

**Muqtada Kakar¹, Rida Sarfraz², Faiza Abid²**

1. Lecturer, Government Boys Degree College Zhob

2. Assistant Professor University of Management and Technology UMT Lahore

ISSN: 3006-6557 (Online)

ISSN: 3006-6549 (Print)

Vol. 3, No. 2 (2025)

Pages: 230-240

Key Words:Language, code switching,
Communicative strategy,
Investigation, Zhob.**Corresponding Author:****Muqtada Kakar**Email: Muqtadakakar2015@gmail.com**License:**

Abstract: Code switching in the multilingual countries is common phenomenon and has many functions in a multicultural country like Pakistan. This common technique can be used for the communication in the educational institutes. Students at any level often tend to switch between English, Urdu and their native language during the conversation to reduce the language gap. This study is basically an aid to identify the communicative function of code switching in the undergraduate classrooms of district Zhob. Descriptive approach is used in the study. Markedness model and Matrix Language Frame model of Myers-Scotten is used to build and frame this study (Gross, 2000). A close ended questionnaire was used to collect the data from the students of four different undergraduate institutes of district Zhob Baluchistan. SPSS software was used to analyze the data. The findings of this study highlight the reasons behind code switching as a communicative strategy are to enhance students' confidence level, promotes the culture of debate, improves the communicative skills of the students, increases the participation poor background students in the conversation and enhances the learning skills of the students in the learning environment.

Introduction

Teaching in the mother tongue or native language has a vital role in the upgrading of conceptual growth of the learners. In a multilingual country people have the liberty of using more than one language to attain the communicative goals. Code switching as a communicative strategy in the undergraduate classrooms of district Zhob is going to be investigated in the study. Communicative strategy is a technique or approach to have a smooth conversation between the participants. While code switching is the shifting or changing of languages or codes during the same discourse. Code switching is an expected product language in the multilingual societies (Nazary, 2008). Code switcher or bilingual is a person who has some functional ability of the second language (Nooyen, 1999). Multilingualism is the skill or ability of a speaker or speech community of having interaction or communication in in the multiple languages (Finegan, 2014). This is the primary tool of clearing and comprehending various difficult tasks in the class room environment. Code swinging or code changing becomes an inevitable phenomenon in the multilingual or diverse societies. It is the only way of language contact and exchange in those societies and countries. This is the most useful and revised practice and action among all the categories of the students. There are more than 70 languages spoken and in Pakistan and, in Baluchistan alone, more than 13 languages are spoken. District Zhob is the northern district of Baluchistan province where 95 per cent people are speaking Pashto and 5 per cent people speak Punjabi, Saraiki, Hindko, Farsi, and other

languages. This district is surrounded by Afghanistan, Waziristan, and KPK. The culture of these surrounding Pashto-speaking areas has not only influenced the language of the people but their way of life as well. The medium of instruction in the lower section of education department (school section) is Pashto and Urdu while in the undergraduate classes English is also added as the medium of instruction. According to Education Policy of 2008, Urdu should be the medium of instruction (Fouzia Malik, 2022).

In the undergraduate classes of Zhob district Pashto language is rarely used merely because of education policy that Urdu should be the medium of instruction. There are two major dialects of Pashto language and Kandhari dialect is called southern dialect which is also spoken in the northern region of Balochistan and this southern dialect of Pashto is also spoken in the district Zhob. Code switching or shifting is frequently used in a multilingual country like Pakistan because the instructor frequently moves between the native language and national language as well as along with English language.

This study is based on the collages level students as they shift code between Urdu and English language. Zhob is the backward region of Baluchistan and Pakistan therefore, majority of the students are unable to acquire competence in English and there is a demand of shifting from English to Urdu language. There are some cases on the college level that teacher may shift to native language just because they are not much exposed to English and Urdu language (Dr. Humaira Irfan, 2022; Fouzia Malik, 2022). Baluchistan is the province where the ratio of different languages spoken in a province is greater as compared to any other province of Pakistan. Nearly 70 languages are spoken in Pakistan and majority are spoken in Baluchistan. Code switching in such province where variety of languages are present, code switching is inevitable. Teaching in the mother tongue or native language has a vital role in the upgrading of conceptual growth of the learners. In a multilingual country people have the liberty of using more than one language to attain the communicative goals. Code switching as a communicative strategy in the undergraduate classrooms of district Zhob is going to be investigated in the study. Communicative strategy is a technique or approach to have a smooth conversation between the participants. While code switching is the shifting or changing of languages or codes during the same discourse.

