Role of Code Switching as an Effectual Training for Communication for Quality of Education under SDG No 4

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KEY WORDS	ABSTRACT
Code-switching, Sustainable Development Goals (SDGs), Quality Education, Bilingualism, Pakistan	The communicative approaches, code switching, and code mixing are measured generally in terms of bilingualism to comprehend the contents and improve the communication. To enhance quality education in order to achieve Sustainable Development Goals (SDGs) in general and SDG#4 in particular has been an enormous issue. This study aims to explore the use of code-switching as an instrumental tool in English language classes at secondary school level. Qualitative case study research design was used to explore the issue in further detail. Data were collected using open-ended semi-structured interviews from seven students and seven teachers of secondary schools in Lahore. Thematic analysis was used to analyze the data that emerged nine themes under three research questions. The study found that code-switching is an effective tool for comprehension, memorization, repetition, discussion, explanation, translation, and production of the contents as and when needed. It is implied that code-switching can be proved an effective communication tool at school level for quality education under SDG#4 and can bring about positive results. Surely, the findings cannot be generalized being of qualitative study, however, can be transferable/attributable to the public schools. The study concludes that if code-switching is incorporated in teaching methodology then quality education can be ensured and SDG#4 can be achieved. Based on findings, it is recommended that further exploration on SDG#4 and communicative approaches will help to achieve quality education.

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INTRODUCTION

Code switching is a concept of bilingualism where the language users/speakers switch from one language to another language, especially from first language to the target/second language. Conceptually, it is the combination inside the same conversation switch over of passages of conversation belonging to two dissimilar grammatical structures or sub-structures (Ahmad & Jusoff, 2009). It is the most common practice where the formal language is considered a bit difficult or complex. As language is a cultural phenomenon, so is the code switching (Hobbs, Matsuo, & Payne, 2010). Its use in academia, especially at school level is increasing due to its excessive use in the society. In Pakistan, where medium of instruction is English, while the national language is Urdu, code switching has become inevitable (Ahmed, 2011). Even in the English classrooms, teachers code switch between these two languages frequently. Thus, both students and teachers switch between Urdu and English. This is done by virtue of English being a medium of instruction and the compulsory subject till graduate level.

Except the indirect cultural force to switch the code from Urdu to English or vice versa, the primary purpose of code switching is to comprehend the text, content, and conversation in-depth in order to bring about quality in education system (Iqbal, 2011). Naturally, if code switching brings quality in communication and maintains its effectiveness then quality can be ensured. Conceptually, this is the prime pre-requisite to make the communication effective, regardless, the communication is to do with environmental education, sustainable education, sustainability, awareness of sustainability, Sustainable Development Goals (SDGs) or any other concept (Genç, 2017). Thus, code switching is becoming an effective strategy/technique in the classroom to leave longer impact on teaching and learning process.

Effective communication is the first and foremost element of completing any task or project. Quality in academic activities has become a buzzword that requires effective communication so that every stakeholders, especially teachers and students, can comprehend its relative importance (Dill & Beerkens, 2013). Quality is being considered similar to sustainability in terms of preparing the younger generation to enable them to lead a balance life (S. K. U. Bukhari & Said, 2013; S. K. U. S. Bukhari, Said, & Nor, 2020). Thus, sustainable development cannot be realized without human development that ultimately requires quality education to address the intera-generational and inter-generational issue (Walter et al., 2018). SDGs are specifically chalked out to maintain a balance in life, protect, and preserve the resources (Bose & Khan, 2022). These goals are interesting in that they call for minding the actions from all nations, the rich and the poor to ensure the sustainability of the planet. These SDGs were set by the United

Nations under the agenda of 2030 to give academia the direction to bring and maintain quality (Regmi, 2015; Webb, Holford, Hodge, Milana, & Waller, 2019). Under SDGs, it is the goal number four that states as: "ensure inclusive and equitable quality education and promote life-long learning opportunities for all" (Webb, Holford, Hodge, Milana, & Waller, 2017a). It implies that the teaching and learning process demands a shift from teacher to student. Simply, the framework of language attainment such as second language and distant language learning has shifted from teacher reliance to students focused and from coaching methods to scholar exceptionality (Amengual-Pizarro, 2007; Demir, 2017).

According to the information expertise and globalization, English is becoming more significant day by day with respect to its widening use in academia, research and daily uses (Rao, 2019). English is maintaining its own importance in Pakistan which is very essential in order to acquire accomplishment of higher education or for getting presumably better and respectable employment (Haidar & Fang, 2019b). English is considered as a key to progress and an instrument for worldwide articulation, and it is utilized as the most widely used language among the states. From 1947 till now English has been instructed as a mandatory subject in schools from grade six to undergraduate courses in Pakistan (Shamim, 2011). Understanding the importance of English in all disciplines, especially in science and technology, the Government of Pakistan has carried out it as a mandatory subject from grade one since 2006 in the schools. Besides, English is a mechanism of guidance for Mathematics and Science in the Pakistani schools (Ministry of Education, 2007). In Pakistan, English is both official language and a medium of instruction. Thus, its importance demands from the students to spend more time and energy to cope up with the academic challenges and achievement. Interestingly, they are performing well in other subjects but when it comes to English language they fail in their matriculation, intermediate and graduation level assessments (Haidar & Fang, 2019a). Whereas teachers in public sector from previous many years were doing the exertion about the teacher training. It shows that there is inadequate training for students to meet present demands. On the other hand, teachers' coaching courses as the main hub is always on the systems of teaching, whereas learning approach and the ideas of the scholars are never taken into reflection.

There are different hypothetical representations and investigation methods in order to explore the concept of code-switching (Muysken, 2020; Poplack, 2008). The central viewpoint of code switching in nature is sociolinguistic. The bilingual or multilingual societies have been discovered in the sociolinguistic approach and contracts with both the political as well as social inspiration for its use (Nguyen, 2014). Though sufficient research has been done on code-switching in relation to students' attitude, code

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switching contact on its learning procedure, and linguistic condition observations in which code switching takes place yet there is lack of adequate work on code switching in terms of improving the communication for quality education (Shafi, Kazmi, & Asif, 2020). Effective communication is strongly associated with deep-rooted learning that is explicitly the concept of SDGs. Thus, the main research question is that "How does code switching help teachers and students at public secondary schools of Lahore in English language classroom and what are the factors that prompt them to code switch in multiple contexts to bring about comfortability and clarity in communication for SDG # 4".

REVIEW OF RELATED LITERATURE

Learning of second language and especially English has been a problem for colonized countries (Akram & Mahmood, 2007). Though initially, it was used to create bureaucrats and a special class of status-conscious people. With the passage of time, it was started to perceive as the imposition on the colonies. Thus, it started to make its roots deeper overall in the society even to greatly influence the quality of education. Interestingly it became difficult for the states to replace it with their native languages. That was how English occupied a central place in most of the education system of the world (Harmer, 2001). To meet this quality bar, coaching has been stayed insufficient and unsatisfactory with reference to teaching and learning/acquiring English as a second language.

