

DOI(Journal): 10.31703/gssr  
DOI(Volume): 10.31703/gssr.2025(X)  
DOI(Issue): 10.31703/gssr.2025(X.IV)

p-ISSN: 2520-0348

e-ISSN: 2616-793X



# GSSR

**GLOBAL SOCIAL SCIENCES REVIEW**

HEC-RECOGNIZED CATEGORY-Y

[www.gssrjournal.com](http://www.gssrjournal.com)

Global  
Social Sciences Review  
*exploring humanity*

**Volum X, ISSUE IV FALL (DECEMBER-2025)**

Article Title

English as a Gatekeeper: Code-switching in Pakistan's Elite Schools

Abstract

*This study investigates the role of English as a gatekeeper language and the phenomenon of code switching in elite schools in District Karak Pakistan. Through the qualitative methods, such as classroom observation, semi-structured interview with teachers and students, as well as analysis of documents, the research examines the functional role of the English language as a tool of academic and social distinction. The study shows that English proficiency is directly connected to academic success and the ability to earn a living in the future with English being the gateway for opportunities for success. Code-switching, the behavior of mixing different languages (Russian and English or Urdu language or regional languages). The results highlight the cross-cutting of language, socio-economic status and educational inequality and hint at the necessity of zeroing in inclusive language policies in elite schools so as to guarantee equitable access to academic success.*

**Keywords:** English as a Gatekeeper, Code Switching, Socio-Economic Status, Elite Schools, Pakistan, Bilingual Educational, Language Practices, Educational Inequality, Multilingual Classrooms and Linguistic Capital

**Authors:**

**Zohaib Zahir:** Doctoral Researcher, Department of English, FATA University, Darra Adam Khel, FR Kohat, KP, Pakistan.

**Muhammad Imran:** (Corresponding Author)

Lecturer, Department of English, FATA University Darra Adam Khel FR Kohat, Khyber Pakhtunkhwa, Pakistan. (Email: [Imran@fu.edu.pk](mailto:Imran@fu.edu.pk))

**Mohammad Wasimullah:** Lecturer, Department of English, Cadet College Razmak, KP, Pakistan.

Pages: 209-217

DOI:10.31703/gssr.2025(X-IV).17

DOI link: [https://dx.doi.org/10.31703/gssr.2025\(X-IV\).17](https://dx.doi.org/10.31703/gssr.2025(X-IV).17)

Article link: <https://gssrjournal.com/article/english-as-a-gatekeeper-codeswitching-in-pakistans-elite-schools>

Full-text Link: <https://gssrjournal.com/article/english-as-a-gatekeeper-codeswitching-in-pakistans-elite-schools>

Pdf link: <https://www.gssrjournal.com/jadmin/Author/31rvl0lA2.pdf>

Global Social Sciences Review

p-ISSN: [2520-0348](https://doi.org/10.31703/gssr) e-ISSN: [2616-793X](https://doi.org/10.31703/gssr)

DOI(journal):10.31703/gssr

Volume: X (2025)

DOI (volume):10.31703/gssr.2025(X)

Issue: IV Fall (December-2025)

DOI(Issue):10.31703/gssr.2025(X-IV)

Home Page

[www.gssrjournal.com](http://www.gssrjournal.com)

Volume: X (2025)

<https://www.gssrjournal.com/Current-issue>

Issue: IV-Fall (December 2025)

