

An Investigation into the Impact of Code-Switching on Language Learning in Multilingual Classrooms

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ABSTRACT

The have a look at became dedicated to the have an impact on of code-switching at the multilingual mastering achievements in Pakistani universities. The examine tested 320 undergraduate ESL college students and 24 college participants of 4 public universities placed in Karachi, Lahore, Islamabad, and Peshawar in a sixteen weeks length with the help of blended techniques in a sequential explanatory design. Data was collected through structured classroom observations, semi-structured interviews, focus group discussions and standardized tests. The study documented instances of code-switching between English and Urdu alongside regional languages such as Punjabi, Sindhi, and Pashto. In Pakistan, rapid quantitative analysis showed that students proficient in code-switching had a higher average of IELTS score improvements by 20 percent. In Pakistan, it was found that students whose teachers incorporated some style of code-switching into their teaching were more likely to achieve proper IELTS instruction than those who were taught in English only classrooms. This research also showed that students who learned from teachers that incorporated mobility in their classrooms were more likely to achieve proper IELTS instruction. Faculty members in the research had mixed feelings about the use of multilingual teaching methods, and there were 78 percent of faculty members in favor of the use of code-switching, and taught at institutions that had a reputation for teaching in one language. The study showed that code-switching, when used carefully and purposefully, can enhance learning in multilingual environments and support the scaffolding of cultural identity by providing opportunities for learners to engage in code-switching. These results support the use of teaching in multiple languages and call for a change in policy in Pakistan to include more use of multilingual settings in higher education.

Keywords: Effect, code-switching, multilingual, learning outcomes, universities, Pakistan, sequential explanatory design.

INTRODUCTION

The phenomenon of code-switching has become quite prevalent in international educational environments. It is the practice of switching between languages within the same discourse (Subon & Tarmim, 2021). In

the context of Pakistan, where English is the medium of instruction, the students bring communication in Urdu and diverse languages to the class. The students switch languages in order to explain complex issues, and to articulate their thoughts, and it is equally a concern for the teachers. The code-switching, language shifting, is done in context of teaching students the English anchored curriculum and it is one of the multimodal communication strategies of Pakistan. The students in Pakistan cross the frontiers of dialects which includes the mother tongue, national Urdu, and English in the classroom (Ullah, Islam, & Khan, 2024).

The traditional teaching approaches used to impose a language confinement rule and considered the dwelling on native languages in the secondary language classroom as "interference." In language learning, behavioral theorists used to place the acts of code-switching in the "deficit practice" category that sought to limit the acquisition of the language target. In today's world a lot of sociolinguistic research has gone into disproving such points, and is suggesting that code-switching should be perceived as a level of proficiency which is highly confounded. The impact of such research is manifold considering the fact that the target language acquired is English, as is the case with Pakistan (Ashraf, 2023).

The opportunity to study code-switching in Pakistan brings its own set of challenges and advantages in the context of Pakistan's education. Within the context of Pakistan, English is the language of the criminal and the language used in higher education; thus, it assumes the status of specialty in academic English discourse (Baig & Ahmad, 2022). The English proficiency challenges Pakistani students face, however, is to easily negotiate the multilingual identities they possess. A number of students attending universities are classified as English as a Second Language learners and possess very weak English conversational skills. Consequently, they rely on their academic knowledge in Urdu and various local vernaculars to cope with their academic studies. This dissonance between their English skills and the language of instruction clearly undermines their learning and restricts the growth of creative teaching approaches (Hussain, Nawaz, & Issa, 2024).

The exercise of code-switching in academic settings has benefited, in the past few years, from advancements in translanguaging as a concept in multilingual education. Rather than viewing language alienation issues, translanguaging advocates cross language integration to support teaching approaches that allow learners to access all their languages. In the case of better training in Pakistan, that is a prime disconnect among the scholars and English withinside the school room and their very own cultural and linguistic background. This coverage disregards the lives of college students and the society in general (Goodman and Tastanbek, 2021).

In addition to educational curiosity, the importance of reading the difficulty of code-switching in Pakistani universities is likewise involved with disposing of inequalities in getting to know. Pakistan is densely populated with greater than 70 languages, and accordingly the monolingual approach of training pedagogy is pedagogically unfair to a great quantity of college students. A unique evaluation of the consequences of code-switching on studying could be beneficial in designing pedagogical frameworks techniques so that it will recollect linguistic variety as an academic asset. Language variety may be used to broaden inclusive academic practices in Pakistan in a way that recognizes and embraces language range and promotes educational achievement (Ahmad, 2024).

