Code-Switching: An Impediment to Teaching and Learning English in Multilingual Contexts

Kashif Lodhi

Department of Management, Economics and Quantitative Methods
Università degli Studi di Bergamo via dei Caniana 2, 24127 Bergamo (BG), Italy
k.lodhi@studenti.unibg.it

Dr. Atif khan

Assistant professor, Faculty of Education, University of Barcelona, Barcelona, Spain
atifkhan@ub.edu

Gianfranco Rusconi

Emeritus Professor of the University of Bergamo (Italy), Department of Management Visiting Professor of Etica d'impresa Department of Law
gianfranco.rusconi@unibg.it

Sohail Ahmad (Corresponding Author)

M.Phil. English Linguistics. SSE English School Education Department (SED), Govt. of Punjab, Pakistan
ahmad.sohail664@gmail.com
https://orcid.org/0000-0001-8710-3237

ABSTRACT

Code-switching is the process of switching between two or more languages in the same conversation or within the same turn of talk, and as a phenomenon, it is rife with both potentialities in the context of multilingual education. This review, therefore, critically looks at the effects of code-switching in teaching and learning English in such settings. Therefore, through the synthesis of current literature, the paper aims to provide insight into the relationship between the challenges and opportunities of code-switching as well as its advantages and disadvantages in learning environments that involve the teaching of English as a second or foreign language. In line with the need to appreciate the complex nature of code-switching processes, the review defines the challenges posed by this practice while, at the same time, pointing out the benefits of code-switching for language learning. Thus, the goal of this paper is to enhance the understanding of code-switching as a complex process and offer practical recommendations for educators and researchers interested in improving language learning in multicultural contexts.

Keywords: *Code-switching, languages, phenomenon, multilingual, education, teaching and learning English.*

INTRODUCTION

Code-switching, as identified with multilingual societies, is a process where at least two languages are used in one communication event (Gumperz, 1982). The practice of code-switching is beneficial and problematic in educational contexts, especially in ESL and EFL classrooms. Thus, analyzing the dynamics of code-switching is important for managing language learning and teaching processes.

1.1 Background of Code-Switching

The concept of code-switching, which is grounded in language and sociolinguistics, has become a focus of much theoretical interest. This arises from the complex processes of code-switching, in which people who are bilingual or have other such languages switch between languages depending on context, partners, and purposes (Auer, 1998). While it can be random, code-switching indeed has a clear structure that proves the impact of linguistic factors, social factors, and psychological factors (Myers-Scotton, 2002; Ahmad et al., 2024). These patterns can occur in different ways, including intra-sentential, where code-switching takes place within a single sentence in turn, and inter-sentential, where code-switching occurs at the turn or discourse segment level (Poplack, 1980).

The literature on code-switching has been explored in detail, with researchers seeking to explain the dynamics of switching between two languages as a linguistic phenomenon while also considering the sociocultural factors that accompany it. Research has also shown that code-switching is not only a matter of swapping words, but it is also used for such functions as Turn-taking, social identity, and emphasis (Gumperz, 1982; Fatima et al., 2024). However, code-switching patterns relate to the social identity of the speakers, language beliefs and practices, and the usage of language in communication, thus showing how language intertwines with social factors (Heller, 2007; Khan et al., 2024).

Moreover, research on code-switching has resulted in the establishment of theoretical models that attempt to describe the processes and purposes of this practice. Myers-Scotton's (1993) Matrix Language Frame model gives knowledge about how bilinguals select the linguistic components in the two languages to construct meaningful sentences. Further, the Sociolinguistic Theory of Style proposed by Labov (1972) describes how code-switching is a part of style in certain speakers to convey societal implications and manage personas.

Aside from theoretical contributions, quantitative research has offered valuable insights into how and to what extent the process of code-switching occurs in various linguistic domains and among different groups of people (Riaz et al., 2024).

The study of the code-switching phenomenon can be categorized as a promising and rather promising line of research that belongs to the interdisciplinary fields of linguistics, sociolinguistics, and psychology. Therefore, from the theoretical perspective, methodological advancements, and sociocultural significance, researchers still build the knowledge of the code-switching processes and the impact on language, interactivity, and communication.

