MEGA INSTITUTE FOR ADVANCE RESEARCH AND DEVELOPMENT

Journal of Arts and Linguistics Studies
ISSN Print 2959-0957 ISSN Online 2959-0965
Volume 3 Issue 4 2025
Pages 6487-6523
Open Access

Code-Switching in EFL Classrooms: An Interactional Sociolinguistic Analysis of Teacher Pedagogy and Student Interaction

Publication Details
Paper Received:
September 05, 2025
Paper Accepted:
December 23, 2025
Paper Published:
December 24, 2025

Ummama Wajid
BS Scholar, Department of English Language and Literature, International Islamic University Islamabad, Pakistan
Email: ummamawajidabbasi@gmail.com
Laiba Inayat
BS Scholar, Department of English Language and Literature, International Islamic University Islamabad, Pakistan
Corresponding Author's Email: Laibainayat4@gmail.com
Ayesha Shehzad
BS Scholar, Department of English Language and Literature, International Islamic University Islamabad, Pakistan
Email: cheemaayesha716@gmail.com
Gul Faya
BS Scholar, Department of English Language and Literature, International Islamic University Islamabad, Pakistan
Email: gulfaya401@gmail.com

Article DOI: https://doi.org/10.71281/jals.v3i4.553

Abstract
The study highlights the role of code-switching in English as Foreign Language Classroom (EFL) –focused on the pedagogy of a teacher and interaction between students to ensure effective learning. Drawing upon the Interactional Sociolinguistics (IS) set forth by John Joseph Gumperz, this study reveals how theoretical and methodological approach analyses the importance of code-switching in EFL classroom. Conducting different surveys of students who belong to different areas i.e. Abbotabad, Peshawar, Mardan, Gilgit are significant to comprehend the essential role of code-switching in EFL classroom. Similarly, this paper aims to elaborate the student-teacher bond, alleviate their anxiety during communication, create a conducive environment where students can easily comprehend the grammatical, functional and social aspect of the language. Considering different researchers' critical insights, this study finds the gaps of the previous research work in which different surveys, students' observation in EFL classroom by using code-switching have not been examined. It also underscores the challenges of the students using code-switching in EFL classroom. Recommendation and suggestions have also been included to uncover the

importance of code-switching in multilingual environment and key role of a teacher in EFL classroom.

Keyword: Code-Switching, EFL classroom, Interactional Sociolinguistics, Effective Communication through Code-Switching.

Published by MIARD. Copyright: © the author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (https:// creativecommons.org/licenses/by/ 4.0/).

1. Introduction

English is a language through which people not only communicate with each other but they also maintain the performance of communicative and grammatical competence in order to avoid ambiguity and perplexity in their utterances. Considering this, English as a Foreign Language (EFL) plays an intriguing role in an educational community i.e. classroom community, teaching English to the students of English learners et cetera. So it makes a conducive environment where teacher- students conversation, their interactions, experiences, rapport, academic attitudes are really considered. In this regard, one could argue that in EFL classroom, interpersonal and intrapersonal communication are appreciated in a classroom environment where a teacher or an instructor employs 'pedagogical methods' to communicate to the whole class in lieu of only one student. According to Rezai (2024) the necessity of "effective pedagogical practices" also play pivotal role to improve students' engagement in learning language. It shows that EFL learners not only acquire diverse knowledge from a teacher but they can also gain insights from other students' experiences. In similar vein, within the context of EFL, Yuan (2024) states that [1]immediacy is also significant through which a teacher can help the students to alleviate their anxiety during communication. In this context, it is pertinent to mention that such pedagogy also seems significant especially teaching language to the new learners because they feel hesitant during

[1] Immediacy refers to verbal and non- verbal behaviours that increase psychological closeness and interaction between individuals, reducing feelings of distance or isolation. It is about conveying interest, warmth, and a positive attitude to create a sense of connection.

communication owing to not fully command at speaking skills. So Yuan's insight has an impact for teachers and students to make a strong bond and conducive environment in order to achieve the language goals i.e. improve the language speaking skills.

In this light, it is certainly true that code-switching has a significant role for the students of EFL. In an article entitled "An Overview of Theories and Approaches to Code-Switching", Albarrilo (2018) states that the term code switching (CS) was initially used by sociolinguists like Gumperz in the 1960's. In multilingualism, code switching plays an important role for EFL learners in facilitating comprehendible communication. According to Gardner-Chloros (2009), it is imperative to mention that the term code refers to "language, dialects, styles of speech"; while switch denotes to an alternation or change between varieties of languages, dialects or styles (11)." It shows how an instructor or facilitator uses multi- language in order to provide the ease to the students of English learners in EFL classroom—so that students could easily comprehend the language without any complexity. It also delineates that code switching is a best method not only provides the ease to students but it also helps the students to comprehend the grammatical and functional aspect of language in EFL classroom. It is because when two or more languages are used during communication, students do not get bored and they can easily grasp the main idea of concepts.

Moreover, Mabule (2015) states that code-switching occurs in bilingual settings where speakers alternate between two languages on a sentence or phrase level. It is also defined as "as selection or alteration of language elements to match the context of the interaction; this practice may include linguistic and extra-linguistic elements like identity, norms, culture, etc. in its fold (Nilep, 2006)". Code-switching could be analysed through different perspectives i.e. sociolinguistics, psycholinguistics and structural. All of them play a significant role for EFL

students but sociolinguistics could be highly considered in this context. The main purpose of code-switching is to make students confident in acquiring any new language especially English as a Foreign language through mixing of different languages—so that the aura of conducive environment could be created for students for the effective communication and learning as well. Some of the research analysts also state that using or shifting to different language sharpens the mind of learners to acquire a new language to get the basic concepts rather than relying only target language i.e. English as a Foreign language.

In this research paper, the main focus is to analyse the student learning process particularly EFL students through code-switching. In this context, John Joseph Gumperz's Interactional Sociolinguistics (IS) and its theoretical and methodological contributions could be applied as a theoretical framework to enrich this study. Interactional Sociolinguistics, developed primarily from the works of John Joseph Gumperz, is a theory and methodology directed to the understanding of the way interactants signal and interpret meaning in interaction through an analysis of social interactions integrating linguistic, anthropological and sociological perspectives (Gordon, 2011; Schiffrin, 1996; Tannen, 1992) to build a single qualitative, interpretive approach and develop the analytical procedures for sociolinguistic analysis. The term Interactional Sociolinguistics itself examines the role of interaction, communication among students, people in the society. But here it demonstrates how the relationship of language, [2]paralinguistics, cultural diversity and social life help the students of EFL to understand the language effectively. Gumperz's insightful theoretical framework not only helps to communicate with students to address their weakness in an EFL

[2] Paralinguistic is also a branch in linguistics that deals with non- verbal communication. It encompasses features like eye contact, body language, voice, pitch (rising and falling intonation) et cetera.

classroom but it will also entail how this framework helps to interact with different students of ethnicity by using mixed language i.e. code-switching. According to Toomaneejinda & Saengboon (2022), it is needless to say that ethnography based methodology is also helpful in this context. So this paper explicitly demonstrates the weaknesses, challenges along with the effective learning of EFL students through using code-switching—and analyzing different students of ethnicity through surveys, interviews i.e. both qualitative and quantitative research.