Teaching and learning at secondary school level requires quite a cohesive and coherent understanding between teachers and students (Shin, 2012). English is a second language (L2) and also a medium of instruction in Pakistan that plays a critical role in teaching learning process. Code switching helps in generating close associations between students and teachers where students discover that classroom conversations are more ordinary and simple (Lee, 2016). It is also beneficial in setting a friendly environment where it gives teacher-student a chance to converse in more causal and comfortable way when the danger of mix-up due to L2 inadequacy can be shunned (Cook, 2013).

Code switching takes place in verbal communication among people who add to those precise codes (Ariffin & Rafik-Galea, 2009). It hardly happens in printed words as verbal communication is not as much official, as the printed words are. Researchers recommended different approaches towards the code switching. For example, Townsend and Bates (2007) recommended that language expertise, language preference, societal individuality, and the participation of the applicants is quite critical in the code switching condition. Among many kinds of code switching in automatic switching language users accidently switch from one language to another (Winata, Madotto, Wu, & Fung, 2018). Thus, it is also known as

code integration where the speaker connect their thoughts through switching. In code shifting, situational and stylistic aspects are considered important (A. Lin, 2013). Thus, code switching helps in mitigating communal and linguistic issues. Offiong and Okon (2013) stated that the ordinary discussions between two people contains almost eighty- four percent single words and expression switching is almost ten percent and approximately six percent article switching. Horasan (2014) is of the view that even though code switching is believed as one of the connecting characteristics of bilingual language, very few people believe that it is a mock shape of discussion. This raises a question to explore it further.

It has been observed that main orator is mostly the teachers who lead the lessons and the bilingual tutor has the propensity to switch easily from a language to another language according to the circumstances (Bista, 2010; A. M. Lin, 2008). The motivation for using the L1 in language instruction ranges from the perceived need to accommodate students in their native tongue in order to offer explanations of L2 concepts that do not exist in the L1 (Baker, 2011). The major point here is to incarcerate students thinking procedure to make up their insufficient understanding of L2. This type of code switching is mostly proved as a powerful tool whenever it is used as a sociolinguistic tool for the other individual understanding that is not that much comfortable in the both languages (Gumperz, 1982).

Though there are many types of code switching, these three: Inter-sentential switching and intra-sentential switching (Auer, 2013), and Tag-switching, considered as an extra sentential switching, (Fanani & Ma'u, 2018) are very much relevant to the teaching and learning of English. Thus, these are discussed here. Gulzar, Farooq, and Umer (2013) are in view of that inter- sentential switching is the first type of the code switching. It mostly appears among the sentences, i.e. the kind of switch which occurs at a phrase or at the border of a sentence where every phrase or a sentence is presented in dissimilar speech. Furthermore, inter- sentential switching may also appear among turns. Slightest addition is the need of the code switching at the same time as it is taking place among sentences.

The second kind of code switching is Intra-sentential that is specifically needed on the behalf of the bilinguals who are very confident. It is basically appears inside the sentence. In this code switching, the narrator must have proper information of grammars of both languages for communicating correctly, as the two languages are incorporated (Gulzar et al., 2013). This kind of code switching is considered as more intimated in comparison of inter-sentential switching. Third kind of code switching is tag-switching, in which slight addition of the two languages is needed (Goria, 2021). Thus, tag-switching term is considered as an extra-sentential switching or symbolic switching. Wheeler, Swords, and Carpenter (2004)

have also engaged the term extra-sentential switching, whereas, at the same time using it in both tag-switching and inter-sentential switching. Another category of code switching is: formal code switching and informal code switching. The former is used as an official instrument to carry out the functions of commencing, mentioning and working the foreign language. The latter is used at casual level to control and handle the class.

Prohibiting the use of mother tongue or code switching in language classrooms is equivalent to grudging exclusive linguistic wealth of learners (Cook, 2016). Learners naturally feel lack of confidence and can lose their self-assurance when they are forced or directed to communicate in L2 (Makulloluwa, 2013). That's why code switching is believed to be an effective training method in language teaching in which interaction enables the learner to take interest in the learning and pay attention to grasp the material (Gulzar, 2010). Teaching can be more successful if teachers code switch in formal situations to attain the input and output of the target language. For instance, the explanation of grammatical function in the L1, Swedish and then relating that details to L2 English writing (Cook, 2016). This facilitates students to have resourceful understanding of the (L2) learning in English classroom (Jingxia, 2010), as it focuses on goal 4 Quality Education of SDGs of United Nations agenda 2030. Quality Education, under SDG Goal 4, guarantees comprehensive and fair quality schooling and advance long lasting learning openings for all (Webb, Holford, Hodge, Milana, & Waller, 2017b). This discussion shows that teachers use code switching to improve the quality of education at secondary school level. However, how does it work in Pakistan is least-investigated.

Code switching is gaining concentration in research from last many years (Schendl & Wright, 2011). The focus in code switching has been to examine the illustrations as well as the multimodal characteristics implicated in it e.g. Rasul (2013). According to Simon (2001) there has been a substantial growth in the investigation of code switching in acquiring a foreign language and language classrooms. Üstünel and Seedhouse (2005) are of the view that obstruction and hindrance faced by the foreign language learners, convey their switching back to their national language in which they can express and communicate with great ease. By societal situation code switching is a very multifaceted fact in the foreign language classroom. It has been observed that in the foreign language classrooms the learners have the bit of the target language on the other hand the bilinguals in a societal situation have enhanced control on the foreign language (Simon, 2001). According to Raschka, Sercombe, and Chi-Ling (2009), exercise or appliance of code switching in foreign language classroom is always unsuitable and fake because it causes hindrances and obstructions in the procedure of learning a target language, whereas in societal situation it is believed to be very usual element of language.

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Code switching has numerous purposes which are different from each other according to the subject matter. Baker (2011) argued on code switching from sociolinguistics viewpoint which is linked with bilingual's conversation in broad. According to Baker (2011), code switching in classroom creates and maintains interactive approach. He said code switching is basically used to: highlight a specific position, replace strange word used in the major language, state an idea not applicable in the tradition L2, articulate individuality, relieve nervousness, and insert comedy in the discussion. Cromdal (2000) said that code switching can be used for many purposes such as citation, receiver requirement, recurrence, exclamation, communication criterion and representation. Thus, code switching puts the users of the language at ease while introducing new theme/concept, discussing and revising the existing ones, creating and maintaining a conducive and friendly environment for teaching and learning, and decreasing the concept of L2 comprehension (Sert, 2005).

