

## AN ANALYSIS OF SINDHI-ENGLISH CODE-SWITCHING AMONG SINDHI-SPEAKING COMMUNITIES

**Mumtaz Hussain Qumbrani**

(M.phil), Assistant Professor, College Education Sindh

Email: [mumtaz.qumbrani@gmail.com](mailto:mumtaz.qumbrani@gmail.com)

**Paras Abbasi**

B.E in Computer System, M.E in Information Technology from Mehran University

Jamshoro

Email: [parasabbasi04@gmail.com](mailto:parasabbasi04@gmail.com)

### **Abstract:**

Code-switching, the switching of two languages in the same conversation, is a very common occurrence in bilingual societies. The available pieces of research findings indicate that there are pragmatic and social grounds for code switching. Pragmatically, speakers have a way of switching languages that has the potential of filling the lexical gaps that prevail in languages, to expound something or be more emphatic. Change in language at the social level may imply belongingness, unity, or differentiation. English too brings with it connotations of modernization, openness to the outside world, and educational competency amongst the Sindhi-English bilinguals, and this is conjoined with the Sindhi that has its own connotation of belonging to their culture, being close, and being local. This was the duality that brought about the strategic nature of the code-switching as communicative prowess and maneuverability in social realities. Data were gathered using a mixed-method, involving 100 participants who were interviewed using structured questions, filled out questionnaires, and observed directly. Results show that educational background, work environment, interaction with peers, and social prestige affect code-switching. Modern ideas, technical languages, or to show prestige are frequently expressed in English. This paper has pointed out the notion of code-switching as a strategic communicative process and not a language weakness, and how the process is used in identity construction, communication in education, and social life. The study has implications for bilingual education, language policy, and sociolinguistic knowledge of urban Sindhi-English speakers.

**Keywords:** Code switching, Sindhi, English, bilingualism, sociolinguistics, language use.

### **Introduction:**

Language is a means of communication as well as a mirror of culture, identity, and socialization. In a multilingual society, people tend to switch between two or more languages, based on the social situations, audience, and intent. Code-switching is a global phenomenon among bilinguals who switch languages in a conversation or discourse and this is known as code-switching. It is a tactic that enables speakers to convey subtle meanings, social identity, and to control interactions. Against the false belief that code-switching is an indication of poor proficiency, studies indicate that it is a voluntary, rule-controlled language use that indicates a high degree of bilingual proficiency.

Sindhi is a major regional language in Pakistan; it has a rich history and a rich cultural heritage. It is a common language in the province of Sindh and plays a significant role in local customs, literature, and social identity. English, on the other hand, is the language of learning, administration, media, and social status. Sindhi speakers, particularly highly educated ones in urban areas, do interchange the use of Sindhi and the English language in their daily interactions. The code-switching between Sindhi and English in this bilingual context makes the topic of code-switching especially interesting to sociolinguistic studies.

It is important to understand the dynamics of code-switching among Sindhi speakers for several reasons (N Kabir - 2014). First, it gives an idea of the behavior in languages and how bilinguals can cope and organize their communication to fit different situations. Second, it carries educational consequences, as understanding the natural language strategies of bilingual students,

teachers, and curriculum designers can better support them. Third, code-switching is a social and cultural identity, which shows how speakers bargain status, sense of belonging, and modernity in language. Lastly, the study of Sindhi-English code-switching can be used to inform the general sociolinguistic theory in providing comparative insights into other bilingual situations globally. There are many factors that determine code-switching among Sindhi speakers. Their education level is a significant factor since English proficiency is usually gained in a formal institution, whereas Sindhi is the language of the home or community. The existing bodies of research findings reveal that code switching has its pragmatic and social grounds. Pragmatically, speakers can switch languages that can be used to fill the lexical gaps that exist in languages, to elaborate something or to be more emphatic. At the social level, language change can mean group membership, unity or differentiation. English also comes with connotations of modernity, openness to the outside world and educational competence among the Sindhi-English bilinguals and this is combined with the Sindhi which has its own connotation of belonging to their culture, being close and being local. This duality introduces the strategic aspect of the code-switching as an art of effective communication and maneuverability in social contexts. Social context- such as peer group, social media communication, and discussion in the wider society influences the use of language, with younger speakers being more likely to include English in a conversation. The prestige and social identity cannot be excluded either; English is commonly viewed as the language of opportunities, modernity, and social mobility, whereas Sindhi is a way of maintaining culture and local identity.

1. Code-switching may take place at various levels of language (AM Waris - Jurnal Dakwah Tabligh, 2012). Intrasentential code-switching is a type of code-switching that can be performed inside a sentence, and it is possible to add technical words or other expressions with cultural connotations without any problems. Intersentential code-switching, however, takes place between sentences and is frequently used to indicate a change in topic, emphasis, or formality. The selection of these strategies depends on the context, the will of the speaker, and the audience. As an example, intrasentential switches are more typical in the informal context (social media, peer discussions, and so on), whereas intersentential switches can be found in more formal speaking or during work-related communication.