1.1. Statement of the problem

This research study highlights the previous research gaps that have been examined in different research articles. For example, in Indonesian classrooms observed by Waris (2012), code-switching becomes a strategy to help the students to develop their skills but here this research paper has explicitly examined the challenges of using code-switching especially in a multilingual environment where students belong to different ethnic areas. Code-switching is important to learn a target language but its usage depends on the background of students in EFL classroom. So previous studies have not clearly examined the challenges of code-switching in EFL classroom, not researchers have shared the extensive results of students from different ethnicity. On the other hand, this insightful research paper aims at filling the voids and inconsistencies by undertaking the theoretical framework of John Gumperz's Interactional Sociolinguistics (IS), different survey of students of different ethnicities, and extensive examples of EFL classroom of teacher and student in order to prove the practical implications of code-switching in EFL classroom.

1.2. Research Questions

This study examines different research questions:

1) How does code-switching function as a pedagogical strategy in EFL classrooms to facilitate teacher–student interaction and effective learning?
2) What role does code-switching play in reducing learners' communicative anxiety and strengthening teacher–student rapport in multilingual EFL classrooms?
3) What challenges do EFL learners face in the use of code-switching, and how do these challenges vary across different regional classroom contexts (Abbottabad, Peshawar, Mardan, and Gilgit)?

1.3. Significance of the Study

Current study will provide a nuanced and thought provoking techniques and demonstrations that help not only teachers but to all students of different ethnicity to improve mistakes by using code-mixing in EFL classroom. This paper aims to analyze the teacher-student bond, alleviate the anxiety during communication, create a conducive environment where students can easily comprehend the grammatical, functional but social aspect of the language. Similarly, it also focuses on both qualitative and quantitative study, different research analysts, linguists' critical insights and results of the survey of different ethnic background of students i.e. Kashmiri, Hindko, Pathan, Punjabi—to ensure the significant role of code-mixing in EFL classroom. Apart from that, John Gumperz's theoretical framework "Interactional Sociolinguistics" underscores how code-mixing helps the students to maintain the social relations as compared to relying only on rot-learning. Moreover, by utilizing Gumperz's theoretical framework, this research paper will contribute to the field of linguistics. It will showcase the applicability of Gumperz's Interactional Sociolinguistics in EFL classroom by using code-mixing.

2. Literature Review

Numeous studies have been conducted on the long-standing issue of whether using L1 in teaching L2 is effective. These investigations brought new developments, establishing various language learning and teaching theories and principles related to code-switching. In the 50s and 60s, using L1 in teaching L2 was not a practice. During those times, English-only or the monolingual approach was the accepted standard method in the classroom. Harbord (1992), as mentioned in Parry (2011), claims that the increased funding for English language training in Britain in the 1950s and 1960s fueled the rise of the monolingual approach to language teaching, although, the Direct Method or avoidance of L1 has been the most adopted method since the 1880s (Cook, 2016). According to Howatt (1984), as cited by Cook (2016), 'the monolingual principle' to classroom language teaching 'remains the bedrock notion from which the others ultimately derive.' The wide acceptance of this approach to language teaching has a far-reaching and enduring influence on teaching methods. Thus, the adverse effects of L1 on L2 learning were highlighted, while its essential and potential contributions to the learning process were generally downplayed.

The phenomenon of code-switching has been extensively examined within sociolinguistics, psycholinguistics, and language education research. It can be defined as the alternation between two or more languages or language varieties within a single discourse, code-switching is a routine and often unconscious practice among bilingual speakers (Poplack, 1980). In classroom contexts, particularly within EFL environments, code-switching has traditionally been viewed with skepticism, especially under monolingual-oriented teaching ideologies that favor maximum exposure to the target language. However, contemporary scholarship increasingly acknowledges that strategic use of the learners' first language (L1) can play a significant role in second language (L2)

acquisition, both as a cognitive scaffold and a communicative strategy (Cook, 2001; García & Wei, 2014).

Ferrer (2012) in Garcines et al. (2017) noted that with the emergence of studies on the role of form-focused instruction, more positive attitudes towards the pedagogic use of the mother tongue (L1) started to appear (p.3). Similarly, Wang (2022) revealed that researchers have discovered over time that the appropriate use of L1 in the classroom does not hinder learning a target language (L2). Jacobson (1990), cited in Cook (2016), acknowledges that there are vital situations where teachers switch from one language to another in accordance with rules to emphasize concepts, that help students to re-focus, reprimand or praise them, and revise previous lessons. This means that code-switching is customary in L2 learning and teaching, reflecting real-life situations where L2 users may switch to their L1 when and where appropriate.

Code-switching is widely observed in English language especially in classrooms where participants are usually multilingual. In the words of Wibowo et al. (2017),code-switching and code-mixing often occur in situations involving bilinguals and multilinguals. Modupeola (2013) also posited that code-switching is a communicative phenomenon where a bilingual switches between two languages. The same concept was put forward by Crystal (1987), as cited by Skiba (1997), suggesting that code or language switching happens when a bilingual alternates between two languages during their speech with another bilingual individual. To Romburgh (2022), code-switching is 'using words or phrases from different languages or same-language varieties to fit into the current context of the speech event.' In other words, code-switching happens to people with communicative competence in two languages, allowing them to shift between their speech repertoire in situations where switching is perhaps required or preferred to achieve a particular objective.

In English language classrooms, switching between two languages may happen in a student-to-student or student-to-teacher discourse and vice versa. Hutauruk (2016) pointed out that code-switching is when involved parties use two or more languages alternately in the same utterance or conversation (p.7). This implies that in code-switching, communication participants utilize the elements of more than one language in conveying a single idea or thought in a language situation. This same belief is purported by Memory et al. (2018), stating that code-switching is the use of two or more languages interchangeably in teaching and learning for easy acquisition of knowledge by learners.

Unsurprisingly, the level of code-switching and the occasions when such a phenomenon occurs relies heavily on the individuals involved, including gender and the interpersonal relationships between the participants (Thapaliya, 2007). In addition, the extent of code-switching differs from one communication situation to another, which also means that varying contexts may result in diverse types of code-switching. This is further elucidated by Skiba (1997), who points out that in a normal conversation between two bilinguals, code-switching consists of 84% percent single word switches, 10% phrase switches, and 1% clause switching.

Code-switching takes place in various situations for different reasons. In other words, code-switching fulfills certain functions that participants may feel, or think are necessary for a communication situation. For example, speakers code-switch to manipulate, influence, or define a situation as they wish and convey nuances of meaning and personal intention (Sert,2005). In addition, code-switching is utilized to establish or delineate ethnic boundaries, hold attention, and interest, and maintain or assert belongingness. In a classroom setting, Wang (2022) suggests that L2 learners will inevitably use L1 in the learning process, and teachers will also use L1 in the classroom to help students learn. Chimbganda and Mokgwathi (2012) have purported the same idea, saying that students' L1 is often

exploited to promote a better understanding of L2. This illustrates the mutually supportive role of L1 and L2 in language teaching.