<https://www.gssrjournal.com/issue/10/4/2025>

Scope

<https://www.gssrjournal.com/about-us/scope>

Submission

<https://humaglobe.com/index.php/gssr/submissions>



Visit Us



Citing this Article

<b>17</b>	<b>English as a Gatekeeper: Code-switching in Pakistan's Elite Schools</b>		
<b>Authors</b>	Zohaib Zahir Muhammad Imran Mohammad Wasimullah	<b>DOI</b>	10.31703/gssr.2025(X-IV).17
		<b>Pages</b>	209-217
		<b>Year</b>	2025
		<b>Volume</b>	X
		<b>Issue</b>	IV
<b>Referencing &amp; Citing Styles</b>			
<b>APA</b>	Zahir, Z., Imran, M., & Wasimullah, M. (2025). English as a Gatekeeper: Code-switching in Pakistan's Elite Schools. <i>Global Social Sciences Review</i> , X(IV), 209-217. <a href="https://doi.org/10.31703/gsr.2025(X-IV).17">https://doi.org/10.31703/gsr.2025(X-IV).17</a>		
<b>CHICAGO</b>	Zahir, Zohaib, Muhammad Imran, and Mohammad Wasimullah. 2025. "English as a Gatekeeper: Code-switching in Pakistan's Elite Schools." <i>Global Social Sciences Review</i> X (IV):209-217. doi: 10.31703/gsr.2025(X-IV).17.		
<b>HARVARD</b>	ZAHIR, Z., IMRAN, M. & WASIMULLAH, M. 2025. English as a Gatekeeper: Code-switching in Pakistan's Elite Schools. <i>Global Social Sciences Review</i> , X, 209-217.		
<b>MHRA</b>	Zahir, Zohaib, Muhammad Imran, and Mohammad Wasimullah. 2025. 'English as a Gatekeeper: Code-switching in Pakistan's Elite Schools', <i>Global Social Sciences Review</i> , X: 209-17.		
<b>MLA</b>	Zahir, Zohaib, Muhammad Imran, and Mohammad Wasimullah. "English as a Gatekeeper: Code-Switching in Pakistan's Elite Schools." <i>Global Social Sciences Review</i> X.IV (2025): 209-17. Print.		
<b>OXFORD</b>	Zahir, Zohaib, Imran, Muhammad, and Wasimullah, Mohammad (2025), 'English as a Gatekeeper: Code-switching in Pakistan's Elite Schools', <i>Global Social Sciences Review</i> , X (IV), 209-17.		
<b>TURABIAN</b>	Zahir, Zohaib, Muhammad Imran, and Mohammad Wasimullah. "English as a Gatekeeper: Code-Switching in Pakistan's Elite Schools." <i>Global Social Sciences Review</i> X, no. IV (2025): 209-17. <a href="https://dx.doi.org/10.31703/gsr.2025(X-IV).17">https://dx.doi.org/10.31703/gsr.2025(X-IV).17</a> .		



# Global Social Sciences Review

[www.gssrjournal.com](http://www.gssrjournal.com)  
DOI: <http://dx.doi.org/10.31703/gssr>



Cite Us



## Title

### English as a Gatekeeper: Code-switching in Pakistan's Elite Schools

#### Authors:

**Zohaib Zahir:** Doctoral Researcher, Department of English, FATA University, Darra Adam Khel, FR Kohat, KP, Pakistan.

**Muhammad Imran:** (Corresponding Author)

Lecturer, Department of English, FATA University Darra Adam Khel FR Kohat, Khyber Pakhtunkhwa, Pakistan. (Email: [Imran@fu.edu.pk](mailto:Imran@fu.edu.pk))

**Mohammad Wasimullah:** Lecturer, Department of English, Cadet College Razmak, KP, Pakistan.

#### Contents

- [Background of the Study](#)
- [Research Objectives](#)
- [Research Questions](#)
- [Literature Review:](#)
- [Role of Gate-keeping and Code Switching in Education System of Pakistan](#)
- [Methods](#)
- [Data Analysis](#)
- [Theoretical Framework](#)
- [Discussion](#)
- [Theme 4.1: Pedagogical Inception of Code Switching](#)
- [Theme 4.2: Socio-Economic Role in Code-Switching](#)
- [Theme 4.3 Horshopol narrated: English is a Gatekeeper Language](#)
- [Theme 4.4: Social Implications of the Code-switching](#)
- [Code-Switching as a Tool of Social Relationships and Identity Construction](#)
- [Conclusion](#)
- [References](#)
- [Appendix 1](#)
- [Appendix 2](#)

#### Abstract

*This study investigates the role of English as a gatekeeper language and the phenomenon of code switching in elite schools in District Karak Pakistan. Through the qualitative methods, such as classroom observation, semi-structured interview with teachers and students, as well as analysis of documents, the research examines the functional role of the English language as a tool of academic and social distinction. The study shows that English proficiency is directly connected to academic success and the ability to earn a living in the future with English being the gateway for opportunities for success. Code-switching, the behavior of mixing different languages (Russian and English or Urdu language or regional languages). The results highlight the cross-cutting of language, socio-economic status and educational inequality and hint at the necessity of zeroing in inclusive language policies in elite schools so as to guarantee equitable access to academic success.*

