

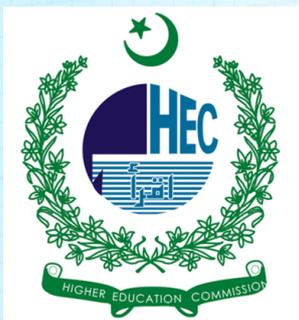
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Teaching Between Tongues: Code-Switching And Its Pedagogical Value at Quaid-I-Azam University



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Abstract

English holds a prestigious status as an official language in Pakistan. However, despite being a compulsory subject in schools and colleges, English poses serious challenges for students. Due to a challenging examination system and outdated course books, students often struggle to perform effectively in the English language. As a result, even at the university level, students lack proficiency, particularly in speaking and listening skills. In response to this challenge, teachers sometimes resort to using L1 to facilitate the language learning process. This study, conducted at Quaid-e-Azam University Islamabad, investigates whether code-switching is accepted as a teaching methodology by both teachers and students. Data were collected through two separate questionnaires administered to students and teachers at the Quaid-i-Azam University, Islamabad. Most teachers, along with their students, acknowledge code-switching as an effective approach to teaching. Two groups share that L1 usage must remain limited for better results, yet needs to be used deliberately. The study finds strong approval from both teaching staff and students regarding the effective nature of code-switching as a teaching methodology. The study offers essential knowledge for teachers to make teaching adjustments that enhance learning outcomes in their language classes.

Key words: EFL, Code-switching, teaching strategy, students' preference.

Introduction

Code-switching represents the act of changing languages during conversations, which frequently occurs among people in multilingual communities such as Pakistan. The educational environment has proved code-switching effective for addressing language differences and enhancing comprehension while promoting all-encompassing education. The over 70 different languages across Pakistan make code-switching a natural linguistic behavior of students and teaching staff. Teaching staff in Pakistani classrooms typically employ students' primary language, which may be Urdu, Punjabi, Pashto, or Sindhi, while presenting difficult material to students as an instructional method. By using students' native languages as learning resources, the practice makes instruction more productive and culturally appropriate. Gardner-Chloros, P. (2009) Education progression in Pakistan's rural districts poses challenges to students because English stands as the essential qualification, yet their English proficiency remains limited. Code-switching serves as an essential pedagogical strategy that allows teachers to convey complex curriculum matters through students' first languages, or Urdu, and thus creates social bonds between different social classes. By implementing this methodology, students can grasp key concepts utilizing native Indicators that surpass linguistic barriers, thus achieving a better understanding of scientific and other subjects. The use of code-switching inside classrooms enables students to feel more confident about taking part in lessons because students receive various linguistic choices. Students who possess native Urdu or other language abilities use those skills first to find comfort before developing their English proficiency. (Jabeen, S., & Ahmed, I., 2021). A proper teaching method enables students to exchange thoughts in familiar languages, resulting in active learners who demonstrate improved academic achievements. Educational settings made strong by diverse teaching methods enable

the respect of multiple languages as students experience academic success.

Students who participate in code-switching in Pakistani classrooms benefit from better teacher-student bonds and inclusive learning that uses the Punjabi and Pashto languages simultaneously. The teaching method enables students from rural and minority backgrounds to experience increased value, thus creating supportive classrooms that reduce their sense of isolation. Fostering linguistic diversity over monolingual standards produces learning institutions where all students experience equal treatment. Student learning of metalinguistic knowledge benefits from code-switching because it enables them to study linguistic rules in different languages. The process of switching between English and Urdu and native languages enables students to learn language operations, leading to strengthened linguistic abilities in various languages. (Usman, M., & Khurshid, M., 2019) The code-switching method supports multilingual education by validating that skills accumulated in one language create value for educational work in other languages.

Code-switching exists as a beneficial method for multilingual education, yet Pakistan confronts specific implementation challenges in its education system. The repeating language transitions create difficulties in English learning among students since English serves as the essential criterion for academic and career development. The strict language policies in elite academic institutions produce negative stereotypes about language changes because students are labeled as receiving poor instruction or having minimal language abilities. Lack of teacher training on code-switching techniques leads educational settings to adopt unreliable instructional strategies, reducing their effectiveness.