In Pakistan, Tabassum et al. (2020) claim that code-switching is a predominantly recognized occurrence in classrooms as many teachers, instructors, and students shift from English to Urdu or any other native language to achieve varied functions. In Indonesian classrooms, as observed by Waris (2012), code- switching becomes a strategy for teachers to help students develop their skills in the English language. This was further elucidated in a study conducted by Fachriya (2017) in an ESL classroom in Indonesia where she found that the lecturer and her students code-switch to clarify, reiterate, or repeat a point, explain, ask questions, translate, check for understanding, emphasize a language element, infer, develop vocabulary, and discuss student tasks. Other identified functions of code-switching in Fachriya's (2017) study include giving feedback, aiding memorization, managing the class, entertaining the class, and general communication functions. In another study, Mujiono et al. (2013) revealed that among other functions, code-switching in EFL classrooms is resorted to for giving instructions, showing affection, creating humor, clarifying and reinforcing a request or command, asking questions, and giving suggestions or advice. (p.53).

2.1. Gaps inside the Literature and Rationale for the Current Study

An overview of the existing scholarly literature suggests that several research studies have done on code switching. However, there is a limited research on code-switching focusing on how English as a Foreign Language (EFL) teachers employ code-switching in a classroom with university students. The goal of this research is to study and determines the reasons, perceptions, effects, and details underlying the code-switching behaviors of EFL teachers and how in turn they impact student learning in the classroom. In addition, the research paper also focuses on how students utilize code-switching in classroom as a strategic communication

technique because they find it difficult to interact with peers and teachers in English, which makes them second-language learners. Because of the unequal English proficiency of teachers and students, code switching differs from social code-switching. It can be applied to impart knowledge, maintain discipline, provide instruction, and clarify the organization of knowledge. The study design employed a qualitative approach, as evidenced by the data gathered from survey-structured questionnaire with EFL teachers and students and classroom observations. The study's conclusions show that EFL teachers use language switching to help students understand, establish a rapport with them, and give cultural context.

3. Research Methodology

The main objective of this research is to find out the reasons, effectiveness, and point of view of students and teachers for using code-switching role in comprehension in EFL classes. For completing this research, a qualitative research method is used and the best way to collect the necessary data by conducting surveys through questionnaire with students from different faculties and different cultures of Pakistan (Gilgiti, Kashmiri, Punjabi, Pakhtoon and so on). Moreover, survey questionnaires containing 14 -15 statements and questions are prepared for collecting data and getting an absolute result of this research. Nine participants filled up the survey form and all the students are doing Bachelor's level from International Islamic University Islamabad. This survey was conducted via Google form and data was collected from an online and hand written survey. As a result, participants got enough time to think about his or her own opinions and much time to choose the actual option from this survey. A bunch of questions were created for the survey questionnaire, and the majority of them focused on how code-switching benefits students and how it explains what students think about the use of Urdu in EFL classes. This survey also aims to ascertain students' perceptions of

code-switching among teachers and why and how it appeals to them favorably. Some of these questions assume several obvious explanations for the teachers' switching of their codes. These inquiries seek to confirm and establish the veracity of the diagnostic justifications. A few questions are posed to ascertain the teachers' attitudes toward their own and the students' code-switching.

3.1. Theoretical Framework

John Gumperz's theoretical framework Interactional Sociolinguistics (IS) underscores the role of code-switching in a multilingual community. In this regard, his in-depth framework explicates how teacher can use different languages in EFL classroom in order to convey the core meaning and basic concepts of target language. In an article entitled "Interactional Sociolinguistics: The Theoretical Framework and Methodological Approach to ELF Interaction Research", Anuchit Toomaneejinda et al. state that "Interactional Sociolinguistics thus becomes a toolbox for a better understanding of the ways in which EFL communicators manage to achieve their mutual understanding and interactional purposes in highly varied linguacultural environments" (175).

Moreover, one could also argue that John Gumperz's theoretical framework provides a profound lens to underscore the multicultural context in which the role of teacher and student—using code switching in EFL classroom could be highly considered. At this pivotal point, this in-depth theoretical framework in which the survey and interview of the students of different ethnicities have been conducted in order to examine how code-switching assists the students in EFL classroom—and how the role of teacher entails that target language is not about the learning of its conventional and grammatical rules but it could easily be learned by mixing of different language i.e. code-switching and code-mixing. So here the students from Kashmir (Pallandri), Mardan (Pathan), Peshawar (Pathan), Faisalabad (Punjabi), Chakwal (Punjabi), Abbotabad (Lower Birote/ Hindko), Gilgit (Balti), Multan

(Saraiki) et cetera will be observed and their way of speaking, uttering a word, learning target language, communicating with teacher by using their own native language will uncover the significance of code-switching especially in a multicultural context.

4. Data Analysis

4.1. Results of the Survey

Analyzing the survey of students from Chakwal (Hasola), Mardan (Pathan), Kashmir (Pallandri/ Kashmiri), it is argued that the student from Chakwal believes that code-switching helps the student to understand the content. For example, in a multilingual environment where students are supposed to learn English as a Foreign Language (EFL), they will focus on different activities that improve their knowledge and communicating skill in order to perform well in a society. But if a teacher uses Punjabi language because of majority of students are Punjabi—then students will easily comprehend the content of target language. For instance,

TEACHER: Today we will discuss important rules of grammar. (EFL)

TEACHER: Today we will discuss boov zaroori usuul. (Punjabi)

STUDENTS: Alright, Ma'am!

Likewise, analyzing the utterances of a student who belongs to Mardan, it could be stated that if a teacher uses Pashto as code-mixing in a class where majority of the students are Pashto speaker, then students will effectively comprehend the concepts and less hesitate in EFL classroom.

For instance,

TEACHER: Ali, you performed remarkable in academic writing.

ALI: (target language English learner): umm!

(Here Ali only shows his expressions. It also underscores his lack of understanding of difficult words.)

On the other hand, if teacher uses Pashto, the student will easily understand.

TEACHER: [3]Kha zada kawoonki –(Pashto)

ALI: Ahh, [4]Dera Manana (Pashto)

One could also compare the conversation before and after code-switching language. It also shows the differences in expression—as when teacher uses Pashto, Ali seems happy by his expression. Many linguist researchers state that code-switching also provide a very conducive environment where a student can learn easily, communicate using own native language to comprehend the target language in EFL classroom.

