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KEYWORDS	ABSTRACT
Code Switching Patterns. Pakistani Women: University Disciplines, Comparative Analysis	This study explores code-switching behaviour of Pakistani women enrolled in university programmes across the disparate fields in seek of three sets of interlocking benefits: the productiveness of bilingual academic discussion, negotiation of layered cultural allegiance, and maintenance of supportive peer networks. By means of a qualitative research design, inquiry captures how language rotation within lecture, laboratory, and informal study group contexts shapes teacher-student & student-student dynamics. Systematic data gathering, comprising verbatim interviews, makes visible the cognitive and social motivations, persistent hurdles, and observable gains that code-switching appears to offer participants. The analysis of codes and patterns reveals a pragmatic adaptation to curriculum pressures, a negotiation of cultural identity, and a gently assertive style of peer adaptation summoned whenever disciplinary English and national linguistics collide. This research highlights the role of code-switching as an integral part of multilingual communication in higher education landscape of Pakistan, emphasizing its implications for academic and professional success. It argues for policies that embrace linguistic diversity & inspire bilingual practices in institutions. The study contributes to broader discourse on language, identity and education in multilingual societies by shedding light on the nuanced experiences of Pakistani women.
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INTRODUCTION

Code-switching, the intentional weaving in and out of multiple languages during conversation, now stands as a hallmark of talk in multilingual communities. Far from random vocabulary slides between tongues, it is an informed manoeuvre that conveys who one is, where one feels anchored, and what the moment requires. In the mid-20th century, scholars began taking the matter seriously.

Einar Haugen's mid-1950s investigations of bilingual existence and language contact planted the first rigorous scaffolding. After that, the 1960s and 1970s saw figures like William Labov reposition it in the research discourse; the past dismissal of strange errors metamorphosed into an observable, purposeful sign brimming with social and interpretive freight. The 1980s refinement arrived with John Gumperz, who, via the contextualization hypothesis, demonstrated that the very act of the language-switch could draw new contours of power, social category, and interpersonal calculation. Research running onward from that moment still insists on code-switching's dual, intricate status as social critique and linguistic architecture. Code-switching manifests in various guises according to the determination and context of the speaker. It can manifest between sentences (intersentential), within one sentence or phrase (intra-sentential), or by adding the small tags such as *yaar* to another language (tag-switching).

In others, it is situational—when a speaker deploys one language at home and another at work, or metaphorical, when a shift in language indicates a shift in subject, for example, from personal issues in the Urdu to business issues in English. There are also subtler versions, like intra-word switching, where two languages become mixed into one phrase, or direct quoting, where the original language of a speaker is preserved for cultural or affective accuracy. All these patterns illustrate flexibility of bilinguals and their capacity to navigate different identities and relationships over language. Code-switching is especially prominent in Pakistan's education system, where English and Urdu interact every moment. English is used for textbooks, research articles & technical communication, whereas Urdu and local languages prevail in everyday conversation. A student may, for example, explicate a concept in Urdu but communicate technical jargon such as *photosynthesis* or *supply chain management* in English. Likewise, students tend to employ Urdu in informal conversations between friends but turn to English when presenting, writing tasks, or presenting oneself in the formal classroom environment. In this linking, this double use registers the use of English as the academic authority as well as professionalism language, Urdu as the language of social contact, familiarity, and accessibility.

The scope and manner of code-switching differ among academic fields. Students in the humanities and social sciences tend to use code-switching more frequently, drawing on both English and Urdu to express abstract ideas, cultural insights, personal experiences. In contrast, students in technical fields like engineering, computer science, or natural sciences switch languages mainly for practical reasons, as much of technical vocabulary exists only in English. For these students, code-switching is more a matter of the need than identity, allowing them to maintain clarity and precision when speaking of technical knowledge. This division between disciplines illustrates the way in which academic spaces condition language practice and codeswitching as both pragmatic and a cultural resource. This research provides convenient information about how Pakistani students, especially women, negotiate sophisticated academic, cultural, and social landscapes. Code-switching is not merely the function of language mixing; it is the process of negotiating the identity, constructing relationships, and crossing boundaries between formality and informality in communication. It enables students to hold on to cultural roots while also being part of the global world of scholarship where English is predominant.

