



CLASSROOM CODE-SWITCHING PRACTICES IN PAKISTANI UNIVERSITIES: A SOCIOLINGUISTIC STUDY OF ENGLISH AND URDU ALTERNATION

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Abstract

This research paper describes English-Urdu code-switching behavior in university classrooms with reference to MPhil linguistics students of Quaid-i-Azam University. This study looks into the motivation of language alternation and how teachers and students view this practice in academic institutions. The study is placed in the framework of Gumperz theory of interactional sociolinguistics in which code-switching is regarded as a contextualization cue and Myers-Scotton Markedness Model which describes language choice phenomena in terms of social motivations. Data is gathered utilizing qualitative case study methodology, by way of classroom observation and interviews (semi-structured). The data indicates that pedagogical clarity, emotional discourse and social alignment are the major reasons of code-switching, meaning that the phenomenon is no longer associated with poor language proficiency. Rather, it becomes an intentional means of communication that increases comprehension and engagement. The research not only demonstrated the importance of bilingual practices in multilingual classrooms but also has a contribution to the language policy, teacher training and reconsideration of the fixed monolingual ideologies in the educational discourse discussions.

Keywords: *Academic Setting, Code-Switching, Multilingual, Pakistan, Sociolinguistic Study.*

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1. Introduction

According to Halmari (2004), code-switching can be determined as: "The codes Switching is the mixing of two or more languages in one conversational episode". The phenomenon of alternating one language with another within the same discourse is referred to as code-switching. It is only characteristic of bilinguals and multilinguals since monolinguals are unable to code switch due to lack of another language to codeswitch to (Cook, 2013). A monolingual is one who can speak and understand only one language whereas a bilingual was once described as a person who is, "capable of speaking and understanding two languages." Merriam-Webster online, 2014).

Multilingual, in its turn, is the one who is simply capable of speaking and understanding several languages (Merriam-Webster online, 2014). According to Setati and Adler (2001), code-switching in school classroom is typically in a bilingual or multilingual setting and that it is a switching by the teacher and / or the students between the language of learning and teaching (LOLT) and the main language of the students.

The linguists identify various types of code-switching such as inter-sentential (between sentences), intra-sentential (within a sentence) and tag-switching (an addition of a tag or a phrase in a different language). Such changes do not occur arbitrarily, but occur in accordance with social and grammatical principles and depend on the context, the speaker and his/her intentions as well as on the shared knowledge of the interlocutors. Code-switching is also used by speakers to indicate a shift in topic, tone and social roles. As an illustration, code switching to a native language in the middle of an emotional situation can convey intimacy or solidarity, whereas a switch to a more formal language could indicate a change to a serious or authoritative attitude.

In societies with more than one language, code-switching performs more functions than communication. It may strengthen group identification, membership or exclusion, oppose ideologies of dominant languages or simply make interaction possible where one language might otherwise lack terminology. Code-switching can also be used to manage power relations, especially in an environment where one language may have official or institutional prestige over others which may be restricted to local or family spheres.

Pakistan is a diverse and multilingual nation which has more than 70 languages being spoken in different parts of the country. The national language and lingua franca is Urdu which is spoken and understood by a majority of the Pakistanis and English is an official language commonly used in government, law, higher education and business. The regional languages like Punjabi, Sindhi, Pashto, Balochi, Saraiki etc are the symbols of cultural identities and regional forms of communication.

This multilingual context forms a good substratum of code-switching mainly between Urdu and English and even regional languages. Urdu-English code-switching (also referred to as urglish) is mainly found in urban centers, media and in conversations

colloquially, especially among educated and middle-class speakers. It shows the juxtaposition of old cultural values and modern and globalized identities. Speakers code-switch between Urdu and English often to convey an idea more accurately, to provide emphasis or to conform to social situations.

In Pakistan, the language preference is highly associated with the social status, education and identity. English has come to be considered prestigious and Urdu has become a marker of national integration and cultural identity. Regional languages have great sentimental and social bonds. In turn, these stratified identities and social relations are frequently mirrored in code-switching practices, with speakers freely switching between languages in response to their interlocutors, subject matter and context.

Pakistani educational institutions present one of the most intriguing cases of code-switching research, as the language policy and sociolinguistic situation in this country are rather complicated. Universities, professional colleges and a large number of private schools generally teach in English. It is regarded as the key to academic achievements, career chances and communication in the global world. Nevertheless, it does not deny the fact that Urdu and local languages are at the center of the daily life of students and frequently appear in classroom communication.