The current research works indicate that there are pragmatic and social factors underlying code-switching. Pragmatically, speakers are able to switch languages which may be used to fill the lexical gaps within languages, to explain something or to be more emphatic. On the social level, language change may signify group membership, unity or differentiation. English often carries the connotations of modernity, opening up to the external world and educational competence among Sindhi-English bilinguals and this is coupled with Sindhi which has a connotation of being a member of their culture, being close and being local. This duality brings out the strategic nature of the code-switching as a form of effective communication and social maneuverability. Although code-switching is practiced in Pakistan, the majority of the studies have been conducted on Urdu-English bilingualism or in other regions of language settings, whereas Sindhi-English code-switching is a relatively unexplored field. This paper seeks to address that gap through investigating patterns, motivation, and contextual factors of Sindhi-English code-switching in the urban context. It aims at providing answers to the following research questions:

1. Contexts of Use: What social, educational, and work contexts do Sindhi speakers currently use English rather than Sindhi?
2. Motivational Factors: What are linguistic, social and psychological factors that motivate code-switching?
3. Demographic Impact: How do age, education, and professional occupation influence code-switching patterns?

This study has both theoretical and practical implications. Theoretically, it will help advance sociolinguistic knowledge as it will be recording bilingual practices within a local area and contrasting them with the rest of the world. In practice, it offers educators, policymakers, and social planners an understanding of how bilingual communication works in practice that can be used to inform language teaching, curriculum, and policy formulation with a view to supporting the regional languages as well as English proficiency.

In conclusion, code-switching among Sindhi-English bilinguals is an intricate interplay of language, identity, and the social environment. Through systematic investigation of this phenomenon, the current study will help shed light on the practical and social aspects of bilingual communication by shedding light on the strategic decisions of speakers in negotiating the contemporary urban society, while still maintaining cultural identity. The results will provide a subtle insight into the role of language as a communicative instrument, as well as a social positioning marker, and will be of great importance to linguists, educators, and policymakers looking at the issue of bilingualism and language use in Pakistan.

#### **Literature Review:**

The alternate use of languages in a conversation is a topic that has been extensively researched in sociolinguistics and applied linguistics, known as code-switching (F Ahmad, A Manhood, MA Shahid - Pakistan Social Sciences Review, 2023). The inclusion of code-switching in research has been a long-standing debate on whether a person is poorly fluent in a language or a representation of bilingual abilities. Modern literature has mainly accepted code-switching as a tactical and regulated action that indicates how a speaker can skillfully traverse through various systems of language (Poplack, 1980; Gumperz, 1982). In this section, the literature review of international and regional studies on code-switching, theoretical frameworks, motivation, and gaps in the literature is reviewed to support the current study on Sindhi-English bilinguals.

#### **Theoretical Frameworks:**

There are two significant models that prevail in the research of code-switching: the typology of Poplack and the sociolinguistic approach of Gumperz. Sociolinguistic Working Paper Number 76 (Baker - 1980) classifies code-switching into intersentential, where there are switches between sentences, and intrasentential, where there are switches within a sentence.

Intrasentential switching may frequently be found when speakers introduce technical words, culturally specific words, or phrases in which there is no perfect match in the base language. Intersentential switching, on the other hand, is prevalent when speakers change topics, mark emphasis, or vary in formality. Poplack underlines that the process of code-switching is systematic and bilinguals do not randomly switch between languages but adhere to the rules of language.

Gumperz views the issue of code-switching with a social and functional view, and points out the importance of code-switching in interactional meaning. Gumperz states that code-switching has the following purposes: to indicate group identity, to indicate solidarity, to stress a point, or to distinguish between social roles. This view is especially applicable within a bilingual urban-based environment where language use entails a social status. To Sindhi-English bilinguals, English can be a symbol of modernity, level of education or professionalism, but Sindhi is a symbol of culture and local identity.

#### **International Studies Related to Code-Switching:**

Research obtained all over the world indicates that bilinguals alternate languages for both practical and social purposes. Muñoz discovered that code-switching is a common technique of bilingual speakers in Europe who need to regulate the conversation flow, lexical gaps, and convey more subtle meaning. On the same note, Li Wei notes that code-switching has communicative and identity-related roles, and that speakers do not just employ two or more languages to be more effective (H Ben Nafa - 2018), but as a means of social negotiation and identity formation. As it

has been observed in multilingual cultures like India, Malaysia, and Canada, code-switching is a vital aspect of normal communication. As an illustration, Indian bilinguals tend to blend English and Hindi or local languages to express contemporary technical ideas, jokes, or even social undertones. Malay-English bilingualism In Malaysia, bilingual speakers of English and Malay are academic and professional speakers, and Malay is the language of the family and culture. All these studies indicate that the context, purpose, and social norms are the determining factors of code switching and not incompetence.