Through an analysis of how and why students code-switch, we can gain a better understanding of the dynamics of bilingualism and the powerful role language has in influencing education, culture, and identity in the Pakistan. Code-switching between English, Urdu, and local dialects serve as a pragmatic tool as well as a marker of identity among Pakistani women seeking higher education. English, being the teaching language and a sign of academic distinction, is supported by instructors and students of all fields. Women in social sciences and humanities switch more smoothly, as these subjects are interpretive and discursive and promote flexibility of language. Women in the natural sciences use code-switching largely for technical vocabulary, disciplinary matters, where accuracy and clarity are essential. These trends indicate the way in which language practices are influenced by scholarly requirements and social environments. Code-switching then becomes a two-way tool: it speaks to multiple audiences, fits varying disciplinary cultures, expresses personal identities. The aim of research is to fill gaps in previous studies by examining ways code-switching differs across scholarly disciplines in Pakistan and how it operates both as communicative function and identity expression in higher education.

Objectives & Questions

1. To investigate the patterns of code-switching among Pakistani women in higher institutions, paying attention to differences in various disciplines.
2. The research aims to investigate participants' attitudes, experiences, and perceptions toward language use in their respective academic disciplines.
3. What are the factors that determine code-switching amid the female Pakistani academics?
4. What are the Pakistani women's diverse perceptions, attitudes, and experiences of using language in their respective academic departments?

LITERATURE REVIEW

Pakistan is multilingual nation in which over 70 languages are used (Rasul, 2013). Code-switching and code-mixing are open indications of extensive use of English in Pakistan (Rasul, 2013). Code-switching can be an effective instrument for mass classes in which the students belonging to various socio-economic backgrounds with the varying linguistic proficiency tend to come in contact and anticipate gaining maximum attention from the teachers in order to comprehend various things (Chowdhury, 2012). Equating to take away from the learners their own treasure of unique linguistic (Cook, 2013). Abdulrahim explained that the Code switching, which is only possible if a bilingual learner can differentiate between two languages and their mechanisms, is "the alternate use of each language within the same utterance or conversation. Unconsciously, teachers use code-switching as a precious tool to manage classes, explain instructions, clarify tricky jargon, provide background information, and calm anxious students (Jingxia, 2015). According to Greggio and Gil (2007), code-switching has attracted much academic interest. It is a phenomenon commonly found in countries with the bilingual as well as multilingual populations that regularly use more than one language in their daily life.

Studies have shown that the teaching and learning of languages pose some challenges, mainly due to students' lack of knowledge and ability in their second language. Different speakers in bilingual and multilingual community language interaction result in a reciprocal linguistic effect creating

language occurrences (Dewi, 2014). Code switching occurs if a change in code-switching occurs upon the entry of the third person in the first two individuals' conversation. The switching is inspired by participants' identity relationship in order to display their solidarity (Dewi, 2014). Thus, code-switching signals an advanced user who shows sound cognitive linguistic functioning (Brice, 1997). A further study occurred in Hong Kong, when Lin (1996) wrote about secondary English classroom code switching phenomena. The author documents the recording in fourteen different types. All the classes were enormous, and teacher-student communications were usually controlled by the instructors. Code switching was applied in this instance because the students could not study and converse in English. Lin (1996) concluded that whereas explaining the grammar and vocabulary through organized patterns, instructors will probably make use of the code-switching: i.e., having introduced the foreign language items in English, instructors restate or clarify the foreign language items in the Cantonese.

Lastly, the instructors point out that these things are significant in the foreign language, i.e., in English. This pattern does not materialize from nowhere. It illustrated the same pedagogy employed by the teachers. It may be used as encouraging language instruction. Tien and Liu (2006) asserted that code-switching in classrooms of extremely competent FL instructors in both L1 and L2 is unavoidable. They contended that the low-competency EFL students of FL professors' classes found code switching useful for learning things over anything else as long as it allowed them to attain an equal level of understanding of the procedures used in the classroom. In this connection, to that extent, instructors have no choice but to utilize code switching to facilitate material for the learning of L2 in the classroom. Code switching employed by teachers is not to reduce the language gap but to facilitate the understanding of the students. Al-Azzawi, Saadoon, and Mahdi (2018) conducted a study as entitled "Code Mixing and Code Switching: A Sociolinguistic Study of the Senegalese International Students in the Iraqi Colleges." The research aimed at presenting the sociolinguistic analysis that is moderately extensive for studying these two closely related phenomena but distinct sociolinguistic processes.