The research investigates the role of code-switching as an instructional strategy in bilingual education at Quaid-i-Azam University (QAU), Islamabad. It highlights how the use of both English and Urdu enhances students' comprehension, retention, and engagement, particularly with complex academic content. While the findings support code-switching as an effective teaching tool, they also emphasize the need for careful implementation to prevent over-reliance on both languages and to promote proficiency in English. Overall, the study underscores the importance of adapting teaching methods to accommodate multilingual classrooms for improved academic outcomes.

Problem statement:

Examining code-switching in education provides vital insight since it enables improved interaction quality between teachers and students when classrooms contain multiple linguistic backgrounds. Each student in Pakistan should study English as required by law yet their performance remains below standard particularly when it comes to speaking and listening English. The language learning process suffers due to weak examination standards, which fail to provide sufficient language teaching methods. The practice of code-switching helps learners understand new information better, but teachers should use it with caution to avoid weakening English language mastery. Research must determine proper methods to incorporate code-switching into teaching methods because it helps achieve better results while maintaining students' English proficiency advancement.

Significance of the study:

The study on code-switching highlights its value as a teaching strategy in multilingual classrooms. Code-switching methods for learning help students to understand better

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and engage more actively because subject difficulties become easier to grasp through this approach. Code-switching establishes classrooms where all students feel welcomed while boosting their classroom participation. The research investigates classroom applications that demonstrate useful approaches for teachers to implement multilingual practices in their instruction. This study shows that codeswitching functions as an effective resource that supports language acquisition while delivering education access to diverse language-speaking students.

Research Objectives

- 1: To enhance students' understanding and retention of academic content at QAU, code-switching is used as an effective strategy.
- 2: To ensure clarity and better communication in specific classroom situations at QAU, instructors and students utilize code-switching.

Research questions:

- 1: How does code switching impact students understanding and retention of academic context at QAU?
- 2: In what specific classroom situation do instructor and students at QAU utilize code switching and why?

Delimitations of the Research:

The research scope includes Quaid-i-Azam University (QAU) students and teachers through a questionnaire survey that involves 20 respondents, split between 10 teachers and 10 students. The research study exclusively focuses on understanding student and teacher views about code-switching while omitting the investigation of lasting impacts on academic skills and language capabilities.

Literature review:

The language alternation method known as code-switching provides an instructional advantage to multilingual schools, particularly within the Pakistani educational context. Marked language alternation in Pakistan becomes beneficial because it assists students who learn English as a secondary language to achieve better learning results, along with improved understanding. The practice plays an essential part in enabling instruction that is more accessible and effective for learners. Applied linguistics shows increasing interest in this teaching practice because of its educational value. This review applies ten scholarly works to explore how code-switching promotes learning while enhancing educational methods and boosting classroom interactions at Pakistani higher education facilities.

Gulzar (2010) focuses specifically on code-switching practices in Pakistan's classrooms, providing valuable insights into the local context. In his research, Gulzar demonstrates that teaching staff in Pakistan commonly alternate between English and Urdu to direct classroom activities and simplify concepts while achieving better student engagement. The educational setting in Pakistan benefits from language codeswitching according to Cummins, because students learn English and Urdu. This observation supports his argument that teachers should employ code-switching to help students overcome language barriers during lessons. Gulzar establishes that teaching with Urdu in English language instruction facilitates student understanding and decreases the fear of learning a new language.

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Manan, David, and Dumanig (2017) evaluate the difference between Pakistan's official language regulations endorsing English use and classroom instructional language practices. The research identifies code-switching as the link which unites official English language advocacy with actual multicultural classroom dynamics. The research by Gulzar and Cummins connects to this study which reveals that codeswitching helps students learn efficiently when most students prefer using Urdu rather than English in their classrooms.