The teachers in Pakistani classrooms have been found to code switch in translating grammatical points and also to simplify the lesson to the students. A serious motivation behind code switching is to show group affiliation and a feeling of shared ethnicity with the interlocutor. The researcher also explains the metaphorical switching which is rhetorical. Solidarity is also expressed through code switching (Bradby, 2002). Gulzar examined code-switching as used by a religious priest in religious speech and observed its role to be stressing on some crucial ideas and also showing solidarity with his partners (2010). A successful tactic of processing significant information is the code switching. This phenomenon is everywhere in the education system and elicits various attitudes among the teachers and learners. There are also various motives of teachers to change to L1. There are numerous reasons which compel teachers to code switch as well as to achieve academic, social and managerial needs (Gulzar, 2010).

Teachers revert to the mother tongue not only to achieve academic objectives like clarification or explanation in the classroom, but also to fulfill social needs of students. The other reason behind code-switching is to indicate the sense of solidarity, to create a rapport with the interlocutors, students in the classrooms therefore switching code at the conscious level (Chowdhury, 2012).

Code-switching may serve the purpose of maintaining discipline, giving instructions to the students to perform one or other task, giving guidance or capturing attention of the students to an important matter to achieve the required effect. Large classroom with the students of different socio-economic status and varying linguistic

competence may find it a useful tool when they happen to meet and expect to gain teacher attention.

1.1. Research Objectives

This study aims to fulfill the following objectives.

1. To examine the reasons behind these instances of code-switching, considering pedagogical, communicative, and sociocultural motivations.
2. To explore how teachers and students perceive the use of English-Urdu alternation in the classroom.

1.2. Research Questions

This study is guided by the following research questions:

1. Why do teachers and students code-switch between English and Urdu during classroom interactions?
2. What are the students' and teachers' attitudes toward the use of code-switching in academic settings?

1.3. Significance of the Study

This study is significant in several ways as it reveals how teachers and students use language in classrooms where strict English-only policies may not reflect true communication practices. Investigating the use of code-switching shows that switching languages can be used as a helpful teaching method instead of seen it as a proof of poor skills. Thirdly, the report offers new ideas that help students to discuss various subjects like teaching pedagogy, language policy and how to train teachers in multilingual contexts. It encourages the students to challenge monolingual ideologies in educational discourse and acknowledge the potential of bilingualism in classroom discourse.

2. Theoretical Framework

In this research two sociolinguistic theories will be used to explain the phenomenon of code-switching with regard to Pakistani universities. The initial one is the theory of interactional sociolinguistics by John Gumperz (1982). He gives an accent on how language helps to control meaning, context and social relations in the real-life interaction. He states that communication entails more than the words used; it incorporates the manner in which the words used work to direct decoding amid speakers and listeners. Relating to code-switching, Gumperz emphasizes that language switching is used as a contextualization cue a delicate signal that gives the listeners hints about changes in tone, intent or social alignment in the course of an interaction. As an example, when a university lecturer changes the English language to Urdu in the process of explaining an elaborate concept, the change can initially imply a transition between formal teaching to a more personal or exacting style or it can be a way of identifying with the students. These cues assist the listeners to decode the message as to whether it is serious, humorous or intended to drive a point home. This theory has been applied in the classroom context in which both

teachers and students tactically code-switch not just to achieve convenience but also to achieve interactional goal, disambiguation and achievement of roles including authority and being approachable.

The second theory is the Markedness Model of Myers-Scotton (1993) which is a sociolinguistic theory that describes how language choices are made by the speakers regarding the existing social norms and expectations. In this model, any language option is marked or unmarked. The unmarked option is the anticipated or usual language of a particular [context]- e.g. English in an English-medium university environment. A notable contrast, in turn, is a marked option which goes against such expectations and has extended social significance. As an example, in a formal academic situation when a teacher Code-Switches to Urdu, the prominent decision can be used to create a rapport with the students, stress a crucial point, simplify a complicated topic or even indirectly challenge language policies at the institutional level. The Markedness Model takes code-switching as a conscious social strategy and captures how speakers identify with or dissociate themselves with social norms and identities. Within the framework of the current research project, the model is used to understand code-switching as a deliberate or semi-deliberate process determined by relations of power, social positioning and educational goals in the classroom.