#### **Regional Studies in Pakistan:**

Code-switching is a trend among bilinguals in Pakistan who find their way in between Urdu-English, Punjabi-English, and Sindhi-English settings (A Tahir, Z Ghaffar, S Iqbal - Journal of Development and Social Sciences, 2025) researched the case of urban Urdu-English bilinguals, and the results showed that English is frequently used as an indicator of prestige and academic ability. Likewise, Rahman points out that English has been driving social mobility and career opportunities, whereas Urdu remains a national and social language.

But there is limited research that specifically deals with Sindhi-English bilingualism. According to the existing research, urban Sindhi speakers tend to alternate English with it in the workplace, academia, and online. As an example, English words are used in lectures or at work meetings in universities or the workplace, whereas in socializing and expressing their culture, Sindhi is used to converse and express their culture. There is a tendency among young Sindhi speakers, especially those who use social media, to combine both Sindhi and English in online communication, and this aspect exhibits intrasentential switching patterns.

#### **Motivations for Code-Switching:**

Studies indicate that there are a number of overlapping reasons as to why people code-switch:

1. **Prestige and Social Identity:** The English language is equated with education, professional competence, and modernity. Status/social alignment is expressed by speakers through code-switching.
2. **Ease of Expression:** Some technical expressions, new concepts in modern times, or even new ideas that are novel to the culture can be more easily conveyed in English.
3. **Peer Influence:** The younger speakers are affected by their peers and social media, and they tend to use English to blend in or seem up to date.
4. **Professional and Educational Need:** English is the dominant language in academic, administrative, and work discussions, which require a language switch in the professional setting.

All these factors depend on each other; a very well-educated professional might change to English in a meeting to conform to the work-related rules and demonstrate his/her competence. Likewise, younger speakers can intermix English in posts on social media in order to correspond to the expectations of their peers and to express their modern identity.

#### **Patterns of Code-Switching:**

Patterns of code-switching may be differentiated according to the level of language and social background. Intrasentential switching takes place when speakers put English words in the middle of sentences, commonly to use technical precision or emphasize the message. Intersentential switching is between sentences and can commonly be found in formal or subject changes. The research in other regional languages indicates the same tendencies, indicating the universality of these classifications (F Rezaeian - 2009).

#### **Social and Cultural Implications:**

Code-switching is both a social negotiation and an indicator of linguistic competence. English, widely spoken and used as a symbol of modernity and social mobility in the form of a high social status, is maintained in regional languages in Pakistan. A move towards English can indicate to

the Sindhi speakers education, professional worlds, and modernity in the city, but Sindhi is still a language of tradition, localism, and place. This duality indicates the fact that code-switching is a negotiating technique, which is strategically utilized to bargain over the social stratifications, peer groups, and workplaces.

**Gaps in the Literature:**

Although a lot of research has been conducted on Urdu-English code switching, there is little research on Sindhi-English bilinguals. Not many studies are conducted systematically: Contexts under which Sindhi speakers are able to switch to English.

- The impact of demographic factors like age, education, and profession.
- The socially and identity-based motives of urban Sindhi-English bilinguals.

This paper fills these gaps by looking at quantitative trends as well as qualitative motivations of the urban Sindhi speakers to provide an insight into a little-studied bilingual situation (Ranaweera, K. M. C. R. (2025).

**Research Methodology:**

The research design adopted in this study is the mixed-method research design that integrates both quantitative and qualitative methods of research to thoroughly investigate the trends, situations, and reasons behind the Sindhi-English code-switching. Mixed-methods research especially suits sociolinguistic study as it gives the researcher the opportunity to measure the patterns of the study, as well as the opportunity to achieve a more in-depth social and psychological influence of language preferences. This study guarantees depth, reliability, and triangulation of results with the combination of both methods Pool, R., Montgomery (C. M., Morar, N. S., Mweemba, O., Ssali, A., Gafos, M., ... & McCormack, S. (2010).

**Research Design:**

This study is guided by a convergent parallel design; both quantitative and qualitative data are gathered concurrently, and analyzed independently, after which the data are compared to establish overall findings. Quantitative research will supply us with quantifiable information on how, when, and who code-switches, while qualitative research will give us a deeper insight into the reasons, social norms, and personal beliefs. This design enables the researcher to triangulate the results of the methods and gain an insight into the what and why of code-switching among Sindhi speakers (Panhwar, F. Y. A. N. (2018).

**Participants:**

There were 100 Sindhi-speaking people chosen in urban centers of Sindh such as Hyderabad, Karachi, and Sukkur. The sample was purposely selected on the condition that all the samples are active users of both Sindhi and English in active communication. Demographics were also well balanced in order to get a variety of views:

Category	Details
Age Groups	15–25, 26–35, 36–50
Gender	Balanced number of male and female participants
Education Levels	High school, undergraduate, graduate
Professions	Students, office employees, and other working people

This heterogeneous sample is appropriate so that no age, education level, or professional setting is left out of the scope of the research.