Research Objectives

- This study focuses to determine the impact of code switching on the learning capability of the students of undergraduate classes at district Zhob.
- This study seeks the answers by digging out to determine the facilitation effect of code-switching in a learning environment of district Zhob.

Research Questions

- How is code switching being an effective learning and communicating strategy for useful communication resource?
- How code switching can facilitate the undergraduate students by reducing language gap during conversation in a learning environment?

Significance of the Study

This study is important in providing the direction to readers, guiding all students and creates a positive impact towards the code switching. This study is valuable for the students in multilingual society for enhancing their learning skills. This study is useful in a way that the teachers may switch code for the students to teach in a better way. This study will throw light on the communication practices of the students in the learning environment with the help of code switching. As the study will also help us to determine the attitude of students towards code switching in the multi lingual society. The research about code switching will facilitates the researchers that how code switching will facilitates the students and how solves their learning problems through code switching at undergraduate level.

Literature Review

Code-switching works as an effective technique as a communicative strategy in the class rooms at undergraduate level in Pakistan. Code switching has played a very vital in the language classrooms of all level in Bangladesh. It is used for various purposes as to give instruction for different tasks and maintain discipline and for the guidance and attracts the attention of the students for getting the desired result and impact of an important issue (Chowdhury, 2013).

Code-switching can be a useful and beneficial strategy for large and multilingual classrooms where the

students from different socio-economic background and varying linguistic competence are expecting maximum teachers' attention and to gain teachers maximum attention to make them understand different things. Not only this, it serves as important source for the acquisition of language in the classrooms of language where communication and interaction between the students and teachers are very effective. Such a useful strategy can help students and with low proficiency in the second language to keep pace with their capable counterparts (Mattsson, Anna, Burenhult, & Niclas, 1999).

Bilingualism

One of the most clear and debatable findings from the study on language and reasoning in bilinguals is that being capable of more than one language has very beneficial and positive impact throughout the life of that person. Language belongs to the group whereas bilingualism belongs to an individual and it is not necessary that bilingual person should be fluent in both languages (Wei, 2002). Bilingual people have the experience of two different cultures as with each language comes a different system of behaviours, folk stories, tradition and histories and across different societies and community's bilingual person is able to freely communicate within that (Baker, 2014). Code switching is sometimes used to build good relationship among the members of bilingual communities. The phenomena of bilingualism occur when there are two groups of people using different languages and communicate with each other for the long time. Moreover, bilingualism has positive advantages towards children and adults in tasks that comprise cognitive flexibility and the control of attention, bilinguals are selectively better for gaining attention at hindering extraneous information, and at switching between alternative solutions to a problem (Ellen & Martin, 2004). Importantly, the benefits of bilingualism did not appear across the board for example, apparently bilinguals have no advantage over monolinguals with respect to functions that how the knowledge is represented such as encoding problems or drawing logical inferences. At the base root of this cognitive effect is the bilingual's continuous experience of having the ability to switch between the two languages simultaneously and stopping one when the other is used which enhances administrative control in other fields.

Code switching

The alternating between two languages is referred to as code-switching which is a commonly observed linguistic phenomenon especially in bilingual or multilingual classrooms. Code-switching can be defined as the mixing of two or more languages within the same conversational episode (Zhu & Vanek, 2015). Code-switching is a phenomenon of switching from one language to another in the same discussion (Ozge cengiz, 2016). Code-switching is particular to bilinguals and multi-lingual only as monolinguals cannot switch code because they have no other language to switch into (Cook, 2013). Monolingual is defined as a person who is able to speak and understand only one language while bilingual has been defined as one who is able to speak and understand two languages.