3. Methodology

This study uses qualitative case study design to examine the practice of code-switching in university classrooms. The research will be on English-Urdu language alternation in academic environment occurring naturally. It also tries to realize the functions, meanings and perceptions which are attached to code-switching.

The data to be used in the study will be gathered by observing Mphil linguistics students in a classroom at Quaid-i-Azam University by classroom observations and semi-structured interviews that assist in prioritizing an in-depth analysis of use of language within classroom. This will assist in examination of frequent trends in beliefs, justification and response of participants toward language switching in classroom.

4. Literature Review

Code-switching refers to the habit of alternating two or even more languages or dialects in the course of conversation or even a sentence. It is a natural phenomenon that is found in multilingual societies and used with multiple communicative functions including the expression of identity, disambiguation or social coordination. Code-switching in education enables teachers and learners to clarify difficult concepts, keep things interesting and negotiate the classroom discourse successfully. Code-switching is perceived as a purposeful and smart use of language rather than a lingual mistake.

Iqbal et al. (2022) investigated how English-Urdu code-switching affects student learning in English medium higher education institutions in Pakistan, faculty and students

of Ghazi University were the samples. The research conducted quantitative surveys in which 500 participants were involved using the multistage random sampling method, revealed that the teachers tend to alternate between English and Urdu in the process of teaching so that the concepts are better understood. Although such code-switching had a positive effect on the students in terms of understanding and learning, the research also established that the frequent language changes occasionally stop the smooth flow of communication. Altogether, the study illuminates the advantages and issues of code-switching in Pakistani English-medium classrooms at higher education level.

Raza, Raza and Ramzan (2022) performed a case study regarding codeswitching in higher secondary schools of Faisalabad, Pakistan with the context, causes and impacts on teaching and learning English. Through questionnaires issued to 19 English teachers and 188 students in three randomly chosen schools and the data analyzed using SPSS, the researcher found out that code-switching helps in the teaching and learning process by making instructions simpler and enhancing student contribution to classroom activities. The authors suggest holding seminars and trainings to maximize the effective usage of code-switching in the classrooms.

Ali et al. (2021) analyzed the perceptions of undergraduate students and teachers towards code-switching as an instructing technique in EFL classrooms in a bilingual setting. Based on the questionnaire data obtained and analyzed with the help of SPSS 60 teachers and 200 students, the research revealed a vast majority in favor of using code-switching among both teachers and students. The findings suggested the absence of significant differences between the perceptions of teachers and students and between female and male students. Code-switching was regarded to strengthen the understanding of the students, create intimacy in the classroom and promote active target language participation. The authors indicate that the study of the role of code-switching in EFL environment may be continued in the future by including other dimensions of this phenomenon.

In their study, Umar, Bilal and Khan (2021) examined the attitudes of teachers and students towards code-switching in EFL classrooms at the University of Sargodha and studied its patterns, functions and pedagogical relevance. The research was conducted with the help of qualitative and quantitative methodology: the data was gathered with the help of questionnaires and classroom observations and the recordings of lectures were analyzed with the application of Gumperz model of code-switching. The results established that code-switching was a widespread classroom activity in various departments including English, Education and Economics. The overall perception of code-switching was positive and supportive especially in the process of enhancing better learning and understanding of the English language. The findings of the study, a positive and pivotal role of code-

switching in the EFL instruction was realized and the pedagogical importance of code-switching in the Pakistani university settings was illuminated.

Ramzan, Aziz and Ghaffar (2021) carried out analytical and contrastive research on code-mixing and code-switching in early childhood speech in terms of using Urdu and Punjab by educated and uneducated children aged between 2 to 5 years. With recorded samples of speech of children in Sahiwal, the study realized that there were prominent single-word insertions especially nouns, adjectives, adverbs and verbs, as well as phrase level, clause level and sentence level switching. Hybrid forms (tags, fillers, repetition and terms of address) were also seen to be used by children. The paper underlines the use of Punjabi as a natural co-language in relation to Urdu, especially because of its domestic and social extensiveness. Although it does not specifically look at classroom discourse, this study provides an important insight on the early linguistic exposure and bilingual language development that predetermines subsequent code-switching behavior in academic settings.