Code-Switching	**Chakwal (Hasola)**	**Mardan (College Chowk)**	**Kashmir (Pallandri)**
Significance	content	Explain difficult ideas	Comfortable

Figure 1. Students' Observations

4.2. Grammatical and Functional Aspect during Communication

Grammatical and functional aspect both are important for target language learners if a teacher and student are using code-switching. To extend it length, it could be believed that using mixed languages in EFL classroom, do not mean to not follow the grammatical or conventional rules of a language. It is highly significant to use the grammatical along with the functional aspect during code-switching so that a new target learner learns the basic structure of language. For example,

TEACHER: He goes to school. (EFL)

Wo school jata hai. (Urdu)

He gachna school. (Hindko)

To elaborate the aforementioned example, it could be observed that the grammatical structure has been maintained even by using other language. In this regard, a student or new language learner could easily learn the basic grammatical structure in EFL classroom.

[3] Good student

[4] Thankyou

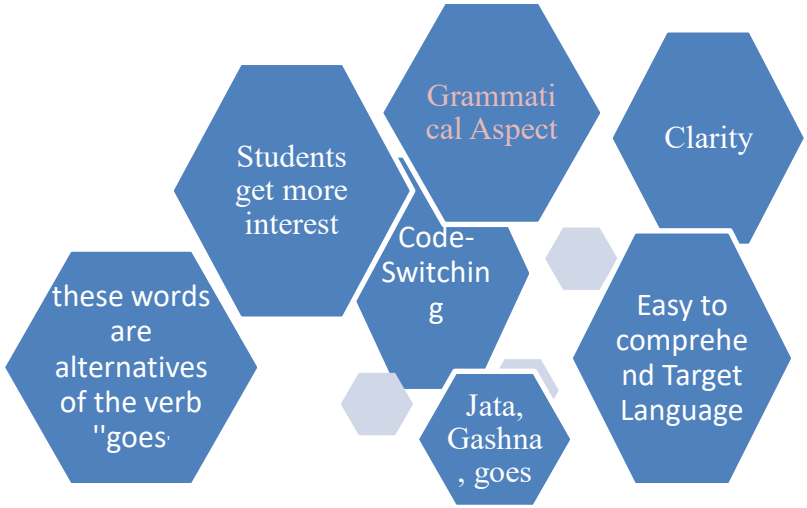

Figure 2. Grammatical and Functional Aspect

Moreover, considering this example, Gumperz's theoretical framework Interactional Sociolinguistics (IS), it is needless to say that "Code-switching signals contextual information equivalent to what in monolingual settings is conveyed through prosody or other syntactic or lexical processes" (Yohena 142). From the vantage point of 'contextual information', Gumperz's framework parallels with the functional aspect of code-switching. To explain, it is noticeable that when a teacher uses code-switching in an EFL classroom, students could easily learn the functional aspect of language and they can also make differences between their native language and foreign language. By functional aspect, most of the linguists' state that it demonstrates concepts but the way how teacher uses code-switching by showing gestures and rising or falling of intonation—a new target learner could easily understand the basic content and its concept of target language.

For example,

TEACHER: Have you all started reading Pride and Prejudice? (Formal/ EFL)

Umm, kia aap na Darcy and Elizabeth ko prhna start kia, dear?

Here, the aforementioned example explicitly states the difference in the tone of the language. In the first language, teacher uses a very formal tone while in the second language he uses code-switching in order to provide the context of the meaning. In the second sentence, students would more easily understand the concept that teacher might be talking about Darcy and Elizabeth movie or boo. They start thinking about the question and then they respond. So Gumperz's Interactional Sociolinguistics plays an important role by using code-switching. It is because students feel more comfortable to learn basic concepts from expressions, interactions, gestures as compared to rot learning.

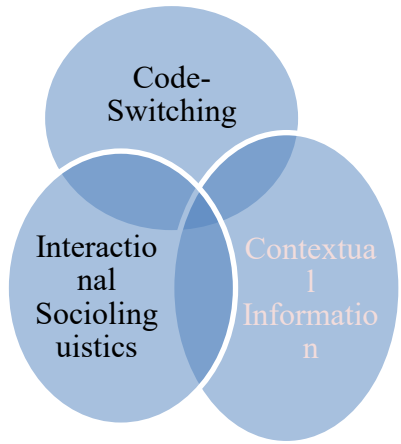

Figure 4. Aspects of Code-Switching

4.7. Results of the Survey:

Importance of grammatical and Functional Aspect	Chakwal (Hasola) Punjabi	Abbottabad(Birote) Hindko	Kashmir (Pallandri) Kashmiri
Students' observations	Clarify the grammatical structures	More effective and interactive communication	Easy Communication

Figure 5. Students' Observations

The aforementioned table unequivocally states that code-switching maintains grammatical and functional structure such as: it maintains interactive, effective

and easy communication that are significant for target language learners. The variations of opinions of different students who belong to different areas are the testament of the significant aspect of code-switching that could not be ignored in EFL classroom.

4.3. Code-Switching Enhances Quality of Interaction between Teacher and Students:

Code-Switching enhances the quality not only between teacher and students but it also maintains the relation between a student and a student. For example, if all of the students are learning EFL (English as a Foreign Language)—through using mixed languages they can also help each other in rectifying the mistakes.

STUDENT A: I have read "Why Nations Fail", but it was really enthralling book? (Focusing on the words-EFL)

STUDENT B (To other student): Student A is talking about a book jis ma…koman ni zawal ni gal ei…(Hindko)

Here the conversation between STUDENT A and B clearly shows that Student B technique of using code switching creates lead to an effective bond and interaction between students in EFL classroom.

4.4. Results of the Survey:

Quality of Interaction between Teacher and Students:	**Chakwal(Hasola)**	**Mardan (College Chowk)**
Students' Observations	More friendly and approachable	Students more confident
	Pucho jii, smaj ni aya, I'll explain again.	It encourages student to participate
	It removes language barrier.	

Figure 6. Students' Observations

4.5. Code-Switching Covers Social Aspect rather than Relying on the Core Syllabus:

In accord with the previous statements, it is equally important to underscore that code-switching covers social aspect as compared to completely relying on rot learning or core syllabus. To substantiate the argument, John Gumperz's theoretical framework completely aligns with aforementioned standpoint. "The theoretical contributions of Interactional Sociolinguistics thus explain how speakers use and interpret contextualisation cues (Gordon, 2011) as well as how conversational inferences can be made, which are often through their own past experiences and ad hoc situations" (160). By the same token, when teacher uses mixed-languages in EFL classroom, he not only teaches the students to understand the comprehension but he tries to make them understand about the context. Here it could be elaborated that contextualization cues help the students to understand the target language more effectively. For example, contextualization cues help the students to gain the basic concept of any topic through verbal and non-verb communication. In this regard, if teacher's pedagogical method is both the amalgamation of verbal and non-verbal communication along with using code-mixing, students not only learn the grammatical, function but they will also learn the social aspect of that communication or conversation.

TEACHER: Have you read an article "Rivers without Rules"? (verbal communication)

TEACHER: Well, my students (showing gestures), the hot debate is IWT (Indus Water Treaty), smj achni na? ayan kudra smj aisi jb tk apon na parso shi trha nal… students you must need to read about the conflicts between India and Pakistan, their water resources' issues, and reason of the conflict between them?

Alright! My dear students (looking students with happy face, showing her serene mood, communicating all the students especially backbenchers).