Jabeen and Ahmed (2021) conduct research on how bilingual students use codeswitching within higher education classrooms in Pakistan. The study demonstrates that code-switching serves as an effective tool which lets students understand subjects more easily and enhances their classroom participation. The examined data reveals students can manage their cognitive demands better when teachers use code-switching strategies because they do not need to face English-only lessons. The research of Jabeen and Ahmed demonstrates identical results as Nawaz et al. (2023) and Shahnaz (2023) regarding how code-switching enhances language learning comprehension and student engagement.

The research of Usman and Khurshid (2019) determines the positive impact codeswitching has on the English language acquisition process in Pakistani educational settings. The research demonstrates that language switching brings students increased comfort during classes when language differences between them and their environment can create feelings of isolation.

Manan, David, and Dumanig (2017) investigate how Pakistani language policies diverge from classroom practices to show why classroom language use differs from official English policy goals. This research demonstrates how code-switching functions to link academic English promotion policies to real classroom multilingual environments. This study confirms the research of Gulzar and Cummins showing that students learn better when they engage in code-switching between Urdu and English in classrooms where most students have stronger proficiency in Urdu.

The research on code-switching carried out over three decades is detailed by Lin (2013) within different multilingual settings. Lin asserts code-switching functions both as linguistic practice which identifies bilingual identities and cultural practice that shows bilingual identity complexities. Students within Pakistani education systems who maintain dual linguistic identities use code-switching as their fundamental method to achieve academic success alongside cultural requirements. Demands. Through her research Lin demonstrates that code-switching represents a natural beneficial process of language acquisition which should not hinder learning. The research by Nawaz, Yousaf and Jabeen (2023) examines patterns of codeswitching in English as a Second Language (ESL) classrooms situated at the University of Sargodha in Pakistan. Students along with their educators acknowledge code-switching produces beneficial educational outcomes during the instruction of difficult terminology or subject matter. Previous research shows that students better understand new information when they code-switch because unfamiliar terminology and concepts during second language classes benefit from this approach. The authors suggest code-switching should be used with caution to prevent excessive L1 usage and maintain student development of English skills.

This research by Shirazi, Memon, and Shirazi (2009) investigates Pakistani English Language teachers' practice of code-switching. The researchers have identified three main purposes of code-switching which consist of explaining complex material while

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simultaneously addressing disruptive behavior and improving teacher-student relationships. The authors demonstrate that planned code-switching helps both student classroom involvement and classroom inclusiveness. The research validation through this investigation confirms the conclusions of other scholars regarding how codeswitching helps students communicate and learn better.

Usman and Khurshid (2019) present research about code-switching benefits for English instruction among Pakistani school students. Student comfort levels rise when code-switching is used in educational settings that typically isolate through language limitations. Teachers can build more welcoming and efficient educational settings for their students when they incorporate students' native language into classroom instruction according to the authors' perspective. The research contributes to growing proof that code-switching techniques strengthen English language comprehension for students.

The authors Ali and Zafar (2020) demonstrate the way code-switching supports collaborative learning across multilingual classrooms in Pakistan. Incidentally their investigation of group discussions at higher education institutions discovered that blended language use enabled students to exchange ideas better because it overcame their English skills limitations. According to study findings students who frequently move back and forth between English and their mother tongue Urdu and Pashto show better active participation during collaboration. The authors stress that giving students permission to use their bilingual abilities enables better educational participation and learning success.

Research demonstrates that code-switching in education receives full endorsement from teachers and students throughout Pakistan. The experts agree that codeswitching should not be used in excess when employed as a teaching strategy. The technique should be employed discerningly in both subject-specific needs and student learning requirements.

Research Gap:

Studies analyzing the long-term effects of code-switching on bilingual education outcomes remain scarce throughout Pakistan despite established advantages from using code-switching in educational scholarship. Research on code-switching effectiveness lacks specificity regarding the best situations and subjects for its application in educational settings throughout Pakistan.

Methodology:

This study employed a quantitative research design to investigate participants' perceptions using a structured questionnaire. Data were collected through Google Forms, and the instrument consisted primarily of Likert-scale items ranging from "Strongly Disagree" to "Strongly Agree." The questionnaire was distributed online to a targeted sample, and responses were automatically recorded and organized for statistical analysis. This method allowed for the collection of standardized, measurable data suitable for identifying trends and patterns in participant responses.

