



An Analysis of the Positive Effects of Intra-Sentential Code Switching at Graduate Level in Public Colleges of District Kasur

Research Article

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Publication Details

Received: July 20, 2023

Accepted: September 12, 2023

Published: September 30, 2023

Abstract

In a linguistically diverse landscape, code-switching has become a common linguistic phenomenon occurring frequently in Pakistani classrooms during the teaching and learning processes. Consequently, the current study delves into the intricate realm of intra-sentential code-switching. It expounds upon the positive impacts of intra-sentential code-switching and its constructive role in comprehending new concepts and text vocabulary within the Pakistani educational context. The review aims to shed light on how intra-sentential code-switching benefits learners and is employed by English teachers during lectures in the context of second language learning. To accomplish this objective, a quantitative approach has been adopted. The researcher designed an attitudinal test questionnaire based on the Likert Scale (1932), comprising 20 close-ended questions. Respondents for this questionnaire include intermediate-level students from various public colleges in District Kasur. The collected data is analyzed using SPSS (15.0) to investigate the positive effects of code-switching in the teaching and learning process. The study's findings disclose that intra-sentential code-switching serves as an effective tool for students in the acquisition of new concepts and



vocabulary, fostering confidence and enhancing communication motivation in L2 learning. Furthermore, teachers consider it a potent means of creating an inclusive environment in Pakistani classrooms. However, this study recognizes the necessity of a well-balanced strategy in which the preservation of linguistic diversity aligns with educational objectives. Within the unique context of District Kasur, it underscores the subtle significance of code-switching in graduate-level education and offers practical insights for educators and policymakers seeking to maximize the advantages of linguistic diversity within the classroom.

Keywords: Inter-sentential, code switching, second language learning, positive effects

1. Introduction

1.1 Background to the Study

Pakistan, a nation boasting a multitude of languages, including several regional dialects, designates Urdu as its national language. English holds a concurrent status to Urdu and is considered a fundamental language. Numerous educational institutions, such as colleges and universities, offer various courses aimed at promoting the use of the English language, including diplomas and language improvement programs (Chaudran, 1988).

English holds a central position in Pakistan's linguistic landscape, serving as the language of administration, technology, and education. It also enjoys a status as the language of research and science (Sultana, 2010).

Code-switching within Pakistani classrooms is a common phenomenon observed among both teachers and students. This technique involves the seamless transition between two languages, Urdu and English, in daily matters. Such code-switching is not limited to informal settings; it also occurs in formal educational contexts, including lectures, presentations, discussions, and textbooks.

Many teachers have suggested that this technique is valuable in providing relief to nervous, reluctant, and fearful students, as well as to learners lacking confidence and self-esteem. It has been noted to enhance learning abilities and create a comfortable learning environment, fostering positive teacher-student relationships (Moghadam, 2012).

A significant number of students struggle to attain proficiency in communicative skills, which necessitates code-switching from Urdu to English even in English language classrooms. Teachers often switch from English to Urdu to facilitate student comprehension of complex ideas and to provide examples from social contexts.

Gulzar's research (2010) has found that teachers use code-switching to translate grammatical aspects and simplify lessons for students in Pakistani classrooms. It is widely acknowledged that the first language (L1) serves as a significant teaching tool, facilitating the teaching and learning process of a second language (L2) in educational institutions (Sipra, 2009).

In English language teaching, code-switching refers to teaching English with the support of the first language (Chowdry, 2013). To analyze human communication in general and code-switching in particular, three terms are significant: discourse, speech act, and code.

Discourse can be defined as the language form used in speech and writing (Gee, 2015), while a speech act is an utterance that functions in communication. This study explores various factors contributing to bilingual code-switching and the positive effects of intra-sentential code-switching in public colleges within District Kasur.

Mahboob (2003) has elucidated various grammatical and phonological aspects of Pakistani English that differ from standard British English. However, this study focuses solely on the positive effects of intra-sentential code-switching.

Thus, the present study highlights the practice of inter-sentential code-switching as a contemporary linguistic phenomenon in the diverse linguistic landscape of Pakistani educational institutions. Code-switching, the coherent transition between at least two dialects within a single discourse, has gained significant attention in Pakistani colleges. To comprehensively understand the background of intra-sentential code-switching and its beneficial role within Pakistani educational settings, this study analyzes the linguistic context of District Kasur. Additionally, the study offers insights that can inform instructional practices and policies, enhancing the advantage of linguistic diversity in Pakistani classrooms.