**Sampling Technique:**

The sampling method employed in the study is purposive, that is, a non-probability sampling technique where purposive sampling is used; the subjects are chosen on the basis of a set of criteria according to the objectives of the research. Active bilingualism in Sindhi and English was the main criterion in this case. The purposive type of sampling enables the researcher to concentrate

on the respondents who are likely to give rich and relevant information about code-switching behavior. Though such an approach cannot be generalized to all Sindhi speakers, it is a sure way to have profound knowledge of bilingual behavior in urban situations

(Panhwar, F. Y. A. N. (2018).

#### **Data Collection Instruments:**

Data was gathered using three key instruments, which included:

1. Questionnaire: A structured questionnaire was created to gather quantitative data on the frequency, contexts, and motivation to switch to a different code using 15 closed-ended questions. The questions were grouped into social, educational, and professional contexts. The questionnaire also contained demographic questions to determine relationships between characteristics of the participants and code-switching behavior.
2. Structured Interviews: Semi-structured interviews with 30 respondents who were chosen as a sample in the survey were carried out. The interviews were meant to provide qualitative information on the personal attitudes, motivations, and perceived social functions of code-switching. Questions were based on circumstances that were likely to lead to code-switching, peer pressure, occupational pressures, and factors related to identity. Interviews were recorded on tape with consent in each case and lasted about 30-45 minutes.
3. Observation: As part of the naturalistic observation, houses, workplaces, schools, and social gatherings were observed. Scholars captured the incidences of codeswitching and recorded the fact of either intrasentential or intersentential, the social context and the language content of the shift. The observations triangulated the self-reported information (Arora, A. (2019).

#### **Procedure:**

The experiment was done in 3 months. To start with, the respondents were contacted via the educational establishments, professional networks, and social groups. Questionnaires were administered (with informed consent) online or on paper, after receiving informed consent, at the convenience of the participants. Questionnaires were also filled out and handed in to be quantitatively analyzed.

Then, some semi-structured interviews with the selected participants were planned. To ensure consistency, interviewers had an interview guide to follow, but with some flexibility to explore more on the experiences and perceptions of the participants. All the interviews were transcribed verbatim to analyze (Mirick, R. G., & Wladkowski, S. P. (2019).

Lastly, observations in social and professional interactions were made. To document events of code-switching, researchers made use of checklists, which were designed to capture occurrences of such events, the type of switch (intra- or intersentential), triggers, and context. The observation stage made sure that data on the naturally occurring code-switching was recorded, which supplemented self-reported questionnaire and interview data (Dewaele, J. M., & Li, W. (2014).

#### **Data Analysis:**

##### **Quantitative Analysis:**

The results of questionnaires were also entered into SPSS to undergo statistical analysis.

Summary: Descriptive statistics, such as frequencies, percentages, and cross-tabulations, were used to summarize code-switching patterns, as described in contexts or demographic factors.

As an illustration, the frequency of code-switching in home, workplace, school, and social media settings was derived.

The associations between the level of education, age, and professional occupation with the frequency of code-switching were investigated (Redinger, D. (2010).

##### **Qualitative Analysis:**

Analysis of interview and observation transcripts was done in the six-step framework, by Braun and Clarke's thematic analysis.

Themes described in it were motives (prestige, don't know how to express, peer influence, professional need), nature of switching (intra- or intersentential), and patterns.

The researchers coded the data by hand to find patterns and relationships between social factors and the

general outcomes obtained by code-switching behavior.

Combination of Data:

Quantitative: measured patterns of the frequency and context of code-switching were obtained. Qualitative findings: It supplemented the knowledge by providing information on why participants would switch languages under certain circumstances.

- The combined analysis provided the opportunity to cross-check the results and have a subtle interpretation of bilingual practices.

**Ethical Considerations:**

The research was done in accordance with the ethical standards of research.

Informed Consent: The participants were informed about the purpose of the study and given some written consent.

Anonymity: The identity of participants was anonymized in any reports and analyses.

- Voluntary Participation: The participants were allowed to drop out at any time without repercussions.

- Data Protection: Data and all information were safely kept (both digital and physical) and could be accessed by the research team.

**Limitations:**

The methodology is sound, but has the following weaknesses:

The sample used is subjective, which narrows down to urban Sindhi speakers, which has restricted generalization to the rural population.

- There can be social desirability bias in self-reported questionnaires and interview responses, but this was alleviated through observations.

There was also a limitation on the time period of the study (three months), which did not allow for a longitudinal analysis of the code-switching patterns with time.