Shafi, Kazmi, and Asif (2020) examine the pedagogical role of code-switching (CS) in multilingual classrooms, specifically at the University of Education, Lahore. The authors emphasize that CS functions not only as a communicative tool but also as a sociolinguistic strategy to direct social and linguistic boundaries (Gal, 1988). In the context of Pakistani classrooms, code-switching is shown to be a deliberate choice by teachers to facilitate second language (L2) learning. The study highlights the effectiveness of CS in improving learners' L2 comprehension as it promotes classroom interactivity, and addresses learners' needs. It also examines various factors that lead students to shift from their native language (L1) to L2 during classroom interactions. The findings underscore CS as a beneficial and strategic approach in enhancing language acquisition and pedagogical outcomes in multilingual educational settings.

Shah, Pillai and Sinayah (2020) investigated the way code-switching can serve as an identity constructing tool in a multilingual academic environment at the University in Pakistan among lecturers and students. With the emphasis put on the interaction between English and Pashto, the research employed the ethnographic analysis of videotaped interactions and semi-structured interviews, thus helping it to address how the people negotiated the roles of these languages in their lives and accomplish identity with language. The results indicate that the process of code-switching is smooth and dynamic creating the Hybrid linguistic System that seems to be formed. Such hybridization is linguistic competence, as well as the result of socialization in a multilingual and multicultural environment which leads to the emergence of hybrid identity orientations. The article highlights the sociocultural aspects of code-switching and also the necessity of applying micro-macro analytical focus in realization of how changing social contexts influence language use and identity among students in Pakistani universities.

Younas et al. (2020) investigated university educators' perception of CS use and effect in ESL teaching in Pakistan. The study focused on the frequency and forms of CS and teacher attitudes regarding its use in an ESL classroom with the help of a quantitative analysis of transcribed classroom data gathered by thirty ESL teachers. The findings indicated that there is wide use of code-mixing and there is a high incidence of words, phrases and other smaller units of language being incorporated in another language. CS with common nouns, proper nouns, verbs, adjectives, abbreviations and other lexical chunks was mostly employed by the teachers. The results imply that CS is a goal-oriented communicative tool used with the improvement of learner understanding and classroom involvement and that it is functionally viable in bilingual ESL classrooms.

Saeed and Kashif (2019) explored the views of teachers on code-switching in content-based classrooms in Pakistani government schools, where the fluctuating language policies and the volatile medium of instruction have led to the unsatisfactory educational performance. This study dealt with the practical implications of English as a Medium of Instruction (EMI) that has been described as an important challenge in national policy reports. Based on Translanguaging Theory (García & Lin, 2017; García & Wei, 2014), the scholars relied on questionnaires and interviews to understand how teachers react to language policy and how code-switching as a pedagogical tool could be utilized to promote learning. The research results propose the implementation of a complete language repertoire of the learner with a particular emphasis on code-switching and translanguaging as an effective way of responding to the language policy vacuum and an effective way of improving teaching and interaction in multilingual government school environments.

Rauf (2018) investigated the opinions of students regarding the application of code-switching by teachers in Pakistan and learning of the English language. The study applied a quantitative research design wherein data was gathered among 400 intermediate ESL students through a 35-item Likert-scale questionnaire to determine the effect of Urdu-English code-switching on language proficiency and motivation among students. The results highlight the need to comprehend the role of bilingual code-switching and issues in the Pakistani ELT context. The research on the one hand notes the powerful application of code-switching as a motivator of the learners and the language acquisition process and on the other hand identifies the necessity of realistic views on the problems of learning the English language in Pakistan.

Fareed, Humayun, & Akhtar (2016) explored students' perceptions of English language teachers' code-switching (CS) during lectures in Pakistani tertiary classrooms. CS as a common practice which has both beneficial and detrimental effects. The study uses a 5-point Likert scale and open-ended questions to gather students' views. The findings highlight a generally positive student attitude toward teachers' CS as it helps them in better understanding. However, some students expressed concern that excessive CS

limits their exposure to English. The study emphasizes the need for a balanced approach to CS in English language teaching to support learning without compromising immersion.

4.1. Research Gap

Despite the growing interest in bilingual and multilingual education, limited research has been conducted on code-switching practices at the university level in Pakistan, where English is often the official medium of instruction, but Urdu remains a widely used language of communication. Most existing studies have concentrated on secondary education or treated code-switching as a sign of linguistic deficiency rather than a strategic communicative and pedagogical tool. Furthermore, few studies have investigated how both students and teachers perceive and justify their use of English-Urdu alternation in academic discourse. There is also a lack of research that applies a dual-theoretical approach specifically Gumperz's interactional sociolinguistics and Myers-Scotton's Markedness Model to explore the socio-interactional and ideological functions of code-switching in higher education. This study addresses these gaps by providing a nuanced, context-specific analysis of code-switching as both a pedagogical practice and a reflection of sociolinguistic realities in Pakistani university classrooms.