Speaking in bilingual conditions, code switching takes place when different themes are initiated. Chan (2011) discovered that in Hong Kong teachers and students together code switch because they cannot find the straight paraphrasing of words in Cantonese and English. Thus, in Hong Kong teachers use code switching to make their lectures hilarious as well as stress free. Sert's study (2005) reached similar findings that code switching's function in instructive situation in bilingual society is to transport realism and discussion for assuming better thoughts of conversation. Code switching is also used as an instrument for big classrooms where learners belong to diverse socio-economic background, have unreliable linguistic capability, and wait for teachers' utmost attention to make them familiar with first language concepts.

In Pakistan, most of the students switch code from English to Urdu because they are incapable of speaking and communicating in English (Martin-Jones, 2000). Teachers also do so in their lecture to make them comprehend complicated ideas, elucidate it, and mingle them up socially (Gulzar, 2010). Additionally, teachers use code switching in the classrooms for doing translation of the grammatical points and making topics easier for their students. Sipra (2007) believes that bilingualism is a significant training support in a verbal communication classes and stresses that L1 is helpful in training sessions as well as in learning procedures of L2 at middle or diploma stage.

SDG 4 focuses on improving access to education for individuals to promote knowledge for sustainable development. Another dimension of SDG 4 is to promote knowledge, skills, values, and attitudes to train the citizens for productive lives (Jamison & Madden, 2021). These aspects imply that those who have access to education, to what extent they are

provided with quality education under the auspices of SDG 4. It is reviewed above in detail that communication is an integral tool to promote concept clarity and resultantly bring quality in education (S. K. U. S. Bukhari, Gilani, & Waheed, 2020), especially at school levels. Thus, it is an admitted fact that quality education not only encourages deep and life-long learning among students but also promotes environmental progress and socio-economic development that is the ultimate goal of sustainable development (Vuzo, 2018).

In Pakistan, English is treated as the bureaucrat lingua franca. Pakistan's instructive strategies have been paying attention for gathering the challenges of globalization and internationalization. English is considered as an obligatory language in public and private sectors alike. It has been an important part of the syllabus of the school. From centuries English and Urdu concurred in the sub-continent. Historically, there has been a tussle between the use of English and Urdu as a medium of instruction in the sub-continent. Somehow this is the reason that English has a special place and status (Ahmed, 2011).

Despite the fact that Urdu is closely linked with Arabic in terms of alphabets and grammatical principles, it is not a medium of instruction. But it (Urdu) is Pakistan's national language. On the other hand, English in Pakistan is an official language and taught as a compulsory subject (Gulzar, 2010). According to Rahman (1999), English is being taught in almost five extensive classes of organizations as a standard of education: a) English medium schools, b) Vernacular medium schools, c) Madras's medium schools, d) English language teaching institutions, d) English language institutions, and e) Institutions of higher education. Considering English at schools level, the organizations are further distributed in three main kinds: schools owned and run by state/public sector, the elite schools run by private sector, and mediocre schools run by private sector but considered less privileged. This discussion establishes that English is used as an instrument for teaching and learning process.

Despite the vast use of English, the quality of communication is least bothered and under-investigated. Thus, students cannot obtain required competency in English. Consequently, it adversely affects learning process. This phenomenon also creates hurdles in achieving the quality education overall. Code-switching is considered as the strategy to improve quality of communication. However, its use is in developing phase. The review raises the main research question that "How does code switching help teachers and students at public secondary schools of Lahore in English language classroom and what are the factors that prompt them to code switch in multiple contexts to bring about comfortability and clarity in communication for SDG# 4". Thus, the qualitative research methods are best suitable to

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better understand the uses of code-switching with reference to SDG 4. The following section elaborates the research methods.

RESEARCH METHODOLOGY

Qualitative case study design was used to complete this research. Since, there is paucity of research on SDGs in Pakistan perspectives and especially considering the quality of education under the auspices of SDGs, effective communication is least investigated. The aim of this research was to examine the role of code switching as an effectual training for communication with reference to the quality of education under SDG No. 4. Thus, communicative approach helped us to explore the reasons and purposes that bring about and contribute to code switching mainly in terms of instructors' code switching in the foreign language classrooms to attain quality of education under SDGs. Keeping in vision the significance of faith in second language learning and competency, this study was conducted at Public Secondary Schools in District Lahore, Pakistan. The rationale to choose the public secondary schools was that this is the turning point for the students where after their graduation they get admission in university. Secondly, till secondary schools, English is taken as a compulsory subject.

Total population of this study consisted of public secondary schools in Lahore and fourteen teachers and students of these schools. The sample was selected from these Public Secondary Schools based on the convenient sampling technique. Thus, the sample size included seven teachers and seven students of the public secondary schools in Lahore. The teachers and students were identified through the Board of Intermediate and Secondary Schools Education (BISE), Lahore. Upon this following the convenient sampling technique, teachers and students were approached. This technique was used by virtue of our rapport with the teaching staff of that school. Before conducting the interviews, all participants, teachers and students alike, were assured that their participation would be entirely voluntary and they can withdraw it at any stage of the study (S. K. U. S. Bukhari, Gul, Bashir, Zakir, & Javed, 2021). Moreover, they were also assured that they were free to share their viewpoints and experiences. Additionally, they were made aware of the fact that their names and the name of their institutions will be kept confidential. Last but not least, they were also assured that interviews would be recorded on audio gadgets and the content of these interviews will be used only for research purposes. As the researchers were to complete this research in the Government schools, thus, we had to obtain the permission of a number of role players in education setup guaranteeing the confidentiality. Written permission was obtained from the head teacher in order to gather the data for the study from the students and teachers who were interviewed. The teachers were primarily informed who were

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participating beforehand for ensuring their availability to share their viewpoints.

This study aimed to investigate the use of code switching by the teachers at public secondary schools of Lahore in English language classroom. Thus, Semi-structured interviews were conducted based on the research design to explore how teachers used code switching during the English classes and to what extent this code switching helped them in bringing concept clarity, effective communication, articulation, confidence, comfortability, and quality with reference to SDG Number 4. Thus, data were collected from seven teachers and seven students in order to gain the deeper understanding on the subject of the code-switching with regard to SDG 4. The interviews were held in natural setting to delineate the elements of code-switching that happened between the instructor and their students. Each interview lasted from twenty to thirty minutes exploring the following research questions:

1. How does code switching help at secondary schools for teaching and learning English subject matter with reference to SDG of quality education?
2. How does code switching serve as a helpful tool in communication at secondary schools to achieve SDG of quality education?
3. What is the level of language comfortability of students at secondary schools with reference to SDG of quality education?

The data collected on audio-recorded gadgets in the form of interviews were transcribed to code, make categories, and reach the findings in thematic form using thematic analysis (Braun & Clarke, 2006), about code switching for the quality of education with reference to the SDGs Number 4. In order to ensure the reliability and relevancy, we got assured the interview protocols from one of the experts in the field of sustainability. Upon transcribing the interviews we sent the transcription back to the participants to get the content endorsed. Once they sent it back to us, we re-checked them and then we move forward to reach the findings.Thus, we tried to minimize the level of biasness as much as possible. The following section is on the findings of this study.