Data Collection:

The study collects data through questionnaires that explore the use of code-switching techniques as a teaching approach in English Department classrooms at Quaid-i-Azam University (QUA), Islamabad. 20 participants engaged in the study, which consisted of

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10 undergraduate students together with 10 teachers. Open-ended questions and closed-ended questions in the survey enable the researcher to acquire detailed information along with structured data. Questions in surveys allow participants to express themselves freely through personal words; however, structured questions provide controlled data that researchers can analyze easily. The study takes place among QAU students who speak various languages, including Urdu and Punjabi, and English.

This research derives its purpose from examining student alongside teacher insights about code-switching practice during lessons, together with its educational impact. A detailed examination of teachers' and students' perceptions toward classroom dual language usage appears in questionnaires, which also demonstrate whether learning benefits or not. The research aims at investigating code-switching use in education along with its potential to enhance language acquisition, specifically for students in Pakistan who use multiple languages during instruction. The research employs this methodology because it aims to identify effective English teaching practices that use strategic codeswitching as a student support method.

Analytical Framework

This research follows the use of Google Forms to create questionnaires for both teachers and students. Responses were collected from 20 participants, 10 teachers and 10 students, analyzing the data and illustrating charts to show the percentages of agreement and disagreement about different aspects of using code-switching as a teaching method. These charts help to clearly understand how people feel about codeswitching in teaching at Quaid-i-Azam University. Using Google Forms made it easy to gather and analyze the responses, which helped in thoroughly evaluating how effective code-switching is in improving student learning.

Theoretical Framework

In this study, Vygotsky's Sociocultural Theory is followed and supports the belief that learning happens due to social interactions and that language greatly influences thinking and mental growth. In this theory, the Zone of Proximal Development (ZPD) represents the difference in skills a student possesses independently and those that can be reached with the aid of a teacher. As a result, code-switching acts as support for students by helping the teacher describe challenging school subjects in L1 so students can comprehend and remember new ideas taught in L2.

In addition, the study uses Gumperz's Interactional Sociolinguistics (1982), which shows that the selection of certain language styles is related to the context of the interaction. In the classroom, teachers usually use code-switching to provide instructions, explain difficult parts, or strengthen relationships with students. Based on this theory, teachers and students switch between languages for practical reasons, making it clear that this decision is planned and aimed at making communication clearer in their classrooms.

Analysis

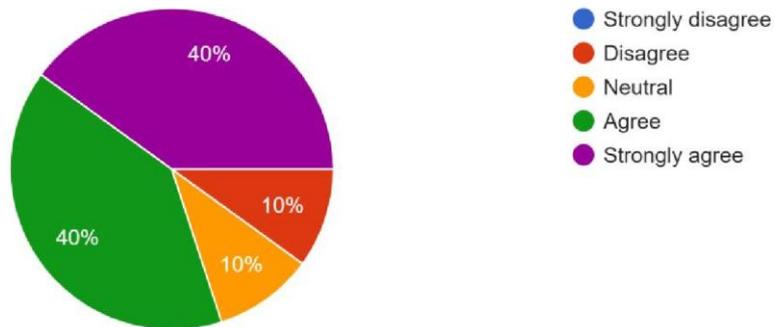
The data is presented in two sections. The first section presents the data obtained from the students, and the second section presents the data obtained from the teachers.

Results of the questionnaire from students:

The data have been taken from the students through a questionnaire, which carries 10 closed-ended and open-ended questions. The students are between 20-25 years old and

Q1) My teachers often switch between Urdu and English during lectures.

10 responses



their years of learning are more than ten years. They have been selected as the sample for this study as they have interacted with English for a long time, and they are in a better position to give a solid judgment about code-switching as a teaching strategy.