Multilingual, on the other hand is one who is able to speak and understand several languages. It can also be stated that Code switching in a school classroom usually refers to bilingual or multilingual setting and requires switching by the teacher and/or learners between the language of learning and teaching (LOLT) and the learner's main language (Setati & Adler, 2000). Why do bilinguals or multi-linguals switch code? This can also be suggested that one of the significant reasons for code-switching is of marking in-group membership and a sense of shared ethnicity with the speaker.

In educational and learning environment this technique is very beneficial for attracting differing attitudes from the teachers and learners. There are various reasons with the teachers to have switching from L1 to L2. Teachers change their code for many purposes and for the fulfilment of significant academic, social and management purposes. The instructors shift from mother tongue to the second language not only for the academic purposes such as clarification or explanation within the lesson but also to facilitate the social and other needs of the students (Dar, Akhtar, & Khalid, 2014). They want to have emphasize on that code-switching is used to socialize the students and when the teacher realizes that this situation to be friendly to accomplish the task or whole procedure of language learning.

The students having less exposure to the English language face great difficulty for the adjusting at tertiary level therefore these students can be easily facilitated by the teachers switching to the mother tongue and the teachers changing language for the reduction of the student's difficulty in the better

understanding of the lesson and to clear complex and difficult concept and ideas (Dar, Akhtar, & Khalid, 2014). In order to maintain the language skills of the students the teacher knows that there is the need of switching code so they can understand him/her in a better way (Saddhono & Rohmadi, 2014). Teachers also switch code to repeat terms and concepts, and introduce new topic (Chowdhury, 2012).

The ban on the usage of mother tongue or code-switching in the learning settings or language classrooms is equal to depriving the learners of their unique linguistic treasure. Code-switching is having deep positive impact on the performance of the teachers and can be a useful teaching technique. This situation is in contrast with the research that considers that code switching by the teachers in the learning settings is a symbol of linguistic insecurity and linguistic incompetence and added that code changing because of the linguistic incompetence of the teachers can have a negative sign in the language learning process that they will have no confidence on their teachers about the language proficiency of their teachers (Mattsson, Anna, Burenhult, & Niclas, 1999).

In moment, in the rural areas most of the schools and colleges are providing and conveying information in English language. Instead of this positive step, the standard of English is declining day by day. There are many causes and reasons of this worsening, one of them is that the inability of the students to grasp what the teachers delivers in the foreign language. Practitioners and stake-holders have tried to deal with the issue by adopting different measures. Code switching has many reasons of its use at different situation like for content delivery, maintain discipline, create humor and fun and turn the mood (Bashir & Naveed, 2015). Code-switching is an up-shot of bilingualism. Code switching is the mixture of two languages in the same conversation. For example, our teachers mix up English and Urdu and sometimes native language expressions while teaching the syllabus to their students. It is also of the view that the teachers switch the code when the syllabus is taught and the students did not pick the lecture that what actually is taught. Basic purpose of this study is to find out that how much code switching is useful while teaching to the low proficiency language students at the undergraduate level (Malik, 2014).

In multilingual community for the different circumstances specific languages are used for the specific situation and language choice is always controlled by the social rules. A speaker who speaks more than one language has a choice to select the language according to the situation. "Code choice becomes a form of political expression, a move either to resist some other power, or to gain a power, or to express solidarity" (Wardhaugh R. , 2009).

It is discovered that switching a code is considered a specific talking technique for bilinguals, reviewing that we can use the saying "bilingual" to portray some individual who can bestow, to diverse degrees, in second language (L2) and additionally proposes an arrangement of conversational capacities result demonstrated that the most of the teachers who were monolingual were less willing to instruct those learners who were at an early stage of improvement and as of right now he set the bilingual teachers at focal point (Gumperz, 2009). It is recognized that different informative capacities of code exchanging (Samani & Narafshan, 2016). As indicated by investigations, Chinese code switching was utilized: i. for interpretation, ii. for techniques and headings iii for illumination, and iv for evaluating comprehension. The variation might be identified with the help of switching turn during the conversation.

It can be affirmed that genuine lexical need is a substitute variable for exchanging a code. In this case bilingual switch with one code then onto the following happens in light of the fact that a speaker cannot find the proportionate expressions of one language in the other, as in a segment of the Urdu words like mullah (mosque supervisor), Panchayat (village gathering to choose question at neighborhood level or a kangaroo court), khatib (an interchange of a mosque gatekeeper with an insignificantly different part) (Matei, 2009). These thoughts can't be outlined in the English language as these are social elements.