FINDINGS

Data were analyzed using thematic analysis (Braun & Clarke, 2006). Analysis process was carried out in three steps. Firstly, all the audio-recorded interviews were listened and transcribed. Secondly, each interview was coded and relevant codes were sorted out under themes such as under the theme "Concept Clarity", communication, use of Urdu, Use of English, and encouragement were used as codes. Finally, themes were rechecked to ensure the robustness. The way of describing findings is that, firstly, themes

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under research questions are introduced then each theme is illustrated with quotes and critical discussion on them.

Research Question 1: How does code switching help at secondary schools for teaching and learning English subject matter with reference to SDG of quality education?

As the main objective of this study was to explore the use of code switching by the teachers at secondary level in English language classroom with reference to strive for quality education in Public schools under the Sustainable Development Goals (SDG) # 4. Furthermore, it is to explore the influence of code switching on students in the English language classes in public schools under SDGs for lifelong learning goal number Four for Quality Education. In the first research question we tried to explore that to what extent code switching can help/facilitate the teaching and learning process. Thus, the following three themes emerged in response to the support of code switching for quality of English language teaching and learning at secondary schools level. These themes are three ways in which code switching helps the teaching and learning process at secondary school level.

| Concept Clarity | → | Developing Vocabulary | → | Repetitio n/Reiterat |

Figure 1: Helping in Learning Subject Matter

Concept Clarity/ Clarification

Concept clarity is the first theme or the first way to facilitate teaching and learning process with reference to quality education under SDGs. The below excerpts further tell us about the use of code switching for comprehension and concept clarity.

"Code Switching helps the students in this way and it makes better for the students because during the lesson students understand the lesson, students understand the teacher, and they are able to speak when they ask any question from the teacher and the student give the answer correctly", (T4).

کوڈسوئچنگ کے ذرئعے ہم دوسری زبان کے ساتھ ساتھ مادری زبان کا استعمال نہ صرف ہمیں مختلف الفاظ سیکھتے اور سمجھتے ہیں بلکہ اس سے ہم اور کئی نئے الفاظ سیکھ جاتے ہیں۔ (S4)

جب استاد Code Switching کے جو بھی الفاظ بتاتے ہیں تو ہمیں جو الفاظ مشکل ہوتے ہیں ان کا وہ اردو میں مطلب بتاتے ہیں تو وہ ہمیں آسانی سے سمجھ آجاتے ہیں اود اس سے زیادہ مدد ملتی ہے۔(S1)

بچوں کی Optimum understanding کے لئے تاکہ بچوں کے اندر دنیا کے نئے نئے concept ہیں جو دنیا میں رہنے کے لئے ضروری ہیں۔ایک گلوبل شہری بننے کے لئے ضروری ہیں اس کی understanding دینے کےلئے اساتزہ کو کوڈسوئچنگ لازمی کرنی پڑتی ہے (T1) .

"Well I think so it is really very helpful. Code switching is really very helpful for all teachers and even for the students because it is helping both of the parties teachers and the students so that they can pick up the new concepts. And it can enhance their learning and it is making the learning more interesting and enjoyable, (T3).

The above quotes highlight the first function of effective communication and that is the concept clarity. Teaching and learning process cannot take place if there is lack of effective communication. Teachers in the above quotes shared that code switching help them to share their viewpoints. Thus, it helps them making the students understand the concept clearly. Code switching minimizes students' ambiguity in comprehending what is instructed to them. Additionally, code switching enables the students to be more confident and comfortable when their teachers are bilingual, as the teachers access their present need for understanding of the topic and adopt the right way skillfully to achieve their vision of making things more understandable, clearer, and easier for their students. Teachers code switch to Urdu to provide quality education. In the quoted sentences, teachers did not only try to explain the theory but also emphasized on students' future need to attain quality education in form of clarification of the taught material with respect to SDGs for lifelong learning, inquiry approach, and assertion to abstain from misconception as far as catching the goal of the English.

This theme has shown that code switching is very helpful for both teachers and students. Teachers use code-switching to deliver the concept skillfully and bring about quality. While, students use code-switching to raise the question to get their concepts cleared. Thus, based on code-switching both gain benefits and make effort to achieve SDGs. It is also evident from this theme that concept clarity is a fundamental step in learning and communication process. Moreover, it paves the way for other steps of effective communication. The theme concludes that code-switching in language instruction being an instrument has multiple functions that support and provide quality education under the umbrella of SDGs for effective teaching and learning process.

Developing Vocabulary

Developing vocabulary is the second theme of research question one in response to facilitate teaching and learning process with reference to quality education under SDGs. The following quotes show how code switching helps in developing vocabulary.

"Code switching helps students to understand better it also increases students to their second language because it builds their vocabulary bank", (T6).

"It helps us to enhance our vocabulary, (T7)".

The above quotes indicate the importance of code switching for developing vocabulary for effective communication in teaching and learning process. Participants showed that through code switching students can increase their word/knowledge bank that ultimately helps them in their learning process that leads improvement in quality education. Thus, it appears that instructors use code switching to provide options to their students in using and choosing a variety of words. Moreover, it also increases the learning skill of students as they become more proficient in second language and also by listening the alternate words from mother language. It show that students' vocabulary bank also enhances and goes on increasing.

This theme has shown the need of being bilingual using code switching. Views shared above can indicate their importance through which students can have the options in phrasing and rephrasing their answers in the daily routine works and in the assessment. It also shows that through code switching different jargons and terms are learnt that facilitate them to achieve competency in language and quality in education.

Repetition / Reiteration

Repetition is the third theme of research question one that facilitates teaching and learning process. This is the final theme of first research question with regard to teaching and learning process for quality education under SDGs. The below quotes further elaborate this.

فیصلوں کو اس لۓ دلچسپ بناتا ہے کیونکہ بچے اس میں interest لینے لگ جاتے ہیں ہم لینگویج کو switch کرتے ہیں ان کی mother language اور second language میں تو بچوں کا interest بہت زیادہ develop ہوتا ہے اور وہ چیزوں کو سیکھنے کے بارے میں جلد فیصلہ کر لیتے ہیں اور بڑی دلچسپی کے ساتھ فیصلہ کر لیتے ہیں(T1).