#### Keywords:

English as a Gatekeeper, Code Switching, Socio-Economic Status, Elite Schools, Pakistan, Bilingual Educational, Language Practices, Educational Inequality, Multilingual Classrooms and Linguistic Capital

#### Introduction

This study focuses on the fact of English as a gatekeeper language with the phenomenon of code-switching in elite schools in Pakistan where English is both a tool for communication and a representation of social privileges (Rahman, [2017](#)).

In these schools, English is not only the medium of instruction but is necessary for accessing higher education and professional success, with English in these schools often being learned early by English-savvy students whose families are affluent and who have a strong likelihood of succeeding in English (Shamim, [2019](#)). Code-switching i.e. switching



between two languages, is not uncommon in such classrooms to overcome communication barriers between English and Urdu or regional languages in view of socio-linguistic realities of such a multi-various group of students (Umar & Jabeen, 2019). While code-switching is a useful tool in enhancing communication, it can also perpetuate linguistic hierarchies, which can lead to disparities between students who are proficient in English and those who are not (Yousaf, 2020). The research's interest lies in examining how code-switching operates, both pedagogically and socially, as well as how socio-economic considerations affect language practices and could in some way continue or resist educational inequalities.

### Background of the Study

The historical dominance of the language in Pakistan can be traced back to the British colonial rule where it was established as the language of governance, law, and education (Rahman, 2002). Despite adoption of Urdu as a national language following the partition of 1947 English continued to occupy a prestigious position especially in the sphere of higher education and for the elite private schools which are linked with the access of better socio-economic opportunities Shamim (2019). English proficiency has become very important to be successful in Pakistan's competitive job market where most high ranked and hi-tech positions demand the use of the language (Sattar, 2020). In elite schools, with English as the primary medium of instruction, students are expected to perform academically and socially, a situation that is in contrast to the public schools where English is not the medium of instruction used often (Rahman, 2017). As a result, those in elite schools have extensive opportunities in higher education and the professional world compared to those from low socio-economic backgrounds who struggle against significant barriers due to the lack of English exposure (Mirza, 2020).

Code-switching, especially between English and Urdu, is a common feature in elite schools, which plays the pedagogical role as well as social. It helps to ensure understanding, as well as easy communication, especially when technical words have no direct Urdu translations (Umar & Jabeen, 2019). Code-switching also enables students and teachers to display feelings and develop

relationship in a more culturally comfortable way (Shamim, 2019). However, this high usage of English in elite schools can lead to a rise in socio-economic divide between students who are from more privileged socio-economic backgrounds that have had better access to English education as a result, are likely to show greater competence (Rahman, 2017). In contrast, students from lower socio-economic backgrounds tend to rely more on code-switching which can lead to academic and social disadvantages (Sattar, 2020). This research examines the language of power in which English is a gate-keeper and code-switching reflects and reinforces socio-economic inequalities in elite schools in Pakistan.

### Research Objectives

1. To examine an English gatekeeper language in our context of elite schools in Pakistan along with its implications on the socio-economic mobility.
2. To examine how code switching is used by students and teachers in elite school classrooms and how this affects language learning.
3. To investigate the relationship between socio-economic against the use of code switch in the classroom, especially related to students' language proficiency.

### Research Questions

1. How English works as a gatekeeper language in elite schools in Pakistan?
2. In what ways is code-switching used in the educational practices of elite schools in Pakistan?
3. How does socio-economic status affect the frequency and function of code-switching to these schools?