Analyzing the aforementioned examples, it is worth mentioning that the topic of conversation is "Rivers without Rules". But here the teacher has employed the

contextualization cues and code-mixing i.e. Hindko in order to make this political topic easy for the students.

4.6. Results of the Survey

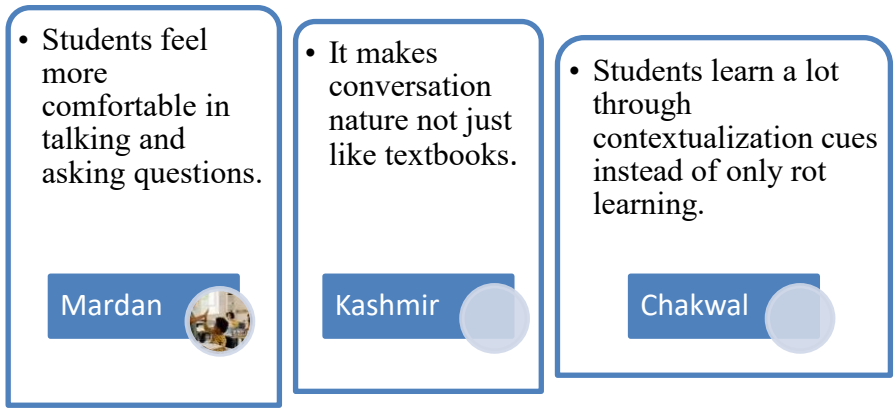

Figure 7. Students' observations

4.7. Role of a Teacher—Adopting Mixed Languages:

The role of a teacher is as significant as a students' interaction in the class. If teacher's pedagogy is clear, effective, comprehendible, thought-provoking and simple, then students will easily learn a new target language. Most of the research linguists state that teacher's pedagogy is one of the main concerns of learning a target language. For example, if teacher assigns an assignment to write on democracy, then majority of the students will not be able to write an extensive topic on it.

TEACHER A: Write about democracy? (EFL classroom)

TEACHER B: Students you need to understand the basic terms in EFL classroom. For example, what is state, government, government policies, system, laws, types of government: democracy, meritocracy, aristocracy, autocracy, oligarchy, monarchy.

If you are assigned to write a topic on the aforementioned topics, you must need to get thr concepts of these terms. Piyara bacho, understood? Tusa ki smj achni—ta fark vii pta hona chaiy honda aik state rr government keh hondi?

4.8. Results of the Survey

Figure 8. Students' Observations

4.9. Effective Communication through Code-Switching in EFL classroom:

Paralleling with theoretical framework of John Gumperz' Interactional Sociolinguistics, it is explicitly noticeable that "Interactional Sociolinguistics, therefore, provides powerful insights into how (intercultural) communication proceeds and how differences regarding expectations and interpretations can lead either to successful interactions or especially to communication breakdowns" (158). Considering this, it is imperative to mention that teacher and students' code-mixing in an EFL classroom create a conducive environment where students maintain effective communication. It is because when students and teacher use mixed language to learn the target language, intercultural communication is to be maintained.

TEACHER: Today we would learn India and Pakistan Affairs? Thik shoo?

STUDENTS (Category A): Moong kar kawoo

STUDENTS (Category B): Thik shoo, Ma'am

But the condition is that if all the students are Pashto classroom in a classroom, then effective communication among teacher and students could be observed.

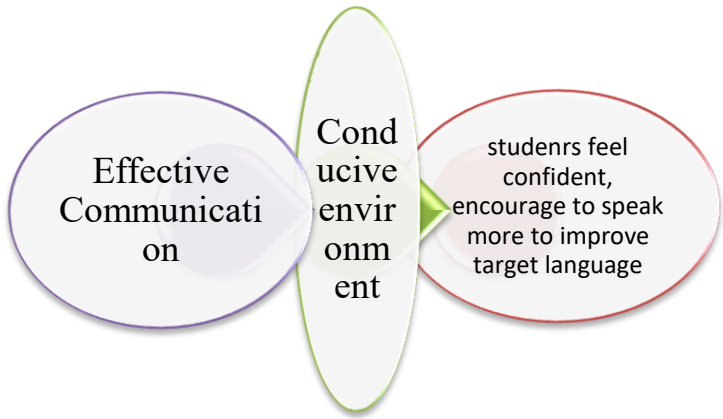

Figure 9. Impacts of Effective Communication

4.10. Results of the Survey

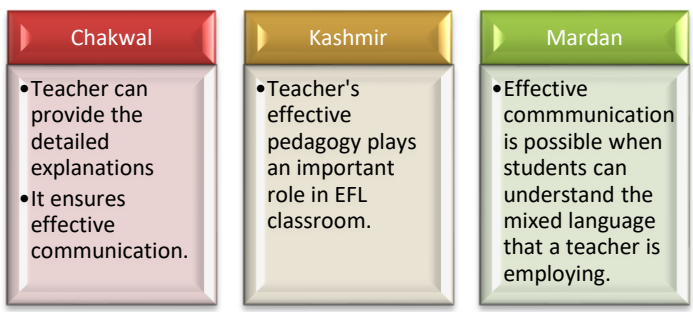

Figure 10. Students' Observations

4.11. Code-Switching—Target Language and Learning Process

Code-switching plays an important role in learning target language and increases the level of knowledge of students. In a multilingual community, where students

are supposed to learn a target language, code-switching is one of the best ways through which students can share knowledge, gain the experience and execute it in actions.

STUDENTS (Category A): Yar, do we need to read Ernest Heminway's "A Farewell to Arms"?

STUDENTS (Category B): G han, can you attempt this question without preparing this novel?

STUDENTS (Category C): Exactly Yar, asan ki yad krna paisi(Hindko).

These aforementioned examples show that students become conscious to read Hemingway's novel because they have understood that without preparing the novel, they cannot attempt this question. To be precise, it is only possible through discussion and using mixed language that they need to learn and prepare the novel. Considering this, code-switching improves target language and learning process of the students.

4.12. Results of the Survey

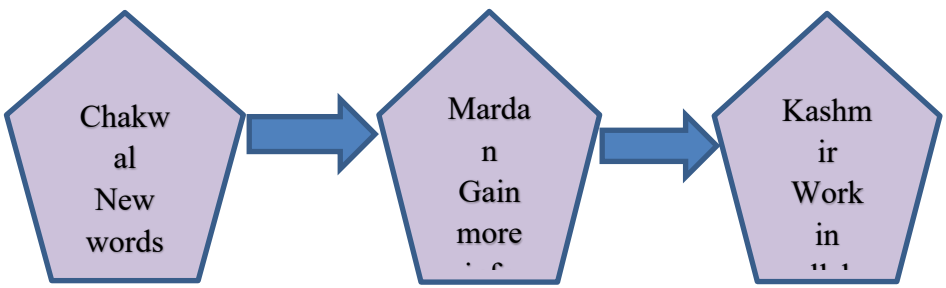

Figure 11. Students' Observations

4.13. Role of Teacher—Weaknesses of Students:

In EFL classroom, the role of teacher not only teaches the students and assign the topic to read and memorize the key terms but the main purpose of a teacher is to improve the weaknesses of students. Firstly, a teacher identifies the mistakes of students through assigning them presentation, writing different paragraph, mock

tests et cetera, then he would able to focus on the mistakes of students. In a multilingual environment, where students belong to different ethnic background, teacher must need to be vigilant in order to evaluate their mistakes.