It is composed that people switch codes when they don't have a clue about the statement in the obtained or target dialect (Reyes, 2010). It has also been noted that one of the main considerations of code switching /code mixing is that the components of the other language pass on the significance of the expected thought of the learner and reader (Nilep, 2006). It could be referring to a few researchers, indicated that the elements of code exchanging are: intra-group personality, poetic inventiveness and the interpretation of modernization (Ayeomoni, 2006). It is also notable that a couple of breaking points of CS are of convenience, clarification, closeness, solidarity with understudies and decision of subject

which fluctuate as indicated by extraordinary circumstances (Gill & Ahmad, 2014).

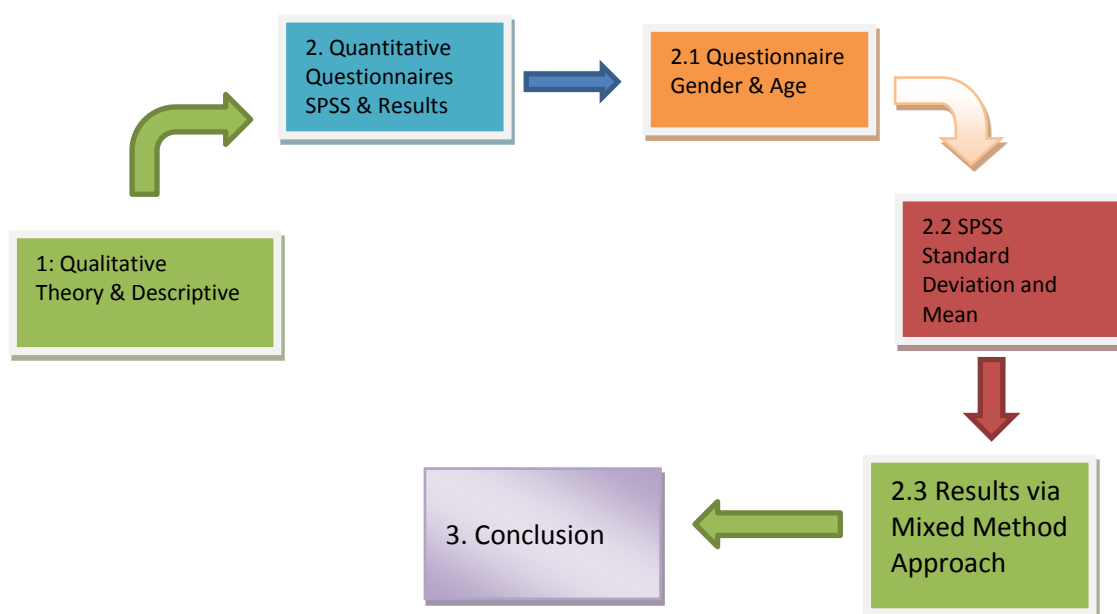
Research Gap

This research significantly focuses upon the role of code switching as a communicative strategy in the undergraduate classrooms of district Zhob. There is not much research has been done with regards to code switching usage as communicative strategy among the undergraduate students of district Zhob. This research will open vista for innovation and links to the exploration of various aspects that are existing in the society and needed to be probed. It also caters the researcher to find new research dimensions to analyze the status of code switching with regards to communication technique or strategy in a remote district like Zhob; to gauge the impact of modern-day communication skills.

Methodology

The arrangement of conditions for the collection of data and analysis of data in a way that aims to associates the relevance to the research purpose with the economy to procedure is a research design (Kothari, 2004). In this study, both qualitative and quantitative research methods are employed. Qualitative research method deals with the theory, stories, feelings, subjective understandings, opinion and beliefs (Matthews & Ross, 2010). Qualitative research focuses on the inductive reasoning and the researcher try to develop hypothesis from the observation. Quantitative research deals with statistical data, numerals that is basically collected with the help of questionnaire and answering the research questions. Descriptive approach is used in the study that is used in both the studies either qualitative or quantitative research. As descriptive approach provides data about the population and its characteristics and my study is focused on the code switching: A communicative strategy in the undergraduate classrooms of district Zhob. The sample technique is convenient sample technique and survey method was applied to collect the data.

