respondents of this research article were male and female English language learners, learning English at BS level enrolled in public and private universities and colleges of the district of Multan. Structured questionnaire was the tool for data collection in which the respondents were invited to stipulate their level of confirmation or disparity on four-point rating scale model. The results and findings of the study data indicated that all the foreign language learners were consistently approved and said "Yes" on all the proposed statements of the questionnaire. The evaluated data disclosed that L2 learners think that with the help of code-switching and code-mixing they can speak out English language lessons easily, their mother tongue can help them in communicating and understanding the difficult questions and answers reported in their syllabus easily, code switching can assist L2 learners during the communication with teachers and students, L2 learners tremble when they have to speak in English in front of big gathering without using mother tongue, they have strong inclination towards code-switching for improving their pronunciation, code-switching and code-mixing can assist them in group discussion in foreign language classroom and that code switching can assist them to comprehend the themes of the stories proposed in their L2 syllabus.

Keywords: BS, Code-Switching, Code-Mixing, L2, Learners

Introduction

Gamperz (1982) is known as a pioneer who coined the term "code-switching" as Zabrodskaja (2007) opines that verbal or non-verbal communicative forms which are recognized as "marked" that are utilized to make an actual communication in real and practical way . Carter and Numan (2001) declared the term code switching like a mood of moving from one particular language to another language following the identical communication". Code-switching could be represented in an association to oral ability of language acquirement. While switching into other language during a conversational process, which might be in form of disruption for the listener. But a speaker can switch into other language due to his inability to represent her/himself, as it provides an opportunity to develop the language . As Skiba (1997) opined that language samples which are more suitable for the development of language that can signify the needs of proper code-switching samples ". The listener, in the view pint , has ability to get the message in spite of having the translated data which can allow a low level of switching as well as less subsequent interventions as it develop. These ideologies might be implemented in L2 language learning language laboratory. Code-switching can be applied in the communicative events that are used in coaching of as a second language. Odebunmi (2007) claims that code switching highlights the language input with other linguistic properties in the initial stages particularly in learning 2ⁿᵈ language . However, Ife classifies that this aspect is not only opposite to the matter of 2ⁿᵈ language maximizing input for SLA, but it is also a subject that favors in SLA learning as a main resource in 1ˢᵗ language learning. An organized way of studies for the students code-switching developed by Jørgensen (2003) elucidated that code-switching develops a way to bilingual competence for the learners during their first year thorough training.it was considered that code switching as a counterproductive phenomenon since 1970s to 1980s, that highlights that how it secures it and how it make us able to use the targeted language in better way. Until 1990s code switching was being utilized as a counter textualization. There are many reasons of using code-switching which put forward to comprise teachers socializing role , the significance of repetition and variation, the teachers insecurity and linguistic competence . Bergman (1993) was very first who discussed the concerns of conscious, intended code-switching amongst the teachers in schools of Swedish having multilingual education in Finnish and Swedish . Other interpretations contain Martin-Jones (1995) who revised the examinations of study in multi-lingual programs of readings in the framework of code switching in classroom . Code-switching could be practiced in L2 language learning classrooms for the succeeding motives:

(i) Linguistic uncertainty: having difficulty in teachers experience associated to new conceptions, represented by Merritt et al. (1992).

(b) Topic switching: When an instructor switches the language according to the requirements of the said topic that is under conversation. It should be recommended, for example, clarifying grammatical instruction in their mother tongue (Flyman- Mattsson, 1997).

(c) Sentimental functioning: impulsive expression of feelings and intricate perceptions in fields of discourse using by the students (Gontijo, (2017).

(d) Socializing: as teachers are trying to indulge the learners into first language that highlights the sense of friendship as well as solidarity (Merritt, M., Cleghorn, A., Abagi, J. O., & Bunyi, 1992). (e) Repeating: although teachers wants to deliver the similar messages in two vernaculars only for the purpose of making the clarity. As mentioned above, a greater number of the researches on code-switching represented the on the base of natural discourses, not developing the classroom interaction. A researcher can make clear difference with code switching in a classroom and several significant aspects of natural discourses. Communicative activities like Speaking in the classroom particularly can help in batter way the learners to transfer from learned language to learned manners (Gumperz, J. J., & Cook-Gumperz, 1982).

