

CODE-SWITCHING IN NON-NATIVE ENGLISH TEACHERS' DISCOURSE: A SOCIO-COGNITIVE CRITICAL DISCOURSE ANALYSIS OF UNIVERSITY TEACHERS' TALK

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ABSTRACT

The discourse of non-native English teachers at the University of Sialkot is examined in this study. The study uses a socio-cognitive critical discourse analysis (SC-CDA). The current research has achievable research objectives, such as to explore the relationship between university teachers' medium of instruction and their teaching creed and cognition, to investigate the use of code-switching to achieve communicative goals at the university level and to explore and analyze students' perception towards code-switching by their teachers. This study examines how non-native English speakers manage multiple languages in real-time communication. This research is qualitative in nature. Semi-structured interviews (SSI) with 15 items are used in this research to explore the teachers' language use, code-switching practices in the classrooms, and the reasons for their code-switching, as well as their perspective on their code-switching. Data has been collected in the form of audio recordings. Data analysis has revealed that the use of code-switching by teachers and students is done for specific purposes. The results also show that code-switching helps the students accomplish some functions, such as clarifying, exemplifying, and continuing with the flow of conversation. The examination reflects somewhat contradictory stances of the teachers and students on code-switching and its social role in the educational setting, and the cognitive mechanisms that underlie it. The teachers' stances emerging through the themes basically help to answer the research questions and achieve the research objectives. The major finding regarding the teachers' ideological stance is that the switches do not negatively affect the teaching/learning process. University of Sialkot teachers heavily use code switching in their classes to help reduce the other language anxiety and motivate learners towards learning. In a nutshell, the research has far-reaching implications for the key stakeholders in English language teaching, as it will help them make mindful and informed decisions about why, when and how of code-switching practices in the class, which will improve the scenario in Pakistan.

Keywords: *Bilingual and Multilingual Speakers, Code-Switching, Cognitive Process, Ideological Stances, Language Anxiety*

INTRODUCTION

Code-switching is the practice of communicating in two or more languages simultaneously. Its primary purpose is to assist anyone, particularly pupils learning a foreign language in the classroom (Schmidt, 2015). The term *code-switching* was first documented in 1953 by Voegelin & Sebeok in *Results Conference of Anthropologists & Linguists*. In linguistics, code-switching refers to when a speaker switches between two or more languages, or language varieties, in the context of a single conversation or circumstance.

The research title of the present study consists of certain constructs which make this study multidisciplinary, for example, applied linguistics, ELT (English Language Teaching), Discourse Studies and Critical Discourse Analysis. Tareen (2022) proposes that some teachers are bound to be monolingual, some are bilingual, and some are multilingual. Thus, it is needed to investigate their cognition, ideology, and teaching philosophy to discover what motives are hidden in the brain and what is hidden in teachers' practices.

English language teachers' teaching creed and ideology are reflected in the choice and frequency of code-switching in the classroom. This study focuses on the use of multiple languages in university-level interactions. It demonstrates the importance of linguistic

interaction in the classroom to help students learn successfully, as well as the benefits of code-switching for teaching/learning, particularly in terms of functions. The study has been conducted under the auspices of *University-Level Socio-Cognitive Critical Discourse Analysis*. The researchers focused on determining the hidden aim of the code-switching practice. Every lesson that students learn and the teachers teach in class needs to be probed to make it more effective and well-directed. Ideally, the instructor in the classroom must speak English fluently to help the pupils become more fluent speakers. For this reason, it is necessary to focus on the code-switching practices to see if they are productive or counterproductive. So, how can we avoid code-switching in English language classrooms?

Hofweber and Marinis researched the cognitive load involved in producing code-switching (2023). Using a unique model for sentence repetition, they trained a sample of bilingual German and English speakers to switch between codes. Based on a typology defined by Muysken (2000), they compared three types of code-switching that differed in the degree of contemporaneous linguistic activity and language isolation. (Hofweber, 2020). When compared to monolingual speech, code-switching has been shown to require greater cognitive load during both generation and comprehension.