### Literature Review:

#### Role of Gate-keeping and Code Switching in Education System of Pakistan

Gate-keeping in linguistics proposes the manner in which language serves as a gatekeeper to social, economic and cultural capital and English is a gatekeeper in many post-colonial countries such as Pakistan (Bourdieu, 1991). English in Pakistan brings symbolic capital, so, conferring benefits such as better education, job opportunities, social status,

etc., marginalizes those who lack it (Shamim, 2019; Sattar, 2020). Scholars such as Pennycook (1998) and Phillipson (1992) believe that English is used as an instrument of power and global inequality. Code switching particularly between English, Urdu languages and local languages is prevalent in Pakistani classrooms, in which teachers and students switch languages and switch to cope with cognitive load, create rapport, and assert cultural identification (Umar & Jabeen, 2019; Ahmad & Rehman, 2018). The practice is attributed to socio-economic factors, with affluent students and those who possess greater English capabilities less likely to rely on code switching; reflecting and reproducing educational inequalities based on class.

English is a linguistic capital in Pakistan where knowing the English language and its use are the ticket to the better educational and professional opportunities especially in the urban elitist context (Shamim, 2019). Families pay for English education as it is seen as necessary for the future success of their children and disadvantaged students from lower socio-economic backgrounds are disadvantaged due to reduced English exposure (Sattar, 2020; Haque & Aziz, 2021). Research shows that socio-economic status impacts student's confidence and engagement of English language with students being less confident, typically code switching as a strategy and this can reinforce notions of linguistic inadequacy (Yousaf & Raza, 2021). Meanwhile, debates between ideals and practice concerning the language policy of Pakistan underscore a difference in practice and ideals. While policy promotes the use of Urdu and regional languages, in the elite private institutions, English is used as the main medium of language marginalising non-English speakers (Rahman, 2017). Critics claim that this is compromising linguistic diversity and proponents highlight the need for English in ensuring global competitiveness (Khan, 2018). Some researchers have proposed bilingual education or multilingual education as a solution to overcome these inequalities and enhance educational outcomes (Jabeen & Khan, 2020).

## Methods

This study examines the position of English as a gate keeper language and the phenomenon of code switching in elite schools in District Karak Pakistan. Using qualitative research design, the study focuses on the role of code switching in educational environment and how socio-economic factors save the language practices. An exploratory strategy was adopted to explore the phenomena of code-switching subject to socio-economic differences which is not really witnessed in many of elite schools in Pakistan (Shamim, 2019). Data was gathered from two elite schools of Karak, Allied Group of Schools Karak and Mastermind School Karak, which both provide English-medium education to their students who come from middle to upper-middle-class backgrounds. This approach makes it possible to gain an understanding of how code switching is employed in classrooms and how it affects the academic and social experience of students.

## Data Analysis

The data obtained from observations, interviews, and document analysis were analyzed with the thematic analysis. Thematic analysis is a popular qualitative technique that enables the researcher to identify, analyze, and report patterns (themes) in the data (Braun & Clarke, 2006). The process of thematic analysis ranges with some stages.

1. Familiarization with data: The researcher transcribed and read the interview data and observation notes multiple times in order to get familiar with the content of data.
2. Generating initial codes: Important elements associated with the research questions, including examples of code-switching behaviors, references to English as a gatekeeper, and perceptions of socio-economic inequality were identified and coded.
3. Searching for themes: The first codes were grouped under larger themes that were based on the research objectives, for example, "socio-economic barriers to English proficiency," "pedagogical functions of code-switching," and "social implications of language practices."
4. Reviewing themes: The themes were revised to ensure they were an accurate

representation of the data collected and aligned with the research questions.

5. Defining and naming themes: The final themes were clearly defined and representative excerpts from the data were selected to illustrate each theme.
6. Writing up the analysis: The themes were integrated in the final report with in-text citations from the data to support the findings.

### Theoretical Framework

This research is based on Bourdieu's (1991) notion of linguistic capital, which is useful in comprehending the role that English plays as a gatekeeper language in elite schools. According to Bourdieu, linguistic capital is the attached social value of certain languages, which alters the access to social and economical resources. In Pakistan's elite schools, English is very much linguistic capital as it provides students with access to superior educational and professional opportunities; hence, associating English proficiency to socio-economic mobility. Additionally, the theory of code-switching from Gumperz (1982) is incorporated and it is posited as a communicative strategy, in order to deal with social relationship and linguistic gaps, used by bilinguals. In this context, code-switching is not only a practical form of responding to language problems but a manifestation of the cultural identities and the social position of the students, especially in elite educational contexts where English is dominant as the language of instruction.