Using Code Switching in Language learning Classrooms:
A great number of teachers, who use communicative methods in their teaching of language environment did not favour to use native language during their classroom teaching. But a few teachers propose that it might an operational strategy according to the different aspects. According to philosophies of the two various groups, some strong and weak aspects of the using the code switching in linguistic classroom of foreign language will be highlighted according to critical viewpoint. Cook (2002) opined that in classrooms code switching did not share the similar native language that might face problems, like a few of the learners will be able to apply Speaking Skill .here is An over review based on the students' speaking ability along with its various perspectives that might seem significant to support the ideologies for the application of the present study. So to describing the speaking skill is necessary to highlight to its main focus of the researcher to get more attentions by asking following two questions,

- Which problems are faced by the students in communication process?

- Why the most of the students face difficulties in communicative skill?

To answer the above given questions following are main points
- Limited vocabulary items
- Inaccurate grammar
- Lacking eloquence speaking
- Defective use of pronunciation
- Public speaking fear
- Lack of self-confidence
- Lack of group skills
- Anxiety of making mistakes
- Lacking experience and practice
- Fear of conveying specific views
- Absence of active listening

Now a day's speaking capacity is known as the most significant function that has got too much importance for the every individual. Even he/she is a supervisor, a public relation practitioners, doctors, engineers, lawyers, politicians, Software professionals, journalists,

accountant, he/she cannot get be success without having the command on speaking. Speaking skill works as an interactive process which develops meanings that contains production, receiving as well as processing of data (Brown, 2001). Similarly, it is just structural meanings are only reliant on the situation where it happens, it comprises the participant, the physical environment, their collective involvement as well as the speaking purpose. It seems more impulsive, open-ended, and developing. On the other hand, it is the speech that is not always predictable. So, according to this line of study "speaking skill" is associated to the students' skill of production , receiving along with the processing of verbal information after the implementation of role play in teaching. When students don't have the ability to speak they are unable to communicate. Even, they cannot make able to utilize their English knowledge. Students have the ability to use role play in their real life situations and they also can represent themselves in way in better way in their real life. Scholars like Johnson, M., & Klein, (1986) suggested that the grown person have inclination to their natural identity that prevents them to attain perfection in pronunciation of second language . But it is not meant that they are unable to speak like native-pronunciation. The adults have not only the ability of using precise grammatical structures of 2nd language but they must have ability to use accurate phonological order to develop the speaking skills. Lazaraton (2001) defined that communication could be divided in four major dimensions or proficiencies: grammatical competency, discourse competence, competency in sociolinguistic and deliberate competence. Further, She expressed that approaching to higher level of verbal foreign language students must promote all the skills. In a category to deal with eloquence that acquires more attention in the way to communicative method instead of accuracy. Goodwin (2001) indicated that the end of pronunciation is not only to convey the message but its main focus is to convey the meaning in particular sociocultural and personal experiences. Goodwin (2001) recommended that after the applying the eloquence instead of precision and its prominence is given to supra-segmentals.it can be understood that it seems a big challenge for the instructors when the students are using the identical 1st language as all the learners have no ability to use English out from the class atmosphere (Lazaraton,2001). More, She designated that in any particular class or category there are a few restriction like as absence of inspiration and absence of prospects in using the particular language. However, a few possible clarifications for the said problem. According to Thombury (2005) it is learners complain about speaking inefficiency is because of there seems a lack of real life activities. Solcova (2011) decaled that there is great of students practice of speaking within their real-world activities as teachers have no much time to do this practice at a larger scale. A successful conversation must have many factors, to make it perfect. These are called as contextual aspects, likely turn-taking as well as knowledge about the pairs of adjacency. pragmatic and Sociocultural characteristics have a greater and significant impact on communicative and individual communication because there lies misunderstanding about such aspects that are related to person's characteristics rather than their linguistic inabilities. As a linguistic ,Solcova (2011) acknowledged that instructors overlook in teaching the students that how they can use pauses in their statements. He advised that learner should perceive the feedback after completion of communicative activities. A researcher can get idea from the already completed studies on language learning can get idea of classroom interaction along with students oral