Code-switching by non-native English teachers is a frequent occurrence. As part of the effort to learn English, language learners often receive training in the fundamental receptive and productive language skills in listening, speaking, reading, and writing, with the ultimate goal of improving their communicative competence. They are also exposed to various sociocultural language components to enhance their learning process. Many strategies and approaches are available to aid the learning process when teaching foreign languages. Critical thinking skills are an essential component of language learning, but they are either not emphasized or only covered implicitly or explicitly in other subject areas. The educational, social, cultural, and political context surrounding language learners and users significantly impacts them as social beings. Therefore, instead of being disconnected from reality, classrooms should be seen as the beginning of an all-time learning journey. Unfortunately, contemporary EFL teaching methods lack a critical lens for assessing social reality. For a variety of educational, emotive, and personal-communicative goals, code-switching may prove to be a useful tactic. Teachers may utilize code-switching in the classroom to evaluate the pedagogic-functional level. Typically, this concludes the instructional content acquisition. Past studies reveal several ideas regarding why educators and students use code-switching: to be clever, to clarify instructions, to develop rapport, to prevent misunderstandings, to fill in conversational gaps, and to address language incompetence adequately.

Statement of the Problem

According to Silverman (2013), English language classrooms in Pakistan present a state of chaos. The stakeholders are not on the same page because of a lack of policy direction or a lack of being clear-headed about the right approach. As a result, their practices go in a totally different direction. Regarding medium instruction in the classroom, there are diverse practices. Due to these, the problem of English language teaching and learning intensifies in Pakistan (Hamdi, 2022). Teachers' use of code switching in the classroom and teachers using English-only in the class or teachers using Urdu-only in the class have different impacts on language learners, their linguistic performance and proficiency enhancement in the class. Thus, we need to know what the right way forward is. It is important to understand why teachers have different opinions and what ideology and way of thinking drives them to act in ways that are completely at odds with those of their students.

People can communicate and receive instructions in a variety of ways. The

processes are not all the same. Tareen (2022) proposes that some teachers are bound to be monolingual, some are bilingual, and some are multilingual. Research is needed to investigate their cognition, ideology, and teaching philosophy to discover what motives are hidden in their brains and what is hidden in teachers' practices. Van Dijk's model has been used to find out the teacher's cognition, attitudes and ideology towards code-switching, along with its pedagogical functions.

Research Objectives

- To investigate the role of code-switching in the teachers of the medium of instruction in English Language classrooms
- To explore how the English language teachers' teaching creed and ideology are reflected in the choice of code-switching in the classroom.

Research Questions

- What is the role of code-switching in the university teachers' medium of instruction in English language classrooms?
- How are the English language teachers' teaching creed and ideology reflected in the choice of code-switching in the classroom?

Significance and Scope of the Study

This study aims to explore the cognitive processes associated with code-switching. This includes examining how non-native speakers manage multiple languages in real-time communication. This study looks specifically at the switching of codes in the setting of university-level teachers' and students' discourse. The study provides insight into the formation of linguistic views and opinions and how they impact students' learning objectives. The study employs a critical discourse analysis method known as socio-cognitive, focusing on the social and cognitive processes that go into language use.

This study provides insight into the formation of linguistic views and opinions and how they impact students' learning objectives. It employs a critical discourse analysis method known as socio-cognitive, focusing on the social and cognitive processes that go into language use. This study integrates cognitive perspectives by examining how speakers manage multiple languages simultaneously. This includes understanding the cognitive load involved in code-switching and how it affects communication effectiveness and fluency. Code-switching can promote cognitive flexibility by encouraging learners to think critically about language use and its context. This can lead to improved language skills as students learn to navigate between different linguistic frameworks.

Delimitation of the Study

The study focuses on non-native English teachers, which allows for a more in-depth understanding of the unique challenges and strategies employed by non-native educators in Pakistan. Utilizing a socio-cognitive critical discourse analysis framework limits the study to particular theoretical perspectives, potentially excluding insights from other relevant frameworks that could offer additional dimensions to understanding code-switching. The methodology employs socio-cognitive critical discourse analysis only, rather than interdisciplinary theories. This study does not consider the level of proficiency of the selected non-native English-speaking teachers. The sample size includes semi-structured interviews of only 25 non-native English-speaking teachers; this could have been conducted on a larger sample. The study also does not consider different attitudes towards code-switching in non-native English-speaking teachers.