Chart No:1

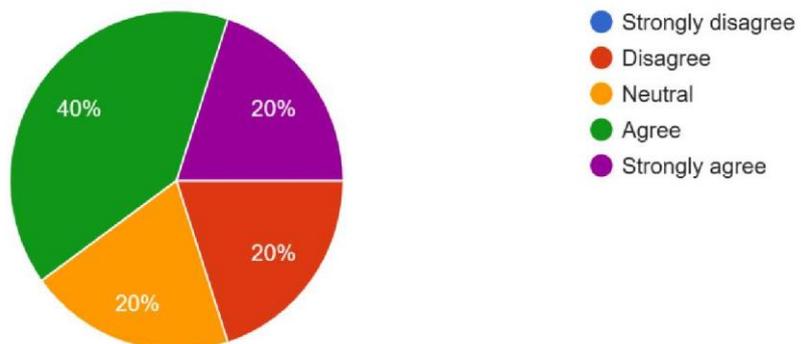
The first chart highlights that 80% of respondents agree or strongly agree that their teachers frequently switch between Urdu and English during lectures. Only 10% disagree, while the remaining 10% are neutral. This shows that code-switching is a regular practice in classrooms and is likely used by teachers as a strategy to bridge gaps in students' comprehension. The frequent use of code-switching by teachers indicates its necessity in a bilingual education system like Pakistan's. Teachers utilize English Lessons to validate student understanding of essential points, especially for difficult English topics. Teachers implement this practice because their students rely on their mother tongue for understanding educational content more effectively.

Chart No: 2

The data from this chart demonstrates that sixty percent of the participants agree or strongly agree that their attention improves because of language shifts between Urdu and English during classes. However, 20% disagree, and 20% are neutral. The results

Q2) Code-switching helps me stay focused during the class

10 responses



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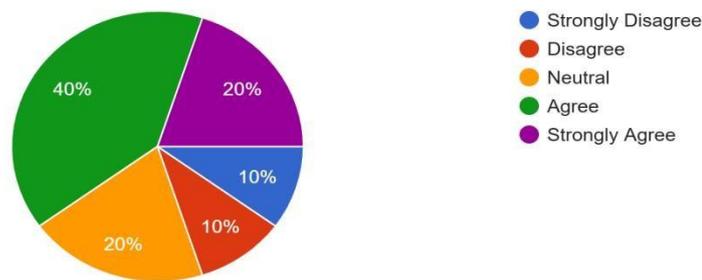
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show code-switching as a positive tool for focus maintenance since most students succeed, but some students experience neither advantage nor drawback. The data reflects personal taste in learning methods as a probable cause for these results. Statistical data indicates that code-switching functions as an important resource to manage learning focus in classrooms where two languages are spoken.

Chart No: 3

Q3) I understand difficult topics better with code-switching.

10 responses

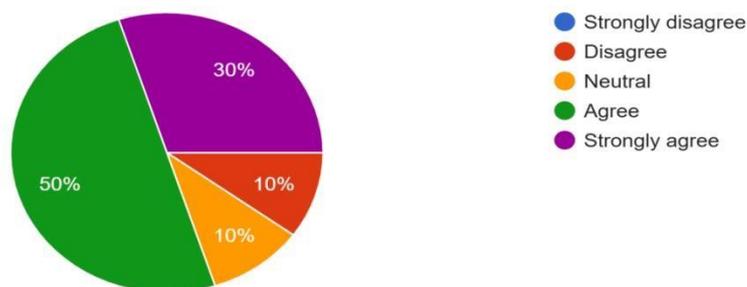


The student survey reveals that 60% of respondents both agreed and strongly agreed that code-switching helps them understand hard-to-grasp material, yet 20% decided to disagree and strongly disagree, along with 20% who kept a neutral stance. Research demonstrates that code-switching techniques enable the successful breakdown of complex subjects for students. Students need Urdu as an alternative vocabulary when English explanations lose their effectiveness. The practice proves essential for Pakistani students because they need supplemental language assistance to understand advanced knowledge.

Chart No:4

Q4) Code-switching reduces my anxiety.