involvement are quite essential in a class room. The difficulties that the most of teachers have to face in a foreign language learning while responding in a language which is being taught .If the students are responding actively in the class so they could get good results as compared to their lower educational level as they were more passive. Similarly, Krupa Kwiatkowski (1998) declared that development of interaction into a class as also taking part in the conversational meeting like an activity and remaining an active in a class makes a way to enhanced language learning. However some researches highlighted that learning a language there lies a great time of period called silent (Gradman, A. H., Winkle, R. A., Fitzgerald, J. W., Meffin, P. J., Stoner 3rd, J., Bell, P. A., & Harrison, 1977). This specific duration is known as natural portion in verbal language acquisition. Oral participation in a class is considered as the most observable in learning the language. Therefore the most attention is given to the oral production of students in interactional ways of the class (Tsui, A. B., & Tollefson, 2004). Moreover , Swain (1985) concludes his outputs of the hypothesis where he talks about teaching to the native-speakers at grammatical accuracy levels, students should utilize their language properties. Ely (1986) opined that in classroom participation there is a greater influence of oral perfection. There also develops a positive association among the learning and its consuming time ,it is also used for making an oral collaboration both exclusive as well as outdoor of the class. Stern, H. H., Tarone, E. E., Stern, H. H., Yule, G., & Stern (1983) proposed a clear division among the linguistic utilities. Likely, the chief function is called interactional purpose that transforms the information and to convey these information. Similarly the second function is called as interactional function whose purpose is to maintain social relationship. Furthermore, Interactional and transactional functions are associated to spoken language. Dell Hymes (1974) defended that communicative proficiency is the substitute name of Chomsky's linguistic competence that includes linguistic competency, conversational skills and sociolinguistic that are helpful for the speaker to learn that how one is able to communicate. Savignon (1970s) declared that a communication skill carries several significant aspects that are based on communicative competence. She clarifies that the communicative competence is such an ability that is used to communicate having any communicative setting. Instruction for Participation in a communication are also caused too difficulties for the students as well as instructors as they clarify their anticipation and the modifications in the class and they directs the students to move forward in classroom behaviors. When the students get this mutual perception in their classrooms they feel much confidence and comfortable. (Tsou, 2005).developing a business plan , presentation and passing a negotiation are such sort of reproduction that can play an effective role in classes of English. Similarly, when we wish to learn language or learn English it is necessary we should also learn that how can we speak English language. Popovic (2001) defined that speaking is considered as the most active and significant skills among the language learning skills. Students of language learning are much interested in using or speaking any new language (Popovic, 2001). Although, many students thought that speaking any 2nd or foreign language that is provoking because of speaking skills that get involved in a lot of dynamics. When someone have the ability to use a language confidently he/she is supposed to use the linguistic features and they have much capability to process the given information about the language "on the spot" (Harmer, 2007). Now a days various methods, procedures and attitudes are utilized to

inspire the learners to speak English language. Teachers are using various instructional as well as communicative techniques that make the students motivated the to be fluent in English. Use of objective language as a main motive to argue almost any language that is known as the best technique for language learning in normal way. (Maguire et. al., 2010). It was Sarwar et. al. (2014) who indicated that if someone wishes to make improvement spoken skills of students, he should follow the assessment process among the teachers instructional platforms.it seems crucial to recognize that at the times teaching speaking skills by the teachers and communicative strategies, first of all they should decide that what they have to make able and which particular discourse characteristics they also desire to make improvement in learners as well as how they wish to improve it.