5. Discussion and Analysis

Code-switching, that is, the alternation of two or more languages within a discourse has become a constitutive element of daily communication in multilingual societies. In Pakistani universities where English is the mainstream instructional language and Urdu acts as national lingua franca, code-switching has become a common phenomenon among teachers and students. Instead of concerning linguistic incompetence, the given practice demonstrates the involvement of intricate socio-cultural, pedagogical and interactional processes in the classroom. In this paper, we are going to discuss code-switching in university classrooms using two fundamental theories of sociolinguistics as our reference: the theory of interactional sociolinguistics by John Gumperz (1982) and the Markedness Model by Carol Myers-Scotton (1993). On the basis of the qualitative data comprising of classroom observations and semi-structured interviews with MPhil Linguistics students at Quaid-i-Azam University, this research investigates the phenomena of how and why code-switching happens and what are the functions of code-switching in academic discourse.

Pakistan is strongly multilingual as Urdu and English are main academic and official languages. A rich linguistic landscape is provided by regional languages like Punjabi, Pashto, Sindhi, Balochi and Saraiki. English, although it opens the doors to privilege and global competency, is not the native language of most of the students. English is the major medium of instruction in higher education but the classroom communication usually swings back and forth between English and Urdu. Such bilateral alternation does not only facilitate understanding but also manifest socio-emotional and strategic aspects of classroom communication. The majority of students and educators at

Quaid-i-Azam University indicated that code-switching helped to understand the challenging material better and made the academic process more relatable and interesting.

The theory of interactional sociolinguistics by John Gumperz regards language not only as a means of information transfer but formulation of meaning in the process of social interaction. Gumperz holds that communication is strategic in the deployment of contextualization cues which are fine linguistic and paralinguistic signs that help the listener to understand what a speaker intends. One such cue, in this context, is code-switching which indexes changes in tone, alignment, formality or interpersonal positioning. In classrooms which were observed in Quaid-i-Azam University the teachers tended to revert to Urdu in explaining difficult theoretical concepts in English. It also happened when one lecturer, explaining a technical linguistic term, switched to Urdu in the middle of the sentence to be understood: This code-switching was used to put the explanation into a more understood linguistic mode, to lead students through one cognitive hurdle by reducing the linguistic one. This corresponds with the idea by Gumperz, who claims that these shifts are not random but rather intentional cues which assist the listeners in putting the interaction into a certain context.

This interpretation was also confirmed by interview answers of students. One student said, *“when teachers converse in Urdu, I feel that they are trying to relate with us. It calms me down and makes me more confident regarding the subject.”* Another one remarked, *“Lectures conducted in English seem so far, on changing the language to Urdu, there develops a feeling of comfortableness”*. All these impressions confirm the theory of Gumperz because it is possible to see that code-switching can be taken as a relationship tool which regulates the emotional and social climate in the classroom and presents the speech of the teacher in a more understandable and united way.

In addition, another role that code-switching played was to negotiate roles in the classroom. The use of Urdu by the teachers as a medium of humor, criticism or disciplinary remarks indicated transition of formal education to relational learning. An instance in point was when a teacher, commenting in Urdu on a wrong reply by a student, said jokingly, *“Tum to linguistics ke Shakespeare nikle”*. The light-hearted atmosphere relieved the stress and once again confirmed that the teacher is approachable. In these examples, code-switching has provided an interpersonal realignment signal, either enforced solidarity or restored control - once more, making it hard to disagree with Gumperz when he suggests that language change has a significant interactional role to play. Whereas Gumperz places an emphasis on interactional sense-making, the Markedness Model of Myers-Scotton deals with the social reasons prompting the use of individual languages. In her theory, any language decision will be either unmarked (typical and predictable) or marked (deviant and socially important). The decision to code-switch is a deliberate or semi-deliberate act that proves a desire to conform or protest against prevailing social situations and demands.

English is the unmarked academic discourse in Pakistani universities. Nevertheless, there is also a substantial choosing (teachers and students often use Urdu instead of that) at certain points in time. These examples are symbolic. An example of this would be when a teacher switches to Urdu to comment on the shortcomings of the English-medium instruction or to connect with the cultural background of the students; in such a case this code-switching can be viewed as a way of quiet subversion against the institutional rules. According to one student, when a teacher starts using Urdu, it is like he or she is questioning the notion that English is the only academic language.