1.2 Significance of the Topic

The significance of code-switching in the teaching and learning of the English language cannot be overemphasized. In the multicultural learning environment, many students come from different linguistic backgrounds, and code-switching helps link their first languages with the second language, in this case, English. Nevertheless, the overuse of code-switching can also be disadvantageous for students' language learning as it limits their contact with the English language and strengthens their focus on their first languages (García & Li, 2014). Therefore, to optimally apply code-switching as a strategy in language teaching and learning of the second language, one needs to know how the process of code-switching works.

1.3 Purpose and Scope of the Review

This review seeks to present a clear and critical analysis of code-switching as one of the factors that hinders the teaching and learning of English in a multilingual setting. Thus, the review

will also consider the processes of code-switching, the impact of such processes on learning and teaching of languages and other issues. In addition, the review will highlight measures that can be adopted to reduce the negative effects of code-switching while at the same time harness the advantages of learning another language. Hence, the review aims at filling the gaps in the literature regarding the use of code-switching in MLE and providing suggestions and best practices to language teachers and scholars.

THEORETICAL FRAMEWORK

2.1 Definition of Code-Switching

Code-switching is a complex sociolinguistic phenomenon which involves switching from one language to another within a particular conversation or within a specified interaction (Gumperz, 1982). This alternation can take place at different linguistic tiers: which includes lexical, syntactic and phonological. In this type of bilingualism, the use of both languages is not random but is regulated by principles that are linguistic, social, and psychological (Auer, 1998). While some of the patterns of code-switching may be explained by more specific paralinguistic factors such as referential needs or group solidarity, other forms may be associated with more general, culturally derived conceptions of the self (Garcia, 2009). For a better understanding of the effects of code-switching in learning environments, it is necessary to discuss other uses of code-switching and their consequences.

2.2 Types of Code-Switching

There are many forms of code-switching that have been noted by different scholars in as much as they differ in linguistic and sociocultural properties. Intra-sentential code-switching refers to the use of features of two or more languages within a single sentence for purpose or stylistic meaning. On the other hand, Inter-sentential code-switching is defined as where the two languages are switched at the end of a sentence, due to changes in the discourse structures or communicative purposes (Myers-Scotton, 2002). There are other classifications of code-switching as well; for example, tag-switching is used when one word or phrase of the utterance belongs to the other language, and situational code-switching takes place in particular social or contextual circumstances (Muysken, 2000). It is, therefore, important to note these many forms of code-switching as a way of identifying the workings and implications of code-switching in education.

2.3 Sociolinguistic Perspectives

From a sociolinguistic perspective, code-switching is important in the ways it is used to establish and maintain social relations and linguistic practices in communities (Heller, 2007). Thus, it performs diverse roles, which include indicating a certain membership to a certain group, embracing or identifying with members of a certain group, or showing a certain amount of distance from them (Gumperz, 1982). In multilingual education settings, code-switching has implications for the student's belonging to a certain native language community or their attempts at transitioning between different language resources (García & Li, 2014). Sociolinguistic studies show how language, culture, and identity are intertwined, which is why culture-sensitive practices should be employed in education.

2.4 Cognitive Perspectives

From a cognitive point of view, code-switching involves the ability to control and use two languages, and this involves the following: Green (1998). Bilingual individuals possess the

ability to regulate the language and thus use the right language due to some factors or in relation to some purpose (Costa & Santesteban, 2004). Previous studies on code-switching have offered information on multiple cognitive facets, for instance, the inhibition of ineffective languages, focus on certain language representations, and other similar facets. Language teachers must understand these processes to design appropriate interferences that promote bilingualism without language disruption.

CODE-SWITCHING IN MULTILINGUAL EDUCATIONAL SETTINGS

3.1 Contextual Factors Influencing Code-Switching

Crossing over from one language to another in multilingual education depends on the type of learners, language culture, and language policy legislation (B, García & Li, 2014). This is particularly helpful in settings where students with varying first languages are required to flip between languages in order to be comfortable and communicate content effectively (Rymes, 2006). Furthermore, to the extent that teachers are bilingual or multilingual, they may switch between languages during instruction in order to assist the students in comprehending the message as well as in learning (Grosjean, 1982). Also, code-switching is anchored on sociopolitical grounds since language bureaucracy measures, power relations, and policies either encourage or prohibit codeswitching in educational contexts (Heller, 2007).