Ghasemi Ardekani and Razmjo (2011) suggested that students' gender and its ability that cannot impact on their speaking tactic. Mossai (2006) says that one should overwhelm all the communicative complications and communal strategies that are in the situation , we just have to make practice our basic information by use of communicative strategies. Yang, Y., Haung, X., & Gao, (2006) declared the aspect that according to foreign or non-native narrators of language, speaking 2nd or foreign language demand and its fundamental association is linked to their life. As Ferris, D., & Tagg (1996) elucidated that language teachers and its students are dissatisfied with all their capability of using foreign language. Although, the higher level proficiency language user are unable to get satisfactory results by using speaking skills. They make struggles to find an opportunity to expand their speaking competence. Chou (2002) and Chang (1990) established that there lies no dissimilarity between male and female in using learning procedure. Multilingual speakers might have the capacity to mix or code switch their tongues during conversation. Whereas during the speaking process , they can utilize many languages consecutively, and they can switch from one to the other very simply. This phenomenon is known as very popular in the process of bilingualism or multilingualism. often a full or complete sentence might be in a language whereas the next must be in other language.so, code switching should follow some specific rules of grammar and one is unable to switch to other language at any specific point during the discourse. Following are the few examples that will make this clear. We will highlight that how this phenomenon can be best utilized by the bilingual narrators that is known as the best strategy for accomplishing particular objectives. (1) I desired to bring a car rouge today. (rouge red") (2) I want to get a rouge car today. (rouge red) In the above sentences, the word of English "red" that is substituted to their French conformation. A notable characteristic in a sentence (1) that is French adjective "rouge" as it follows a grammar base rule which is observed mostly by the multi-lingual speakers that use code-switching. Therefore, according to a sentence of grammatical structure-governing (1) overhead, sentence (2) could be inappropriate because as a switching can be followed between a noun or an adjective only in the case if an adjective that is replaced . In this matter, an adjective in French; is therefore, must have to follow grammatical rules by French that defines that a noun must preceded by the adjective (Heredia, 1997). Living any type of multilingual atmosphere, all the associated languages should fulfill some specific roles and signify divergent identities, all of those are complement to all other just to work "the multifaceted expansive base needs about multicultural civilization" (Sridhar,1996). In Tradition, it seems quite clear that it is code-switching that serves as

a policy for making a compensation of a moderated language ability. There is an ideology behind the theory that bilinguals code-switch since they are unable to learn a language entirely. This type of argument is given the name of semi lingual aspect (Heredia, 1997). But, one idea must be acknowledged that ideology about linguistic proficiency cannot be defined clearly. It seems unclear whether writing and reading any language skills ought to be taken in one's mind consideration like as spoken language have. The reliance on skills of writing and reading create problems because most of bilinguals formal education is based on one language, however a larger number of people are given social interactions in other language. Therefore, at the time of reading and writing the aptitudes are tested in terms of both languages. It is supposed that the language in which the speakers of both languages who have learned formal education will typically got better. According to view of code-switching that is based on functionally motivation, then a research that examines the code-switching and its functioned occurrence in a specific multilingual or bilingual society it will be definitely significant. verbal actions on some special community that is carefully associated to all the traditional norms for this community ,even language , its cultural inspiration effects to each , linguistic behaviors and speakers that could also influence by its social or cultural aspects. Any minor modification in these socio-cultural aspects can develop consistent variations in language to highlight all those ideas. So That the purpose of code switching, utilities of code according to choices. Code-switching have variation in various cultures, linguistic communities, or various social circumstances. Consequently, the aim of present study is to highlight a general outline about the switcher's intentions and what is achieved by in communicating by using code switching. To add more into Gumperz's outcomes on multilingual a lot of researches have been done that revealed that discourse strategies are too much valuable for bilingual speakers that use code switching only to get specific communicative goals, this concept highlights the importance of code switching as a better linguistic deficit. (Poplack, 1980; Romaine, 1995).

Speaking Skills:

Speaking is known as one of the main skills among four macro skills that are very significant for an impressive message in any language, most importantly when the narrators are unable to apply their native language. Similarly, English that is considered as a universal language that is being utilized as a source of whole communication, particularly in the present world of internet. English speaking must be promoted beside the other language skills to make a closer integration among skills that will increase communication attainment among the natives of English and other international communities. There is a significant role in speaking and action, Goh (2007) and Bailey, K. M., & Nunan, (2005) suggested that how can we enhance speaking by the development of syllabus designing, teaching principles, tasks and its types, materials and assessment of speaking.

According to the contextual background of Pakistan, English learning as a Foreign Language teachers ask the questions at the regular bases that why a large number of students at undergraduate level are unable to use English positively, mainly in oral communication with the international speakers. One of the most important factor behind this fact must be considered is the lacking confidence based on anxiety after making errors likely elucidated by Trent, J., & Gao, (2009) and linked researches. Fundamentally, the most of Pakistani undergraduate learners had learned English likely, about 4-5 years after entering into the KG

level. According to the question "how we can develop speaking competence or confidence among the scholars of undergraduate level". A basic form of casual interview, which were arranged by EFL university learners on the bases of those factors that are proposed to increase the students speaking skills. Improving the self-reliance and events to speak, are considered as the key   factors for the pilot study. These initial responses become powerful with the following studies that were based on to increase the development of speaking efficiency, fluency as well as accuracy as a foundation for the research design. To get better advantage from this development, present study was organized according to reliable communicative ideologies or events for a development which was titled, "speaking and listening for Extraordinary Communication".

