

Localising English Teaching: A Cross-cultural Analysis of Code-switching Dynamics in Multilingual India

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In linguistically diverse countries like India, code-switching is not merely an exception but a fundamental communicative practice that shapes everyday interactions. This study examines the interplay between regional languages and English, focusing on how code-switching functions as a tool for negotiating linguistic identity, pedagogical accessibility, and social mobility within India's multilingual landscape. Grounded in translanguaging theory and the concept of linguistic repertoires, the research explores how multilingual speakers integrate diverse lexical and morphological features into a fluid semiotic system rather than alternating between distinct language structures. By employing a sociolinguistic and discourse-analytic approach, this study investigates the motivations and functional dimensions of code-switching in educational and social domains, shedding light on how English is localized and recontextualized within indigenous linguistic frameworks. The findings highlight the role of code-switching in resisting linguistic hegemony and fostering inclusive, decolonized approaches to English language teaching. By examining both convergences and divergences in code-switching patterns, this paper contributes to the broader discourse on multilingual pedagogy, advocating for a more context-sensitive and culturally responsive approach to English education in India.

Keywords: Communication, Code switching, Hegemony, Decolonialism, Multilingualism