To ascertain the reasons for code flipping amid ten Pakistan-based English language practitioners or experts, Gulzar and Qadir (2010) conducted qualitative research. Interviews were conducted with respondents to collect descriptive information, utilizing the respondents' diverse experience. The studies obviously show that code switching must be employed in situations where employment of L2 exclusively is challenging and to facilitate understanding of abstract ideas and in learning the English language. Yet, it was recommended against use of code swapping on regular or constant basis. One of the members went to the extent of stating that there is no explicit policy document regarding what medium of instruction is to be used in language and learning teaching and that L1 ought to be employed to offer a good explanation of complex matters. Rukh, Saleem, Javeed, and Mehmood (2014) researched another exploratory case study of code switching in business classes. A mixed method approach was employed to study students' perception about the code-switching by teachers. The business students perceive that the code-switching by teachers is very positive, and it positively contributes to L2 acquisition of business. Such an inference could be made on basis

of findings of present research with its collection of data from open-ended as well as closed-ended questionnaires of students.

The individuals shift towards high status languages to exercise power and high social classes thus creating the high-status identity and social differences. This code change is an act which sets the identity of the speaker as their acts of speech, as social mechanisms for them work in altering the social environment (Wei, 2008). "Provides rich reserve of potentially reconciliation or oppositional symbolic connections that support the very process of identity construction," According to the speakers' level of language ability (Perez Casas, 2008). Codeswitching, therefore, can be employed as an exclusionary tactic, which consequently renders it a language tool for the social control. It is incongruous that code-switching usually happens as a consequence of Interlocutors employing that language to quote and represent others. Usually, subjects' things are learned or frequently happen in one language be talked about in the same language (Aranda, 2001). In this connection, the language shift and maintenance in the bilingual Romanian community living in Hungary was studied by Borbely (2000). Forty subjects were interviewed for the purpose of data collection. The Romanian minority speech transcription and minority language use were investigated based upon the collected corpus.

The analysis of data revealed that the determinants of choice of speaking Romanian & Hungarian in community interactions- code-switching between and between languages, the reasons for such switching, the relationship between age and rate of code-switching in an interview, and unequal competitiveness between the majority and minority languages in class. Bashir and Naveed (2015) conducted a more complex qualitative analysis that revealed the reasons for code switching. Data from four graduation classes were audio recorded and transcribed. Content analysis was performed based on that analysis. It was discovered that teacher switches codes specifically for the social and educational purposes like scolding students, enhancing their knowledge, making them as a role model, and making humor in a class. "Individuals then tend to have to select one code or another, or to mix code," states Wardhaugh (1986, p.103). It implies that there are so numerous and such regular instances of language shift. Kachru (1986) maintains that colonization is a vital reason for progress of bilingualism. In Pakistan, individuals might deliberately mix different dialects or language types into ordinary talk. In a bid to achieve the end of communication, they sometimes incessantly switch amid languages as they converse and even try to merge a couple of words from other languages to get the message across.

Pakistan, just like any other country, the youth and even children experience a more comfortable atmosphere by communicating their mother tongue via the English language. Their youth are coming of age with "a complex" in their own language, which they are reluctant to confess to not knowing as well as English. In some cases, individuals are extremely proud of their proficiency in English, and they consider it a mark of distinction equal to their mother tongue. Besides speaking, they text or chat in English or Roman Urdu, i.e., English written Urdu (Fatima, 2024). It is employed to explain unexpected equation of obligations and rights that may happen between participants in a prolonged discourse. This assists speakers, in some way, to alter their social positioning due to becoming more formal while speaking a dominant language and less formal while speaking the

subordinate language. In Pakistan, students who speak Punjabi use Urdu. [Anwar \(2009\)](#) conducted a code-switching analysis of English to Urdu in Pakistan. Code switching has been analyzed only in terms of clauses and phrases. Based on actual data from Pakistani media print, he also followed the idea that code switching is not a method of avoiding grammar but an activity controlled at the communication level.

As noted by [Pert and Letts \(2006\)](#), the more a child is familiar with more than one language, the more likely they are to exhibit the codeswitching in their own conversation. They gave research support for the notion that code-switching with another receptive bilingual child is the best means through which a child can communicate as expressively as possible. [Poplack \(1980\)](#) arrived at the opinion that older learners would have acquired better proficiency in their second language (L2) and could possess greater knowledge of the grammatical structures of their first as well as second language (L2) since the elements which have been found to be essential in code-switching ([Cook, 2001](#)). Code-switching support, which falls short of these specifications "Unstructured approach" is what Jacobson calls it. As per [Malik \(1994, p. 10\)](#), code-switching is context-led, Interlocutors will use Hindi linkers and information-carrying English items if they possess an English degree and work in English for office activities or lectures. As indicated by [Alex Brice \(1997\)](#) and [Reyes \(1995\)](#), code-switching is an indication of a competent user who has good cognitive and linguistic ability. As noted by [Li \(2000\)](#), code-switching is not an indication of weakness but rather a normal feature of bilingual speakers' speech. Code-switching among bilingual speakers is not an indication of language deficiency.