**Summary:**

This is an effective research methodology as it guarantees a thorough investigation of Sindhi-English code switching by triangulation of questionnaire, interview, and observational data. The design of the mixed methodology will be effective as it is able to capture both quantifiable trends and qualitative data, which would answer the research questions. The combination of a variety of instruments and deep analysis can offer a solid insight into the contexts, motivation, and demographic factors that impact code-switching in urban speakers of Sindhi (N Kabir - 2014).

**Results:**

The findings of this study on Sindhi-English code-switching in the urban Sindhi speakers are outlined in the results section. Quantitative and qualitative analysis of the data was done through data collection through questionnaires, interviews, and observations. The results are systematized in terms of demographics of the participants, the frequency of code-switching in different situations, the causes of the switching, the impact of education, and the observations of the results.

**Participant Demographics:**

Only 100 respondents were surveyed in the study (Hyderabad, Karachi and Sukkur ). The demographic breakdown is presented in Table 1.

**Table 1**

*Participant Demographics*

Age Group	Gender	Education Level	Profession
15–25	50M / 45F	High School	Students
26–35	30M / 25F	Undergraduate	Office/Professional
36–50	10M / 15F	Graduate	Professionals

The table of demographic analysis will guarantee a variable sample in terms of age, gender, education, and profession which will give a fair picture of what is happening in code-switching in urban Sindhi-English bilinguals..

**Frequency of Code-Switching by Context:**

Respondents indicated that they alternated the use of Sindhi and English in various situations. The frequency distribution is as summarized below:

**Table 2**

*Frequency of Code-Switching by Context*

Domain/Setting	Percentage
Home	30%
Workplace	70%
School/University	60%
Social Media	80%

The highest rates of code-switching were observed in workplace and social media contexts, which indicates the dominance of English in the professional communication and online interactions. Home environments had lower frequencies, with Sindhi being most prevalent to the interaction of a family and culture.

**Reasons for Code-Switching:**

Respondents listed the following reasons as changing languages. The distribution of reasons is shown in Table 3:

**Table 3**

*Reasons for Code-Switching*

Factor	Percentage
Prestige	35%
Ease of Expression	25%
Peer Influence	20%
Professional/Academic Requirement	20%
Total	100%

The most likely reason was found to be prestige, which is in line with previous results that English is used to express education, social status and urban sophistication. Motivation to express in English contributed to a very large percentage with participants often adding English technical words or introducing modern phrases to be comprehensible. Other significant motivators were peer influence, as well as, professional/academic requirements, especially among professional participants and younger participants.

**Code-Switching Frequency vs. Education Level**

There was a strong relationship between education and the frequency of switching codes. The summary of the results is presented in Table 4:

**Table 4**

*Code-Switching Frequency by Education Level*

Education Level	Code-Switching Frequency (%)
High School	40%
Undergraduate	65%
Graduate	85%

Individuals whose level of education was high exhibited multifarious and frequent code-switching, which is similar to greater fluency in English and their professional background. Conversely, Sindhi was widely used by the high school students, but they only transferred to English during academics or peer group (MH Abbasi, MK David, A Ali - Russian Journal of Linguistics, 2023).

**Observational Findings:**

Self-reported responses were supplemented with observational data that would give real-life examples of code-switching patterns:

- **Intrasentential Switching:** This is a common type of switching in the informal realm like social media postings, group discussion, and dialogue. Respondents were prone to introducing English nouns, verbs, or technical words in the middle of the sentence.
- **Intersentential Switching:** This is mostly witnessed in formal situations such as academic discussions, workplace meetings and presentations before the audience. When discussing technical or professional topics, participants conveyed such in full English.
- **Contextual Triggers:** Code-switching was also rather common in the context of education and technology, contemporary living and career. Important stimuli included social prestige, intelligibility and acceptance by peers.
- **Demographic Influence:** Younger subjects (15-25), based on their informal communication, exhibited high intrasentential switching but, in formal communication (36-50), intersentential interchanges were used by older professionals.

**Summary of Key Findings:**

1. **Contextual Variation:** The most common occurrences of code-switching are in workplaces and social media, rather than at home.
2. **Motivational Factors:** Top motivational factors are prestige and ease of expression which are

leading reasons to switch the language.

3. Education Impact: University education is a solid predictor of frequency and complexity of code switching.

4. Social Dynamics: Social influences of peers, professional needs and social identity create bilingual behavior.

5. Consistency of the pattern: Intrasentential, in informal cases; intersentential, in formal ones. These results suggest that the code-switching of Sindhi-English is a situational and purposeful channel that is reflected in linguistic competence and social negotiating.

#### **Discussion and Analysis:**

This study reveals that the use of Sindhi to English code switching is not haphazard and accidental on the part of Sindhi-speaking people. It is rather a sociolinguistic practice that is influenced by social, educational as well as professional and cultural aspects. These data indicate that in various contexts Sindhi speakers will use English language to pursue certain communicative objectives. These objectives will be expressions of contemporary life, demonstration of learning histories, adaptation to the workplace, and peer group acceptance.