Population of the present study are four government colleges of district Zhob. The sample of this study is 100 students. These students are the undergraduate students and data is collected on the basis of faculty of Arts and faculty of science. Questionnaire is used as a research instrument in this study. Data is collected by the survey type and questionnaire is a tool for collection of data in survey. After reviewing the questionnaire, 20 questions were finalized. Likert scale is followed in the questionnaire Furthermore, results are taken and analyzed. This research study is fulfilling the components of validity as it will produce results that are similar to original characteristics, properties and disparities in the material and social context. As far as the reliability of research is concerned, it will be reliable because it will pave the way for the other researchers to probe various aspects within the same domain in order to get more results while using research methods. This paper will serve the purpose of exploratory research while containing the characteristics of the descriptive research genre as well.



The practice of using code switching as a communicative strategy in a learning environment is highly influential and effective while learning and communicating. This technique is popular and useful in both genders learning environment and is not only confined or limited to a specific gender. Yet in developing multilingual countries like Pakistan this technique of communication is not fully adopted and promoted but, still it has long range effect on the learning capacities of students of various social circles. Therefore, it is the need of time that this strategy should be allowed and adopted in every sphere of learning environment. Although, there are many voices raised in the society from time to time that this communicative strategy is a threat to the native and regional local languages.

Females are taking part in every sphere of professional life. This gender is not limited to only house hold or limited professions rather females are motivated to take part in all fields and walks of life alongside with men. Now the females of modern world are determined to collaborate and pay services in the professions that seemed to be labeled as only for men for instance, politics, army, and various other stereo type labeled professions.

Therefore, code switching used as a communicative strategy in the multilingual classrooms is very important in regards to reduce the language barrier while communicating in a learning environment. The job title specifically has to be modified s per need of the modern-day scenarios. Now one must feel the urge that code switching brings harmony and equality among all the classes of society and promotes the culture of equality while conversing in a learning environment. It will pave the way for the future generations globally to acknowledge each gender's collaboration and contribution in making this planet livable place.

Results

Group statistics revealed that male participants are more likely to be higher regarding concerned about the use of code switching in multilingual classrooms. There is a slight difference among male and female participants of this study. Mean and standard deviation clearly indicates that both genders are having deep interest in the usage of this strategy in the learning environment of Zhob district. Results also show that male populations are using this technique more than female participants in the learning environment.

Table 1

	N	Mean	Std. Deviation
Age	100	1.5500	.50000
Gender	100	1.4000	.49237
Valid N (listwise)	100		

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Do you think code switch is a helpful phenomenon for better communication.?	100	1.00	3.00	1.4500	.51981
Valid N (listwise)	100				

Table no 2 shows that total number of participants for this question is 100. Central tendency value or mean for this question is 1.450 and is in between maximum and minimum value. It means that major of the participants are strongly agree with this statement. Standard deviation value should be lesser than mean value and is .51981. 56 percent participants are strongly agreeing and 43 percent are agreeing

with the question while only one participant did not answer the question.

Table 3.

	N	Minimum	Maximum	Mean	Std. Deviation
Do you think that exposure to the English language with the help of code-switching increase students' interest towards both languages?	100	1.00	5.00	2.9800	1.24706
Valid N (listwise)	100				

Mean value of table no 3 indicates that major of the participants are having neutral opinion towards this question.

Table 4

Does code switch decrease the language barriers in the classroom?	100	1.00	4.00	1.8400	.74833
Valid N (listwise)	100				

The results indicates that data is widespread and mean value revealed that most of the participants are agree with that code switching decreases language barriers in the classrooms.

Table 5

Do you think communication in English is desirable to the students in the learning environment?	100	1.00	5.00	2.8700	1.40457
Valid N (listwise)	100				

The mean value of this question revealed that 50 percent female participants are agree with this question while, 50 percent are neutral. However, 44 percent male participants are agreeing and 56 percent participants are neutral to this question.

Table 6

Does communication in Urdu is desirable to the students in the learning environment?	100	1.00	4.00	1.6300	.61390
Valid N (listwise)	100				

The mean value of this statement revealed that majority of the participants are agree with this statement.