دیکھیں جب ہم کمیونیکیشن سیکھا رہے ہوتے ہی تو اس وقت ہمیں mother tongue اور لینگویج کا بہت کم استعمال کرنا چاہئے کیونکہ کمیونیکیشن میں wrong sentences- بھی چل جاتے ہیں - incomplete sentences بھی چل جاتے ہیں اور- one word replies بھی چل

جاتے ہی تا ہم کہیں کہیں وہ جو بچے ہیں بعض اوقات   جو پھنس جاتے ہیں وہ کسی ایکسپریشنکو جو ہے وہ   ٹارگٹ لینگویج کا reply ۔ نہیں کر پادبے ہوتے تو پھر وہاں پر ہمیں ۔ mother tongue use کرتے ہوئے انہیں بتا دینا چاہئے کہ اس ۔ expressionکو ہمیں اس طرح کہ دینا چاہئے بچے خود بھی پوچھ لیتے ہیں کہ اگر میں نے یہ کہنا ہے تو میں اس کو انگلش میں کیسے کہوں تو جب ایسی صورت میں کمیونیکیشن سیکھا دبے ہوتے ہیں توبچہ ہم سے پوچھ لے تو ہمیں اس وقت فوری طور پر اس کو بتانا چاہئے اور اگر وہ نہیں پوچھ رہا تو پھر ہمیں اس کی difficulty کو مدنظر دکھتے ہوے اسے خود ہی بتا دینا چاہئے (T2) ۔

سر کوڈ سوئچنگ ہمیں اپنے فیصلوں کو ایس ڈی جی کو سمجھنے میں مزید دلچسپ بنانے میں مدد کرتا ہے کیونکہ گفتگو کے دوران کوڈ سوئچنگ میں بہت سے اہم الفاظ ہوتے ہیں جو ہم انگریزی میں استعمال کرتے ہیں جو ہم اپنی روزمرہ کی گفتگو میں استعمال کرتے ہیں جس سے ہماری گفتگو بہت دلچسپ ہوتی ہے (S5) ۔

Third function of code switching in teaching and learning is repetition/ reiteration. According to the above participants' views, reiteration or repetition is explained in the code exchanging for emphasis. Teachers repeat the discourse in Urdu as a sentence or expression. Redundancy is done to adjust the implications in the two distinct dialects (for example Urdu and English), with the goal that the students in the association could acquire a superior comprehension of the words or expressions verbally expressed by teacher. An important teaching skill is the ability to transfer knowledge to students in a clear and efficient manner according to SDGs in relation to Quality Education, and so code-switching can be a useful tool in the class room for both teachers and students. Code-switching may also be used to emphasize a point, or to add more force to a phrase. Furthermore, to uncover that the significance of reiteration in code exchanging is to underline the message to be conveyed following a citation. Thus, teachers usually code switch in dissimilar framework for filling the conversation gap.

This theme has shown us that repetition is the best facility under code switching that highlights the emphasis of any points that the speakers want to and fills the communication gap when it takes place. This research question was on how code switching facilitates teaching and learning in order to bring about quality under SDG #4. Findings have shown that concept clarity, development of vocabulary, and repetition/reiteration are three sources that facilitates teaching and learning at secondary school level with reference to quality education. Purposefully, these sources help the teachers to deliver the subject matter and assist the students to grasp that subject matter. Findings have established the fact that code switching is an integral part of teaching and learning for effective communication. These findings have also established that conceptually three sources (discussed above) are conceptually work in a linear form.

Research Question 2: How does code switching serve as a helpful tool in communication at secondary schools to achieve SDG of quality education?

This research question intended to explore that how code switching works as a helpful tool in communication by the teachers at secondary school level in English language classes, with reference to strive for quality education under SDG # 4. Following three themes (class discussion, explanation, and translation) emerged in response to the code switching as a helpful tool for effective communication. The quotes and analysis on them are given as below.
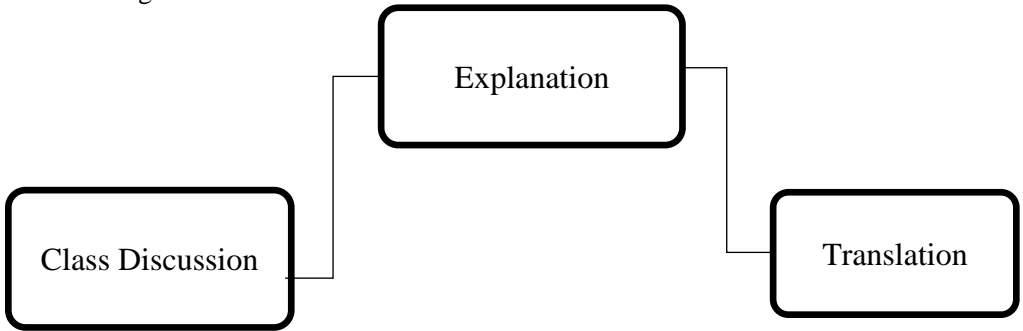
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                    ┌─────────────────────┐
                    │                     │
                    │    Explanation      │
                    │                     │
                    └─────────────────────┘
┌────────────────────┐                    ┌──────────────────┐
│                    │                    │                  │
│  Class Discussion  │                    │   Translation    │
│                    │                    │                  │
└────────────────────┘                    └──────────────────┘
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Figure 2: Code Switching as Helpful Tool for Communication

Class Discussion

This is the first theme under research question on the importance of code switching for English language classes. Following quotes further tell us that how code switching can be proved as a helpful tool during classroom discussion.

جناب جب ہم کلاس روم میں بیٹھے ہوئے ہیں تو ، کوڈ سوئچنگ آپ کو SDGsپر تبادلہ خیال کرتے ہوئے زیادہ آرام دہ اور پر اعتماد محسوس کرتا ہے۔ جب استاد ہمیں زبان ون اور دوسری زبان کا استعمال کرکے موضوع کی وضاحت کرتے ہیں تو ہم کوڈ سوئچ سیکھتے ہیں ، یعنی ، استاد کے ساتھ اپنی بات چیت سے ، ہم دیئے گئے کاموں کو سمجھتے ہیں ، جس سے ہمیں بہت تناؤ نہیں ہوتا ہے (S5) ۔

سرمجھے لگتا ہے کہ کوڈ سوئچنگ ہمیں معیاری تعلیم کی وضاحت کرنے میں مدد کرتا ہے تاکہ ہم ایک دوسرے کے ساتھ اپنی گفتگو کو زیادہ موثر انداز میں بیان کرسکیں۔ دیئے گئے اسائنمنٹ کوڈ سوئچنگ کے دوران کلاس ڈسکشن میں بھی ہمیں اپنے تاثرات کو موثر انداز میں بتانے میں مدد ملتی ہے (S6) ۔

Participants in the above quotations have expressed that class discussion having code switching helps students got their variety of tasks. The expressions show that fluent bilingual narrators in their every single

discussion repeatedly add words, phrases, sentences, and clauses from different languages, especially from second language under the auspices of English language classroom. This type of code exchanging is finished by the teacher to talk about the tasks that he/she gives to their students. To have him/her students completely comprehend instructions, he/she codes exchanged into Urdu. Students do it likewise for explanation on the tasks given so they can get a handle on the guidelines accurately. Code switching is done in this manner while talking about the students' advancement with their teachers. Similarly, sometime teachers allow their students to discuss their tasks in groups to conclude the topic and learn to give honor, respect, and appreciation to the ideas and thoughts of their fellow beings.