3.2 Effects of Code-Switching on Language Acquisition

Bilingualism, especially code-switching, can either promote or hinder learning depending on the learner's fluency, familiarity with the target language, and teaching methods (Myers-Scotton, 2002). On the one hand, a number of authors argue that code-switching is effective for learning since it entails contextual support and improved understanding (García, 2009). On the other hand, some forces work against the benefits of CI, namely interference effects and restricted target language use (Bialystok, 2001). Also important is how often codeswitching occurs and its functions because overuse could impair learners' development of the code (Poplack, 1980). Educators must use it properly to concentrate on the benefits and avoid focusing on the drawbacks that hinder language learning.

3.3 Role of Teachers in Code-Switching Practices

The role of teachers is central in facilitating code-switching practices in MLES and influencing students' language use and attitudes toward languages (García & Li, 2014). To implement the use of code-switching in teaching, the teachers will be able to establish multiculturally appropriate practices that are culturally sensitive to the students' languages and also foster bilingualism among students (Hornberger, 2007). However, teachers need to be competent and aware of language ideologies and their ability to support language development (Auer, 1998). Moreover, teachers should understand and act on the sociopolitical issues of language education, which encourages policies that promote multilingualism without depriving other capable learners of an equal opportunity to education (Skutnabb-Kangas et al., 2009). Therefore, preparing teachers to manage code-switching appropriately is vital in enhancing diverse and efficient language education.

IMPEDIMENTS OF CODE-SWITCHING TO TEACHING AND LEARNING ENGLISH

4.1 Linguistic Interference and Language Mixing

The main difficulty that arises with code-switching in teaching and learning English is that of interference and mixing of languages. Interference can occur in the syntactical, lexical, and

phonological systems of the two languages; this can confuse the learner and may even have an impact on their English (Bialystok, 2001). It is such switching that can hinder the construction of stable and accurate grammatical and syntactic representations in second-language learning and communication (Grosjean, 1982). Moreover, overlap is evidenced when a student employs features from the L1 in English and ends up making a mistake or using non-English that is contrary to the normality (Kroll & Gollan, 2014). Thus, although translation and code-switching are helpful in some cases, they present challenges for learners in their efforts to achieve the appropriate norms of English.

4.2 Limited Exposure to English

Another challenge of code-switching in teaching and learning English is the delay in exposure to the target language. In situations when code-switching prevails, the students may have few opportunities to use English in everyday life and, therefore, get comparatively less practice in the language (García & Li, 2014). This limited exposure can negatively impact language acquisition as learning heavily relies on the frequency and interaction with the target language (García, 2009). As a result, certain gaps may develop in their lexical, grammatical, and communicative knowledge and skill profiles, thus undermining students' general level of English proficiency and their ability to use the language for academic and interpersonal purposes (Baker, 2011). Consequently, overdependence on code-switching may indeed hinder the linguistic growth of a person by denying them the opportunity to interact with English.

4.3 Perceived Negative Attitudes Towards English

Negative attitudes towards English can also be perceived as an obstacle to teaching and learning English in multilingual contexts where codeswitching is rampant. Some people may have a negative attitude towards the use of English due to the following reasons: English is associated with colonialism, elitism, or cultural imperialism, and as such, people may resist or be slow to learn English (Heller, 2007). Furthermore, learning English may lead to students' negative attitudes in terms of their own language or ethnic group or negative attitudes towards other groups of people because of their English language proficiency or lack of it (Skutnabb-Kangas et al., 2009). These negative attitudes can demoralize the students, reduce their interest and willingness to engage in English learning activities, and thus hamper their learning and the success of any efforts aimed at teaching the language to them (García, 2009). It is crucial to combat such unfavorable perceptions in order to nurture an appropriate atmosphere that will allow for freedom in using linguistic varieties and encourage learners to appreciate the use of English as a means of self-fulfillment and achievement.

Benefits of Code-Switching in Language Learning

5.1 Facilitation of Comprehension and Communication

Based on the clear and manageable definition provided above, one of the potential advantages of code-switching in a foreign language acquisition context is in aiding the process of understanding and conveying messages. Education in multilingual learning contexts often involves code-switching because students may have different levels of proficiency in their languages (García & Li, 2014). Thus, the inclusion of fragments from other languages helps students to draw on familiar linguistic tools and eliminate gaps in understanding, which allows them to actively engage in learning and discussing academic subjects (Rymes, 2006).