### Discussion:

#### Theme 4.1: Pedagogical Inception of Code Switching

Classroom observations and interview data found that code-switching was widely employed as a pedagogical tool by teachers. In particular code-switching between English and Urdu was used by teachers in explaining difficult concepts, explaining technical terms and ensuring that students fully understood. This theme was made clear in both schools, and there was a clear pattern in teacher practices.

For example, at Allied Group of Schools Karak, the teacher was attempting to explain the concept

of "photosynthesis" in the English language and would immediately switch to Urdu for clarity.

The process of photosynthesis occurs when plants absorb sunlight" now in Urdu language "پودوں میں روشنی کا جذب ہونا". This means that the plants are using sunlight to make some food. It is very necessary for their growth.

This example illustrates the process of code-switching in order to provide a bridge between the technical English language and student understanding from his/her first language (Urdu). Similarly, in a mathematics class at Mastermind School Karak, one of the teachers used code-switching to explain the concept of geometrical formulas, using Urdu for students who had difficulty understanding the English terminology.

"The formula of calculating area is very easy, " ہم کہتے ہیں 'length x breadth' اسکو. This means that in order to find the area of a rectangle, we multiply the length and the breadth."

This kind of switching between English and Urdu was used as a strategic means of allowing all students regardless of their English language skills to grasp the mathematical concepts. Teachers always mentioned the importance of code-switching as a means to prevent confusion and make learning inclusive. One teacher of Mastermind School Karak explained.

"Code-switching is essential. When students have difficulties with a concept in English, it is easier for them to understand it in Urdu. It's not about making sure they learn, follow the language.

Teachers reported code-switching also helped to manage the diverse language needs in classrooms, which had students with varying degrees of English language fluency.

#### Theme 4.2: Socio-Economic Role in Code-Switching

A major theme that evolved in the interviews was the effect of the socio-economic status on students English proficiency and their dependence on code switching. Data suggested that students who came from wealthier backgrounds, and were thus exposed to English at a higher rate outside of school, were less likely to employ code-switching than students who came from lower socio-economic backgrounds. This was clear in their

performance in the classroom as well as their informal conversations.

For instance, it was seen that students belonging to more affluent families in Allied Group of Schools Karak used almost exclusively English language in the academic set up, even while conversing in casual terms with peers. One student in a higher socio-economic background stated.

We speak in English the most at home, so I can easily use it in school. I prefer using English in class as it is more comfortable and more formal.

This was contrasted by students from lower middle class backgrounds that students were more likely to resort to code switching as a way to compensate for their high English language. A student with a less privileged background at Mastermind School Karak said.

"At home, we mostly speak in Urdu and so when I do not understand something in English, I change to Urdu. It helps me to feel confident more, especially when the teacher teaches me difficult words."

This divide was also noted by teachers. One teacher from Allied Group of Schools Karak explained.

"The knowledge of the English terms by the students coming from the more affluent families is better and they can easily use them in the classroom without hesitation." For the others I have to switch to Urdu to try and help them with the main idea."

This finding implies that code-switching is affected by students exposure to English outside the classroom. Wealthier pupils, who have more likely access to English resources, such as private tutoring, international media and have a wider exposure to language, also tend to rely less on code-switching. In contrast, students with low English exposure in the home are more likely to engage in code-switching as a way to deal with understanding the complex academic material.

### **Theme 4.3 Horshopol narrated: English is a Gatekeeper Language**

A crucial element in this study was the language of English as a gatekeeper language in elite schools. Data from interviews and observations exposed the centrality of English proficiency in at least three ways: It is the key to succeeding academically in

these schools. Both school teachers and school students understood the importance of English as the most critical language needed to achieve better academic grades and further career options.

On classroom observations, it was known that the degree of students participation and success on the observation was directly related to their English proficiency. In both of the schools, students who were fluent in English took an active part in discussions, answered questions, and were overall more confident in their academic performance. For example, in a history class in Mastermind School Karak, one student who was good for English easily participated in a discussion about historical events while another student who couldn't easily use English was passive in the class and relied more on the code switching of the teacher to comprehend and follow the content.

