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NEGOTIATING IDENTITY THROUGH CODE-SWITCHING IN MULTILINGUAL LEARNING SPACES

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ABSTRACT

The study tries to explore the frequency of code-switching in classroom between minority language speakers and majority language speakers. And the way identity is created and portrayed using a language. For this purpose, students from different universities of Peshawar were studied. Data was collected with the help of online surveys and interviews. Different reasons came up for code-switching. Code-switching helped students talk or discuss those topics which were difficult for them to communicate in second language. Another reason of code-switching was to create relations with peers and form a bond. Majority language speakers switched between languages more freely as compared to minority language speakers. Majority or dominant language was understandable to larger number of people. Whereas minority language speakers usually switched to their native languages with peers who shared same the language. Using a specific language or code-switching to a specific language indicated about their background. And students also used to code-switch to maintain and implicitly tell about their cultural background.

Key words: Code-switching, identity, dominant language, minority language, students, multilingual classroom

Introduction

In today's globalized world, multilingualism has become a common thing. People usually alternate between two or more languages, which is known as code-switching. According to Gumperz (1982) and Hall (1996) code-switching is a linguistic instrument, but also a means to express identity. Students frequently code-switch to different languages based on situations and needs. Code switching is done based on situation and the audience. Students use this language practice intentionally through which they show their affiliation with particular groups and cultural backgrounds (Martin-Jones,

1995). During code-switching students reveal their cultural connections. The language choices represent membership of particular ethnic or cultural community. Educational environments rely on code-switching to perform multiple educational objectives. Code-switching in classrooms serves three purposes which include helping students grasp difficult information, enhancing peer relationships and promoting inclusive learning environments (Creese & Blackledge, 2010). The scientific record demonstrates that teachers implement code-switching for three main purposes. Which is to clarify challenging vocabulary, help students understand the lesson material and to maintain classroom order (Azlan & Narasuman, 2013). Students having minority language adjust their code-switching behavior strategically to blend socially or academically especially when institutional practices prioritize languages like Urdu and English and sometimes Pashto. Education experts debate the numerous advantages and disadvantages of students who code-switch during classes. According to Azlan and Narasuman (2013), overuse of code-switching interferes with the acquisition of second language (L2). The scholars of this viewpoint consider this practice as a vital tool for learning and identity maintenance that supports multicultural development (Hall & Nilep, 2015). The study investigates how code-switching works at different universities in Peshawar. Also, the impact of code-switching and use of a specific language creates identity and links an individual to a culture.

In multilingual classrooms code -switching is a very common practice. While code-switching is viewed as a pragmatic tool to aid communication, it also acts as an identity marker reflecting individuals' cultural affiliations, social relationships, and self-expression. There is limited understanding of how students use code-switching to express their identities, how teachers perceive and respond to such practices, and whether these interactions contribute to inclusive or exclusionary classroom dynamics. This study seeks to examine that how code-switching operates as an identity marker in multilingual classrooms investigating its roles, functions, and impacts on the learning experience and social cohesion among students and teachers. To examine how code-switching creates and portrays an individual's identity and cultural background. And to examine the code-switching patterns of minority language users and majority language users within a classroom.

This research study provides a valuable insight into code-switching being a linguistics strategic tool and also a means to demonstrate social affiliation and create identity. The results are based on survey and interviews from students. As the main setting for the research was classroom. The outcome signifies that code-switching not acts as a linguistic limitation rather it promotes variety and makes discussions versatile.

Research Questions

1. In what ways does code-switching reflect students' cultural identities and social affiliations?
2. What are the differences in code-switching patterns between dominant and minority language speakers in multilingual settings?

Literature Review

Code switching is alternating between two or more languages within a conversation, sentence or discourse. Code switching is a very common practice among multi-lingual individuals. People who live in multilingual communities commonly switch languages depending on circumstances including context, audience and communicative requirements. In educational environment code-switching is used in various ways to improve understanding of any concept, it helps students learn easily and effectively and it functions both as a communication tool and also a way to display identity. Identity refers to an individual's sense of self, it is shaped by personal experiences, cultural heritage, and social contacts, in all of these, language places a crucial role. According to Hall (1996), identity is something fluid and it is not fixed, it changes based on our experiences and interaction with others. In sociolinguistics, identity is linked to the usage of language as it acts as a signifier of one's identity and indicates social position, affiliations and group memberships (Blomquist 2009). Identity develops through social interaction as an individual construct that changes through communication throughout time.