Intra-sentential code-switching offers various advantages, including:

1. **Facilitating Comprehension:** Intra-sentential code-switching can enhance the understanding of complex concepts and new vocabulary by providing linguistic context and explanations.
2. **Promoting Inclusivity:** It fosters an inclusive learning environment where students from diverse language backgrounds feel more engaged.
3. **Increasing Motivation:** Code-switching can boost students' motivation to learn a second language by reducing their fear of misunderstandings and increasing their confidence in communication.
4. **Enhancing Vocabulary:** Exposure to code-switched words and expressions can expand students' vocabulary across multiple languages.

1.2 Statement of the Problem

This study focuses on the necessity of thoroughly understanding the function of intra-sentential code-switching in graduate-level instruction at public institutions in District Kasur, Pakistan. While intra-sentential code-switching is recognized for its potential benefits in comprehension, cultural inclusivity, and student engagement, there is a knowledge gap regarding how this phenomenon is effectively employed, its unique advantages for learners, and its alignment with educational goals in this context. By exploring the intricate dynamics of intra-sentential code-switching and its potential challenges, this study aims to fill these gaps, offering insights for educators and policymakers seeking to maximize the benefits of linguistic diversity in the classroom.

1.3 Research Objectives

This study aims to:

1. Explore the frequency of intra-sentential code-switching in intermediate-level lectures at public colleges in District Kasur, Pakistan.

2. Evaluate the beneficial effects of intra-sentential code-switching on student understanding and engagement in a graduate-level learning environment.
3. Examine the responses and attitudes of learners and teachers towards intra-sentential code-switching in the context of second language learning.
4. Provide recommendations for policymakers and teachers to strategically use intra-sentential code-switching in classrooms to maximize its benefits while addressing the challenges in the Pakistani educational environment.

1.4 Research Questions

The study is guided by the following research questions:

1. What are the perceptions and attitudes of both students and educators toward intra-sentential code-switching in graduate-level classrooms within public colleges in District Kasur, Pakistan?
2. Does intra-sentential code-switching effectively enhance second language learning for both teachers and students?

1.5 Significance of the Study

This study is significant as it has the potential to benefit educators and policymakers within the educational system of District Kasur, Pakistan, as well as the broader field of sociolinguistics and language education. The study provides valuable insights for students and teachers involved in the English language teaching and learning process. It also contributes to the understanding of the positive effects of intra-sentential code-switching on female learners at the higher secondary level, thereby enhancing their academic abilities and language competence for second language learning, which contributes to sociolinguistic knowledge.

2. Literature Review

This section offers a comprehensive literature analysis of intra-sentential code-switching in educational settings, emphasizing its significance and implications within the educational landscape of Pakistan. Intra-sentential code-switching, the seamless transition between two or more languages or dialects within a single phrase or discourse, has emerged as a prevalent linguistic phenomenon. Its presence in educational settings worldwide, including Pakistan, has prompted substantial attention and research. This literature analysis, in particular, seeks to shed light on the relevance and implications of intra-sentential code-switching within the distinctive educational milieu of District Kasur, Pakistan.

2.1 Importance of Intra-Sentential Code-Switching

Intra-sentential code-switching holds several key roles within educational settings. First and foremost, it has been recognized as a tool that enhances comprehension. Gumperz (1982) noted that code-switching can provide students with valuable linguistic context and explanations, simplifying their grasp of complex concepts (Nilep, 2006). Second, code-switching fosters an inclusive classroom environment. According to Heller (1988), it accommodates students from diverse linguistic backgrounds, creating an atmosphere where all students feel respected and included. Third, altering codes has been linked to heightened student engagement.

Intra-sentential code-switching has been shown to increase student engagement. Studies, such as those conducted by Myers-Scotton (2006), demonstrate that code-switching can create dynamic and interactive learning environments that enhance student involvement and interest. Furthermore, code-switching supports linguistic development. Lanza (1992) argues that exposure to code-switched vocabulary and phrases broadens students' linguistic repertoires and encourages multilingualism, which is particularly valuable in a linguistically diverse country like Pakistan.