For example,

TEACHER (Hindko Speaker): Do you read books? Piyara bacho?

STUDENTS (Different Ethnicity—Punjabi, Hindko, Pathan): Yes, Ma'am, G Ma'am, Thik shoo Ma'am

Evaluation of mistakes:

STUDENTS A (Category of Hindko Speaker): Ma'am, hun keh kara (what should I do)

TEACHER: Teacher would easily communicate with Hindko students to identify his mistakes.

On the other hand, if a teacher does know the Pashto, then how would he deal with students of Pashto speaker if students are learning target language. Teacher would act wisely. He would give more time to Pashto speakers, engage with them, use very simple Urdu words so that the can perceive the message of teacher.

4.14. Results of the Survey

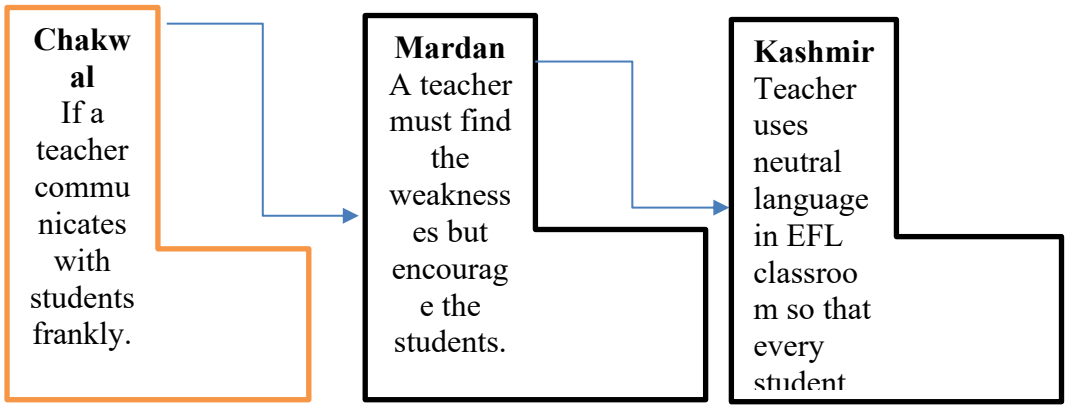

Figure 12. Students' Observations

4.15. The Role of Non-Verbal Communication (Paralinguistics) in Facilitating Target Language Learning in EFL Classrooms

Non-verbal communication which includes paralinguistic features such as pitch, intonation, facial expressions, eye contact, posture and gestures plays a crucial role in human interaction along with spoken and written language. In EFL classroom, students from diverse cultures views paralinguistics as a powerful tool for bridging communication gaps. So, in this regard we examine how students perceive and respond to these paralinguistic features can reveal insights into how they impact students' comprehension and confidence**.**

Student 1(Punjabi): Body language, tone, and expressions help students understand the message even if they don't know every word.

Student 2(Pathan): Gestures support understanding

Student 3(Seraiki): Yes, it helps a lot, in fact it is better way to teach English directly, by giving the students concept through performance.

According to the result of the conducted questionnaire and aforementioned answer regarding paralinguistics in EFL classroom, the majority of the students had a positive perception and agreed on the use of non-verbal communication in EFL classroom that it could help them to grasp the given concept. So in this context, meaning arises through negotiation rather than the use of correct grammatical norms. Non-verbal communication in classroom interaction thus change over time and context helps to bridge cultural and linguistic gaps by facilitating *contextualization cues* that guide interpretation. Therefore, body language, tone, and expressions help in understanding the context. These are also key components in Gumperz's framework because they contribute to *contextualization cues*—signals that help students interpret how utterances should be understood beyond

literal meaning. This is especially important in a diverse classroom where cultural communication styles vary.

4.16. Challenges Faced in EFL Classrooms When Using Only the Target Language

Using the target language in EFL classroom is useful but it presents a range of challenges, particularly for students at lower proficiency levels. Especially for beginners, English as a target language in Pakistani context leads to confusion, struggle to grasp the lecture which often affect their motivation and confidence**.**

Student 1(Seraiki): I feel shy, confused, and sometimes don't understand the lesson fully.

Student 2(Punjabi): It becomes difficult to explain the concept or literal meanings because students will not the meanings just through explanation in target language.

Student 3(Pathan): Understanding becomes difficult.

Student 4 (Gilgiti): It becomes difficult to understand.

By comparing these opinions, it is apt to argue that code-switching is necessity of EFL classrooms in Pakistan. In this way, we can say that teachers function as *cultural mediators* and it is important for them to skillfully managing code-switching and to ensure all students feel included. According to the questionnaire, Code-switching usage by teachers supports students of different ethnicities, hence, aligning with Gumperz's idea that language choices reflect and shape social relations and power dynamics. The key to tackle the challenges that students faced in classroom regarding the target language is code-switching, therefore, lies in a recognition of the sociolinguistic fact that whenever students have something urgent and earnest to relay to one another, they do so in Urdu language. When teachers want to establish a less distanced and non-institutionally defined

relationship with their students, they will also find it necessary to switch to their shared language.

4.17. The Benefits and Challenges of Code-Switching for Students in EFL Classrooms

Code-switching has both benefits and challenges. Its benefits include reassurance, providing clarity. It also allows students to express complex their ideas that they might not be able to articulate in English thus keeping them engaged and active in classroom discussions. On the other hand, overreliance on target language may hinder the amount of authentic target language input that students receive. Additionally, teachers also struggle to find the right balance between using English to promote learning.

S1: It is beneficial because students feel easy, learn better, and ask questions without fear.

S2: Mostly helpful.

S3: It is beneficial and challenging at the same time for better understanding. Code-switching is helpful but at the same time it is challenging to learn target language directly.

S4: It is helpful and makes lectures easy for us. I mix English and my vernacular language in my English subject because my teacher allows me.

The above responses show students' attitudes towards code-switching revealing that students agree that mixing Urdu and English in classroom can be a means of expressing oneself easier and more accurate. Using both Urdu and English during class discussion makes the learning of English lessons easier and faster. During classroom discussion, mixing vernacular language and English language is a good practice among students. Code-switching acts as a *conversational strategy* to manage understanding, reduce anxiety, and accommodate diverse language abilities. For example, Gilgiti student's view as a routine, "I mix English and my

vernacular language in my English subject because my teacher allows me" means that she can speak in her own dialect and switch to English from time to time. It could be derived from the responses of the students that they practice code switching during the classroom conversations consider it a normal occurrence within the context of language use. It could be inferred from the students' responses that they find code switching beneficial to them as it could help them understand lessons better, and eventually learn more. It could be stated from the students' views that teachers also recognize the importance of bilingual education and bilingualism, especially code switching, to help the students understand the lessons better and to let them express themselves better during class interactions.