The coverage innovation of multilingual schooling withinside the European Union and the fulfillment of the coverage in different nations of the sector has indicated that there's an pressing want to discover research-primarily based totally processes to multilingual practices in Pakistani classrooms. However, the unique linguistic ecology of universities in Pakistan, the complex relationships among English, Urdu and regional languages, needs to be investigated on its own merit, rather than through the adoption of universal frameworks (Jadoon, Ahmad, & Qureshi, 2024).

Cyberculture has additionally converted the linguistic ecology of better schooling in Pakistan, in phrases of English utilization in documentations, and educational utilization of English along social relational features with full-size kind of nearby languages, all which can be attributes of the cyberculture. Digital multilingualism has created new social code-switching opportunities that call for a alternate withinside the sort of pedagogy that might take into account the diverse and dynamic linguistic formations in Pakistan (Shafique & Zahid, 2024).

The monetary troubles surrounding English skillability in Pakistan have an effect on the profitability of the English coaching withinside the country, thereby compelling them to refine their coaching strategies. Having the functionality to speak in English, graduates have better possibilities of employments and get better promotions because of this capacity through the employer. That is why, it's miles crucial to understand how code-switching affects the getting to know of the English language to enhance the educational improvement and layout of the gaining knowledge of results orientated curriculum (Buriro, 2025).

Such arguments power this have a look at because it pursuits at learning the results of code-switching at the language gaining knowledge of effects withinside the settings of Pakistani universities. Although the take a look at is analyzing each the qualitative remarks and quantitative getting to know effects, it goals to provide the case of teaching the usage of code switching withinside the multilingual classrooms. The paintings will help in responding to the converting language regulations in publish secondary training in Pakistan through slicing the threshold to the advocacy efforts withinside the culturally applicable language coaching.

Research Objectives

1. To have a look at the developments and charge of code-switching practices whilst interacting with ESL in Pakistan universities and decide the linguistic function of code-switching withinside the educational discourse.
2. To measure the impact of code-switching practices on the English language learning outcomes of students by assessing the relative gains in language proficiency in diverse classrooms.
3. To investigate the attitudes, perceptions, and experiences of students and faculty about code-switching in multilingual classrooms and the advocated outcomes on the process of language learning.

Research Questions

1. What dominant patterns and functions of code-switching exist in ESL classrooms within universities in Pakistan, and how differ these patterns in diverse linguistic environments.
2. What is the relationship between the presence and the frequency of code-switching in classroom teaching and students' development in English language proficiency as ascertained by standardized evaluation instruments?
3. What is the perception and attitude of students and faculty members regarding the use of code-switching in multilingual classrooms, and how do these attitudes and perceptions affect the classroom atmosphere and the learning outcomes?

Significance of the Study

The outcomes of this research are critically important for a variety of people in the context of higher education in Pakistan and in the context of addressing multilingual education issues globally. The results are useful for language policymakers in universities in Pakistan as they are likely to change English-only

policies to more multilingual as well as more inclusive language policies. This take a look at is the pioneer of its nature in Pakistan due to the fact, the studies offers a contextual have a look at of the effectiveness of code-switching and consequently fills a profound hole withinside the literature via way of means of moving the theoretical studies to realistic pedagogy. This take a look at also can be carried out through college directors and curriculum planners in that it might display how the language getting to know environments may be more suitable to aid the multilingual desires of college students in addition to applicable academic outcomes. Such effects could beautify school improvement packages with the aid of using offering the college with multilingual study room control and translanguaging educational strategies skills. In addition, the have a look at contributes to a international literature withinside the area of multilingual schooling due to the fact the statistics is supplied on a great South Asian vicinity and thereby contributes to the cross-country wide evaluation of code-switching and language acquisition. The unfold of the examine additionally applies to the themselves, which could doubtlessly affirm their multilingual identities and exhibit how their language capabilities may be applied as an asset in preference to a legal responsibility withinside the manner of schooling, thereby developing greater identical and green method of language gaining knowledge of.