2.2 Challenges of Intra-Sentential Code-Switching in Educational Contexts

Despite its benefits, intra-sentential code-switching presents challenges within educational contexts. One major concern is the potential for misuse. Sridhar and Sridhar (1980) cautioned against excessive code-switching, as it may hinder students' language development and foster a dependence on code-switching. Additionally, the lack of defined rules and pedagogical consistency poses challenges for code-switching methods.

2.3 Regional Dynamics of Intra-Sentential Code-Switching

While there is a wealth of research on code-switching, there remains a gap in the literature regarding its specific dynamics and implications in regional contexts, such as District Kasur, Pakistan. A closer examination of the intricacies of intra-sentential code-switching in this particular region is warranted, as much of the existing research focuses on broader linguistic contexts. Code-switching dynamics may vary significantly depending on the local language repertoire, cultural considerations, and governmental regulations.

In a nutshell, Intra-sentential code-switching presents both advantages and challenges within educational environments, constituting a multifaceted linguistic phenomenon. For educators and policymakers, gaining a comprehensive understanding of its relevance and impacts, particularly within the unique linguistic and cultural context of District Kasur, can prove highly beneficial. Further research is needed to explore the specific dynamics and ramifications of intra-sentential code-switching to provide more effective and equitable learning opportunities for students in the regional context of District Kasur's public colleges.

3. Methodology

3.1 Nature of Research

This study adopts a descriptive research approach, which is not limited to economic analysis but can be applied to various research techniques in diverse fields, including psychology, education, and healthcare.

3.2 Instrumentation

The study employs a quantitative research method, utilizing an attitudinal test questionnaire designed according to the Likert Scale (1932). Data collection is facilitated through SPSS. The questionnaire is administered to intermediate students from various public colleges in District Kasur, Pakistan.

The exploration of intra-sentential code-switching in Pakistani classrooms involves a complex linguistic phenomenon with potential benefits for both students and educators. This study seeks to

provide a comprehensive understanding of these advantages within the unique context of District Kasur, offering insights that can guide educational practices and policies to maximize the benefits of linguistic diversity in the classroom.

3.3 Population of the Study

The target population comprises the specific group of individuals whom the researcher engages with during the research and whose results are generalized to the entire population.

3.4 Sampling Techniques

Due to the impracticality of gathering information from every student in the main study, the researcher selects a sample from the presumed population that represents the entire population. The findings of the study are then generalized to the entire population from which the sample was drawn.

3.5 Study Sample

The sample consists of a specified number of individuals selected from the entire population, whose data is collected and on whose basis the study's findings are generalized. In this study, a random sample of 50 female students is selected. These students are informed about the study's purpose and the data collection process.

3.6 Procedure of Data Analysis

Two hundred copies of the questionnaire are distributed among the learners with care. Each respondent receives a copy of the questionnaire individually, and the researcher provides comprehensive guidance to facilitate its completion. The researcher employs effective guidance in tool development, ensuring self-validation and expert validation of the instrument. To ensure accuracy, the questionnaire is piloted, and necessary adjustments are made before data collection. The informed consent of the respondents is obtained before data collection.

3.7 Data Analysis

Data analysis is a critical and systematic process for evaluating and describing the collected data. It serves as a pivotal component of any research endeavor. It involves organizing and summarizing the collected data, relying on scientific and logical reasoning to examine patterns and relationships. The interpretation and analysis of the acquired data are conducted with meticulous attention and are presented in Chapter Four. Data analysis is accomplished using the percentage method and is visually presented in graph form.

4. Data Analysis and Findings

This chapter delves into the analysis of the collected data, focusing on graduate-level students. It presents the findings, categorizing subjects related to code-switching, new concepts, and learning abilities during lectures. Additionally, it examines the impact of code-switching on students' performance, whether it is positive or negative. The chapter also explores the techniques employed by teachers to assist students who find code-switching beneficial for grasping new concepts and vocabulary items. Overall, this research centers on students in the public sector in District Kasur with

the objective of assessing the positive impact of code-switching on student learning ability and performance.

4.1 Pilot Testing

For the pilot testing, eighty questionnaires were distributed by hand to graduate-level students in District Kasur. Fifty-two completed questionnaires were collected, and only thirty-nine of them were deemed usable, resulting in a response rate of 48.75%. The pilot testing aimed to assess the reliability of the items included in the instrument.