LITERATURE REVIEW

Switching among two or more linguistic codes is known as code-switching. Einar Haugen, an

American linguist, is credited with coining the phrase. A language (like French), a dialect (like Geordie), an accent (like Received Pronunciation), or a register (like formal or informal) can all be considered linguistic codes. Code-switching, which utilizes the lexicon, syntax, and accents from several languages and dialects, is most frequently employed in bilingual or multilingual cultures. When code-switching, people choose their language features according to the social context. Bilingual communities employ certain techniques to improve the quality and effectiveness of communication. One of these strategies is "Code-switching," which is most commonly seen in second or foreign language classes. Employing two languages in a statement or speech is called "code-switching."

A substantial body of literature on code-switching in university classrooms focuses on observation and its effects and functions during teacher-student interactions. Studies examining teachers' and learners' attitudes and perspectives toward language switching are as plentiful as research on its effects and functions. This growing interest underscores the importance of understanding how code-switching shapes educational experiences and outcomes in multilingual environments. People who have learned two languages exhibit a striking behaviour known as "code-switching." Code-switching integrates terms or phrases from two different languages when speaking or writing (Al-Qaysi, 2019). The exchange of phrases and expressions across two languages is called code-switching (CS). This often occurs between people who have those particular codes in common (Basabrin, 2019). Multilingual or bilingual speakers who share two or more languages frequently confuse the two naturally

Weinreich (1986) defined bilingualism as "the practice of alternately using two languages," which is one of the main definitions of CS. According to Marasigan (1983), code-switching happens when two languages are utilized in the same sentence. CS is the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within a speech event," according to a previous study by Bokomba (1989). Furthermore, Myers-Scotton (2002) proposed that the components of two language types occur at the same location where one language serves as the code switching's morphosyntactic structure.

CS manifests in several ways. It can appear in a sentence at the start, middle, or end. Bilingual speakers in a few Asian countries, including China, India, Malaysia, and Pakistan, typically learn English as a second language (L2) alongside their mother tongue (L1), which is the regional dialect (Song, 2019). As a result, code-switching is a widespread communal process in many communities wherein English and other languages (codes) are mixed in sentences. It is common to observe code changes in Malaysian contexts. For instance, in talks, when a code or the Malay language is predominant, many English terms are used, and vice versa (Xiaofang, 2017).

Classroom discourse analysis reveals the language used in the classroom learning process between the teacher and students. It could originate from students or students and teachers together in the classroom. The teacher's job in the classroom is to facilitate turn-taking interaction (Walsh, 2011). When interacting, students in the classroom simply obey their teacher's instructions. The teacher has control of everything. The teacher can direct the interactions that take place in the classroom. It could originate from instructors and pupils or pupils and pupils.

Classroom discourse is an activity to aid learning, particularly concerning the language being learned (Domalewska, 2017). Languages are used freely in the classroom learning process. The individuals in the classroom, the teacher, and the pupils depend on the languages used to conduct a lesson. The purpose of learning languages in the classroom is to

become proficient in certain subjects. The purpose is to simplify and make the explanation easier to understand. Language is the primary means of communication between teachers and students because it is how knowledge is transferred. Classroom conversation plays a crucial role in the effectiveness of each session and the learning process. Because of the incorrect and inappropriate language used in the classroom, students may develop wrong linguistic habits. Put another way, classroom discourse refers to the language used in the classroom. We can, therefore, conclude that the language used during the classroom learning process is known as classroom discourse.

Code-switching is not exclusive to modern culture. Code-switching and multilingualism were practices of ancient civilizations that reflected their contact with other cultures. Greek and Aramaic were two dialects and languages that coexisted with Latin, resulting in linguistic mixing and code-switching. Code-switching, or the alternating use of two languages in the same speech segment by a bilingual speaker, is a phenomenon that sparks a lot of heated debate in the public sphere and is a prominent issue in the study of bilingualism (Bullock, B. E., & Toribio, A. J., Eds. 2009). English is essential in all disciplines, including science, technology, entertainment, and business (Ajmal & Kumar, 2020; Benyo & Kumar, 2020; Kumar, 2020a). The current study looks into the role of bilingualism in language lessons and how a learner might be exposed to two or more languages at an early stage when learning a new language. Bilinguals and multilinguals increasingly use language alternation, which is a potent tool for informal communication (Garrett, 2010). Language instructors' opinions about code-switching throughout the course delivery process in the classroom are crucial (Kumar, 2021; Kumar, 2020 b).