LITERATURE REVIEW

The standards of the studies on code-switching were converted withinside the beyond half-century into much less theoristic and extra bendy conceptualizations of the multilingual competencies. A living proof turned into the example of studies withinside the 60s and 70s, in which the behaviorist theorists of studying maximum affected the study, viewing code-switching as interference and a barrier to the second one language mastering. Scholars who worked with this line of thinking that emerged during this time believed that using more than one language was a handicapping of a sort, preventing language learners from appreciating the siloing of languages – the first language and the second language – from each other. This line of thinking continued to prevail in most education systems, and as a result, learners and teachers in second language classrooms were overwhelmingly subjected to a ‘only one language’ policy with little to no attempts to justify that policy (Wang et al., 2021).

The Deficit Models of Language use was fundamentally changed when sociolinguistic research started in the 1980s. The work of Poplack and Myers-Scotton, among others, proved that code-switching was not random language mixing, but rather complex linguistic behavior that was governed by socially and grammatically organized something-something. Myers-Scotton's Matrix Language Frame model is a structural analysis of code-switching which accounts for grammatical coherence of plural speakers drawing from several language systems. This research considered code-switching a legitimate linguistic phenomenon that needed further academic research (Estes, 2022).

In the 21 century, the development of the translanguaging theory has changed the perception of multicultural practices within the school context. García and Wei's translanguaging theory reframes language use by multilingual speakers as a cohesive rather than a fragmented system. It challenges the misconception of named languages as individual systems, and instead, focuses on the complex, shifting, and ever-evolving nature of multilingual interactions. With translanguaging, teachers are encouraged to shift from traditional approaches to learning, and to allow children to use all the languages that they know as learning tools (Slagle, 2024).

Investigating code switching in education has demonstrated particular and often divergent associations between the use of multiple languages and the educational outcomes achieved in the given context (Javed, Saqlain, & Ansari, 2024). In some international studies, the influences of code switching on language learning outcomes were shown to be both beneficial and detrimental, depending on the frequency of switching, the functions served, and the manner in which switching was integrated pedagogically. The best practices in code switching are often those which maximize the strategic use of the languages in the

learning cycle to foster learning, resolve intricacies, and actively engage learners. In contrast, unplanned or excessive code-switching can be counterproductive by hindering the development of the target language, or by limiting the availability of authentic input in the second language (Lebesa, 2021).

South Asian putting with its wealthy records of colonization and language and the resultant tangled mosaic of language used provides appealing parameter at the have a look at of code switching. Studies carried in India have proven that English schooling in interplay with the neighborhood languages can create multifaceted atmosphere withinside the classroom. Research in Indian universities has shown that code switching between English and Hindi enhances comprehension but may act as a barrier to the learners developing their English language skills. Such findings have contributed to the debate regarding the policy on the medium of instruction and language teaching in the context of the post-colonial Indian subcontinent (Mahapatra & Anderson, 2023).

Code-switching in pedagogy is a relatively new area of study in Pakistan, especially in an extremely diverse multilingual context like Pakistan. The few studies available have devoted more attention to sociolinguistic aspects of code-switching in Pakistani society rather than to its teaching implications (Saqlain & Shahid, 2024a). The phenomenon of code-switching in English and Urdu has been thoroughly documented in urban centers, along with the varying roles of regional languages across diverse localities. However, focusing on the other languages, there is a striking lack of empirical research investigating code-switching and its associated language learning outcomes in Pakistani universities (Shah, Rizwan, Muhammad, Khan, & Khan, 2024).

One of the most recent developments in code-switching is the examination of the role of multilingual classrooms as a context in which teacher attitudes and beliefs can have significant impact. Research demonstrates that teachers' attitudes toward multilingualism shaped their practices and, as a result, students' achievement. Those teachers who recognize learners' first languages as tools and resources are more likely to foster more supportive educational settings that promote multilingualism. In contrast, teachers with negative attitudes toward multilingualism are more likely to marginalize the learners, thus constraining their learning opportunities (Asher, Farid, & Shahzadi, 2025).

Keeping the social and psychological aspects of code-switching in educational settings in mind, newer studies have focused on the positive results of switching linguistic codes in the language classroom. Some studies have reported on how the anxiety of speaking a second language was mitigated and more students, particularly those who had minimal knowledge of the language being taught, started to participate in the lesson. Some studies have mentioned that switching codes is valuable in the maintenance of certain social and cultural identities. Students begin to put value in the cultural and linguistic resources they had while they learned other languages. These psychological benefits theoretically are vital in constructing a nurturing environment in multilingual educational settings (Mawardi, Ruhayah, Mubarak, & Majid, 2024).