10 responses

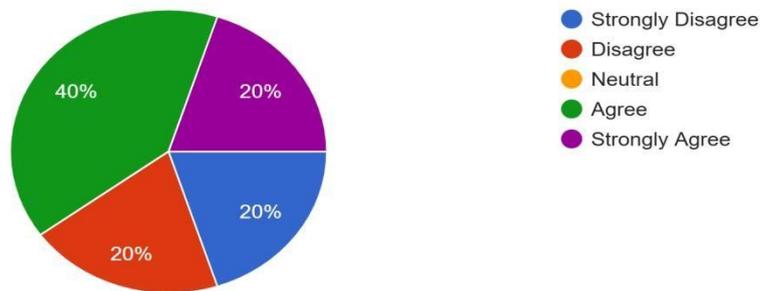


Eighty percent of participants either strongly agreed or simply agreed that using

codeswitching techniques leads to decreased learning anxiety, but ten percent remained neutral, and ten percent disagreed. The ability to reduce anxiety because of codeswitching stands as a vital element to establish an efficient learning environment. Students benefit when Urdu lessons accompany English education because it reduces their sense of pressure, especially in difficult academic situations. The approach proves that code-switching creates learning environments that feel less challenging and more manageable between bilingual groups.

Chart No:5

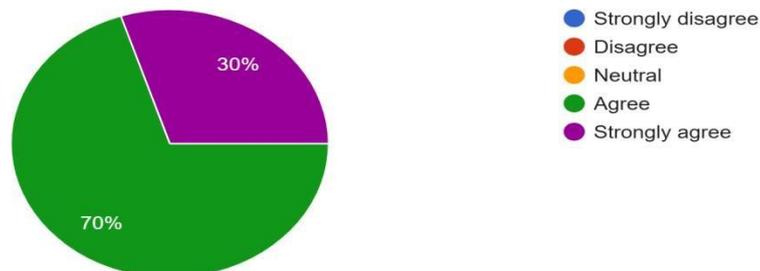
Q5) I feel more confident to participate in discussions when teachers switch languages.
10 responses



Responses in Table 5 indicate that students hold different perspectives concerning how code-switching supports classroom engagement during discussions. The evaluation indicated that 40% of respondents agreed and 20% strongly agreed, showing that code-switching supports growing participation numbers, whereas 20% disagreed and 20% strongly disagreed. Code-switching does not create major barriers to student involvement in discussions, although some students recognize it helps them express themselves better. Code-switching effectiveness as a participation tool differs among students because their language competence levels and personal choice preferences differ.

Chart No:6

Q6) I prefer learning in both Urdu and English rather than in English alone.
10 responses



The data in Table 6 shows students holding different perspectives on whether language mixtures involving Urdu and English improve understanding better than English by

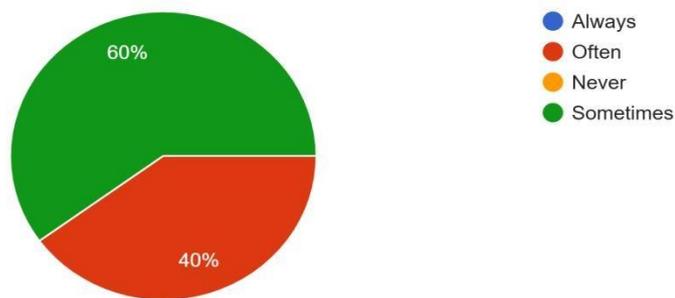
itself. Survey participants totally held the view (100%) for both agree and strongly agree that code-switching (Urdu-English) may benefit comprehension, students favor the use of both English and Urdu since the mixed language approach makes complicated information more understandable to them.

Results obtained from the teachers:

Chart No:1

Q.1) I use code-switching in lectures.

10 responses



In Chart 1, it is clear that code-switching is used by the majority of respondents, with 60% indicating they switch languages sometimes and 40% doing so often. None of the respondents reported never or always using code-switching, suggesting that the practice is more sporadic rather than constant.

Chart No:2

Q2) Code-switching helps with clarity and retention.