Code-switching can, therefore, not be termed as a weakness in language ability. It is, instead, an indicator of bilingual skill and the capacity of the speaker of the speech to employ language based on context.

Among the key discoveries made during this research is the fact that, in formal and semi-formal contexts, code-switching is more prevalent as compared to the strictly domestic contexts. The findings indicate that the work places, learning institutions and social media are the most common places where Sindhi speakers can use English. At home, the Sindhi language is predominant as this language is inextricably linked to the relations inside the family, expression of emotions, cultural values and self-identity. Speakers of Sindhi are likely to feel more at ease when speaking Sindhi in the context of family since it has an emotional warmth and familiarity with the culture. Nonetheless, in the educational or professional settings, when speakers enter the sphere, English is more dominant in that it correlates to the academic awareness, official communication, and an innovative professional identity.

The workplace was characterized by a great rate of code-switching as most of the professional words, administrative phrases, and technical ideas are typical in the English language.

Interviewees said that professional communication in English makes them more competent and confident. As an illustration, the English language has many words associated with meetings, reports, deadlines, presentations, targets and technology, (F Talbot - 2009). which may be used even when English is not the main language of the conversation. This point implies that English has identified itself strongly with professional discourse. In these cases, Sindhi speakers might not switch since they do not have the Sindhi words, but the English words are more popular and acceptable in business.

Code-switching is also largely dependent on the level of education. The researchers also discovered that participants who had higher levels of education changed to English more often than the participants who had lower levels of education. This correlation can be described by the fact that English is common in schools, colleges, universities, textbooks, examinations and discussions of academic works. Students and graduates consistently get exposed to the English vocabulary particularly in courses that deal with science, technology, business and social sciences. Consequently, they intuitively put in English words and phrases in their Sindhi language. This result corroborates the opinion that code-switching is correlated with the exposure, practising in the second language, and confidence in the second language.

Another significant venue of code switching between Sindhi and English was social media. Online posts, comments, captions, and chats involve high usage of English among the younger

participants. This could be related to the impact of the global digital culture whereby the online communication is mostly done in English. Young Sindhi speakers are exposed to English words, slang, and online words on Facebook, Instagram, WhatsApp, Tik Tok, and YouTube. This has made them adopt a tendency of blending English with Sindhi so as to look trendy, expressive, and contemporary. This form of code-switching also enables them to form a hybrid sense of identity, staying oriented towards Sindhi culture, but being involved in broader digital and global communication.

One of the best motivations of code switching was found to be prestige. The participants related English to the education, confidence, modernity, and elevated social status in the masses. English in the Pakistani society is a symbol of status and social ascension. Educated, professional or socially advanced People who speak English are occasionally viewed to be more educated, professional or even socially advanced. This view promotes the Sindhi speakers to use English in their talks particularly in a social or official place. This does not however imply Sindhi is worth less. Instead, it is revealed that speakers apply the two languages to different contexts: Sindhi they use as a way to identify with their culture and express their feeling, whereas English they use as a symbol of prestige and professionalism and making a statement.

Another key factor that led to code-switching is ease of expression. Participants described that there are some English words that are easier to use since they are also easily heard in education, technology, in the media as well as in their workplace. Words like assignment, presentation, deadline, meeting, project, online, software and message are frequently used directly in the English language. A translation of these words into Sindhi might have a unnatural or less frequently used accent. Consequently, speakers change to English so that they can communicate more rapidly, clearly and natural. This indicates that code-switching may enhance a better communication, as opposed to confusion.

Another reason to code-switch is peer influence, particularly in case of younger speakers. Those who are often able to watch their friends, classmates, or colleagues use English words in Sindhi dialogues are likely to follow suit to belong. The group identity is tightly linked to language. Switching to English, speakers can demonstrate their belonging to a specific group of educated, urban, or modern peers. This is particularly evident among the university students and young professionals, who tend to adopt the mixed-Sindhi-English speech as their daily social manner of speaking.

The results also indicate that an identity role is a significant role of code-switching. Sindhis do not forget their native language when speaking English. They instead switch between the two language to convey various aspects of themselves. Sindhi is a symbol of cultural heritage, family, geographic membership, and emotional intimacy. English symbolizes education, professionalism, technology and global connectivity. Speakers can deal with these identities at a time through code-switching. This confirms the treasure based on the theory that bilingual speakers do not merely switch between the two languages; rather, they employ both languages inventively depending on social requirement.