4.2 Reliability Analysis

Reliability analysis employed Cronbach's Alpha coefficient to estimate the consistency of our variables. Overall, the variables exhibited values within the range specified in Table 4.1. Consequently, the estimation of all components encompassed by the variables yielded a solid representation of each one, thus enabling further analysis.

4.3 Students' Perceptions of Intra-Sentential Code-Switching

This section investigates the extent to which students perceive intra-sentential code-switching as having a positive impact on their ability to grasp new concepts and enhance their performance during class. The intra-sentential code-switching scale, concerning its impact on students' performance, is adapted from Fareed et al. (2016) at the secondary school level. It is crucial to gauge the extent to which intra-sentential code-switching positively affects the performance of students at the secondary level in public colleges within District Kasur.

In order to gain insights into the current state of affairs concerning the impact of code-switching, this study explores the theme of the positive impact of intra-sentential code-switching at the secondary level of public schools in District Kasur. The frequency table presented below provides an overview of the general responses to intra-sentential code-switching from intermediate-level students in District Kasur.

Table 4.1 Students nature regarding intra code-switching

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	100	50	50	50
Female	100	50	50	50
Total	200	100	100	100

The data was collected from a sample of 200 students, comprising 100 males and 100 females, representing various colleges in District Kasur. These students indicated that the impact of intra-sentential code-switching surpassed the ideal mean score of 50.0. The results of the data demonstrate that a majority of the students responded positively to intra-sentential code-switching at the graduate level. The students' feedback in this study was consistently positive, with their perception being that they perform well when teachers frequently employ code-switching during lectures.

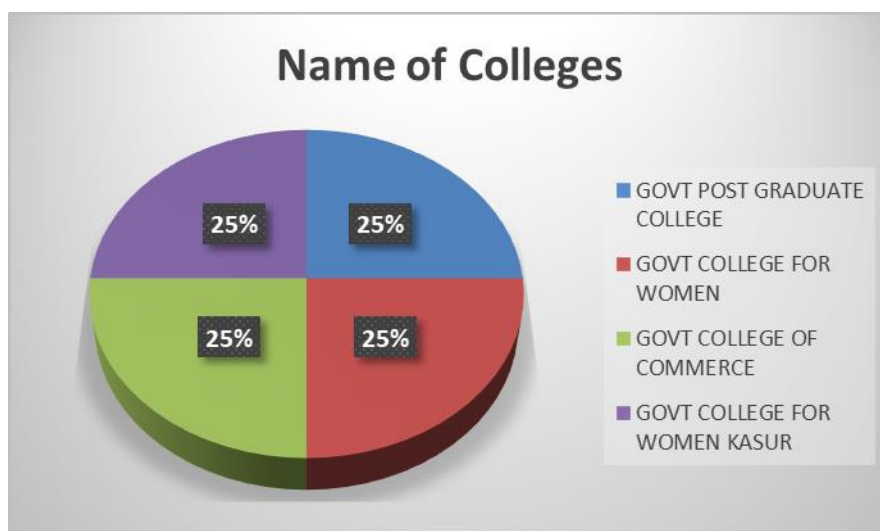
The table illustrates that the role of intra-sentential code-switching is viewed positively by the students in District Kasur. Notably, female students conscientiously completed the questionnaires, and their responses were particularly favorable.

Table 4.2 List of selected Schools

	Frequency	Percent	Valid Percent	Cumulative Percent
Govt College for Women	50	25	25	25
Govt College of Commerce Chunian	50	25	25	50
Govt College for Women Phool Nagar	50	25	25	75
Govt Post Graduate College Pattoki	50	25	25	100

The data presented in Table 4.3 lists the selected colleges in District Kasur. The data collection process was conducted randomly, with 25% of the data gathered from each college, selected at random within District Kasur. Specifically, data was collected from four colleges, with each contributing 25% of the dataset.

Graph 1. Representation of Participants of from four Colleges



4.4 Intra-Sentential Code-Switching and Learning Abilities

This section provides insights into how the respondents perceive the use of code-switching techniques by teachers during their lectures. In this study, the ideal mean score for the analysis is set at 3.00. The participants of the study have displayed a positive response towards code-switching. Notably, all variables, including comprehension of new concepts and vocabulary, understanding of grammatical rules, student motivation, comfort, and relaxation, have received scores above the mean. These results clearly indicate that intra-sentential code-switching has a positive impact on students.