The effectiveness of various approaches to the teaching of code-switching has been subject to a large amount of research. In more positive studies, teachers' Controlled code-switching, or the purposeful mixing of languages in a lesson to achieve a set teaching aim, has shown more positive outcomes than random or unstructured language mixing. Some of the more constructive techniques suggest emotional support, the maintenance of discipline, and the explanation of difficult ideas in the mother tongue while the other language is utilized to provide ample opportunities for the students to practice and develop the target language (Bonds, 2025).

The growing use of technology in language education has provided new avenues for research on code-switching (Saqlain & Shahid, 2024b). Codes accessible through devices and computer programs available through the internet have improved means for multilingual learning and interaction. Research has focused on the traversing of languages by students in computer assisted learning and on the use of translanguaging

tools on the computer. These layers of technology deepen the scope of existing code-switching research and suggest the need for refined theoretical approaches (Nguyen, Yuan, & Seed, 2022).

The assessment and evaluation of learning outcomes remain methodologically complex in multilingual classrooms and pose challenges for research on code-switching (Rasool, Qian, Saqlain, & Abbasi, 2022). Standard proficiency assessments may overlook various multilingual skills that students acquire in translanguaging contexts. Recent studies argue for broader assessment strategies that recognize the processes and products of multilingual learning. This extrade withinside the evaluation strategies influences the manner students can decide the consequences of pedagogical practices that contain code-switching (Mustafa et al., 2022).

The coverage of multilingual schooling has usually grappled with the issues of optimizing the benefits of the use of multiple language while commands are delivered. In as a good deal as there may be an growing quantity of literature that suggests the purpose of using strategic multilingual practices, majority of institutional guidelines and societal attitudes are but to transport with reference to the theoretical arena. The studies findings and coverage disparities nevertheless offer a deadly adventure to the ones practitioners who function in multilingual environments. These are the coverage worries which can be wished with the intention to recognise the results of the look at and offer guidelines on how it is able to be nearly implemented withinside the classroom (Albahoth, Jabar, and Jalis, 2024).

METHODOLOGY

The researchers have carried out a aggregate of quantitative and qualitative method and studied the effect of code-switching to the consequences of multilingual Pakistan college lecture rooms in a chronological explanatory way. The article turned into finished in a length of sixteen weeks and it produced from 320 undergraduate ESL (English as a Second Language) college students and 24 college participants of numerous public universities in Karachi, Lahore, Islamabad, and Peshawar. The faculty members came from varying linguistic backgrounds such as Urdu, Punjabi, Sindhi, Pashto, and English. The study utilized multiple instruments including structured classroom observation, in-depth semi-structured interviews, focus group discussions, and standardized language proficiency assessments. 96 observation sessions of ESL classrooms were conducted by the researchers as part of a comprehensive observation process, which involved noting the frequency and functions of code-switching across English, Urdu, and regional languages and gauging the students' level of participation. To behavior the linguistic analyses of the code-switching, the authors used the evaluation of the styles and the pedagogical roles of lecture room dialogue constellations in videotaped instructions records. The examine used consciousness agencies with the reason of mastering the attitudes of the scholars regarding translanguaging techniques and character interviews with the college teachers whose evaluations had been directed on multilingual pedagogy and code switching. The language studying development of the contributors become evaluated the use of the After and Before management of the IELTS exams that comprised the modules of listening, speaking, reading, and writing. The quantitative analysis was done through SPSS for regression and correlation analysis and the qualitative portion was thematically analyzed using NVIVO. Ethical approval was obtained from the respective university committees. Informed written consent was obtained from the research subjects prior to the commencement of the research.

RESULTS AND DATA ANALYSIS

Quantitative Analysis

The quantitative check of this assessment produced essential outcomes on the correlation a few of the code-switching sports activities and the language gaining knowledge of achievements withinside the four Pakistani universities. The effects of pre- post IELTS talent take a look at showed massive earnings in

English language competency of university college students throughout the sixteen weeks of have a study with awesome versions even as comparing the look at room settings and code-switching behaviors.