Research Hypothesis
1.   Foreign language learners have favorable assertiveness and observations regarding the use of code-switching /code-mixing in improving learners' speaking skills.
2.   Students' code-switching and code-mixing in L2 classroom has positive outcomes regarding speaking skills among foreign language learners.

Research Objectives
•   To explore the conceivable factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing in multilingual settings.
•   To find out the possible outcomes of using code-switching and code-mixing in multilingual settings.

Questions of the Research
•   What are the conceivable factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing in multilingual settings?
•   What are the possible outcomes of using code-switching and code-mixing in multilingual settings?

Research Methodology
This article was completed by employing the Quantitative data analysis approach was used to execute this work. Research locations of the study were the public and private universities and colleges of Multan. 250 male and female English language learners responded positively. Structured questionnaire was the tool for data collection and four-point rating scale, including Yes, No, No Idea and No Comments. Learners' questionnaire was developed from the studies by Moiinvaziri, M., (2008), Shirkey, D., & Benett, A. (2003), and Alonso, Rocio Segura (2012).

Delimitation of Present Study
This research obeys the following limitations:
i.   The conceivable factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing in multilingual settings.
ii.   The respondents of this research article were male and female English language

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learners.
iii.   These learners were learning English at BS level at the public and private universities and colleges of the district of Multan.

Impact of the Study
It is important to mention that the current study is a serious attempt to verify the conceivable factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing and the possible outcomes of using code-switching and code-mixing in multilingual settings.

Sites of the Study
Data to execute this study was obtained from the public and private universities and colleges of the district of Multan.

Research Respondents Detail
The respondents of this research article were male and female English language learners and these learners were learning English at BS level at the public and private universities and colleges of the district of Multan.
Analysis (Questionnaire Wise)
Table-1: Do you think that with the help of code-switching and code-mixing you can speak out English language lessons easily.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	231	92.4	92.4	92.4
No	18	7.2	7.2	99.6
No Idea	1	.4	.4	100.0
Total	250	100.0	100.0	

In table – 1 the response of the 250 participants is shown in favour of the statement "do you think that with the help of code-switching and code-mixing you can speak out English language lessons easily" 92.4% (n=231) are "Yes" with the statement, 7.2% (n=18) are "No" with the statement, .4% (n=1) have "No Idea."
Table-2: Do you think that in ELT classroom your mother tongue can help you in communicating and understanding the difficult questions and answers?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	230	92.0	92.0	92.0
No	19	7.6	7.6	99.6
No Idea	1	.4	.4	100.0
Total	250	100.0	100.0	

In table – 2 the response of the 250 participants is shown in favour of the statement "do you think that in ELT classroom your mother tongue can help you in communicating and

understanding the difficult questions and answers." 92.0% (n=230) are "Yes" with the statement, 7.6% (n=19) are "No" with the statement, .4% (n=1) have "No Idea."

Table-3: Do you think that code switching can assist the L2 learners during the communication with teachers and students?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	232	92.8	92.8	92.8
No	16	6.4	6.4	99.2
No Idea	2	.8	.8	100.0
Total	250	100.0	100.0	

In table – 3 the response of the 250 participants is shown in favour of the statement "do you think that code switching can assist the L2 learners during the communication with teachers and students." 92.8% (n=232) are "Yes" with the statement, 6.4% (n=16) are "No" with the statement, .8% (n=2) have "No Idea."

Table-4: Do you think that there is a need of code switching and code-mixing to communicate and understand the difficult idioms of English language in the ELT classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	180	72.0	72.0	72.0
No	51	20.4	20.4	92.4
No Idea	19	7.6	7.6	100.0
Total	250	100.0	100.0	

In table – 4 the response of the 250 participants is shown in favour of the statement "do you think that code switching can assist the L2 learners during the communication with teachers and students." 72.0% (n=180) are "Yes" with the statement, 20.4% (n=51) are "No" with the statement, 7.6% (n=19) have "No Idea."