This theme has shown that code switching helps students and teachers alike in conveying their ideas effectively, comprehend them accurately, and integrate the new words, phrases, clauses, and sentences in their previously learned vocabulary. It unfolds another aspect of communication that ideas are best shared, shaped, discussed and exchanged using first language. Thus, first language can only be used when code switching is allowed in the class to some prime objective—effective communication for quality education under SDG# 4.

Explanation

The theme, explanation, is the second theme that highlights the importance of code switching for explanation that takes place during English language classes. Following quotes and their analysis explain it further detail.

جی بڑا اچھا سوال ہے کوڈسوئچنگ SDGs سے متعلق پیچیدگی کی وظاحت کرنے میں اس طرح مدد کرتا ہے کیونکہ اگر ہم اس کو بچوں کو second langauge میں ہی سیکھاتے رہیں گے تو it will be a difficult task for students to understand and grasp new sentences, thus we try our best to do code switching in their mother tongue تا کہ وہ نئی چیزوں کو سمجھ لیں اور ہمارے لئے مطلب یہ ہے ان کی understandingکو best possible level تک پہنچانا ہمارے لئے ضروری ہوتا ہے (T1)

کوڈ سوئچنگ SDGs کے لئے اس لئے استعمال ہوتا ہے تاکہ آسان الفاظ کی مدد سے چیزیں سمجھ آجائیں (S4) ۔

کوڈ سوئچنگ سے انگریزی میں مساوی الفاظ کو سمجھنے میں مدد ملتی ہے۔ ٹیچر ان الفاظ کی اہمیت کو واضح کرتا ہے جو ہمارے اردو میں مشکل ہیں جب ہم پوچھتے ہیں ، اس وقت وہ ہمارے ذریعہ آسانی سے سمجھے جاتے ہیں اور اس سے زیادہ مدد ملتی ہے (S5) ۔

کوڈ سوئچنگ سے طلباء کو ایس ڈی جی کو سمجھنے میں مدد ملتی ہے۔ جب ہم کسی زبان میں اپنی سمجھ کے لئے سوالات کرتے ہیں تو گفتگو کے دوران ، ہم کچھ جملے ، شرائط اور الفاظ کے لئے اپنا نقطہ نظر بتاتے ہیں (S7) ۔

The above cited quotes show the vital feature of comprehension that is explanation best can be done using code switching during teaching sessions. The quotes also highlight that codes made by the teacher in the connection when there are exercises that required further clarification, and along these lines, to clarify the prior data given in English, the clarification is gone before in Urdu. Therefore code-switching helps us to explain the complexity of SDGs in this way because if teachers continue to teach it to children in a second language then it will be a difficult task for the students to understand and grasp new things and concepts and new technologies. That's why code switching in their mother tongue help them to understand these new things. Moreover, explanation can only be done once the comprehension is done. Thus, to lead the teaching session effectively, teachers do code switch for comprehension and explanation to attain the objective of life-long learning that is quality education according to the UN resolution of SDGs goals set for 2030.

Critically analyzing this theme has a link with the previous one (class discussion). This theme has shown that one's viewpoints can best be explained when speakers use code switching for compression. It clearly states that questioning can only take place if the speakers understand the subject matter being discussed. In this way, when teacher interacts with the base code English then a student asks a question using Urdu not English and so the teacher uses code switching when answering the student's question and asks him back another question for checking concept clarity for required question. Students at that time are free to share their point of view to answer the question either by using native language or by using second language for the prior topic reflecting their gained understanding and according to which teachers usually skillfully adopt another way to make them understand by quoting examples or by relating some scenarios from their daily life using code switching to attain SDGs in relation to Quality Education. Thus, the theme concludes that code switching for English language teaching and learning becomes inevitable to comprehend and explain the subject matter.

Translation

This is the last theme under the research question on the use of code switching as a helpful tool for effective communication in English language classes for the purpose of quality education under SDGs. Translation is the most basic and old method of teaching English. However, with the use of code switching can have different results. The analysis on the following quotes furtherer elaborates it.

دیکھیں جی استاد کا کام جو ہے وہ ہے ایک مطلب ہے facilitate کرنا نالج تو بکس میں لکھا ہوابے بچے جو ہیں وہ خود   بھی پڑھ سکتے ہیں لیکن جو ہے ان کو ایسا explain کرنے میں ٹیچر کی ضرورت ہوتی ہے کتابیں خاموش ہوتی ہیں کمپیوٹر خاموش ہوتی ہیں وہاں پر

PJERE

استاد کی اہمیت بڑھ جاتی ہے بچے کی age بچے کا ماحول اور بچے کی mentality ذہین
جوبے اس کہ جو ذہینی .levelکو مدنظر رکھتے ہوئے ٹیچر کوڈسئچنگ کرتا ہے یہی فرق
ہے کتاب میں استاد میں کتاب میں اور کمپیوٹر میں (T2) ۔

کوڈ سوئچنگ کوالٹی ایجوکیشن کے حصول کےلئے انگریزی میں مساوی الفاظ سمجھنے میں
بہت مدد فرابم کرتا ہے اس سے نہ صرف ہم آسانی سے چیزیں سمجھ جاتے ہیں بلکہ ہم بہت
سے نئے الفاظ بھی سیکھتے ہیں (S4) ۔

Participants in the above quotes show the conversation on the difference between a book, a computer, and the teacher. The quotes show that it is only the teacher who understands the present situation in the class and intervenes in order to impart the knowledge to the students in as effective manner as possible. Though there are other technologies but in teaching languages, especially for the purpose of effective communication, only teachers can perform a task of prompter, facilitator, and a moderator. It shows that teacher uses code switching keeping in mind the age, environment, and mental level of the students. It is the code switching that further facilitates the translation of the content from second language to the first language. And the purpose of this translation is to have students got what they are supposed to get. This form of code switching from English to Urdu is done by the speakers to translate a statement or question because they felt that it needs translation to make the listener better understand the meaning of the statement or question and to avoid from confusion.

This theme has shown that code switching for translating the contents clarifies the intricacy of SDGs in relation to Quality Education. On contrary to translation, students will be unable to understand the real spirit of languages. Moreover, it will be troublesome undertaking for students to comprehend and get a handle on new things, ideas, and new advancements. Thus, an honest effort of doing translation in their native language becomes indispensable so they comprehend the contents effectively. This theme has shown that class discussion, explanation, and translation are qualitatively linked to each other in order to have deeper and complete understanding of the subject matter and achieve the quality under SDGs# 4.

Research Question 3: What is the level of language comfortability of students at secondary schools with reference to SDG of quality education?