10 responses

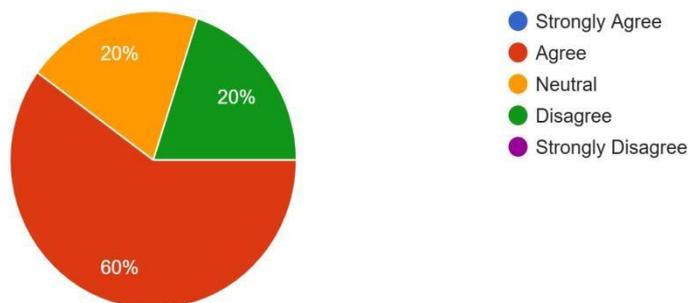
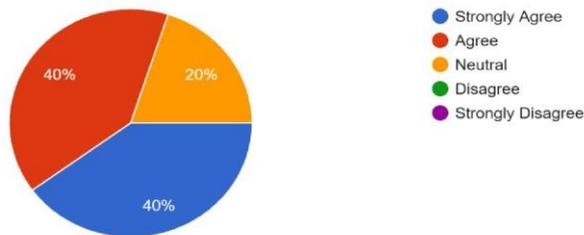


Chart 2 indicates a strong belief in the effectiveness of code-switching for both instructional clarity and information retention. 60% of respondents agree that switching languages helps students retain information, and it is useful for giving clear instructions.

While 20% of students disagree, because they think sometimes it's hard to understand the terms when there is a sudden switch between languages. These figures suggest that code-switching is perceived as a valuable tool in enhancing student understanding and

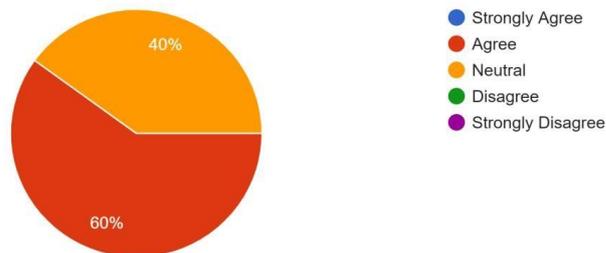
Q5) I use code-switching to give clear instructions.
10 responses



memory.

CHART No:3

Q3) Code-switching improves student engagement.
10 responses



As seen in Table 3, code-switching seems to have a positive effect on student engagement, with 60% of respondents agreeing that it helps students engage more actively in classroom discussions, also they agree that students are more likely to ask questions when code-switching is used, remaining 40% were neutral. These findings highlight the interactive nature of code-switching in fostering a more dynamic classroom environment.

Chart No:4

Q4) Switching between Urdu and English affects the flow of my lecture.

10 responses

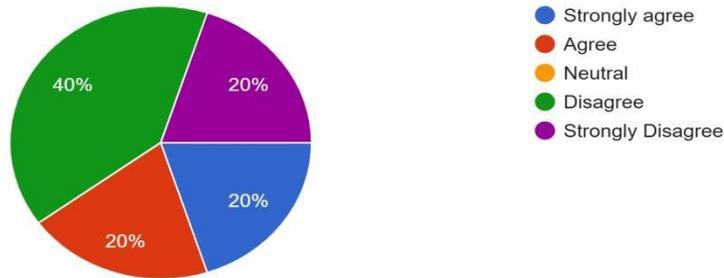


Table 4 shows that while a majority of respondents (80%) feel confident in their ability to code-switch effectively, there is some concern about disrupting the flow of teaching. 40% of respondents disagree that switching languages disrupts the lecture flow, while 20% agree. However, overall, confidence in the practice remains high, with 60% believing that code-switching positively impacts the teaching and learning experience.

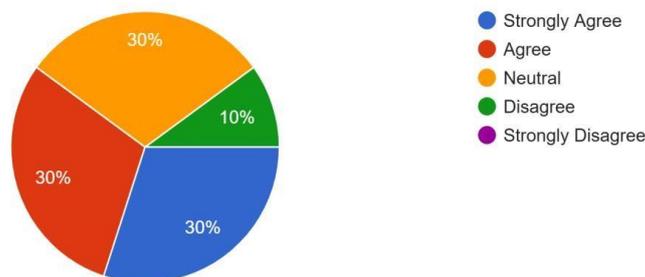
Chart No:5

Chart 5 demonstrates that most respondents supported code-switching as a method to boost student participation levels. A large majority of 80% of research participants stated that code switching enhances their classroom discussion ability. The survey revealed 20% neutrality, while every participant agreed or strongly agreed. Code-switching functions effectively to increase student participation since students feel comfortable speaking and sharing thoughts within a setting that promotes inclusivity and understanding.