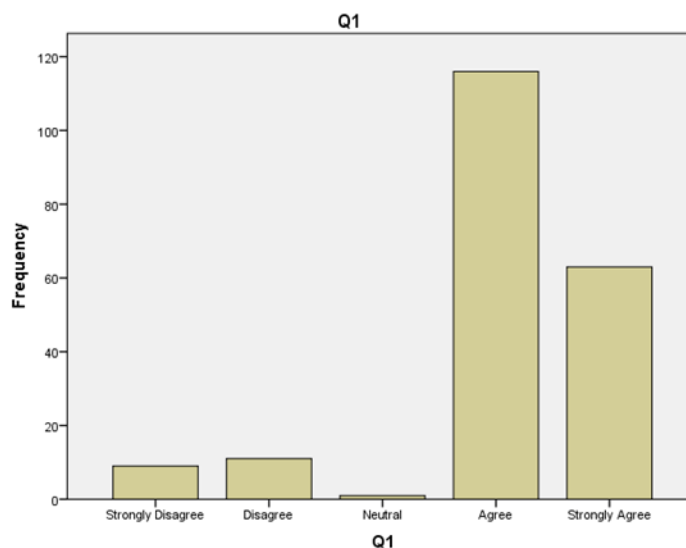
Table 4.3 Results of first four statements shown

No. Item	5	4	3	2	1	Mean
	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	
1. I Prefer my teacher to switch code if lesson is boring.	31.5% 63	58.0% 116	.5% 1	5.5% 11	4.5% 9	4.72
2. I enjoy the lecture when my teacher switch code Urdu to English	59.5% 119	35% 70	3% 6	1% 2	1.5% 3	4.83
3. I used to learn new concepts of English when my teacher tells in Urdu language	47% 94	45% 91	4% 8	.5% 1	3.0% 6	4.76
4. I understand easily the new Vocabulary items of English if conveyed in Urdu	38% 76	46% 92	8% 16	6.5% 13	1.5% 3	4.62
Total						4.74

4.5 New Concepts and Vocabulary

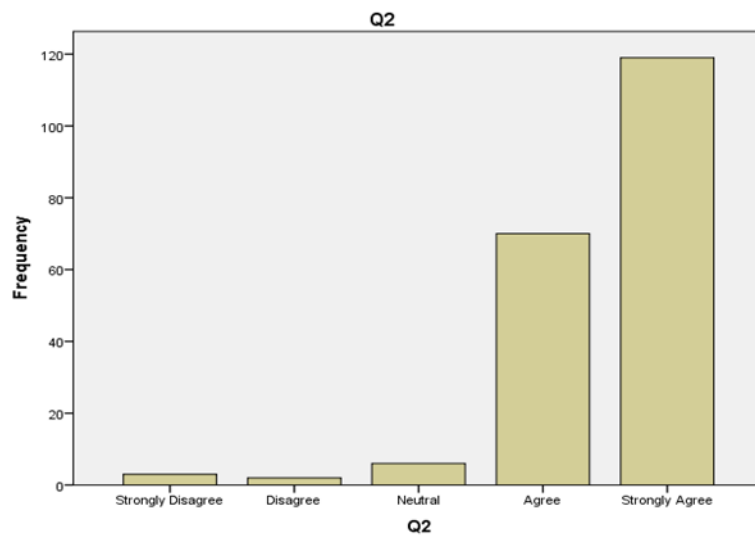
The responses to the first statement reveal that 31.5% of the students strongly agree with it, while only 4.5% strongly disagree. A minimal 0.5% of the students expressed uncertainty regarding whether the statement accurately reflects real situations. The mean of the first statement is also above 3, indicating that students favor the use of code-switching in lessons to enhance their attentiveness.