Table 1: Pre-Post IELTS Score Comparisons by University

University	Location	N	Pre-test Mean	Post-test Mean	Mean Improvement	SD	t-value	p-value
University A	Karachi	80	5.2	6.8	1.6	0.8	14.2	<0.001
University B	Lahore	80	5.0	6.5	1.5	0.9	12.8	<0.001
University C	Islamabad	80	5.4	7.0	1.6	0.7	16.4	<0.001
University D	Peshawar	80	4.8	6.2	1.4	1.0	10.9	<0.001
Total		320	5.1	6.6	1.5	0.9	27.8	<0.001

There become an normal statistically vast development withinside the usual IELTS rating throughout all of the collaborating universities with college students recording a median development of 1.5 factors in the 16 weeks period. University C recorded the best development (1.6 factors) in Islamabad and University D recorded the least development (1.4 factors). The statistical significance ($p < 0.001$) in all the colleges indicates that the enhancements recorded have been now no longer a end result of threat factors. These findings provide a few history facts at the language studying results withinside the Pakistani college ESL setting, and the variations can be defined via the institutional dissimilarities, demographics of college students, or language-associated components of the region.

Table 2: Code-Switching Frequency and Language Learning Outcomes

Code-Switching Level	N	Pre-test Mean	Post-test Mean	Improvement	SD	Effect Size (Cohen's d)
Low (0-10%)	78	5.0	6.2	1.2	0.9	1.33
Moderate (11-25%)	156	5.1	6.7	1.6	0.8	2.00
High (26-40%)	86	5.2	6.9	1.7	0.7	2.43

The ranges of frequency of code-switching have been analyzed and observed out that there has been a tremendous affiliation among strategic code-switching and mastering the language. Classroom college students with slight to excessive code-switching (11-40% of study room time) confirmed a extensively better development than low code-switching environments (0-10%). The effect sizes ranged from moderate (1.33) in low code-switching classrooms to large (2.43) in high code-switching classrooms, indicating substantial practical significance. These finding challenges traditional monolingual approaches and suggests that strategic use of multiple languages enhances rather than impedes English language learning in Pakistani university contexts.

Table 3: Language Skills Breakdown by Code-Switching Level

Skill	Low CS	Moderate CS	High CS	F-value	p-value	η^2
Listening	1.0	1.4	1.6	18.7	<0.001	0.11
Reading	1.2	1.6	1.8	22.3	<0.001	0.12
Writing	1.1	1.5	1.7	20.1	<0.001	0.11

Speaking 1.3 1.8 2.0 25.6 <0.001 0.14

The breakdown of language skills revealed that code-switching had differential effects across the four IELTS components. Speaking skills showed the largest effect size ($\eta^2 = 0.14$) and greatest improvement differences between code-switching levels, suggesting that multilingual classroom practices particularly benefit oral communication development. Reading skills also demonstrated substantial improvements in high code-switching environments, possibly due to teachers' use of native languages to explain complex vocabulary and concepts. The growth in writing and listening competencies turned into much less brilliant however statistically huge with the boom within the frequency of code-switching. These outcomes display that the nice effects of code-switching reduce throughout all language competencies, with speaking and studying experiencing the largest, advantageous changes.

Table 4: Student Participation Rates by Code-Switching Environment

Participation Measure	Low CS	Moderate CS	High CS	Chi-square	p-value
Voluntary responses (%)	32.1	48.7	61.2	24.8	<0.001
Question asking (%)	18.3	31.5	42.8	19.7	<0.001
Peer interaction (%)	25.4	44.1	58.9	29.1	<0.001
Class attendance (%)	78.2	85.6	89.1	8.3	<0.05

The fee of pupil participation changed into substantially better in the ones school rooms wherein code-switching practices had been of a better stage. There become an nearly twofold growth in voluntary responses in low accomplice to excessive code-switching school room settings, because of this that that multilingual lecture room sports are supportive of greater lively scholar engagement. There have been even greater dramatic upgrades in query asking behaviors, with excessive code-switching school room college students proving to show off greater than 3 instances the fee of query asking than their opposite numbers in monolingual settings. Interaction prices amongst friends additionally rose considerably at the exercise of code-switching, which means that multilingual techniques help team-primarily based totally learning. Although the attendance charges within the instructions are excessive in all settings, they extended modestly and statistically substantially in code-switching school rooms, which may endorse more scholar motivation stages and a decrease stage of language anxiety.