Table 7

Does communication in Pashto is desirable to the students in the learning environment?	100	1.00	5.00	2.4000	1.27920
Valid N (listwise)	100				

Mean value of this table indicates that majority of the participants are agree with the opinion that communication in native language is more feasible in the learning environment.

Table 8

Do you think that code switching enhances the learning skills of the students?	100	1.00	5.00	1.7000	.71774
Valid N (listwise)	100				

The statistics of table no 8 revealed that most of the participants are agree with the opinion. Standard deviation value is near to the mean value of this statement.

Table 9

Do you think that students from poor background can easily participate in the conversation with the help of code switching?	100	1.00	4.00	1.6000	.79137
Valid N (listwise)	100				

Mean value of this table shows that data is not widely spread and most of the participants are agree with the statement.

Table 10

Do you think that students are able to understand difficult concepts with the help of code switching in the conversation?	100	1.00	4.00	1.6600	.58981
Valid N (listwise)	100				

It is noted from the statistics of table no 10 that majority of the participants are agree with question. Standard deviation value is nearly to the mean value indicates that data is not widely spread.

Table 11

Do you think that teaching only in one language creates ambiguity among the students?	100	1.00	5.00	2.2600	1.27620
Valid N (listwise)	100				

The statistics of this table revealed that participants are strongly agree with the statement. Standard deviation value is far away from mean value indicates that participants of the study have used all the five options in the questionnaire.

Table 12

Does code switching is the danger for the influence and reduction of native language?	100	1.00	5.00	3.2400	1.20705
Valid N (listwise)	100				

It is revealed from the results of this table that most of the participants are agree with the statement.

Table 13

Do you think that code switching improves the communication skills among the students?	100	1.00	4.00	1.6600	.63913
Valid N (listwise)	100				

Statistics of this table shows that only four options are used by the population and also revealed that majority of the participants are agree with the statement.

Table 14

Does students show interest in studies to be taught with the help of code switching.	100	1.00	5.00	1.7800	.70467
Valid N (listwise)	100				

Mean and standard deviation values indicates that majority of the participants are strongly with the statement.

Table 15

Do you think that code switching promotes the culture of harmony among the students?	100	1.00	5.00	2.4700	1.19304
Valid N (listwise)	100				

The results of this statement revealed that majority of the participants are of the opinion that code switching promotes the culture of harmony among the students.

Conclusion

So, to sum up it is pertinent to mention that this paper has helped in terms of noticing and detecting the usage of code switching as a communicating and facilitating strategy in the undergraduate classrooms of district Zhob. The aspects covered in this study of code switching is its communication and facilitation areas. The attitudes and understanding of the undergraduate students towards the usage of code

switching as a communicative strategy in the learning environment of Zhob district was the chief motive of this research study. Language has gone through the process of evolution and is being modified as per needs of ever-changing world. The notion of code switching in the multilingual is the need of time and paves the way for the cultural harmony among different cultures. Code switching has equal range and usage among both the genders in their respective learning environments. This paper has probed the status of scode switching usage as a communicative strategy and provided awareness about this notion in the learning environment of multilingual society. From the quantitative analysis results revealed that male participants are more aware and using code switching in some aspects. However, female participant in district Zhob are less using code switching as a communicative strategy. Although mean and standard deviation results revealed minor differences, in some scenarios females were more aware about it yet hesitant to use code switching. A proper framework and strategy should be adopted by the authorities for the proper usage and investigation of code switching in the learning environment of district Zhob. Contradictions are the evidence of the diversity in the society and statistics shows that much work is needed to be done on the adaptation of code switching as a communicative strategy.