Interviews showed that students did not only consider these switches useful but significant. One of the respondents said, *“When the teacher speaks Urdu, I feel more included.”* It demonstrates that they appreciate our background. Another one added, *“Sometimes Urdu is used to express things that cannot be expressed in English, particularly, emotions or culturally specific concepts.”* In such situations, code-switching represents a pronounced decision which defies prevailing language ideologies and affirms other linguistic identities.

Additionally, the Markedness Model expounds on how code-switching provides the speakers with a chance to manage power relationships in the classroom. In using Urdu instead of English, teachers tend to put themselves alongside the students particularly when dealing with emotionally tense or value-involving issues. When a teacher talked about academic pressure, he said, *“You guys are studying, it is tough, but you should not be scared (of it)”* an understanding adjustment that reminded students in a culturally familiar way. This move to a marked speech pattern was understood by students as a show of sincerity and concern and played to the pedagogical relationship.

The model is also applied in explaining language choices by the students themselves. Most said that they were reluctant to speak English because they were afraid of judgment or were not very fluent. The use of Urdu in reply enabled them to be more active and natural. Therefore, code-switching is a social tool among the students to save face, obtain confirmation and manage hierarchical academic performance demands. Myers-Scotton captures these subtle motivations well using her framework.

Where Gumperz focuses upon the micro-level interactional cues and meanings that are encoded in language change, Myers-Scotton examines the macro-level social structures, ideologies and power relations that influence that change. Collectively, the theories will give a comprehensive overview of code-switching in classrooms of Pakistani universities. The model used by Gumperz assists in providing an interpretation of the instant, situated meanings which arise when teachers or students' alternate languages such as explaining a point, indicating a joke or mitigating a correction. In contrast, the model of Myers-Scotton places those choices in a wider social demand and institutional structures

Myers-Scotton emphasizes the possibility of marked language choices as opposing ideologies or asserting solidarity.

There are two sets of glasses to look at code-switching in the case of Pakistani educational institutions: on the one hand, code-switching can be viewed as a strategy of moment-to-moment interaction and, on the other hand, code-switching as a social construct, influenced by historical, cultural and political processes. The institutionally dominant English is not the linguistic reality of most students. Code-switching, in that case, can be viewed as a mediator between official language policy and real classroom practice.

6. Conclusion

The research has addressed the classroom code-switching phenomenon in Pakistani higher education institutions, particularly, the alternation of English and Urdu in academic environment. Based on the theory of interactional sociolinguistics by Gumperz (1982), the Markedness Model by Myers-Scotton (1993) and guided by qualitative data acquired through MPhil Linguistics students at Quaid-i-Azam University, the analysis has demonstrated that code-switching is an intentional, semantically-loaded and strategic activity that is entrenched in the socio-pedagogical theme of Pakistani higher education. Gumperz framework helped to reveal that code-switching can be viewed as a contextualization cue which gave the speakers an opportunity to indicate a shift in tone, emphasis or alignment in the interpersonal dimension. Teachers also tended to switch to Urdu to elaborate on a difficult point or to provide an explanation or just to get close to the students in a more personal way. Such switches were not random or an indication of linguistic deprivation, but directed students towards interpretations and increased their involvement and understanding. This was supported by responses of students who stated that Urdu made the learning process more casual and familiar.

In parallel with this view, the Markedness Model of Myers-Scotton served to explain code-switching as a social method in which the speakers achieve negotiations of identity, authority, solidarity and resistance. English as the unmarked expected medium of instruction is also present in the Pakistani classrooms. But when teachers and students shift to Urdu, they tend to make a distinct decision, a decision that contradicts monolingual belief systems, that narrows linguistic distances and that correlates with mutual cultural beliefs. In this respect, code-switching is not merely pedagogical, it is also political and relational. These two theories offer a multi-dimensional perception through which code-switching may be perceived not only as a communication resource, but as a practice that is influenced by bigger social, cultural and institutional powers. Finally, this research proposes a reconsideration of the inflexible language policies that give credit to English only teaching. Institutional forces would move toward more linguistically inclusive and context-based educational practices. These practices would better suit Pakistan's

multilingual reality by recognizing code-switching as a legitimate and effective teaching strategy.

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