There are several cultures and languages spoken throughout the world. It appears that being multilingual or, at the very least, speaking more than one language is becoming necessary for people to get along with others. These days, it is typical for people to converse in multiple languages simultaneously. Wardaugh (1992) refers to those who can speak more than one language as bilinguals. Furthermore, Spolsky (1998) claims that bilinguals frequently transition between two languages in the middle of conversations. Living in a multilingual society, such as Indonesia, might lead to bilingualism or multilingualism. Tajolosa (2013) conducted research on code-switching in product endorsements and identified five primary functions: language facility, language economy, euphemism, stylistic purposes, and the expression of multiple identities. The business sector also frequently engages in code-switching. Pascasio's investigation into business people's attitudes toward code-switching revealed several functional roles in discourse: making direct quotations, addressing specific individuals, inquiring versus providing information, and expressing politeness (Pascasio, 1978, as cited in Bautista, 2004).

RESEARCH METHODOLOGY

This study utilizes a qualitative research methodology to investigate code-switching practices among non-native English teachers and students at the University of Sialkot. Data collection consists of semi-structured interviews with 25 teachers and 25 students from the English department, encompassing participants from ADP, BS, MS, and PhD programs. These interviews, recorded with consent and transcribed into English, contain open-ended questions designed to elicit comprehensive responses regarding teaching methodologies and language utilization. The research design is explanatory and employs a case study methodology, as delineated by Duff (2014) and Creswell (2008), to examine phenomena within their natural context, formulate research questions, analyze data thematically, and offer interpretations for subsequent studies. Purposive sampling is employed to choose participants according to their

significance to the research aims, thereby facilitating an understanding of intricate linguistic dynamics in multilingual classrooms.

Theoretical Framework

The study is based on Socio-Cognitive Critical Discourse Analysis (SC-CDA), which Teun A. van Dijk created. It combines cognitive linguistics, social constructionism, and critical discourse analysis to look at how discourse affects social realities, power dynamics, and cognitive processes. This framework underscores mental models, social schemas, and cognitive mechanisms that affect language production and comprehension, especially in code-switching contexts. Based on the ideas of Poplack (1980) and Mattsson & Burenhult (1999), code-switching can be divided into three types: inter-sentential, intra-sentential, and tag-switching. It is seen as a multilingual phenomenon that shows social identities, interpersonal relationships, and linguistic structures. Supplementary viewpoints from social identity theory (e.g., Howard Giles' accommodation theory) and linguistic frameworks (e.g., Carol Myers-Scotton's matrix language frame) elucidate how code-switching traverses cultural norms, power dynamics, and bilingual communication within educational contexts.

Analytical Framework

The analysis of data employs a thematic methodology influenced by Braun and Clarke (2006) and Creswell (2009), in accordance with Van Dijk's SC-CDA model. The process encompasses the familiarization with transcribed interviews, the coding for patterns, the generation and review of themes, the definition and designation of these themes, and the documentation of findings. This method systematically identifies recurring motifs in code-switching functions, including cognitive facilitation, identity negotiation, and pedagogical strategies, while elucidating how mental representations and social cognition mediate discourse. The analysis examines research questions via 15 tool items, concentrating on concealed ideologies in pedagogical practices and their effects on the critical awareness of EFL learners in multilingual contexts.

DATA ANALYSIS

Thematic analysis is done in this research. Interviews with non-native English teachers and students from the University of Sialkot are collected. Ten research tool items are designed for interviews. Interview is collected in a natural setting in the form of recordings after the teacher and students' permission. The first two research questions are designed for the teachers, with 10 research tool items, and the third research question and research objective are designed for the students, with five research tool items.

Research tool items of RQ.1 (What is the role of code-switching in the university teachers' medium of instruction in English language classrooms?)

1. What is the significant correlation between your instruction medium and how it is linked with your teaching practices and cognition?
2. Why do the teachers use English only, English-Urdu mixed, and Urdu only in their classes?
3. What teaching strategies are more commonly associated with teachers who use English-Only, English-Urdu Mixed and Urdu only as the medium of instruction?
4. How has your cognition influenced your choice of medium of instruction and communication in the class and at the workplace?
5. How do you see code-switching in the class and its impact on the teaching/learning process?
- 6.

Research tool items of RQ.2 (How are the English language teachers' teaching creed and ideology reflected in the choice of code-switching in the classroom?)