2. The analysis reveals, in general, that Sindhi-English code-switching is a useful and purposeful activity (N Kainat, MM Moon, S Gull - ASSAJ, 2025). It is also context and education based, profession, peer interaction and social attitudes towards English. The practice shows an evolving linguistic situation of urban Sindhi speakers, who reside in between the local cultural life and the contemporary world. Teachers, researchers and policy makers should be able to perceive code-switching as a natural attribute of a bi-lingual interaction rather than looking at it as negative. Understanding of code-switching can be used to enhance bilingual education, advance regional languages, and encourage more balanced perspective of language usage in Pakistan. **Conclusion:** This paper will conclude with the idea that code-switching between the Sindhi language and the

English language among the people of Sindhi-speaking communities is a normal, a meaningful and socially induced language activity. The results indicate there are no random incidences of Sindhi speakers to use English, they use English based on context, audience, education, profession, social identity demands. Code-switching mostly takes place in school, workplaces and communication media, whereas Sindhi is prevalent at the family and culture centers. This demonstrates that the two languages perform various yet valuable roles in the life of Sindhi-English bilingual people.

The researcher identified that technical vocabulary, academic expressions, professional communication and current concepts are mostly done in English. The number of participants migrating to English has been high since in English there are easier words and concepts to convey than in Sindhi particularly in technology, education, business, and online communication (N Mari, SK Shirazi, IP Memon - The Critical Review of Social Sciences Studies, 2024).

Additionally, English is as well linked to prestige, confidence, social status and professional competence. Thus, it is common to come across speakers using English to showcase themselves as refined, contemporary, and socially conscious.

Simultaneously, there is still a great cultural-emotional value of Sindhi. It still is a language of family, tradition, personal relations, and the identification of the region. This implies that code switching does not have to undermine Sindhi; it only indicates how Sindhi speakers juggle their cultural identity with the requirements of contemporary education and career. Code-switching can help speakers to remain in touch with Sindhi and enjoy broader national and global communication.

The paper also mentions that education has an important role in raising the frequency of code-switching. The more highly educated participants adopted the English language more frequently and more eagerly as compared to their lowly-educated counterparts. Likewise, in social media and communication with peer groups, younger speakers were more inclined to use English.

These results indicate that exposure to English, social environment, and digital culture has a close association with code-switching.

Conclusively, Sindhi-English code switching cannot be considered as a language issue or indicator of language impairment. Instead, it is better to conceive it as a bilingual proficiency and a realistic means of communication policy. Teachers and policy makers are expected to acknowledge the importance of code switching when learning a second language and socializing. Future studies can concentrate on rural Sindhi speakers, gender variations as well as effects of social media on the development of Sindhi-English bilingualism in the long term.

#### References:

1. Bilingual behaviors: factors accelerating code switching and code mixing among the Urdu speaking Bihari hairdressing communities of Dhaka (N Kabir - 2014)
2. Code switching and mixing (Communication in Learning Language) (AM Waris - Jurnal Dakwah Tabligh, 2012)
3. Code-switching and code-mixing among bilinguals: A sociolinguistic study
4. (F Ahmad, A Mahmood, MA Shahid - Pakistan Social Sciences Review, 2023)
5. Categories of Code-Switching in Hispanic Communities: Untangling the Terminology. Sociolinguistic Working Paper Number 76. Baker - 1980)
6. Code-switching as an evaluative strategy: identity construction among Arabic-English bilinguals in Manchester (H Ben Nafa - 2018)
7. Examining the Impact of Globalization on Cultural Identity and Linguistic Practices in Pakistan (A Tahir, Z Ghaffar, S Iqbal - Journal of Development and Social Sciences, 2025)
8. Structural and social aspects of codeswitching among Iranian/Canadian bilinguals