Theoretical Framework

This study presents Gumperz's Contextualization Theory as an important model for investigation of code-switching amid Pakistani women. Thus, the contextual indications, as linguistic signals, direct interpretation in talk as well as facilitate the understanding among speakers within multilingual environments. In this model, code-switching presents itself both as a strategy of communication and as an expression of social identity, with context and environment playing important roles. The research thus explores relationship between linguistic selection and social positioning, borrowing from a sociocultural framework. Through bilingual discourse analysis, it uncovers the direct impact of the language use on identity construction and social dynamics, highlighting the dual function of language as a means of communication and a marker of individual positioning, patterns in different cultural settings.

RESEARCH METHODOLOGY

This research utilizes a qualitative approach of thematic analysis to investigate code-switching habits among Pakistani female students of different fields in universities. The study analyzes regular patterns of language use as well as how disciplinary standards and learning environments influence students' language choices. The participants were lower-level university students from government universities in Sialkot and were selected by purposive sampling from social sciences, humanities, natural sciences, business administration. This provided heterogeneity and pertinence, as these pupils are currently participating in academic debate. Information was gathered in six-student focus group discussions. Sessions were carried out using participants' language of choice to

facilitate responses. The students were notified of session duration, content beforehand, promised anonymity, and reminded of right to withdraw at any time. The conversations were audio-recorded and transcribed, then analyzed thematically with the help of NVivo software. Coding enabled the detection of emerging patterns and themes, provided insights into how code-switching practices and social identity are constructed in academic contexts over disciplinary norms, social dynamics, and cultural backgrounds.

DATA ANALYSIS

During this study, the main focus is on discovery and interpretation of language switching among Pakistani girls over different courses of the university. Thus, the NVivo software was used, and the thematic analysis was done to organize Cooperation Group talking that was transcribed. Gumperz's Theory of Contextualization guides such an analysis that shows how the relationship between them & social contexts modulates communication processes. This way, it is manageable to link such themes like the influence of disciplinary norms, social interactions, and cultural factors on language use to theoretical platform.

Academic Clarity & Precision

The finding of this study is that code-switching often arises from the need for academic accuracy and precision, especially in the technical and specialized disciplines. In fields such as psychology, physics, business, and engineering, students encounter concepts and terms that exist primarily in English. To ensure the clarity, they frequently switch languages. Participant 1 (Psychology) stated: "Numerous English terms have no Urdu equivalents, and that is why I call for the switch from Urdu to English. Thus, when I'm talking about mental images, English is clearer than Urdu." Similarly, Participant 2 (Physics) explained: "Physics has so many technical terms in the English; it's almost impossible not to code-switch when explaining concepts." This reflects the reliance on English as the dominant language of technical communication, where terms like force, momentum, or energy carry no direct equivalents in Urdu. According to [Gumperz's Contextualization Theory \(1982\)](#), such choices are not random but are deliberate, shaped by communicative demands. Therefore, code-switching in the academic contexts ensures accuracy and prevents misinterpretation. For many students, shifting to English is not a matter of preference but a necessity for conveying complex knowledge effectively.

Emotional & Psychological Comfort

Language switching is also influenced by emotional states. Urdu, often considered a language of comfort, is preferred in moments of stress or nervousness, while English is associated with confidence and authority. Participant 3 (Business) observed: "When anxious, I keep to Urdu, as it seems natural and reassuring. When confident, I speak freely in English." Participant 4 (Marketing) added: "I use more English when I'm confident and more Urdu when I'm nervous." A physics student (Participant 5) noted similar pattern: When I am stressed, I tend to shift to Urdu since it feels more comfortable. But in formal discussions or academic settings, I stick to English. These responses show that Urdu functions as emotional regulator, providing psychological comfort, while English conveys formality and competence. The code-switching here becomes a way to balance emotional well-being with communicative demands.