Table-5: Do you think that there is a need of code switching to communicate with other students in the ELT classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	218	87.2	87.2	87.2
No	32	12.8	12.8	100.0
Total	250	100.0	100.0	

In table – 5 the response of the 250 participants is shown in favour of the statement "do you think that there is a need of code switching to communicate with other students in the ELT classroom." 87.2% (n=218) are "Yes" with the statement, 12.8% (n=32) are "No."

Table-6: I tremble when I have to speak in English in front of big gathering.

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	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	180	72.0	72.0	72.0
No	69	27.6	27.6	99.6
No Idea	1	.4	.4	100.0
Total	250	100.0	100.0	

In table – 6 the response of the 250 participants is shown in favour of the statement "I tremble when I have to speak in English in front of big gathering." 72.0% (n=180) are "Yes" with the statement, 27.6% (n=69) are "No" with the statement, .4% (n=1) have "No Idea."

Table-7: Do you think that code-switching and code-mixing can assist you in improving your pronunciation?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	73	29.2	29.2	29.2
No	175	70.0	70.0	99.2
No Idea	2	.8	.8	100.0
Total	250	100.0	100.0	

In table – 7 the response of the 250 participants is shown against the statement "do you think that code-switching and code-mixing can assist you in improving your pronunciation." 29.2% (n=73) are "Yes" with the statement, 70.0% (n=175) are "No" with the statement, .8% (n=2) have "No Idea."

Table-8: Do you think that code-switching and code-mixing can assist you in group discussion in foreign language classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	191	76.4	76.4	76.4
No	51	20.4	20.4	96.8
No Idea	8	3.2	3.2	100.0
Total	250	100.0	100.0	

In table – 8 the response of the 250 participants is shown in favour of the statement "do you think that code-switching and code-mixing can assist you in group discussion in foreign language classroom." 76.4% (n=191) are "Yes" with the statement, 20.4% (n=51) are "No" with the statement, 3.2% (n=8) have "No Idea."

Table-9: Do you think that code switching can assist you to comprehend the themes of the stories?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	207	82.8	82.8	82.8
No	38	15.2	15.2	98.0

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No Idea	5	2.0	2.0	100.0
Total	250	100.0	100.0	

In table – 9 the response of the 250 participants is shown in favour of the statement "do you think that code switching can assist you to comprehend the themes of the stories." 82.8% (n=207) are "Yes" with the statement, 15.2% (n=38) are "No" with the statement, 2.0% (n=5) have "No Idea."

Table-10: Do you think that code switching can assist you in the reading activities during classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	187	74.8	74.8	74.8
	No	46	18.4	18.4	93.2
	No Idea	17	6.8	6.8	100.0
	Total	250	100.0	100.0	

In table – 10 the response of the 250 participants is shown in favour of the statement "do you think that code switching can assist you in the reading activities during classroom." 74.8% (n=187) are "Yes" with the statement, 18.4% (n=46) are "No" with the statement, 6.8% (n=17) have "No Idea."

Findings and discussions of the research questions
Research Question# 01
- What are the conceivable factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing in multilingual settings?
Findings of foreign language learners' questionnaire have shown almost all the learners were highly ambitious about the conceivable factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing in multilingual settings. Majority of L2 learners were highly motivated to use instinctive languages such as Siraiki, Urdu, and Punjabi in their L2 classroom expansively in innumerable circumstances. The analyzed data shown in the above table-1 the response of the 250 participants is shown in favour of the statement "do you think that with the help of code-switching and code-mixing you can speak out English language lessons easily" 92.4% (n=231). Similarly, in table – 2 the response of the 250 participants is shown in favour of the statement "do you think that in ELT classroom your mother tongue can help you in communicating and understanding the difficult questions and answers." 92.0% (n=230). In table – 3 the response of the 250 participants is shown in favour of the statement "do you think that code switching can assist the L2 learners during the communication with teachers and students." 92.8% (n=232). Like the previous three tables in table – 4 the response of the 250 participants is also shown in favour of the statement "do you think that code switching can assist the L2 learners during the communication with teachers and students." 72.0% (n=180). Statement 5 reported in table – 5 the response of the 250 participants is shown in favour of the statement "do you think that there is a need of code switching to communicate with other students in the ELT classroom." 87.2% (n=218). The response of the 250 participants is shown in favour of the