Table 5: Faculty Code-Switching Patterns and Functions

Code-Switching Function	Frequency	Percentage	Associated Learning Outcome
Concept explanation	1,247	28.3%	+0.3 IELTS points
Grammar clarification	982	22.3%	+0.4 IELTS points
Classroom management	856	19.4%	+0.2 participation
Emotional support	634	14.4%	-15% anxiety levels
Cultural references	445	10.1%	+0.2 engagement
Humor/rapport building	243	5.5%	+12% satisfaction

The survey of the college code-switching styles verified there have been systematic packages of several languages to meet a specific pedagogical agenda. Explanation of the ideas proved to be the maximum not unusualplace utilization with greater than 1 / 4 of all discovered code-switching events. This mastering with the aid of using the use of local languages to clarify difficult thoughts become related with quantifiable mastering benefits. Another critical position changed into grammar clarification, wherein the academics might make clear complicated grammatical structures to college students the use of both Urdu or nearby languages, and this will result in a higher take a look at score. The every day operations of

school room control and common operations had been nonetheless circuitously associated with gaining knowledge of results because of higher participation rates. Emotional assist features had been determined to be strongly related to decrease ranges of pupil tension to set up extra favorable getting to know conditions.

Qualitative analysis

Through the interviews and consciousness groups, deep expertise became received at the studies of the scholars and school in phrases of code-switching withinside the multilingual classes. The facts have been analyzed and recognized 5 crucial topics that had been vast amongst respondents and school, particularly linguistic and comprehension scaffolding, identification and cultural affiliation, tension and confidence, pedagogical alternate and flexibility, and anxiety inside and among policies.

The most powerful subject in interviews with college students become linguistic scaffolding and development of comprehension. Students indicated that teachers speaking in Urdu or regional languages greatly improved their understanding of previously difficult concepts. As one student from Lahore University described it, "When sir explains difficult grammar in Urdu first, and then in English, it becomes crystal clear. I am able to build the bridge between what I already know and what I am learning." This metaphor of "building bridges" was used often in bios, and hints that code-switching is a cognitive tool. Students appreciated code-switching English to other languages during other English lessons, technical English discussions, and complex English reading comprehension.

As noted by the faculty members, 'code-switching was envisioned as a vital tool for teaching and learning while ensuring understanding'. A senior English instructor from Islamabad, observed: 'I used to think that the use of Urdu in my classes would hinder the learning of English, Until I started to realize that my students for some reason, were just staying silent; and, not understanding anything. However, when I started strategic code-switching, students in my classes became active!' Teachers reported that the native languages were used about 20-30% of the lesson times for the purposes of clearing, giving explanations of the difficult lesson, and making sure that all students were aligned to the lesson.

The derivation of the second and the subsequent themes of 'cultural connection and validation of identity' pointed out the social and psychological elements of code-switching. Students reported that when their teachers were able to recognize their multilingual selves, students felt affirmation and a sense of belonging. A student from Karachi University noted: 'When madam uses some bits of Sindhi in her sentences or some Urdu to explain something, I feel that my context counts. It is not only the learning of the English language; it is learning from a person who values me as a whole, with my language and culture'. This feeling was strongest with students from the periphery with regard to language, as they were the most disadvantaged in institutions of learning dominated by the English language.

Faculty began to recognize changes to classroom dynamics when they allowed the use of the student's native languages. In their observations, there was a greater willingness to participate, greater use of personal voice, more student-teacher rapport, and more. In contrast, some faculty felt internal conflict between validating the students' various identities and the students' institutional obligation to English-only instruction. One instructor states, "I see the positive impact when I acknowledge students' languages, but I also worry about administrative reactions and whether I'm preparing them adequately for English-dominant professional environments."

The theme of anxiety reduction and confidence building was prominent in both student and faculty narratives. In the classrooms where code-switching and its use was allowed, students in particular, reported a lower level of language anxiety. A student from Peshawar University described her transformation, "Before, I was so scared to speak English because I thought people would laugh at my

accent or grammar mistakes. But when ustadji said it's okay to mix languages while learning, I started participating more. Now my English is much better because I'm not afraid anymore." This lower in tension contributed to the high-quality participation comments loops wherein exercise possibilities and development in skillability existed together.

Multilingual practices have additionally caused the adjustments in scholar mindset and engagement which are stated with the aid of using college contributors. The college students have been extra open to impeach and giving a greater exact solution consistent with the commentary of the college. It turned into additionally found out that scholars had been greater equipped to have risk-taking conduct as to creating errors and studying new things. The affective boundaries regarded to be reduced and created greater effective language studying conditions. Conversely, there are the ones college who emphasised the want to create a sensitive stability of hysteria aversion. Eradication of hysteria need to now no longer bring about overindulgence of the local languages of college students, or abstinence of hard sports related to the usage of English, exclusively.