4.6 Code Switching and attentiveness of students



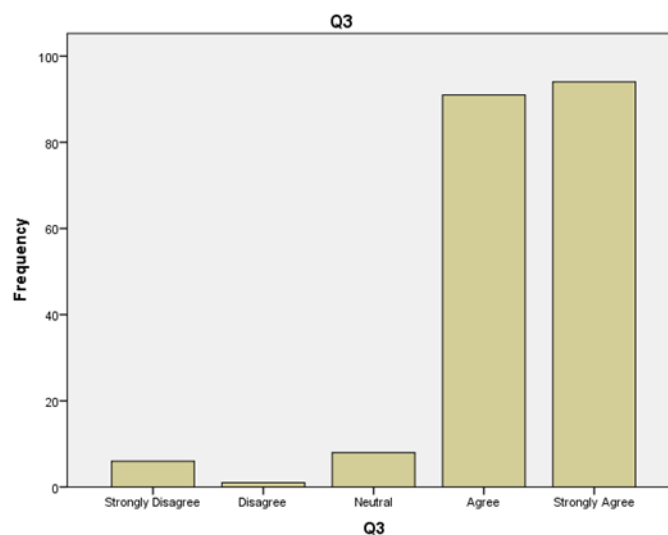
The responses of the second statement show that 59.5% of the students strongly agree while 35% is agree, only 2.5% of the students disagree with the statement. Yet, 3% of the students were uncertain.

4.7 Enjoyment of students during code Switching



The responses of the third statement show that 47% of the students strongly agree while 45% are agree, only 3% of the students disagree with the statement. Yet, .5% of the students were uncertain.

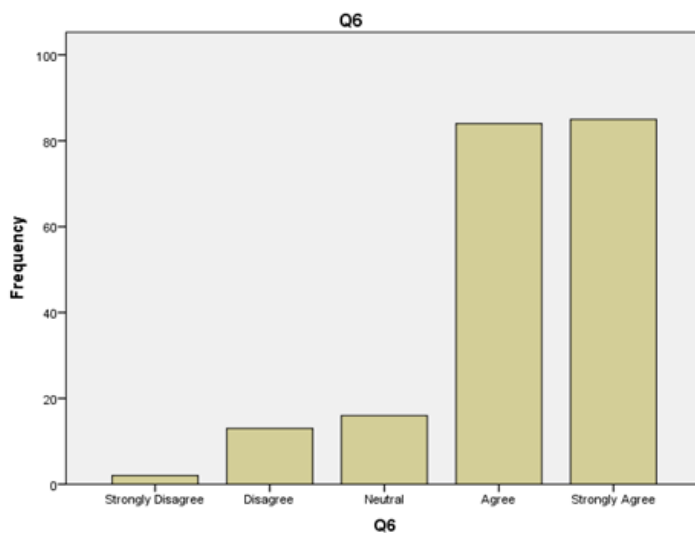
4.8 Learning new concepts



4.9 Responses to the Fourth Statement

The responses to the fourth statement indicate that 38% of the students strongly agree with it, and an additional 46% express their agreement. A mere 6.5% of the students disagree with the statement, while 1.5% remained uncertain.