Social & Relational Dynamics

Students' social environments strongly influence language choice. With family and friends, local languages such as Urdu or Punjabi dominate, while English is reserved for formal, professional, or academic interactions. One sociology participant explained: "When I am talking with friends and family, I only use Punjabi because it's our language. It makes me feel connected and comfortable." Participant 6 expressed: "For informal discussions, I prefer using Urdu... But when I'm discussing business concepts with colleagues or in class, I switch to English since it sounds more professional." Similarly, a biology student (Part-7) stated: In lab, I use English since it applies to science literature. But when explaining something to friends outside field, I switch to Urdu. These highlight pragmatic choice of language based on audience and context. Urdu and Punjabi strengthen emotional bonds & casual interaction, while English signifies professionalism and precision. Gumperz's theory helps explain this as context-driven adaptation: students select language that best fits the social role and communicative purpose.

Challenges of Code Switching in Educational Context

While code-switching provides flexibility, it also poses challenges. Some students expressed the concern over losing fluency in their first languages. Participant 8 remarked: "We've gotten so used to code-switching that it feels like we're not fluent in our first language anymore. Sometimes I forget Urdu or Punjabi words and replace them with English. In this connection, it feels alienating." Another participant added: "I don't know the technical tone in Urdu or the exact idioms in English, so I end up mixing. Thus, it works temporarily, but it feels like I am weak in both languages." These reflections point to language interference, where excessive switching may erode proficiency in either language. While it facilitates the communication, it risks weakening cultural identity and linguistic competence. Therefore, this duality makes code-switching both a bridge and a barrier in educational contexts.

Subject-Specific Code-Switching Practices

Students' practices vary depending on their disciplines. In psychology and sociology, switching amid English & Urdu helps balance theoretical frameworks with cultural relatability. Participant 9 (Psychology): "In psychology, I use English most of time, but when we discuss case studies, I switch to Urdu because it makes the scenarios more relatable." Participant 10 (Sociology): "I often mix both languages as social issues are easier to express in Urdu, but the theories are in English." In contrast, business studies emphasize English for professionalism. Participant 11 (Business Administration) said: "For presentations, I use English since it sounds professional, but in group work, I prefer Urdu—it's more interactive." Here, the discipline-specific demands guide language use: psychology and sociology integrate Urdu for cultural depth, while business relies on English for global standards. Gumperz's theory again explains these choices as contextual cues embedded within each subject's discourse norms.

Variability Across Disciplines

The patterns of code-switching differ across disciplines. Technical fields like natural sciences rely heavily on English, while the social sciences and humanities allow more flexibility. Participant 12 (Physics) noted: "Physics discussions rarely use Urdu because all technical terms and formulas are

in English. Switching would only cause confusion.” Part-13 (Sociology) explained: “I use English for theories, but Urdu for examples and case studies. Participant 14 (Business) highlighted: “Marketing discussions often switch between English for strategies and Urdu for creative brainstorming. It feels natural.” Thus, while science disciplines enforce English-only practices for clarity, social sciences and business encourage hybrid use to connect cultural familiarity with academic rigor. Thus, this discipline-based variability underscores how linguistic norms are shaped by institutional and subject-specific contexts.

Code-Switching as a Cognitive Strategy

Code-switching emerges as an ingrained cognitive mechanism, in which students unknowingly switch amid languages to render intricate concepts more understandable and simpler to convey. Such phenomenon typically happens without any conscious intent, simply mirroring how linguistic flexibility becomes second nature in multilingual education. Such shifting amid languages makes it possible to convey refined expression, explanation of abstract concepts, and bridging language disparities in diverse academic settings. As Part-15 from the English department pointed out, now it's very automatic. I don't even know when I change from one language to other—it occurs when it comes naturally or when I want to explain better. This is what brings focus on how the automaticity of code-switching occurs, it relates to need for cognitive function in communication. This is how the classroom setting and circumstances give rise to the habitual nature under which it has become necessary to be clear.

“In lab sessions, I use Urdu to explain procedures to my peers for better understanding, but I rely on English for the technical vocabulary and reports. Mixing both keeps the workflow smooth.” This example portrays how students pragmatically use code-switching aligning choice of language to what is required for the task—technical or practical reasons. This theme highlights the versatility of code-switching as a facilitator of cognitive convenience, which enables learners to cope with the intricacies of bilingual, multilingual learning environments. It supports Gumperz contextualization theory, where the language is an interactional cue that adjusts according to the conversational situational requirements. The chance, automatic nature of code-switching between participants also indicates its accommodation within their linguistic routines. This practice, while facilitating learning and participation, may smudge the lines between languages and dilute skills in either. The classroom can be utilized to counter this issue by employing deliberate language use and sensitivity in order to have balance so that code-switching is the tool for cognitive gain without sabotaging linguistic integrity.