1. What pedagogical functions does the code-switching serve?
2. Why is code-switching crucial in the English language classroom?
3. How do students' attitudes towards using English-Only, English-Urdu Mixed and Urdu-Only as the mediums of instruction influence the effectiveness of the instructional methods?
4. How does the use of English-Only, English-Urdu Mixed and Urdu Only have a positive psychological impact on student-teacher communication?
5. How does the use of English-Only, English-Urdu Mixed and Urdu Only have a negative psychological impact on student-teacher communication?

MT-1 declares that code-switching is used in the classroom just for clarity of the English lecture in the English classroom. If the instruction medium is English, teachers must give all the lectures in English. The teacher's point of view about code-switching is that mixed policies like Urdu and English in the English room class are not bad, just for clearing complex ideas. This theme comes out in the light of the first research question and first research objective, along with the first research tool question.

Complex Ideas

MT-1 declares that if the medium of instruction is given from a particular institution, teachers should use English in the English classroom. They use English only, but students are from different areas, so teachers use code-switching. They want to explain their lecture to make it clear. They want to clear the complex ideas as well. English-only regulations can be beneficial, but only for students fluent in English. Teachers think that mixed policies are flexible for students. Most of the students are from rural areas and cannot speak English fluently due to their limited understanding. Instructors implement code-switching. To reach them in the classroom. MT1 declares that students in the English classrooms come from different backgrounds. The second theme is cultural barriers.

Culture Barriers: MT-1 response is based on the first research question and the first research objective, considering the second sub-research question. Urdu may restrict exposure to English while offering native language learners support and cultural importance. Teachers are also aware of the value of cultural relevance, pragmatism, flexibility, instruction communication, code-switching, and teacher cognition. These elements support teachers in customizing their lesson plans to meet each student's requirements and achieve successful learning results. The third important theme from the MT-1 interviews is that teachers use code-switching to meet their goals.

Code-switching helps to understand the Complex Ideas

This theme is related to the second research question and the second research objective, with the first research tool questions of the second research question. MT-1 says that teachers' cognition largely influences teaching and communication mediums in workplaces and institutions. The process of teaching and learning is impacted by code-switching in both good and bad ways. It can improve confidence, involvement, and communication. Still, if not handled in a good way, it can lead to misconception and confusion. Teachers use code-switching to achieve their goals regarding their particular topic, and they use code-switching. For example, if teachers want to give information about another community, that community may be Urdu or Punjabi-speaking. Hence, teachers try to make them understand and use code-switching to develop a strong connection and a pleasant working relationship. In the classroom,

code-switching is a scaffolding tool.

MT-2 declares that code-switching is used to build the teacher-student relationship. English is not our native language, so students are fluent in speaking their native language in English classrooms. Code-switching is a useful strategy for ensuring that students comprehend the material covered in the classroom. MT-2 says that code-switching closely binds the students and teachers and positively impacts learning. Many communities in the university are monolingual, and some are bilingual. Speaking only a language in the classroom is difficult for teachers because students cannot understand the whole lecture in English in an English classroom. MT-2 explains research question one in light of the first research objective. This theme supports the third sub-question of the first research question. Many students in the classroom can speak only one language, and teachers have to tackle those students according to Background information when studying English.

Teachers use code-switching carefully and with caution. Try not to rely on it too much and use the target language (English) as much as possible. Use code-switching deliberately for the following reasons: elucidating intricate grammatical concepts or presenting novel terminology, giving directions and ensuring pupils comprehend them. Developing a relationship and expressing feelings with pupils, resolving confusion and assessing understanding, Steer clear of code-switching as a regular practice or crutch. For instance, avoid giving directions in your home tongue after giving them in English the first time, as this may cause pupils to lose interest in the English version. Give pupils a comprehensive understanding of the function of code-switching. MT-2 says that bilinguals offer a special set of abilities to the classroom that help students from different linguistic origins or English language learners (ELLs) get more out of their education.

Teachers may foster a more inclusive, encouraging, and productive learning environment for all students by utilizing their multilingual skills and supporting their language and cultural identities while also assisting them in achieving academic success. It can enhance the student's learning process. Smooth communication and language cover the second research question, the second research objective, and the third and fourth sub-questions. According to MT-2, code-switching is crucial in creating an environment conducive to smooth communication and engagement in the English classroom. Using code-switching strategically, educators can bridge language gaps and ensure that all students can participate effectively in the learning process.