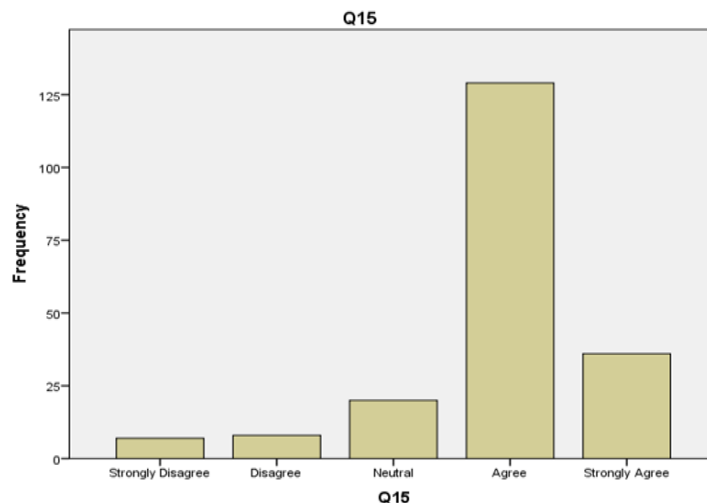
4.10 Students attentiveness



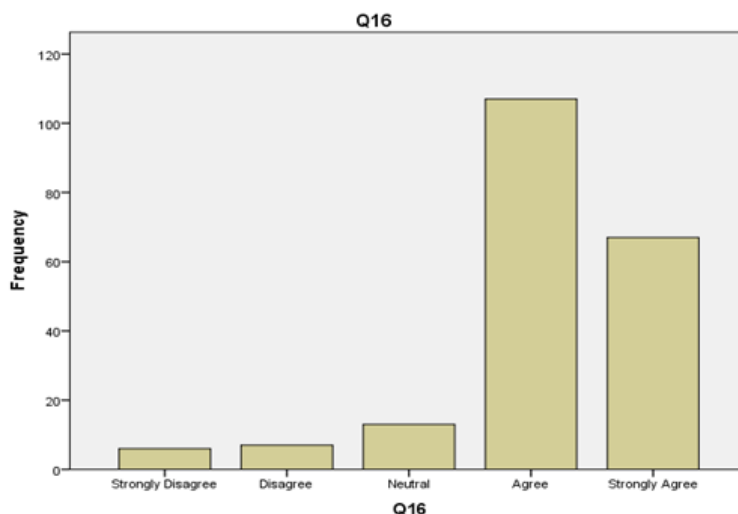
The responses to the third statement demonstrate that 48.5% of the students strongly agree with it, and an additional 45% of students express their agreement. Conversely, only 0.5% of the students strongly disagree, and 3.0% of students disagree with the statement. The mean of the third statement exceeds 3, indicating that the code-switching technique has a positive influence on students, boosting their confidence while attending their lessons.

4.11 Participation in class discussion

The responses to the fourth statement indicate that 33.5% of the students strongly agree with it, and an additional 53.5% of students express their agreement. Conversely, only 2.5% of the students strongly disagree, and 3.5% of students disagree with the statement.



The mean of the fourth statement is greater than 3, which shows that code switching technique has positive influence on students and helps students to understand lecture and its content better.



4.12 Switching and understanding of student

Comprehensive Learning and clarifying difficult words

The fifth dimension includes next four statements which relates intra sentential code-switching help in communication and participation in class discussion. Table 4.4 shows the results of respondents.

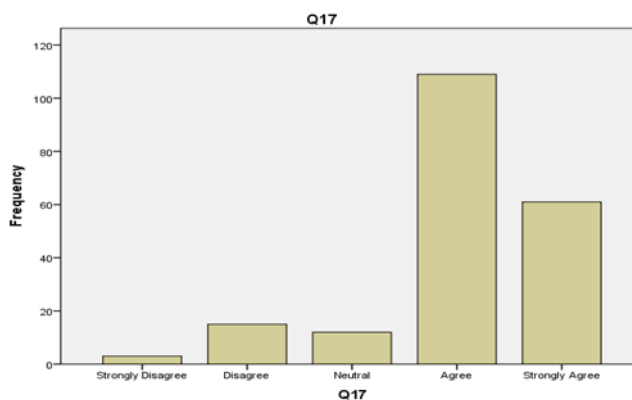
Table 4.4 Comprehensive Learning and clarifying difficult words

No.	Item	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	Mean

1.	I learn difficult vocabulary of English when my teacher uses in teaching process.	30.5% 61	54.5% 119	6% 12	7.5% 15	1% 3	4.82
2.	Code Switching facilities me in learning English language and practices it my conversation.	39.5% 79	48.5% 97	5.5% 11	4.5% 9	2% 4	4.70
3.	I prefer to ask questions in that language which I feel easy to speak.	40.5% 81	49% 98	3% 6	4% 8	3.5% 7	4.79
4.	Code switching enhanced my learning of English in more effective way.	52.5% 105	40.5% 81	3% 6	3.5% 7	.5% 1	4.87
Total							4.81

The responses of the first statement show that 30.5% of the students strongly agree, whereas 54.5% students agree with the statement. In contrast, only 1.5% of the students strongly disagree and 7.5% students disagree with the statement. The mean of the first statement is above the 3, which shows that code switching technique has positive influence on student and encourage to learn difficult vocabulary of English when teacher uses in teaching process.

4.13 Code switching and learning



The responses of the second statement show that 39.5% of the students strongly agree, while 48.5% students agree with the statement. In contrast, only 4.5% of the students strongly disagree and 5.5% students disagree with the statement. The mean of the second statement is greater than 3, which shows that code switching technique has positive influence and facilities students in learning English language and practices in student’s conversation.

5. Findings and Discussion

5.1 H1: Impact of Intra-Sentential Code-Switching on Learning Abilities

The first hypothesis underscored the substantial impact of intra-sentential code-switching on students' learning abilities. A considerable number of participants in this study attested to the positive effects of intra-sentential code-switching in public colleges within District Kasur. The responses to

the first question focused on the concept of alleviating boredom and the role of intra-sentential code-switching in this regard.