This is supported by the findings of Abad (2010) that code switching aids students in understanding difficult concepts when these are illustrated with students' experiences in a familiar mode. And because code switching is a comfortable mode, it eases the difficulty of some students in comprehending lessons conducted in either straight English or straight Filipino. Abad (2010) also found out in her study that when the teachers allow students to code-switch, the class becomes relaxed and the students are encouraged to actively participate in discussions because grammar concerns are minimal. Also, the findings reinforce Bernardo's (2005) claim, as cited by Abad (2010), that "code switching may result in a more definite rendering of a complex idea that would otherwise be imprecise or vague when expressed in just one language" (p. 159)

4.18. Impact of Teacher's Role on Students of Different Ethnicities Through Code-Switching in EFL Classrooms

In EFL classroom teacher's role goes far beyond delivering language content and often serve as cultural mediators become significant when interacting with diverse ethnic backgrounds through code-switching. This approach facilitate comprehension however; the impact is not uniform because some students may

feel empowered by the recognition of their language whereas others may feel excluded if their language is not used. Analyzing students' views on this issue provides important insight into how teacher-led code-switching practices are experienced across different ethnic groups and how they shape students' perceptions of inclusivity, fairness, and language learning support.

S1: Teachers using both languages make all students feel included.

S2: Builds cultural connection.

S3: It can impact positively and negatively. If the students are of different ethnicity, they will only understand the code-switching if their own language is used.

Students share different views; majority agrees that students belonging to different ethnicities feel themselves included but one student gives specific answer by highlighting the point that the language used along with English be their own or Urdu. In a multicultural Pakistani EFL classroom, code-switching enables better comprehension, reduce anxiety, and foster inclusion. Code-switching is often used during lectures on purpose in order to either attract attention and to persuade students. I strengthen my stance by Adina Nerghes who comments on the effect of code-switching in persuasion and its ability to grab the attention of the students by saying, 'code-switching will draw the participant's attention and will enhance their motivation to carefully scrutinize the message presented' (Nerghes, 2011). When a teacher uses code switching in lecture, they will be more capable of reaching their goal. As Nerghes concludes in her study, she says that 'It is concluded that code-switching is an effective strategy that leads to systematic processing of information especially when associated with strong arguments' (Nerghes, 2011). This reveals that code-switching plays a positively role in classrooms assigning teacher the role of cultural mediator.

4.19. The Role of Code-Switching in Supporting Students with Varying Language Proficiency Levels in EFL Classrooms

In Pakistani context, EFL classrooms comprise of students with diverse levels of English proficiency who represents different cultures. Therefore, use of code-switching by teacher in classroom is considered as an important pedagogical strategy that helps students of lower proficiency by reducing cognitive overload and for proficient students, it may serve as a comparative tool to understand language structures or cultural references. By using code-switching teacher tries to bridge learning gaps in order to ensure that no student is left behind. Now we explore students' views on how code-switching impacted their learning experience.

S1: Yes, it helps weak students catch up and strong students stay clear about what they learn.

S2: Yes

S3: Yes, to some extent, students learn new words through code-switching.

Students' responses illustrate that bilinguals or multilinguals often code switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. Gumperz referred to it as "the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems" (p.59). Cook came up with the notion that code-switching is the process of "going from one language to the other in mid-speech when both speakers know the same languages" (p.83). Thus, it is the systematic alternating use of two languages or language varieties within a single conversation or utterance by students with varying proficiency levels. In the context of foreign language classroom, students' answers reveal it as the alternate

use of the first language and the target language, a means of communication by language teachers when the need arises.

4.20. Factors Influencing the Use of Code-Switching in EFL Classrooms

There are multiple factors that influences the use of code-switching in EFL classrooms. They include cultural, pedagogical and contextual factors to ensure rapport with learners thus enhancing clarity and inclusivity. We can examine different students' perspectives given below.

S1: Student understanding, lesson difficulty, and classroom situation decide when to switch.

S2: Student need most.

S3: To make students clear about concepts, sometimes teacher himself does not know the exact words so he gives example for explaining in target language.

Analysing first student's opinion, it can be said that students often code-switch when their proficiency in English is insufficient to express complex ideas, or abstract concepts. In such cases, switching to their first language (L1) serves as a communicative strategy to maintain the flow of interaction. Therefore, in this way, code-switching reflects a compensatory function where students use their L1 to fill lexical or syntactic gaps. Code-switching in this context is not indicative of linguistic failure but rather a strategic use of all linguistic resources available to the learner. Moving towards second student's opinion "student needs most for establishing interpersonal relationships" depicts that how interaction and the linguistic environment influence students' language choices. In classrooms where L1 use is normalized or tolerated, students are more likely to code-switch for solidarity, inclusion, or social bonding. This aligns with sociolinguistic theories of language use, where code-switching functions as a tool for establishing interpersonal relationships and negotiating group identity thus reinforcing Gumperz's (1982) notion of "situational code-switching," where language use

changes according to social contexts. Moreover, third student's answer is "to make students clear about concepts, sometimes teacher himself does not know the exact words so he gives example for explaining in target language." Illustrating that teachers' own use of code-switching whether for instruction, classroom management, or clarification can legitimize the practice for students. If instructors use L1 strategically, students may mirror this behavior, believing it to be a valid learning aid. Thus, from a *pedagogical viewpoint*, strategic code-switching can enhance comprehension, especially when introducing new vocabulary or grammatical structures.

4.21. Suggestions for Teachers on the Effective Use of Code-Switching in EFL Classrooms

Code-switching can be made more effective by focusing on how, when and why it is used. If it is overused, it leads to dependency on the native languages. Therefore, it demands strategic and purposeful use of code-switching that aims to motivate students and enhance their understanding. Code-switching can be used while still encouraging immersion in English.

Student 1: "Teachers should allow limited code-switching during difficult explanations, especially for new grammar or vocabulary."

Student 2: "Code-switching should be allowed when students are discussing in groups, so we can help each other understand better."

Student 3: "Teachers should avoid code-switching too much, or we will not practice English enough."

The first suggestion reflects a functional view of code-switching as a pedagogical tool. Gumperz's theory of **Interactional Sociolinguistics** emphasizes how language is used to construct meaning in context through social interaction. According to Gumperz, contextualization cues (e.g., a switch in language) guide listeners in interpreting the speaker's intent. In this case, the student perceives

code-switching as a cue for clarifying complex content and easing comprehension. The use of L1 by teachers during instructional moments becomes a contextualization strategy a signal that the information being delivered is cognitively significant or difficult. This enhances learner attentiveness and supports interpretation.