Language Fluency: MT-2 says that the medium of instruction depends on the nature of the subject, and according to the context, but it depends on the level of the students. Code-switching also depends on cognition and practice if the students from the English classroom are from families who are proficient in English and can speak fluently. Those students can easily adjust to the English classroom. Code-switching is used to develop the student-teacher central personal relationship, or it may also be used to clarify complex ideas.

FT-1 declares that code-switching is a good thing, but it can also lead to misunderstanding.

Code-Switching creates an enabling environment: This theme fulfils the requirement of the first research question with the first research objective, along with the first sub-question; it also relates to the fourth sub-question of the second research question with the second research objective. FT-1 says that no doubt that code-switching hits our target language. Language and culture are intimately intertwined. Student-teacher cognition is the foundation for a teacher's goals, instructional philosophy, and fundamental assumptions about their charges. Teachers use code-switching to explain difficult grammar or ideas and provide precision for terms not

in the target language. Mixed policies can be accommodating, but only if used properly; otherwise, they may cause misunderstandings. The medium of instruction is used according to the audience. All the students from the English department have different backgrounds. Sometimes, teachers use code-switching to convey information about a particular subject so teachers use code-switching.

Filling the knowledge gap: This theme is analyzed based on the second research question with a second sub-question. FT-1 says things are occasionally explained in Urdu just for students' understanding. In introductory classes, teachers use code-switching to meet the cognitive requirements of the students. Teachers' teaching styles, particular goals, and needs are considered when choosing a course policy. Code-switching creates a productive learning atmosphere and fills open knowledge gaps. Students are from different areas.

FT-2 declares that Code-switching is okay, but switching the language for maximum time in an English classroom is not beneficial for the students. Teachers should practice English and encourage students to speak English in English classrooms. Thus, these things will enhance their skills regarding the topic and boost their knowledge. Teachers use the task-direct method to introduce real-life experience so that they may learn the language for social attraction in their field, which would help build positive cognitive psychological backgrounds and better understand English. Teachers use switching to know the students' problems because sometimes students cannot communicate their issues in English. Teachers use the GTM because students are not socially capable enough to understand and practice the language.

Psychological Impact: Interview questions were asked from FT-2. She says that code-switching is good, but only sometimes in the whole English class. This declares research question two in light of the second research objective and the fourth sub-questions on how code-switching impacts the student's mind. This theme also fits in research question two in the light of the second objective, along with the second and third sub-questions on how code-switching is important for the students of English and how, as the medium of instruction, it influences the effectiveness of the instructional methods.

The recurrent themes in the interviews by the teachers include the following:

- Code-Switching as an aid to understanding
- Code-switching addresses cultural barriers
- Code-Switching to create an enabling environment
- Code-switching creates a positive reinforcement
- Code-switching has a Positive Psychological Impact on Learners
- Code-switching Fills the Knowledge Gap
- Code-switching Limits Target Language Use
- Code-switching does not hamper language Fluency

Remove the Cultural Barriers: MT-1 response is based on the first research question and goal, with consideration for the second sub-question. Only Urdu may limit exposure to English while providing support and cultural significance to learners of other languages. Instructors understand the importance of cultural relevance, practicality, adaptability, communication of teaching, code-switching, and teacher cognition. These components let teachers tailor their lesson plans to each student's needs and achieve effective learning outcomes.

An Aid of Understanding: MT-1 says that Instructors can handle the various language demands of their students by using code-switching and offering individualized guidance as needed. Making linguistic adjustments according to students' language level and the complexity of the subject matter guarantees that education is understandable to all. Teachers employ code-switching to accomplish their objectives related to the subject matter they teach. For instance,

when instructors wish to provide knowledge about another group which may speak Punjabi or Urdu, they should attempt to comprehend them and utilize code-swapping to foster a positive working relationship. Code-switching is a scaffolding tool in classrooms.

Fulfil the Knowledge Gap: According to FT-1, teachers occasionally employ code flipping in initial lectures to explain concepts in Urdu only for the benefit of the pupils. Instructors employ code-switching to meet students' cognitive needs. When deciding on a course policy, the teacher's needs, goals, and teaching style are considered. Code swapping is employed to create a productive learning environment. Teachers fill in knowledge gaps using code flipping; pupils come from diverse backgrounds.