9. (F Rezaeian - 2009)
10. Language attitudes and code-switching behaviour in a multilingual educational context: the case of Luxembourg (D Redinger - 2010).
11. [Bilingual behaviors: factors accelerating code switching and code mixing among the urdu speaking Bihari hairdressing communities of Dhaka \(N Kabir - 2014\).](#)
12. Internal migration and changes in language repertoire among Sindhi youth
13. (MH Abbasi, MK David, A Ali - Russian Journal of Linguistics, 2023)
14. Make an impact with your written English: How to use word power to impress in presentations, reports, PR and meetings (F Talbot - 2009).
15. Code-Switching Patterns Among Young Adults in Pakistan: A Comparative Study of Punjabi-English and Pashto-English Bilingualism in Informal Settings (N Kainat, MM Moon, S Gull - ASSAJ, 2025).
16. Quantitative Insights into English Language Learning Attitudes of ESL Learners in Multilingual Classroom: A Case of Rural Sindh
17. (N Mari, SK Shirazi, IP Memon - The Critical Review of Social Sciences Studies, 2024)
18. Ranaweera, K. M. C. R. (2025). *A corpus study of pragmatic markers in spoken standard Sri Lankan English* (Doctoral dissertation, UCL (University College London)).  
[https://www.researchgate.net/publication/397786446\\_AN\\_OVERVIEW\\_OF\\_PRAGMATIC\\_MARKERS\\_DEFINITIONS\\_AND\\_CHARACTERISTICS](https://www.researchgate.net/publication/397786446_AN_OVERVIEW_OF_PRAGMATIC_MARKERS_DEFINITIONS_AND_CHARACTERISTICS)
19. Pool, R., Montgomery, C. M., Morar, N. S., Mweemba, O., Ssali, A., Gafos, M., ... & McCormack, S. (2010). A mixed methods and triangulation model for increasing the accuracy of adherence and sexual behaviour data: the Microbicides Development Programme. *PloS one*, 5(7), e11600.  
[https://www.researchgate.net/publication/45288663\\_A\\_Mixed\\_Methods\\_and\\_Triangulation\\_Model\\_for\\_Increasing\\_the\\_Accuracy\\_of\\_Adherence\\_and\\_Sexual\\_Behaviour\\_Data\\_The\\_Microbicides\\_Development\\_Program](https://www.researchgate.net/publication/45288663_A_Mixed_Methods_and_Triangulation_Model_for_Increasing_the_Accuracy_of_Adherence_and_Sexual_Behaviour_Data_The_Microbicides_Development_Program)
20. Panhwar, F. Y. A. N. (2018). *Multilingualism in Sindh, Pakistan: the functions of code-switching used by educated, multilingual Sindhi women and the factors driving its use* (Doctoral dissertation, University of Sussex).  
[https://sussex.figshare.com/articles/thesis/Multilingualism\\_in\\_Sindh\\_Pakistan\\_the\\_functions\\_of\\_code-switching\\_used\\_by\\_educated\\_multilingual\\_Sindhi\\_women\\_and\\_the\\_factors\\_driving\\_its\\_use\\_/23459879?file=41167832](https://sussex.figshare.com/articles/thesis/Multilingualism_in_Sindh_Pakistan_the_functions_of_code-switching_used_by_educated_multilingual_Sindhi_women_and_the_factors_driving_its_use_/23459879?file=41167832)
21. Panhwar, F. Y. A. N. (2018). *Multilingualism in Sindh, Pakistan: the functions of code-switching used by educated, multilingual Sindhi women and the factors driving its use* (Doctoral dissertation, University of Sussex).  
[https://sussex.figshare.com/articles/thesis/Multilingualism\\_in\\_Sindh\\_Pakistan\\_the\\_functions\\_of\\_code-switching\\_used\\_by\\_educated\\_multilingual\\_Sindhi\\_women\\_and\\_the\\_factors\\_driving\\_its\\_use\\_/23459879](https://sussex.figshare.com/articles/thesis/Multilingualism_in_Sindh_Pakistan_the_functions_of_code-switching_used_by_educated_multilingual_Sindhi_women_and_the_factors_driving_its_use_/23459879)
22. Arora, A. (2019). *Qualitative analysis of code-switching with reference to gender and pragmatic functions in Indian students at Oxford* (Doctoral dissertation, University of Oxford).  
[https://www.researchgate.net/publication/394518768\\_Socio-Pragmatic\\_Effects\\_of\\_Code-Switching\\_and\\_Code-Mixing\\_of\\_ESL\\_Learner\\_University\\_Students\\_Language\\_Proficiency\\_in\\_Pakistan](https://www.researchgate.net/publication/394518768_Socio-Pragmatic_Effects_of_Code-Switching_and_Code-Mixing_of_ESL_Learner_University_Students_Language_Proficiency_in_Pakistan)
23. Mirick, R. G., & Wladkowski, S. P. (2019). Skype in qualitative interviews: Participant and researcher perspectives. *The qualitative report*, 24(12), 3061-3072.  
[https://www.researchgate.net/publication/337948813\\_Skype\\_in\\_Qualitative\\_Interviews](https://www.researchgate.net/publication/337948813_Skype_in_Qualitative_Interviews)



ISSN E: 2709-8273

ISSN P: 2709-8265

JOURNAL OF APPLIED  
LINGUISTICS AND  
TESOL

Participant and Researcher Perspectives

24. Dewaele, J. M., & Li, W. (2014). Intra-and inter-individual variation in self-reported code-switching patterns of adult multilinguals. *International Journal of Multilingualism*, 11(2), 225-246.  
[https://www.researchgate.net/publication/259579996\\_Intra-\\_and\\_inter-\\_individual\\_variation\\_in\\_self-reported\\_code-switching\\_patterns\\_of\\_adult\\_multilinguals](https://www.researchgate.net/publication/259579996_Intra-_and_inter-_individual_variation_in_self-reported_code-switching_patterns_of_adult_multilinguals)
25. Redinger, D. (2010). *Language attitudes and code-switching behaviour in a multilingual educational context: the case of Luxembourg* (Doctoral dissertation, University of York).  
[https://www.researchgate.net/publication/382214667\\_Language\\_and\\_Identity\\_Code-Switching\\_Practices\\_among\\_Multilingual\\_Communities](https://www.researchgate.net/publication/382214667_Language_and_Identity_Code-Switching_Practices_among_Multilingual_Communities)