Approximately 89.5% of the students indicated that this linguistic technique of intra-sentential code-switching significantly assisted in reducing students' boredom and fatigue during the teaching and learning process, making the classroom more engaging and comfortable. The responses to the following two questions delved into the positive impact of intra-sentential code-switching on learning new concepts and vocabulary. About 94.5% of the students believed that the utilization of this code-switching phenomenon contributed to a more comfortable learning environment.

The findings from the next question revealed the vital role of intra-sentential code-switching in fostering focused and effective learning in English language instruction at the intermediate level. Approximately 84.5% of students affirmed that the use of this code-switching technique in the classroom helped them remain relaxed. They found the learning environment more comfortable, allowing them to pay better attention and comprehend the text more easily through intra-sentential code-switching.

The outcomes of the subsequent question uncovered the significant role played by intra-sentential code-switching in creating a sense of relaxation. Approximately 91% of the students believed that intra-sentential code-switching was beneficial in promoting relaxation among students, leading to improved learning abilities.

The feedback from the next question elucidated the substantial role of intra-sentential code-switching in enhancing students' English language proficiency. Around 83.0% of students supported the idea of implementing this code-switching technique in English language classes at the intermediate level in public colleges to facilitate comprehensive learning.

5.2 H2: Interest in Intra-Sentential Code-Switching and Its Positive Impact on Learning

The final hypothesis or dimension of the study investigated students' interest in using the technique of intra-sentential code-switching at the intermediate level in public colleges and its positive impact on comprehensive learning and the clarification of challenging words and vocabulary. This section also encompassed the following four questions addressing these concepts.

The responses to the next question concerning the role of code-switching in learning difficult English vocabulary emphasized the importance of comprehensive learning in educational contexts and the teaching-learning process. About 85% of the students strongly supported the need for intra-sentential code-switching in the comprehensive learning of challenging words and vocabulary.

The findings from the last question, focusing on the enhancement of students' effective learning abilities, underscored a strong argument in favor of adopting the beneficial linguistic strategy of code-switching in the teaching and learning process at the intermediate level in public colleges within District Kasur. Approximately 93.5% of students advocated for the application of code-switching as it enhanced their comprehensive learning abilities in a more effective manner in the English language classes at the intermediate level in public colleges.

In summary, the above discussion underscores the significance of intra-sentential code-switching in enhancing learning abilities, facilitating the understanding of new concepts and vocabulary in the English text, and bolstering confidence in the comprehensive learning of translated concepts and the clarification of complex words and vocabulary in an effective manner.

6. Conclusion

The utilization of intra-sentential code-switching, which involves seamlessly transitioning between languages or dialects within a single sentence, holds great potential as a pedagogical tool within educational settings. Its significance in the diverse linguistic landscape of District Kasur, Pakistan, and similar regions is underscored by its potential benefits, such as enhanced comprehension, cultural inclusivity, increased student engagement, and support for language development. However, to fully harness its advantages, issues such as misuse, the establishment of consistent guidelines, and teacher training must be addressed. Localized research within specific educational contexts is essential to comprehend the intricate dynamics of intra-sentential code-switching fully. This research offers valuable insights for educators and policymakers seeking to create more effective and inclusive learning environments tailored to the linguistic and cultural diversity of the region.

It's worth noting that this study focused solely on intra-sentential code-switching. Future research should explore other levels of code-switching. Age was a common factor among the participants, as they all belonged to the same age group at the intermediate level. Therefore, conducting further research on students' learning levels and their capabilities in English as a second language could be beneficial in educational fields. Subsequent research might also examine private sector students and the role of intra-sentential code-switching in enhancing their learning abilities. Additionally, exploring the impact of code-switching, whether positive or negative, at the university level presents another area for future investigation.

Funding: This study was not funded in any shape or form by any party.

Conflict of Interest: The author declares that he has no conflict of interest.

Bio-note:

Qamar un Nissa is a permanent lecturer in the Higher Education Department and has also worked in the SED for a few years. She earned her Master of Philosophy in Applied Linguistics from the University of Lahore, main campus, Lahore. Presently, she is collaborating with United Nations teams focused on preserving endangered languages such as Brohi, among others.

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