Explanation of Complex ideas: MT-1 states that teachers should utilize English in the classroom if that is the language of instruction provided by the specific institution. Teachers employ code-switching since pupils come from diverse places, even if they only speak English. They wish to clarify the lesson to ensure that they fully grasp it. They also wish to simplify the complicated concepts. Regulations requiring simple English proficiency can be advantageous, but only for certain pupils. Teachers believe that diversified policies may accommodate kids. Since most pupils come from underprivileged backgrounds and struggle to understand English, teachers employ code-flipping to help them communicate in the classroom.

Psychological Impact: FT-2 claims that code-switching benefits the entire English class. These state the second research question in the context of the second study goal and the fourth sub-question about the mental effects of code-switching on students. This issue is also relevant to research question two, given the second goal and the second and third sub-questions, which address the importance of code-switching for English language learners and how it affects the efficacy of teaching strategies. The use of monolingualism and bilingualism in the classrooms by the teachers is effective in the learning of the lesson and conveying the ideas related to the lessons in such a way that they are fulfilling the lesson plans and objectives.

Fluency in the Language: According to MT-2, "the subject's nature and the context, as well as the students' level, determine the appropriate medium of instruction". If the pupils in the English class come from families that speak English well and can speak it fluently, then code flipping also depends on cognition and habits. These pupils have little trouble adjusting to the English classroom. Code-switching can clarify hard concepts or strengthen the important interpersonal link between students and teachers.

Enabling Environment: This theme fulfils the requirement of the first research question, the first research objective, and the first sub-question. It also relates to the fourth sub-question of the second research question and the second research objective. FT-1 says that code-switching undoubtedly hits our target language. Language and culture are intimately intertwined.

Teachers Code-Switch for Many Reasons.

- For topic clarity
- Knowledge Transfer
- For a better understanding
- For class participation
- Maintaining the classroom environment
- For best performance

Themes of Teachers' Talk

The following themes emerge in the light of RQ1 and RQ2

R.Q.1	R.Q.2
<ul style="list-style-type: none"> • Code-switching as an aid to understanding 	<ul style="list-style-type: none"> • Code-switching has a Positive Psychological Impact on Learners.
<ul style="list-style-type: none"> • Code-switching to Address Culture Barriers 	<ul style="list-style-type: none"> • Code-switching Limits Target Language Use
<ul style="list-style-type: none"> • Code-Switching to create an enabling environment 	<ul style="list-style-type: none"> • Code-switching Fills the Knowledge Gap
<ul style="list-style-type: none"> • Provide a positive reinforcement. 	<ul style="list-style-type: none"> • Code-switching does not hamper language Fluency.

Findings and Discussion

- Code-switching has a Positive Psychological Impact on Learners
- Code-switching Limits Target Language Use
- Code-switching Fills the Knowledge Gap
- Code-switching does not hamper language Fluency
- Provide a positive reinforcement
- Code-switching as an aid to understanding
- Code-switching to Address Culture Barriers
- Code-Switching to create an enabling environment

Code-Switching is an Aid to Understanding

This finding is in line with the literature on code-switching (Mahofa 20140). MT-1 declares that if the medium of instruction is given from a particular institution, teachers should use English in the English classroom. They use English only, but students are from different areas, so teachers use code-switching. They want to explain their lecture to make them understand clearly. They want to clear the complex ideas as well. English-only regulations can be beneficial, but only for students fluent in English. Teachers think that mixed policies are flexible for students. Most students are from backwards areas and cannot speak English fluently; for their understanding, Instructors implement code-switching to reach them in the classroom.

Code-Switching to Address the Cultural Barriers

This finding is in line with the literature of Code-Switching and teachers' creed and cognition (Yancy, 2011). MT1's response is based on the first research question and first research objective, keeping in mind the five-research tool. Urdu only may restrict exposure to English while offering native language learners support and cultural importance. Teachers are also aware of the value of cultural relevance, pragmatism, flexibility, instruction communication, code-switching, and teacher cognition. These elements support the teachers in customizing their lesson plans to meet the requirements of each student and achieve successful learning results. The third important theme from the MT-1 interviews talk is that teachers use code-switching to meet their goals.