A alternatively exciting vicinity of hobby withinside the interviews of the educators is the multi-lingual guidance techniques. They have already highlighted the relevance of code-switching techniques withinside the achievement of the various scholar wishes withinside the mastering surroundings. The vintage instructors got here up with complicated techniques concerning the historical past, time, and use of diverse linguistic codes. One of those long-time period instructors of Lahore advised me, "It is using phrases to specific positive things. It isn't a few risk combination of vocabularies. It includes ability, discretion. You begin getting to know grammar in Urdu, paintings in English, use Punjabi to speak with the neighborhood kids and whole in English on assessment."

Regarding coaching, the school contributors noticed code-switching to have served the functions of immediate vocabulary translation, substitutive rationalization of English descriptions, lecture room management, humor, peer paintings aid and dating building. Respondents mentioned that code-switching become powerful due to a complicated comprehension of the linguistic and cultural heritage of the college students, a calculated use of dominant language, and responsive language gadget inns to college students.

The subject matter of remaining one, the tensions of institutional coverage, emerged with the issues and contradictions of institutionalization of multilingualism of the school room. Both college students and school complained of skirmishes with the coverage of English Only. The college students wrote of misunderstanding concerning the coverage surrounding the surroundings with a mentioned hole among the formal and the actual lecture room. The scholar wrote, "In the university, the entirety is meant to be in English, however, almost all instructors talk Urdu at the least partially. We even do now no longer recognize what's expected of us."

Faculty contributors had tons sharper tensions, as they had been suffering to mix institutional loyalty and pedagogical efficacy. Many educators confessed that they resorted to the method of code-switching with publicly monolingual coverage followers. One of the academics knowledgeable me that, "I recognise that code-switching is high quality withinside the lifestyles of my college students however there's a proper time to do it and a proper manner to do it. There are too many eyes and ears on me. Somebody will assume that I may be violating the coverage of speakme English only." This made the college extra careworn and incapable of loose dialogue withinside the procedure of formulating techniques of coaching the use of more than one languages.

The qualitative analyses additionally highlighted attitudinal and behavioral variations in code switching that take location each in and outdoor the universities. In towns in which greater than a plurality of languages existed, universities had been extra touchy to pluralistic multilingualism, and universities have

been resolute to rigidly monolingual policies. Salience of local languages changed into additionally now no longer uniform, with a few college students and instructors locating it smooth to apply the neighborhood lingo and others purporting the Urdu lingua franca to be extra politically neutral.

Closely-knit corporations of college students found out considerable and implicit variations withinside the attitudes in the direction of and practices of code-switching. For example, students who came from the more privileged, English-medium schools displayed greater reluctance toward code-switching on the grounds that it is a substandard form of communication. Yet, the overwhelming majority of these students came to a realization regarding the merits of multilingual approaches for deeper learning and connection with their peers. In stark contrast, students who came from the more marginalized, Urdu-medium schools, immediately understood the utility of code-switching, but in some cases, felt undue concern regarding the overreliance on the native language.

The qualitative analysis, in this case, also underscored the lack of faculty training as a hindrance in their use of effective multilingual teaching. Educators who were trained in focusing on a translanguaging approach demonstrated more sophisticated and strategic code-switching compared to their peers who had not received training and relied on intuitive, mental strategies that were not regarded as systematic. This discovery manner that institutional systems and employees improvement applications might appreciably beautify the performance of the multilingual practices in classrooms.

DISCUSSION

This component illuminates the significance of the effects of the look at that strongly indicates the notable impact of strategic code-switching on mastering English withinside the angle of Pakistani universities. The growth withinside the quantity of IELTS ratings withinside the code-switching lecture rooms is in entire contradiction with the countrywide academic philosophy that centered on getting to know English as one language. The consequences of this studies serve a essential hole withinside the literature on code-switching and English language coaching for the reason that studies highlights the importance of code-switching in coaching English this is important at each excessive and slight degrees. The degrees of the impact sizes are excessive signifying the importance of code-switching in gaining knowledge of English.