Teachers also emphasized the centrality of English in terms of academic success. One of the teachers of Allied Group of Schools Karak said.

"In our school, success is also very often defined by English proficiency." Students with English language abilities tend to do well in all subjects as the medium of instruction is predominantly English."

Similarly, a teacher of Mastermind School Karak commented.

"If the students can't convey themselves well in English it's difficult for them in exams, especially for subjects such as science and social studies, where we use English terminology."

The analysis of school documents, including language policies revealed that English is emphasised as the medium of instruction for all subjects and students are often assessed on how well they know English. As a result, English becomes a crucial factor in determining academic trajectories as students that lack fluency in the English language are often at a disadvantage in assessments and evaluations.

### **Theme 4.4: Social Implications of the Code-switching**

Apart from its pedagogical and socio-economic roles, code-switching is also important for its social dimensions. In the classrooms of both schools code-switching was an instrument for power relations and negotiation of identity. Students from

lower socio-economic backgrounds often used code-switching as a way to be more comfortable as it helped them to bridge the gap between their home language, Urdu, and the formal educational language, English.

For example, in the informal conversations, the students used English language and then switched to Urdu language when discussing their personal experiences or expressing emotions. One student from Mastermind School Karak said,

"When I communicate with my friends about family or sentiments, I prefer to speak in Urdu." It just seems to be more natural and less formal than English.

This practice helped the students to retain their cultural identity while still participating in the English-dominated academic environment. Teachers also saw that code-switching helped classroom dynamics to be more inclusive. One teacher from Allied Group of Schools Karak said.

Whenever students use Urdu while in class, it makes the environment relaxed and supportive. It is an indication they feel comfortable with me, and with each other. "It's really important for the development of trust and confidence in the classroom."

In both schools, the use of code-switching was not only a medium through which academic understanding of material would be expressed but also a mechanism in social negotiation of identity and formation of relationships, because code-switching can be used to maintain one's cultural identity while revising to meet the demands of an English-centric education system.

## Summary of Findings

### Role of English as a Gatekeeper Language

English plays a critical role as a gatekeeper language in elite schools in District Karak in terms of it being the dominant language of instruction. Proficiency in English is associated with academic success and future career opportunities, students who excel in English also excel in other subjects. Both teachers and students recognize that English is necessary to gain access to prestigious universities and well-paid jobs, and thus it is an important determining factor of social mobility (Rahman, 2017).

## Code-Switching as a Pedagogical Device

Code-switching is used by teachers to demystify difficult concepts for their students with limited English proficiency in their curriculum. Teachers at both the schools use a mix of English and Urdu to make students understand academic content, especially in courses such as mathematical subjects. Code-switching makes learning less cognitively demanding so that students will understand what is displayed without getting left behind, and this promotes an inclusive learning environment (Umar & Jabeen, 2019).

## Socio-economic Impact on Code-Switching

Socio-economic status has an important influence on the frequency and form of code-switching. Wealthier students, having more exposure to English language at home, are more proficient in using English as the sole language, both Hebrew and English in academic and non-academic settings. In contrast, students whose family background is in the lower-middle class tend to rely more on code-switching, particularly when the student has difficulty understanding academic content in English. This divide goes to high the socio-economic disparity in language proficiency and academic achievements as the students who are from the more affluent families have a defined advantage over English-medium education (Shamim, 2019).

## Code-Switching as a Tool of Social Relationships and Identity Construction

Code-switching also has a social role in which students are able to express their own cultural identities and establish rapport with peers and teachers. Students often use Urdu instead of English when in an informal conversation. This practice helps them in keeping cultural ties while in the formal English-medium classroom environment and there is a sense of belonging and comfort (Shamim, 2019).

## Conclusion

The data analysis reveals that code-switching in elite schools in District Karak fulfils pedagogical, social and cultural functions to assist students to bridge the gap between their home language and English. Socio-economic status is an important variable when considering how often and how

code-switches, as the wealthy use less code-switching as a result of being exposed to more English. English remains a gate language throughout determining academic success and future opportunities. While code-switching helps in the learning processes of limited English speaking student pairs, yet it also perpetuates socio-

economic divide and indicates the interaction between language, power, and class within the elitism of the education system in Pakistan. These findings provide insights for more far-reaching implications in terms of educational equality and social mobility.