Code-switching helps to create an Enabling Environment.

This finding is in line with (Gamper's 1982). This theme is related to the second research question and second research objective, along with the first research tool of the second research

question. MT-1 says teachers' cognition largely influences teaching and communication mediums in workplaces and institutions. The process of teaching and learning is impacted by code-switching in both good and bad ways. It can improve confidence, involvement, and communication. However, if not handled in a good way, it can lead to misconception and confusion. Teachers use code-switching to achieve their goals regarding their particular topic, they use code-switching. For example, if teachers want to give information about another community, that community may be Urdu or Punjabi speaking. Hence, teachers try to make them understand and use code-switching to develop a strong connection and pleasant working relationship. In the classroom, code-switching is a scaffolding tool.

Code-Switching as Language Fluency

This finding is in line with Gamper's (1989) on code-switching literature. MT-2 says that the medium of instruction depends on the nature of the subject, and according to the context, but it depends on the level of the students. Code-switching also depends on cognition and practice if the students from the English classroom are from families who are proficient in English and can speak fluently. Those students can easily adjust to the English classroom. Code-switching is used to develop the student-teacher central personal relationship, or it may also be used to clarify complex ideas.

Code-Switching Limits Target Language

This finding is in line with Grosjea (2010). This theme fulfils the requirement of the first research question with the first research objective, along with the first research question; it also relates to the fourth sub-question of the second research question with the second research objective. FT-1 says that no doubt that code-switching hits our target language. Language and culture are intimately intertwined. Student-teacher cognition is the foundation for a teacher's goals, instructional philosophy, and fundamental assumptions about their charges. Teachers use code-switching to explain difficult grammar or ideas and provide precision for terms not in the target language. Mixed policies can be accommodating, but only if used properly; otherwise, they may cause misunderstandings. The medium of instruction is used according to the audience. All the students from the English department have different backgrounds. Sometimes, teachers use code-switching to convey information about a particular subject so teachers use code-switching.

Code-Switching as Filling the Knowledge Gap:

This finding is in line with the literature of Auer (2020) on Code-Switching. This theme is an analysis based on the second research question with the second research tool question. FT-1 says things are occasionally explained in Urdu just for students' understanding. In introductory classes, teachers use code-switching. Teachers use code-switching to meet the cognitive requirements of the students. Teachers' teaching styles, particular goals and needs are considered when choosing a course policy. Code-switching is used to create a productive learning atmosphere. Teachers fill open knowledge gaps by using code-switching. Students are from different areas.

Code-switching has a Positive Psychological Impact.

This finding is in line with (Ting, 2009). In response to interview questions, FT-2 says that code-switching is a good thing in the whole English class. Research question two is in light of the second research objective, and the fourth research tool question is about how code-switching impacts the student's mind. This theme also fits in research question two in the light of the second objective, along with the second and third sub-questions on how code-switching is important for the students of English and how, as the medium of instruction, it influences the effectiveness of the instructional methods.

CONCLUSION

Van Dijk's Critical Discourse Analysis (CDA) model offers a robust theoretical lens for examining pedagogical practices that diverge in English language classrooms. While some instructors teach exclusively in English, others rely on Urdu or employ a code-switched approach. The CDA framework helps uncover the implications of these practices and their impact on teaching and learning. An analysis of non-native English teachers at the University of Sialkot highlights code-switching as both a communicative tool and a marker of cultural identity. Strategically employed, it can enhance pedagogical effectiveness, foster inclusivity, and support learners navigating English as a second language. Its success, however, depends on moderation: overreliance on the native language, particularly after instructions have been given in English, risks undermining exposure to the target language.

Recommendations

Code-switching is good, but at the beginning level. When the class is here and the language proficiency is very poor, the teachers' goal is to use code switching as a strategy, but doing it in the first two semesters and the fourth semester onwards is considered a crime. Why, because it spoils the learning process and teaching. Code switching can be used as pedagogical strategy, when the intake is very poor and when there are students who are from Urdu medium schools and who has not gone through process or habit formation, so there use Urdu or L1 should be allowed with careful planning and with careful direction of occasions when to use not for interaction but for translation of difficult words. Future research should further investigate the role of code-switching across varied educational contexts to clarify its influence on teaching practices, learning outcomes, and broader discourse in second-language education.

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