Moreover, code-switching enables better communication since learners are able to convey what they want to say in a more precise and coherent manner, especially when presenting issues that are hard to explain in one language (Auer, 1998). Consequently, code-switching helps in the acquisition of languages as it fosters understanding and promotes interaction between students and teachers.

5.2 Maintenance of Linguistic Identity

Thus, another aspect of positive outcomes of code-switching in language learning can be noticed, and it is the preservation of linguistic personality. In multicultural and multilingual societies, language bears a lot of significance as it is a symbol of the social and cultural identity of the speakers (Grosjean, 1982). Code-switching enables the students to be able to have multiple voices where they are able to use their linguistic resources and switch from one language variety to the other and back with ease (Heller, 2007). Code-switching helps students embrace linguistic variation and value their native languages; therefore, it enhances the students' self-identity and positive perception towards language learning and use, including English and other languages (García, 2009). Furthermore, code-switching allows students to remain in touch with their cultural and linguistic roots and foster the continuity of diverse languages in globalized societies (García & Li, 2014).

5.3 Enhanced Motivation and Engagement

Code-switching also enhances motivation and interest in learning languages since the instruction and learning processes involve the first language of the learners. This allows learners to learn in culturally appropriate environments that support their linguistic identity and appreciate different modes of communication (Skutnabb-Kangas et al., 2009). Integrative learning environments promote positive attitudes toward language learning and the encouragement of learners' participation in activities and engagement with the English language materials (García & Li, 2014). Furthermore, code-switching creates a learning community that empowers students and, at the same time, helps them learn from their peers and teachers using the correct language (Hornberger, 2007). Such engagement results in enhanced understanding, memory, and acquisition of language (Baker, 2011). This way, using code-switching, teachers can build contexts that will be appealing to the students and will make them engaging and responsive.

STRATEGIES FOR ADDRESSING CODE-SWITCHING CHALLENGES

6.1 Establishing Language Policies and Guidelines

Code-switching issues can be managed by implementing language policies and language-related rules in learning institutions. These policies set the parameters for controlling language in learning institutions and establish guidelines concerning the use of various languages in teaching and communication (Hornberger, 2007). Through the enhancement of clear language policies that specify the uses of code-switching within specific contexts and for specific purposes, general confusion in language instructions can be avoided. Besides, such policies can enhance multilingualism, create more welcoming classroom climates, and acknowledge the importance of students' first languages in addition to English (García, 2009). Administrators with teachers, students, and community members can come up with policies that respond to the linguistic diversity of populations and promote equality in education (Skutnabb-Kangas et al., 2009).

6.2 Promoting Code-Switching Awareness

The second way of approaching the issue of code-switching is by increasing knowledge and recognizing the process of code-switching between educators, students, and parents. Most of the misunderstandings and negative stances towards code-switching stem from the failure to appreciate the linguistic and sociocultural roles it plays (Auer, 1998). Thus, the need to increase the level of awareness about such aspects as the benefits and challenges of code-switching is pertinent when it comes to adopting a more enlightened language teaching approach (Grosjean, 1982). Faculty members can organize seminars and workshops that will bring awareness as to how code-switching is employed in language acquisition, interaction, and self-formation processes (García & Li, 2014). Engaging the students and parents in these initiatives could also enhance appreciation and acceptance of code-switching as a valuable linguistic practice that enhances language growth (Heller, 2007). Thus, raising code-switching consciousness within an institution implies that more appreciation of language variation and respect for cultural differences in language use would be achieved (Rymes, 2006).

6.3 Integrating Code-Switching into Pedagogical Practices

Code-switching, therefore, should be embraced in teaching practices as one of the measures that can be employed to overcome various challenges while ensuring that the benefits of the strategy are realized in teaching languages. In this way, instead of perceiving code-switching as a barrier to learning, educators can incorporate it as a strategy for facilitating learning, understanding, and language learning (Baker, 2011). For example, in explanation of terms, discussions with students, or when giving feedback, the teacher can engage in code-switching to ensure students are supported in their first language and to foster meaningful communication (García & Li, 2014). Teachers also can demonstrate code-switching as an aspect of communicative repertoire and explain how it actually works in different settings (Auer, 1998). Code-switching in classrooms can help teachers establish learning environments that address students' language repertoires and ensure equal opportunities in education (Hornberger, 2007).