The final research question of this study was on the comfortability of language got from the use of code switching. Responses of the participants against this question are categorized in three themes, figure 3: making inferences, aiding memorization, and general communication. Each theme is discussed in detail in the following paragraphs.
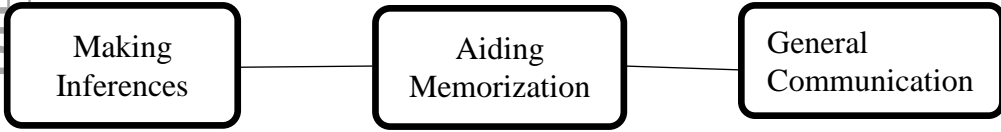
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┌─────────────┐      ┌─────────────┐      ┌─────────────┐
│  Making     │──────│  Aiding     │──────│  General    │
│  Inferences │      │  Memorization│     │ Communication│
└─────────────┘      └─────────────┘      └─────────────┘
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Figure 3: Code Switching for Language Comfortability

Making Inferences

Making inferences is the first theme under the research question on the comfortability level of students and teachers in using code switching. The following quotes and their analysis shed light on this theme.

"Code switching helps the teacher to meet the change of vocabulary with regards to SDGs quality education enhance, explore, and explain both native and foreign languages. It flourishes, it becomes more fruitful for the students and teachers to explain their topics to improve the quality of education, to improve the standards of learning, to improve the students teaching methods very well in their grass root level very well to promote their understandings, (T5)".

"To meet the challenges of vocabulary, both languages in a class room would be more effective for teaching and learning, (T6)".

"سر بیشتر اساتذہ ہمیں ایس ڈی جی کے حوالے سے انگریزی کلاس روم میں اردو میں بات چیت کرنے کی اجازت دیتے ہیں تاکہ طلبا اچھی طرح سے پڑھائی ہوئی چیزوں کو سمجھ سکیں اور سبق سکھانے میں کوئی پریشانی نہ ہو. (S5)

ہمارے اساتذہ انگریزی کلاس میں اردو میں گفتگو کرنے کی اجازت دینے کےلئے بہت موثر انداز میں کام کرتے ہیں اس مقصد کے ساتھ کہ ہماری مادری زبان اردو ہے اور ہم کلاس روم میں ہونے پر اردو کو بہت اچھی طرح سمجھتے ہیں۔ لہٰذا جب ہم اردو میں بات کرتے ہیں تو اس چیز کو سمجھنے میں بہت مدد ملتی ہے اور سمجھنا آسان ہے۔جیسے جب آپ سب کو لائبریری جانا ہو تو سیدھی قطار میں جائیں (7S).

یہاں انتظار کریں۔next week you have to come earlier۔

آئندہ کلاس حاصل کرنے میں دیر نہ ہو.(T7)"

The quotations cited above indicate the main characteristic of code switching that is of making inferences. This code switching is done for functionality to make conclusions which means that the teacher in this study used basic codes in English when explaining the materials. To address the difficulty of jargon, two dialects in a classroom would be more viable for educating and learning. However, when concluding the lessons, he/she explains them by code switching into Urdu. Code exchanging causes students to feel more sure and agreeable while examining SDGs in light of the fact that they learn through simpler phrasing. To improve the principles

of figuring out how to improve students' language skills, encouraging works very well in their grass root level to advance their understandings. So, the function of the code switching here was to make or to emphasize conclusions or inferences. For instance, to get the students strolled in an organized manner. Similarly, as the teacher said that students should come earlier from the next week.

This theme has shown that code switching is used for students to make inferences. Thus, students are advised to abide by the directions. Such expressions cannot be conveyed in otherwise. This theme is conceptually linked the theme, concept clarity, as concept clarity can upgrade students' mental level to get it done what they are supposed to. It concludes that something can be drawn from the text when there is code switching that ultimately makes students comfortable while using English as second language.

Aiding Memorization

Aid memorization highlights the second aspect of the comfortability level in teaching and learning process using code switching. Teachers use it to put the students at ease. Following quotes elaborates this in detail.

کوڈ سوئچنگ کوالٹی ایجوکیشن کے حوالے سے الفاظ کو تبدیل کرنے میں اسطرح مدد کرتا ہے کہ نہ صرف ہم چیزوں کو اچھی طرح سمجھ جاتے ہیں بلکہ ہمادی یاد کرنے کی صلاحیت بھی بڑھ جاتی ہے (S4) ۔

سر کوڈ سوئچنگ سے ہمیں معیاری تعلیم کے معاملے میں الفاظ کو اس طرح تبدیل کرنے میں مدد ملتی ہے کہ نہ صرف ہم دوستانہ اور دوستانہ طریقے سے چیزیں سیکھتے ہیں بلکہ ہم ان کی صداقت کو بھی جانتے ہیں۔ (S6)

جی بڑا اچھا کرتے ہیں کہ اساتزہ بچوں کو free hand دے دیتے ہیں کہ you can talk in your mother tongue کیونکہ اس سے بچوں میں اعتماد کی فضا پیدا ہوتی ہے بچے ایک دوسرے کے ساتھ friendly ماحول میں بات کرسکتے ہیں ٹیچر کے ساتھ easily communicate کر سکتے ہیں اور new technologies سیکھنے کے لئے ایک بڑا ہی اچھا environment پیدا ہو جاتا ہے (T1)۔

جب ٹیچر دونوں زبانوں میں پڑھاتا ہے تو اس سے تصور کلیئرنس کے امکانات بڑھ جاتے ہیں؟ Definitely ایسا ہی ہے جب بچوں کو ٹیچر جو ہے وہ دونوں لینگویجز میں پڑھا رہا ہوتا ہے ایک تو وہ لینگویج سکھا رہا ہوتا ہے تو دوسرا یہ کہ اس نے کسی concept کی وضاحت بھی کرنی ہوتی ہے تو وہ وضاحت جو ہے وہ زیادہ easily کی جا سکتی ہے جب آپ کوڈ سوئچنگ کرتے ہیں تو (T2) ۔

"To express the point of view in better way with respect to SDGs, (T5)".

سر کوڈ سوئچنگ ہمیں معیاری تعلیم کے معاملے میں الفاظ کو اس طرح تبدیل کرنے میں مدد کرتا ہے کہ چونکہ ہماری روزمرہ کی زندگی میں بہت سے الفاظ ہیں جو ہم اردو جملوں میں استعمال کرتے ہیں اور اس سے ہمیں بہت مدد ملتی ہے   (S5)۔

Participants' expressions in the above quotes highlight clearly that code switching assists teachers and students alike in a number of ways. For example, it aids in understanding the concepts and ideas clearly in judging the validity and reliability of these concepts and ideas, in rephrasing the sentences, in communicating, comprehending, and using of new technologies and innovation such as SDGs. All these dimensions of aiding are possible by virtue of memorization. The quotes show that if code switching is there then memorization will lead towards the stated areas that provide teachers and students comfortablility with respect to SDGs and quality education. Thus, students learn things in cordial and convenient way. Additionally, a friendly, conducive, and trustable environment is set that undoubtedly supports for learning new technologies and innovations. When there is conducive environment, teacher frequently reminds the students about the materials, tasks, rules or roles that the students may have forgotten about, or otherwise not done. In such conversations code switching often occurred.