## References

- Ahmad, M., & Rehman, S. (2018). Teachers' perceptions of code switching in urban school classrooms. *International Journal of Education and Linguistics*.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Bourdieu, P. (1991). *Language and symbolic power*. Harvard University Press.  
[https://monoskop.org/images/4/43/Bourdieu\\_Pierre\\_Language\\_and\\_Symbolic\\_Power\\_1991.pdf](https://monoskop.org/images/4/43/Bourdieu_Pierre_Language_and_Symbolic_Power_1991.pdf)  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.  
<https://doi.org/10.1191/1478088706qp0630a>  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.  
<https://www.cambridge.org/core/books/discourse-strategies/46D4D801BCC1FF7E6E31B2A19E45E92B>  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Haque, M., & Aziz, S. (2021). English as a marker of elite education in Pakistan. *Journal of Multilingual Education Studies*.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Jabeen, F., & Khan, R. (2020). Bilingual pedagogies in multilingual classrooms. *Language Policy Journal*.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Mirza, M. (2020). Language and power: Code-switching in Pakistan's elite schools. *Journal of Social Sciences*, 58(2), 143–158.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Rahman, T. (2002). *Language and politics in Pakistan*. Oxford University Press.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Rahman, T. (2017). *The English language in Pakistan: A sociolinguistic analysis*. Linguistic Society of Pakistan.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Sattar, M. (2020). *Exploring the role of English as an academic gatekeeper in Pakistani education* (Unpublished master's thesis).  
<https://file.pide.org.pk/pdf/thesis/mphil-development-studies-2013-maleeha-sattar--exploring-the-role-of-english-language-as-an-academic-gatekeeper-in-pakistani-educational-system-foc.pdf>  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Shamim, F. (2019). English as a gatekeeper: Linguistic capital in Pakistan's educational system. *Pakistani Journal of Social Sciences*, 17(3), 102–110.  
[https://www.researchgate.net/publication/313722489\\_English\\_as\\_the\\_language\\_of\\_development\\_in\\_Pakistan\\_Issues\\_challenges\\_and\\_possible\\_solutions](https://www.researchgate.net/publication/313722489_English_as_the_language_of_development_in_Pakistan_Issues_challenges_and_possible_solutions)  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Umar, M., & Jabeen, F. (2019). Code-switching as a strategy in bilingual classrooms. *International Journal of Linguistics*, 23(4), 76–82.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Yousaf, M. (2020). Code-switching in Pakistani elite schools: A sociolinguistic perspective. *Linguistics in Education Journal*, 12(2), 123–135.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)
- Yousaf, M., & Raza, M. (2021). English in Pakistan: Language of power or oppression? *South Asian Journal of Education*, 34(1), 5–19.  
[Google Scholar](#) [Worldcat](#) [Fulltext](#)

## **Appendix 1**

### Interview Questions for Teachers

1. Can you explain the role of English in the classroom at this school?
2. How often do you use code-switching in your teaching, and in what contexts do you find it most necessary?
3. Do you think that English proficiency is linked to academic success for your students? Why or why not?
4. How do you feel about the use of code-switching among students in the classroom? Does it help or hinder their learning?
5. In your experience, do students from wealthier families show different patterns of language use compared to students from lower socio-economic backgrounds?
6. Do you believe that code-switching serves a social function in your classroom? How do students use language to interact with each other?

## **Appendix 2**

### Interview Questions for Students

1. How important do you think English is for your academic success and future career?
2. In what situations do you switch between English and Urdu or other languages while studying or communicating with your peers?
3. Do you find it easier to learn in English or in your mother tongue (Urdu)? Why?
4. How do you think your socio-economic background affects your English language skills?
5. Do you feel that students who speak English better are treated differently by teachers or peers?
6. How does code-switching impact your learning experience? Does it help you understand better, or do you prefer to stick to one language?
7. Do you feel that using code-switching helps you feel more comfortable in the classroom, especially when discussing personal or emotional topics?