CONCLUSION

7.1 Recapitulation of Key Findings

In this review paper, we have discussed various facets and concerns of code-switching and its applicability in teaching and learning English in multilingual settings. We first recalled the history of code-switching, emphasizing the fact that it is not a language use but rather a use of languages with histories and cultures. In light of the various theoretical perspectives presented and the existing literature, we provided different forms, roles, and processes of code-switching and stressed the relevance of code-switching in language use and identity formation.

We then explored the barriers to code-switching to teaching and learning of English where we discovered that language interference, restricted access to English, and unfavorable perceptions of the language are some of the difficulties encountered. We also discussed the advantages of code-switching within language learning, such as the ability to enhance comprehension, sustain the linguistic identity of learners, and escalate motivation and interest among students.

In light of the identified code-switching issues, we provided recommendations for educators and policymakers consisting of language policies, raising awareness, and utilizing code-switching in learning processes. By understanding the implications and possibilities of code-switching, educators can foster positive contexts of learning that do not hinder students' language development and achievement?

7.2 Implications for Practice and Research

The following are the practical and research implications of this review in the field of language education. Firstly, it becomes important for educators to comprehend that code-switching is not always a disadvantage for language learning and that the right teaching techniques are going to be beneficial for the students. This may involve providing staff development to teachers with a view to enhancing their awareness of the processes of code-switching and how it could be integrated into classroom practice.

In addition, language policymakers have to be mindful of the sociolinguistic features and beliefs in learning institutions when implementing language policies. By promoting linguistic diversity and supporting students' multilingualism, policymakers can create inclusive learning environments that validate students' linguistic identities and foster positive attitudes toward language learning.

In terms of the research, it is suggested that more research studies should be carried out with regard to the effects of code-switching on the acquisition of a second language in relation to the learners' proficiency, their attitudes towards the second language, and the teaching methodologies. A longitudinal study that observes students' language use over time could be helpful in providing more light on the temporal effects of code-switching on the bilingualism and academic achievement of students.

In addition, studies should explore the impact of various approaches to the management of code-switching difficulties in various education settings. Research focusing on the consequences of language policies, training of the teachers and practices aimed at enhancing the efficacy of language education could be used to develop efficient language education policies.

7.3 Future Directions

When considering future trends, it is crucial to acknowledge the changes in language practices and language ideologies in more diverse and globalized societies. Further research should expand on the contemporary patterns of code-switching like the use of digital technologies and transnational groups, and the effect of such trends on language education.

Furthermore, attempts to advance linguistic diversity and multilingualism should be incorporated into such large-scale schemes as social justice, equity, and tolerance. Thus, acknowledging and appreciating the multilingual realities of learners provides educators and policymakers with the opportunity to ensure that all students are academically successful and can effectively operate in the globalized world.

In conclusion, this paper has identified the potential of code-switching as a factor that can either facilitate or hinder language instruction and acquisition in multilingual classrooms. In light of the multifaceted nature of code-switching processes and by following best practice guidelines, language teachers are able to design and foster linguistic and culturally appropriate classrooms and lessons that foster the student's language development.

REFERENCES

Auer, P. (1998). *Code-switching in conversation: Language, interaction and identity*. Routledge.

Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Multilingual Matters.

Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge University Press.

Costa, A., & Santesteban, M. (2004). Lexical access in bilingual speech production: Evidence from language switching in highly proficient bilinguals and L2 learners. *Journal of Memory and Language, 50*(4), 491–511.

García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.

García, O., & Li, W. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.

Green, D. W. (1998). Mental control of the bilingual lexico-semantic system. *Bilingualism: Language and Cognition, 1*(2), 67–81.

Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Harvard University Press.

Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.

Heller, M. (2007). Bilingualism as ideology and practice. In N. Hornberger (Ed.), *Encyclopedia of language and education* (2nd ed., Vol. 5, pp. 19–30). Springer.

Hornberger, N. H. (2007). Opening and filling up implementational and ideological spaces in heritage language education. *The Modern Language Journal, 91*(4), 621–634.

Kroll, J. F., & Gollan, T. H. (2014). Speech planning in two languages: What bilinguals tell us about language production. In M. Goldrick, V. S. Ferreira, & M. Miozzo (Eds.), *The Oxford handbook of language production* (pp. 165–183). Oxford University Press.

Labov, W. (1972). *Sociolinguistic patterns*. University of Pennsylvania Press.