This theme has shown that aiding memorization works when teacher asks the students to give him/ her feedback on the lessons. This importance of code switching here was to determine the extent of students' understanding on the material being studied to clarify the reasoning and topic of study in better manner. Thus, students feel more comfortable while giving feedback in native language but when to ask them in second language they quickly begin to feel distressed. Code switching empowered both teacher and students to completely catch the core of their feedback conversations under SDGs in relation to Quality Education.

General Communication

General communication is the last aspect of comfortability while using code switching. It not only encourages students to participate in studies but also provides them with a best source of learning second language for effective communication. Further elaboration is given in the following quotes and their analysis.

معیاری تعلیم کے کوڈ میں تبدیلی کے ذریعہ ذخیرہ الفاظ کے چیلنج کا مقابلہ کرنے میں بہت مدد ملتی ہے کیونکہ بعض اوقات اساتذہ اور طلباء اس طرح کے معاشرتی مسائل ، اخلاقی قدروں جیسے زیر بحث آنے والی صورتحال کے مطابق ایک دوسرے سے واقف ہونے کےلئے code switching کا استعمال کرتے ہیں (S7).

سر جب ہم SDGs کوڈ سوئچنگ کے بارے میں بات کرتے ہیں تو ہم زیادہ آرام دہ اور پر اعتماد محسوس کرتے ہیں کیونکہ ہم اپنی مادری زبان کے ذریعے ایک اور زبان بھی سیکھتے ہیں (S6).

Code switching helps out teacher to convey equivalent or easy words in native and foreign vocabulary words matter when we use native language to

support foreign language the quality education is more increased or flourish, (T5).

The above quotes highlight that code switching promotes general communication that results to relieve boredom, tension, or simply to better familiarize themselves with each other in the educational situations. Sometimes both the teacher and students use different topics such as moral values, current social issues, or current affairs to discuss with each other. Such debates can best be carried out if code switching is used in their communication. Students can give their inputs on these topics if they use code switching. Thus, code switching promotes general communication that generally falls under SDGs in relation to Quality Education.

This theme has shown that general communication is also a source of understanding second language effectively to promote quality education for SDGs. Above themes (making inferences, aiding memorization, and general communication) are the aspects of comfortability that is achieved through code switching. Thus, code switching helps a lot in understanding the equivalent words in English for Quality Education. Critically analyzing, the entire theme is conceptually linked with previous two themes. It concludes that code switching helps in a number of above cited ways to promote quality education with reference to SDGs.

DISCUSSION

This study aimed to explore the use of code switching in English language classes at public secondary schools of Lahore. The findings of this study are similar to the previous studies. Overall nine themes emerged under three research questions (analysis given above). The research questions explored in detail the use of code switching as a helping tool to impart English subject matter, as a tool for communication, and as a tool for language comforatability. Overall findings of this study have shown that code-switching has been an effective tool for comprehension and production of subject matter, especially in English Classes at secondary level.

Findings under research question one that code switching as a help for effective teaching and learning with reference to the promotion of quality education under SDG# 4 are new in Pakistan perspectives. These findings are consistent with the study conducted by (Ariffin & Rafik-Galea, 2009). These findings are also in relation with the study conducted by Bista (2010) who said that code switching can also be used to emphasize a point or add more details about an expression. Gumperz (1982) likewise underlined that one function of code exchanging is to check understanding which in turn relates to quality education.

In Pakistan perspectives, these findings are consistent with the viewpoint that sustainability in general understanding is in nascent stage (S.

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K. U. S. Bukhari, Gilani, et al., 2020; S. K. U. S. Bukhari, Said, et al., 2020). These findings imply that if code switching with regard to promote SDGs are kept in practice then it is expected that the youth will be well-aware of the importance and need of sustainability, sustainable development, and sustainable development goals. It also implies that code switching can work as an instrument to keep the students' courage fresh during the classroom sessions.

The findings that code switching has been proved as an effective tool in communication during classroom activities are also new in their nature in Pakistan, as code switching has been explored in terms of its utility for SDG# 4. These findings indicate two main methodologies used in the teaching of English language: grammar-translation method and discussion method. Study conducted by Nguyen (2014) has shown that teaching methodology of English can be improved using code switching which ultimately promotes sustainability and helps to achieve sustainable goals. These findings are also consistent with Vuzo (2018) who said that sustainable development goals can be achieved when communication is effective enough to convey the message effectively. The findings imply that teaching methodology for English language can be enhanced and strengthened in line with the promotion of SDGs.

Level of comfortability in relation with the use of code switching with regard to the promotion of SDGs, has been an inspiring finding of this study. It has shown that comprehension, inferences, and effectiveness in general communication are the basic features of this findings. These findings are supported by the studies conducted by (e. g. Genç, 2017; Sert, 2005; Sipra, 2007) and though code switching had been used in Pakistan in the past, yet this study extended the point that code switching should be promoted in order to achieve the quality education that directly falls under SDG# 4.

These findings imply that code switching has a positive qualitative impact on the learning of students. It also implies that students can be directed for life-long learning by the promotion of SDGs, as comprehension, clarification, translation, memorization, discussion, and generalization are the major features of code switching found in this study. Moreover, it (code switching) can help not only at secondary school level but also at the higher secondary school level in order to make efforts for SDGs. Additionally, it implies that the use of code switching in the distant language classroom is a very optimistic method and it should be encouraged. These findings have shown that code switching is upheld in teaching and learning of English language classes to pass on and check the perception of lexical or linguistic structures and implications, to give headings, and to deal with the class. In such conditions and connections, both teachers and students frequently

exchanged code into Urdu since they felt that the condition or circumstance is not important for the exchange of information.

CONCLUSIONS

We have tried to explore the use of code switching with reference to quality education under SDG# 4. Findings have shown that code switching is inevitable and necessary in English language teaching classrooms of secondary public schools in Pakistani context as the students lack competence in English language. In such scenarios, code switching has been found as a facilitating factor and time saving strategy to gain Quality Education under SDGs. It is concluded that code switching is a repeated fact in bilingual classroom to fill the conversation gap. Like other studies, this also has some limitations such as lack of availability of the participants partially due to the prevailing situation of Covid-19, partially, it was due to the lack of cooperation; shortage of time; and the cultural fact of not sharing openly. We tried our level best to minimize these limitations by engaging the participants in gaining their views and asking questions in both English and Urdu. Thus, the findings of this study cannot be generalized but surely can be transferable to the public schools.

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