statement "I tremble when I have to speak in English in front of big gathering." 72.0% (n=180). Only one statement reported in table – 7 the response of the 250 participants is shown against the statement "do you think that code-switching and code-mixing can assist you in improving your pronunciation." 29.2% (n=73) are "Yes" with the statement, 70.0% (n=175) are "No" with the statement, .8% (n=2) have "No Idea." On the contrary, in table – 8 the response of the 250 participants is shown in favour of the statement "do you think that code-switching and code-mixing can assist you in group discussion in foreign language classroom." 76.4% (n=191). Table – 9 the response of the 250 participants is shown in favour of the statement "do you think that code switching can assist you to comprehend the themes of the stories." 82.8% (n=207) are "Yes". The   table – 10 the response of the 250 participants is shown in favour of the statement "Do you think that code switching can assist you in the reading activities during classroom." 74.8% (n=187) are "Yes" with the statement, 18.4% (n=46) are "No" with the statement, 6.8% (n=17) have "No Idea." From the above-mentioned findings, it can be maintained that the use of code-switching by L2 learners can assist English language learners to expand their speaking skills. Now a day's speaking capacity   is known as the most significant function that has got too much importance for the every individual. According to the results of the current study every L2 learner cannot get be success without having the command on speaking. Same study can be strengthened by the work conducted by Brown (2001) when he names speaking skill as an interactive process which develops meanings that contains production, receiving as well as   processing of data. Similarly, it is just structural meanings are only reliant on the situation where it happens, it comprises the   participant, the physical environment, their   collective involvement as well as   the speaking purpose. It seems more impulsive, open-ended, and developing. On the other hand, it is the speech that is not always predictable. So, according to this study "speaking skill" is associated to the learners' skill of production, receiving along with the processing of verbal information after the implementation of role play in teaching. When students don't have the ability to speak they are unable to communicate. Even, they cannot make able to utilize their English knowledge. In a category to deal with eloquence that acquires more attention in the way to communicative method instead of accuracy. This study reasonably supports and assist L2 learners to realize the communication elated and in conclusion learners can realize the objectives of L2 learning.

Research Question# 02
•   What are the possible outcomes of using code-switching and code-mixing in multilingual settings?
It is imperative to remark that this study is a thoughtful endeavor to authenticate the feasible factors that can assist English language learners to expand their speaking skills while using code-switching and code-mixing and the possible outcomes of using code-switching and code-mixing in multilingual settings. In this perspective the findings and outcomes of the study strongly authenticated the research hypotheses which were (i) Foreign language learners have favorable assertiveness and observations regarding the use of code-switching /code-mixing in improving learners' speaking skills and (ii) Students' code-switching and code-mixing in L2 classroom has positive outcomes regarding speaking skills among foreign language learners. According to the current research discoveries, L2 learners think that with

the help of code-switching and code-mixing they can speak out English language lessons easily. They also think that in ELT classroom their mother tongue can help them in communicating and understanding the difficult questions and answers reported in their syllabus easily. They are also of the positive view that they think that code switching can assist the L2 learners during the communication with teachers and students. Similarly, L2 learners think that there is a dire need of code switching to communicate with other students in the ELT classroom, L2 learners tremble when they have to speak in English in front of big gathering without using mother tongue. They have strong inclination towards code-switching for improving their pronunciation. Likewise reporting the 8th statement they think that code-switching and code-mixing can assist them in group discussion in foreign language classroom and that code switching can assist them to comprehend the themes of the stories proposed in their L2 syllabus. L2 learners also view code switching as an assistive tool in the reading activities during classroom.

Conclusion
The current study concludes that L2 learners at BS level are increasingly inclined to employ code-switching as an assistive L2 speaking technique because it facilitates and improves leaners' speaking capabilities in foreign language Additionally, according to the current research discoveries, L2 learners think that with the help of code-switching and code-mixing they can speak out English language lessons easily, their mother tongue can help them in communicating and understanding the difficult questions and answers reported in their syllabus easily, code switching can assist L2 learners during the communication with teachers and students, L2 learners tremble when they have to speak in English in front of big gathering without using mother tongue, they have strong inclination towards code-switching for improving their pronunciation, code-switching and code-mixing can assist them in group discussion in foreign language classroom and that code switching can assist them to comprehend the themes of the stories proposed in their L2 syllabus. In the same way, L2 learners also view code switching as an assistive tool in the reading activities during classroom in multilingual settings.

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