Muysken, P. (2000). *Bilingual speech: A typology of code-mixing*. Cambridge University Press.

Myers-Scotton, C. (1993). *Social motivations for code-switching: Evidence from Africa*. Oxford University Press.

Myers-Scotton, C. (2002). *Contact linguistics: Bilingual encounters and grammatical outcomes*. Oxford University Press.

Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics, 18*(7–8), 581–618.

Rymes, B. (2006). *Classroom discourse: The language of teaching and learning*. Heinemann.

Skutnabb-Kangas, T., Phillipson, R., Mohanty, A. K., & Panda, M. (2009). *Social justice through multilingual education*. Multilingual Matters.

Ahmed, S., Memon, N. A., Batool, Z., & Wazir, S. (2025). Assessing the impact of technology integration on teaching and learning in Pakistani universities. *Journal for Current Sign, 3*(3), 658–576.

Akhter, N., Ahmad, M., Mehrdin, N., Hussain, Z., & Akhtar, S. (2023). Major Islamic educational institutions and their contribution during colonial period in Indian sub-continent. *Arbor*.

Ahmad, M., Hafeez, A., Rehman, M. F. U., Ali, W., Akhtar, K., & Hussain, Z. (2024, March 14). The historical emergence and contemporary interpretations of religious authority in different Muslim communities. https://migrationletters.com/index.php/ml/article/view/9245

Fatima, N., & Ahmad, S. (2025). Formulaic language in high-stake research writing: Investigating the semantic implications of collocations and fixed expressions in postgraduate dissertation. *Research Journal in Translation, Literature, Linguistics, and Education, 1*(4), 36–47.

Fatima, N., Afzaal, H. M., & Zubair Hussain, D. M. K. M. S. (2024). Language and emotion: A study of emotional expression in multilinguals. *Journal of Applied Linguistics and TESOL (JALT), 7*(4), 932–946.

Khan, M. I. M., Saeed, A. A., & Hussain, Z. (2024). Analyzing the role of stakeholder analysis in strategic decision-making. *Contemporary Journal of Social Science Review, 2*(04), 1099–1108.

Saleem, K., Ali, I., & Hussain, Z. (2022). Strategic and security challenges to Pakistan 2001–2020. *PalArch's Journal of Archaeology of Egypt/Egyptology, 19*(4), 555–569.

Memon, N. A., Paracha, U., & Ahmad, M. S. (2025). The future of human-computer interaction: A study of AI-powered interfaces and their impact on user experience. *Spectrum of Engineering Sciences*, 945–958.

Malokani, D. K. A. K., Ali, S., Nazim, F., Amjad, F., Hassan, S. S., Rani, S., & Ahmad, S. (2023). Impact of succession planning on employee retention: Mediating role of career development. *Journal of Positive School Psychology, 7*(4), 284–292.

Nazir, M., Ahmad, A., Adil, M., Hussain, Z., Raza, N., & Khadim, M. (2025). Artificial intelligence and its role in education in Pakistan: Opportunities, constraints and a policy to practice pathway. Journal of Asian Development Studies, 14(4).

Ramadani, F. (2021). Role of language and identity in the field of disclosure of cultural studies. Available at SSRN 5463856.

Ramadani, F. (2022). A literary mapping of the period-specific cultural zeitgeist in American literature of the twentieth century. *Journal of Positive School Psychology, 6*(5).

Rasool, U., Qian, J., Saqlain, M., & Abbasi, B. N. (2022). Written corrective feedback strategies: A systematic review. *Voyage Journal of Educational Studies, 2*(2), 67–83.

Riaz, N., Hussain, Z., Ahmed, J., & Lodhi, K. (2024). The role of emotional intelligence in effective management decision-making. *Contemporary Journal of Social Science Review, 2*(04), 13–22.

Saqlain, M. (2021). Middlemarch: Dramatizing psychological dynamics of bodies and surroundings. *University of Chitral Journal of Linguistics and Literature, 5*(I), 279–292.

Zaidi, S. G. S., Orazmukhametova, L., Zahra, S. K., Haider, Z., Mustafa, S., & Ahmad, S. (2025). Experiences and coping strategies of warm-climate international students adapting to cold weather in Moscow: A qualitative study. *TPM–Testing, Psychometrics, Methodology in Applied Psychology, 32*(S8), Posted 05 November.