References

- Ayeomoni, O. M. (2006). Code-Switching and Code-Mixing: Style of Language Use in Childhood in Yoruba Speech Community. *Nordic Journal of African Studies*, 15(1), 90-99.
- Baker, C. (2014). A Parents' and Teachers' Guide to Bilingualism. Bristol, England: Multilingual Matters.
- Bashir, A., & Naveed, A. (2015). The Functions of Code Switching in ESL Classroom Discourse. *Journal of Literature, Languages and Linguistics*, 6, 1-4.
- Chowdhury, N. (2012). Classroom Code Switching of English Language Teachers at Tertiary Level: A Bangladeshi Perspective. *Stamford Journal of English*, 7, 40-61.
- Chowdhury, N. (2013, April). Classroom Code Switching of English Language Teachers at Tertiary Level: A Bangladeshi Perspective. *Stamford Journal of English*, 7, 40-61.
- Cook, V. E. (2001, March). Using the First Language in the Classroom. UTP Journals UNIVERSITY OF TORONTO PRESS, 57(3), 402-423.
- Dar, M. F., Akhtar, H., & Khalid, H. (2014, December). Code-switching in Pakistani English Language Classrooms: Perceptions of English Language Teachers. *Journal of Social Sciences and Interdisciplinary Research*, 3(2), 107-120.
- Ellen, B., & Martin, M. M. (2004, july). Attention and inhibition in bilingual children: evidence from the dimensional change card sort task. *Developmental Science*, 7(3), 325-339.
- Finegan, E. (2014). Language: Its Structure and Use (7th ed.). Boston, USA: Cengage Learnin.
- Gill, B. R., & Ahmad, M. (2014, December). Attitudes of Teachers and Students towards Classroom Code Switching in Literature Classes at Tertiary Level in Pakistan. *Asian Journal of Humanities and Social Studies*, 2(6), 817-825.
- Gumperz, J. J. (2009). Discourse Strategies. Cambridge, England: Cambridge University Press.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques (2nd ed.). New Delhi: New Age International Publishers.
- Malik, M. Y. (2014, July). Code Switching As an Effective Technique Of Teaching English At The Intermediate Level In Pakistan. *Journal of Professional Research in Social Sciences*, 1(1), 56-68.
- Matei, M. (2009). THE ETHNOGRAPHY OF COMMUNICATION. Bulletin of the Transilvania University of Braşov, 2(51), 155-162.
- Matthews, B., & Ross, L. (2010). Research Methods: A Practical Guide for the Social Sciences (1st ed.). Canada: Pearson Education Canada.
- Mattsson, F., Anna, Burenhult, & Niclas. (1999). Code-switching in second language teaching of French.

- Journal of Linguistics*, 59-72.
- Nazary, M. (2008). THE ROLE OF L1 IN L2 ACQUISITION: ATTITUDES OF IRANIAN UNIVERSITY STUDENTS. *Novitas-ROYAL*, 2(2), 138-153.
- Nilep, C. (2006, June). Code Switching” in Sociocultural Linguistics. *Colorado Research in Linguistics*, 19, 1-22.
- Nooyen, J. (1999). Sociolinguistics. *Issues in Applied Linguistics*, 10(1), 98-102.
- Ozge cengiz, H. C. (2016, March). Developing Pedagogical Practices in Turkish Classrooms. *Creative Education*, 7(3), 507-519.
- Reyes, I. (2010, November 23). Functions of Code Switching in Schoolchildren's Conversations. *Bilingual Research Journal*, 28(1), 77-98.
- Saddhono, K., & Rohmadi, M. (2014). A Sociolinguistics Study on the Use of the Javanese Language in the Learning Process in Primary Schools in Surakarta, Central Java, Indonesia. *International Education Studie*, 7(6), 25-30.
- Samani, S. K., & Narafshan, M. H. (2016, July). Students’ Strategic Reactions to the Role of Native Language as a Medium of Instruction in English Classrooms. *Journal of Language Teaching and Research*, 7(4), 716-723.
- Setati, M., & Adler , J. (2000, November). Between languages and discourses: Language practices in primary multilingual mathematics classrooms in South Africa. *Educational Studies in Mathematics*, 43(3), 243-249.
- Wardhaugh, R. (2009). *An Introduction to Sociolinguistics*. Hoboken, New Jersey, United States: Wiley-Blackwell.
- Wei , L. (2002, September). THE BILINGUALISM READER. London: Routledge. *Studies in Second Language Acquisition*, 24(3), 491-493.
- Zhu, X., & Vanek, N. (2015). Facilitative effects of learner-directed codeswitching: Evidence from Chinese learners of English. *Journal of Bilingual Education and Bilingualism*, 1-16.