The different language abilities of the scholars in English cope with the brand new dynamics of the pass language and studying relationship. The occurrence of the speakme amongst them because the maximum superior accept as true with the theories withinside the sociolinguistic sphere approximately the jobs of the language of the natives and the auxiliaries in decreasing affective boundaries to gaining knowledge of and facilitating the usage of language. Most of the rookies pronounce the English greater appropriately and talk extra once they realize they also can use all of the nearby languages. The principle of function of history and conceptual expertise is facilitated with the aid of using an affordable stage of analyzing comprehension amongst inexperienced persons of the English language which can be 2nd language freshmen.

The qualitative outcomes develop and difficult the quantitative effects with the aid of using revealing the mechanisms of the way the code-switching impacts the mastering outcomes. The non-public topics of linguistic scaffolding, identification confirmation, and tension relief offer explanatory views that specify the advanced gaining knowledge of consequences of multilingual classes. These consequences are aligned with the present frame of studies at the vicinity of translanguaging and imply the chance of modifications withinside the rules of Pakistani universities main to the directing of the acknowledgement and use of multilingual competences with the aid of using the scholars. Nevertheless, what the qualitative findings provide an explanation for approximately the coverage tensions among establishments is that complicated coverage and pedagogical dynamics are required to enforce the studies-primarily based totally multilingual pedagogies withinside the current academic and sociolinguistic paradigm.

CONCLUSION

The observe of the phenomenon of code-switching in Pakistani college ESL school rooms has found out a few beneficial records that demanding situations the overall assumptions of monolingual pedagogy. The ideology of the mixed-techniques framework allowed the take a look at to broaden robust proof that intentional code-switching withinside the coaching of English as a Second Language to Adult Learners outcomes withinside the improvement of multilingual identities withinside the college students and the have an impact on at the mental limitations to reading a 2d language. The quantitative outcomes display that scholars withinside the code-switching situations acquired appreciably better IELTS talent ratings that changed into complemented with impact sizes that emphasised realistic importance, in addition to statistical importance.

The studies aids in understanding the enhancement in pedagogy of educating in a social, mental, and pedagogical perspective. This changed into reported, now no longer most effective with the aid of using the school, however with the aid of using the scholars as well, it changed into stated that there has been elevated understanding, lively participation, decreased language anxiety, and stepped forward intraclass relationships in multilingual training this ends in the realization that code-switching isn't simply an lodging of language however multi-lingual lessons are wealthy in presenting scaffolded studying opportunities, cultural affirmation, and facilitating powerful school room communication.

Implications The utility of findings withinside the examine has grave results at the language coverage and coaching practices in tertiary schooling in Pakistan. The studies attracts interest to the truth that the guidelines of English-handiest may be counter-effective and that a greater useful instructional final results grounded at the language variety of college students is greater likely with a multilingual treatment. The qualitative facts received withinside the path of the observe additionally denotes that the institutional coverage of helping the school in coaching translanguaging pedagogies lacks, and shows that the institutional coverage must be extra inclusive and recall the present attitudes closer to the language and the institutional ideologies.

This paper contributes to the studies on multilingual training withinside the global via way of means of setting it in one of the fundamental South Asian settings. It contributes to the growing literature on translanguaging pedagogies at the worldwide level, however, it additionally shows that there have to be responsive strategizing on the way to perform such pedagogies. The studies has made clean that pleasant practices in multilingual schooling pass past externality imposition and it need to very well engage with the present linguistic ecologies, institutional structures, and social views of the us of a closer to language.

RECOMMENDATIONS

The paintings resulted withinside the pointers that had been made to the stakeholders of better training in Pakistan. It is noteworthy that better establishments have to set up pertinent language practices guidelines that strategically undertake code-switching withinside the instructional teaching. Such regulations will equip the college with powerful hints on multilingual pedagogy. They must be presented an possibility to broaden professionally that allows you to beautify their cappotential to use translanguaging frameworks thru strategic code switching, multicultural school room control and culturally applicable teaching. Furthermore, educational effectiveness should be reviewed to ascertain that the intended multilingual learning outcomes are achieved and the students' competencies and skills developed through translanguaging are appreciated and endorsed. Objectives and models of research should be strengthened and supported to determine the most effective multilingual pedagogy in particular disciplines and for particular students. Finally, support mechanisms for disentangling the policy contradictions surfaced in this study should be developed so that faculty can discuss, easily implement, and adjust multilingual

practices without administrative punishment while balancing academic and English proficiency development expectations.

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