FINDINGS & CONCLUSION

The study explores code-switching among Pakistani university women, with a focus on English and Urdu usage in various fields of study. Based on qualitative data gathered through semi-structured interviews and examined under the Gumperz's contextualization theory, the research explores how cognitive, affective, and contextual impacts condition language switching. The study finds patterns of code-switching to be significantly varying across fields. Technical and scientific students, like those in the natural sciences and engineering, use English preponderantly because of its accuracy, universal applicability, and absence of matching technical vocabulary in Urdu. Humanities and

social sciences students, like the sociology, psychology, and literature, toggle between English and Urdu less frequently, as these subjects have the requirement to balance scholarly intensity with cultural affinity and subjective articulation. The code-switching here operates as a mental tool to simplify intricate ideas and as contextual strategy with input from classroom dynamics, pedagogy, peer relations, and the language of instruction. Unconscious switching was reported by several participants, revealing highly internalized ability acquired through years of exposure to bilingual or multilingual settings.

Emotional considerations are at the center of language use. Urdu is usually used in emotionally charged or culturally sensitive conversations due to its warmth, closeness and cultural authenticity. English is linked with professionalism, analytical exactness, and worldwide scholarship standards, and this is why it is used in formal situations. Students can explore academic demands on one hand while safeguarding their cultural and emotional selves on the other due to this dualism. The study also points to discipline-specific variations: in technical disciplines, the use of English guarantees precision and clarity but closes the door to the possibility of the cultural or contextually nuanced discussion. But the humanities and social sciences students are advantaged with more linguistic latitude, which allows them to describe ideas more colorfully, collaborate in learning, incorporate cultural examples into intellectual discourse. Participants exhibited strong positive orientations towards code-switching as a rich and empowering strategy that fills the gaps between languages and enriches learning.

They perceived it as an inclusive strategy that enables others with different language origins to meaningfully engage in class discussions. Concomitantly, they saw the potential pitfalls, including overuse of one language at the expense of the other, or cross-communication problems generated by variations in proficiency in the two languages. In spite of these limitations, participants stressed that advantages of code-switching—explaining abstract concepts, encouraging cooperation, and preserving cultural ties. The research also looks into how Pakistani women view language as both an instrument and an identity and power marker. English is viewed as the language of scholarship power, international integration, and workplace skill, whereas Urdu is used as means of expressing emotions, being culturally authentic, and communicating at peer levels. The participants showed a sensitive thoughtful of language policy, acknowledging that strict English-medium instruction, still opening doors to global resources, scholarly acceptance, may demote cultural and emotional expression in Urdu.

This conflict highlights the need for more holistic language policies that embrace bilingual or multilingual strategies, enabling students to move through academic spaces with intellectual and cultural honesty. In all, the research unearths that the code-switching by Pakistani women in the academic setting is complex phenomenon with cognitive, emotional, and contextual determinants. It is a conscious and unconscious tactic that assists comprehension, interaction, and communication. Thus, English prevails in official academic environments, expressing institutional hierarchies and international aspirations, and addressing personal communication and cultural expression, Urdu continues to be essential. With strategic bilingualism, the students are able to balance academic needs and cultural identity, showing linguistic flexibility, coping, and agency. The results point out

how language serves as an ever-changing tool for the empowerment, socialization, and identity negotiation, enabling Pakistani women to effectively cope with the challenges of the multilingual educational settings.

Recommendation

1. The future policy should promote code-switching as a powerful means to facilitate learning improvement, especially in multilingual classrooms, and guarantee learning environments as non-threatening to both languages.
2. The language policies and their impact on women from diverse socio-economic backgrounds need to be researched deeply to further elucidate impact that these factors can have on the educational and professional lives of women.
3. Future research needs to study how globalization & digital communication are transforming the language use of women, how these transformations are impacting women's engagement and advancement in educational and professional arenas.
4. More resources must be allocated by universities to facilitate the acquisition of fluency in both Urdu and English, with courses emphasizing professional and academic usefulness of both languages.
5. The research on the professional career pursued by women would analyze more specifically code-switching during shifts from academe to industry in terms of impact on professional and career development.
6. Inspire gender-sensitive language learning strategies along with sensitive code-switching. That is to convert language practice as women's asset rather than handicap into successful achievement at academic or professional level.

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