Second student's view "Code-switching should be allowed when students are discussing in groups, so we can help each other understand better." It supports the use of code-switching as a peer support mechanism. Gumperz (1982) observed that speakers use code-switching to negotiate relationships and co-construct meaning during interaction. In group settings, students use language alternation not just to clarify meaning but also to build solidarity and maintain cooperation. In terms of interactional meaning-making, code-switching here serves both an affiliative function (building rapport) and an interpretive function (facilitating understanding). The student recognizes that switching languages helps align communicative intent with peers' comprehension levels, reinforcing the collaborative nature of learning.

In addition, third student's view "Teachers should avoid code-switching too much, or we will not practice English enough." It shows concern on the excessive dependence on L1, indicating a concern about reduced L2 exposure. Gumperz's framework allows for examining not just how code-switching functions, but also how it may influence perception and participation norms within the classroom. This comment implies a shift in communicative expectation, where frequent code-switching could unintentionally reframe the learning environment as less immersive. Hence, from a sociolinguistic standpoint, overuse of L1 may act as a discursive signal that English is not necessary for understanding or success in class. This can alter students' orientation toward English use and reduce their

incentive to engage in target-language production, thereby influencing classroom dynamics and interactional norms.

5. Conclusion:

In essence, we can say that code-switching is the most fruitful strategy of teaching English to the learners but it also has its own limited bounds. The present study has explored teacher's perception, reasons and student's attitude regarding code-switching. There are multiple reasons for code-switching in EFL classrooms. The results of this study show the students' reasons behind using code-switching that convey their ideas easily for better understanding of lectures, change from formal to informal, discussion, for emphasis, make communication smoother between them and their teacher. On the other hand, teachers' reason behind using it is better understanding of students, to create more engagement between students and teachers and among students as well, to employ code-switching for students' needs, changing the topic of conversation, and lack of vocabulary.

While investigating the students and teachers' reasons behind code-switching in EFL Classes at International Islamic University (IIUI), the results and findings show that the phenomenon of code-switching is common in IIUI's EFL classes where students and teachers frequently alternate between English, Pashto, and Urdu languages to facilitate understanding. Teachers can create a more inclusive and supportive learning environment by recognizing code-switching as a natural aspect of language learning particularly in a multilingual society. To sum up, code-switching is essential because it acts as an alternative way, where only an English environment is not feasible, encouraging learners' competency and improving vocabulary and sentence structure comprehension. Similarly, in the context of EFL classes at IIUI, the native language of students and teachers is not English, and they face many difficulties. For this purpose, they employ code-switching and switch codes from English to their local languages, Pashto and Urdu.

6. Recommendations

As an implication, it can be suggested that teachers need to monitor their own usage of code-switching and that of their students because if they overuse then they never become fluent speakers of English as their overreliance can hinder English language development. Therefore, teachers monitor their students to promote more English language use.

Another suggestion is that, although code-switching supports students' emotional and social needs, however, in the long run, it cannot be affective for all students or their learning contexts because it can limit opportunities for students for authentic language use. Hence, code-switching has its own advantages whereas at the same time there are loopholes in the process as well. Therefore, a very balanced and strategic use of code-switching is required for necessary outcomes.

References

Abad, L. (2005, December). Code-switching in the classroom: A clash of two languages. Faculty Research Journal of Miriam College, 36, 36–52.

Bernardo, A. B. I. (2005). Bilingual code-switching as a resource for learning and teaching: Alternative reflections on the language and education issue in the Philippines. Linguistic Society of the Philippines.

Chimbganda, A. B., & Mokgwathi, T. S. (2012). Code-switching in Botswana's ESL classrooms: A paradox of linguistic policy in education. International Journal of English Linguistics, 2(2). http://www.ccsenet.org/ijel

Fachriya, E. (2017). The functions of code-switching in an English language classroom. Studies in English Language and Education, 4(2), 148–156. https://doi.org/10.24815/siele.v4i2.6327

Garcines, J. V., & Alvarez, E. H. (2017). Code-switching: Boon or bane? International Journal of Research in Humanities and Social Studies, 4(8), 1–10.

Gumperz, J. J. (1982). Discourse strategies. Cambridge University Press. https://doi.org/10.1017/CBO9780511611834

Hutauruk, B. S. (2016). Code-switching in bilingual classes: A case study of three lecturers at Bunda Mulia University. Journal of English Teaching as a Foreign Language, 69–86.

Modupeola, O. R. (2013). Code-switching as a teaching strategy: Implication for English language teaching and learning in a multilingual society. IOSR Journal of Humanities and Social Science, 14(3), 92–94.

Mujiono, M., Poedjosoedarmo, S., Subroto, E., & Wiratno, T. (2013). Code-switching in English as a foreign language instruction practiced by the English lecturers at universities. International Journal of Linguistics, 5(2). https://www.macrothink.org

Nerghes, A. (2011). The impact of code-switching on persuasion: An elaboration likelihood perspective (Master's thesis). Wageningen University.

Panhwar, F., et al. (2020). An overview of theories and approaches to code-switching. International Research Journal of Arts and Humanities, 48, 265–282.

Parry, J. (2011). The L1 in the L2 classroom. The ELT Exchange.

Poplack, S. (2001). Code switching: Linguistic. In International encyclopedia of the social & behavioral sciences (pp. 2062–2065). Elsevier.

Romburgh, M. V. (2022, July 14). What is code-switching? Why we do it and how it's used in education. https://study.com/learn/lesson/code-switching-classroom.html

Sert, O. (2005, August). The functions of code switching in ELT classrooms. The Internet TESL Journal, 11(8). http://iteslj.org/Articles/Sert-CodeSwitching.htm

Skiba, R. (1997, October). Code switching as a countenance of language interference. The Internet TESL Journal, 3(10). https://tinyurl.com/2mdkcx5p

Tabassum, F., Rafique, H., & Akram, N. (2020). Functions of code-switching in the English language teaching classroom discourse: Perspectives of lecturers and students. International Journal of English Language and Linguistics Research, 8(2), 47–65.

Thapaliya, R. (2007). Code switching in secondary level classroom teaching. https://elibrary.tucl.edu.np/bitstream/123456789/7046/2/CHAPTER.pdf

Toomaneejindaa, A., et al. (2022). Interactional sociolinguistics: The theoretical framework and methodological approach to ELF interaction research. LEARN Journal: Language Education and Acquisition Research Network, 15(1), 156–179. https://files.eric.ed.gov/fulltext/EJ1336147.pdf

Toussi, M. T., et al. (2011). The role of EFL teachers' self-regulation in effective teaching. World Journal of Education, 1(2), 39–48. https://doi.org/10.5430/wje.v1n2p39

Wang, M. (2022, December). Using L1 in L2 classroom. Research and Advances in Education, 1(6), 45–49.

Wibowo, A., Yuniasih, I., & Nelfianti, F. (2017). Analysis of types of code-switching and code- mixing in the Indonesian president's Independence Day speech. Progressive, 12(2).

Yohena, S. O. (n.d.). Metaphorical code-switching revisited (pp. 137–153).

Zhang, Q. (2025). The role of EFL teacher immediacy and teacher–student rapport in boosting motivation to learn and academic mindsets in online

education. Learning and Motivation, 89.
https://doi.org/10.1016/j.lmot.2024.102092