Chart No:6

Q6) Code-switching increases student participation.

10 responses



Results in Table 6 demonstrate that 60% of participants either agreed or strongly agreed that instructional clarity in the classroom improves through code-switching. The combination of Urdu and English languages makes communication directions more understandable for students during challenging learning activities. Among the respondents, 30% stayed unbiased and 10% questioned the practice. The study demonstrates that using code-switching enables teachers to deliver instructions more effectively to bilingual students while decreasing their confusion.

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Findings:

Research evidence demonstrates how students at Quaid-i-Azam University boost their academic learning through code-switching between English and Urdu. Bilingual instruction using English and Urdu enabled students to settle in better during classes, particularly when teaching complex vocabulary or abstract material. Among teachers, the bilingual instructional approach proved beneficial because it transformed academic content into more understandable material for students. The research findings confirm the conclusion that bilingual educational methods connect verbal barriers while promoting interactive student involvement by following earlier studies demonstrating the educational value of code-switching in multilingual learning spaces.

While code-switching was largely perceived as beneficial, the research also identified some challenges associated with its use. Teachers expressed that excessive use of code-switching could lead to confusion, particularly when students were not familiar with the terminology in both languages. Some teachers mentioned that students might become reliant on the use of both languages, potentially hindering their ability to master academic content in English. This concern is consistent with the findings of Ferguson (2003), who cautions that while code-switching can provide immediate linguistic support, it may also interfere with the long-term development of language proficiency in the primary language of instruction. Therefore, the need for a balanced approach to code-switching was emphasized, where teachers selectively choose when and how to switch between languages based on the complexity of the material and the language proficiency of the students.

Student comprehension, together with retention, improved due to code-switching educational methods. Students achieved improved content comprehension and memory retention when teachers operated in both Urdu and English because it enhanced their learning capabilities. The process of teaching concepts through Urdu helped students understand information better while building their ability to remember and use the information across assessments and discussions. Previous research aligns with this finding that code-switching supports learning by making academic content easier to understand and learn.

The research assessed the learning environments where code-switching primarily occurs, which demonstrates its routine use for confused students and for teachers who explain challenging concepts. Teachers explained concepts effectively through code-switching, especially during instances where English terms did not provide sufficient comprehension because of technical descriptions. Research confirms that language switching operates as an educational tool for clarification because it aids students in complete lesson understanding. Teachers utilized codeswitching during big lecture settings to maintain both student participation and understanding because personal interaction was constrained. Students changed their language use in group discussions to enhance mutual understanding throughout the sessions.

Research results indicate that code-switching functions as an essential educational method used in bilingual learning environments at QAU. Through code switching students enhance academic information retention and access conceptual understanding and build better class participation levels in classroom discussions. Teachers who want successful code-switching must anticipate learning situations and utilize them to enhance student learning rather than develop excessive dependence on this practice.

Conclusion:

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The research results demonstrate that code-switching serves as an effective instructional strategy for bilingual education at Quaid-i-Azam University (QAU). The research indicates that code-switching helps bridge language barriers, facilitates better comprehension, and increases student engagement, especially when complex academic content is involved. By incorporating both English and Urdu, teachers can enhance students' understanding and retention of material, creating a more inclusive learning environment. However, the study also suggests that code-switching must be used thoughtfully and selectively to avoid over-reliance on both languages and to ensure that students develop proficiency in the primary language of instruction. Overall, code-switching emerges as a valuable tool for improving teaching effectiveness and student learning in bilingual settings, contributing to a deeper understanding of how bilingual teaching strategies can support students' academic success.

Recommendation For Future:

This study shows that code-switching can be an effective teaching strategy in bilingual classrooms. However, there's room for future research to look at how it works in different schools or subjects to see if the benefits hold across the board. Long-term studies could help understand how it affects students' performance and language skills over time. One limitation of this study is that it was focused on just one university, which may not apply to other settings.

Future research could expand on this by including different institutions and checking the lasting effects of code-switching.

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