Sociolinguistics have conducted extensive research on code-switching. Gumperz (1982) explains code-switching operates as a discourse approach that functions to indicate group affiliation while fostering unity and establishing social identity distinctions. Language usage plays an essential role in constructing identities. Multilingual classrooms utilize code-switching to represent students' linguistic skills and social backgrounds which builds their personal identities while strengthening group connections. According to Myers-Scotton (1993), the Markedness Model demonstrates that speakers perform language switching by combining social reasons with communicative objectives (Hall & Nilep, 2015). The Ethnography of Communication model (Hymes, 1972) presents code-switching as a planned technique for building relationships and social constructions (Unamuno, 2008).

When code-switching is used effectively in classroom it improves the learning of new words as well as develops students' awareness of language structure and allows for greater cognitive immersion. Code-switching facilitates the transfer of knowledge from L1 to L2 by enabling student comprehension through their native language. Studies show teachers apply code-switching techniques mainly for explanations and

clarifications of complex concepts and also reinforcements to help students master difficult concepts (Lugolobi-Nalunga, 2013). Language learning students benefit from code-switching as this method improves vocabulary retention and builds metalinguistic abilities which deepen cognitive processing (Azlan & Narasuman, 2013). Researchers argue about code-switching educational value since some school officials consider it a barrier to language acquisition but others recognize its potential as a beneficial resource. Garcia and Wei (2014) promote translanguaging as an educational approach which supports multilingual practices because they believe that code-switching improves learning results and creates inclusive spaces. The recognition of various languages used by students as L1 enables teachers to establish classrooms that respect linguistic differences. The research work by Creese and Blackledge (2010) shows how code-switching should be integrated into educational methods to utilize student language abilities while developing their sense of identity.

The ability of code-switching plays an essential role in classrooms containing students with various linguistic experiences. Code-switching enhances both classroom control systems and creates an environment that includes all students. Teachers utilize code-switching to preserve classroom control as well as student discipline while building an environment where students feel comfortable learning (Azlan & Narasuman, 2013). The usage of code-switching among students enables both emotional communication and peer discussions along with the formation of social relationships (Blomquist, 2009). Code-switching helps learners connect with each other and gain special importance, it includes students with different native languages within a classroom. Multilingual educational settings demonstrate extensive use of code-switching based on multiple research studies. According to Canagarajah (1995) and Martin (2005), students and teachers employ code-switching as it helps them understand each other better and creates friendly relationships and expresses their cultural background. According to Probyn (2009) at South African educational facilities, he discovered that students engage in code-switching to connect across language barriers and express their cultural backgrounds. According to Ting (2007), students in Malaysian education settings used code-switching for instructional needs and to indicate their membership to a specific ethnic group. The research demonstrates that code-switching acts as an educational instrument while enabling people to express their personal identity and affiliation to various groups.

Various studies have talked about the connection between code-switching and identity. According to Martin-Jones (1995), the way people choose their language demonstrates both their social affiliations and sense of belonging to their community (Hall & Nilep, 2015). The use of a specific language indicates various implicit meaning, such as affiliation and belonging from a certain background. At bilingual and

immigrant academic settings students use code-switching as a way to connect their cultural background with new linguistic environments (Blomquist, 2009). Code-switching is a very common practice at any bilingual or multilingual classroom setting. Teachers and students do so because of various linguistic and cognitive needs and it also creates a sense of familiarity and connection among members of the classroom. Teachers at Pakistani schools observe students moving seamlessly between the use of English, Urdu, and local vernaculars to show their multi-faceted cultural affiliation (Lugolobi-Nalunga, 2013).

The educational community continues to debate the uses of code-switching due to its known advantages. Teachers who disagree support the opinion that excessive code switching results in decreased exposure to target language which can negatively affect L2 acquisition. According to Azlan and Narasuman (2013), the frequent use of code-switching by educators leads to less exposure of the target language which might cause difficulties in L2 acquisition. Some observe code-switching as an evidence of linguistic weak points instead of recognizing it as an effective communicative method (Unamuno, 2008). Researchers now suggest that the proper use of code-switching improves language learning without detracting from L2 training opportunities (Hall & Nilep, 2015). New researchers support the idea that code-switching helps in understanding new ideas rather than causing hindrance in L2 acquisition.

The practice of code-switching remains essential for Pakistanis who seek to create their personal identity. People commonly utilize this technique for expressing membership within specific classes, professional groups or social clubs. According to Mahmood and Shah (2014) students along with teachers regularly switch between Urdu and English during their communication in order to present themselves as educated and modern. People practice this change because they need to display their professional abilities and expertise to others. According to Rehman (2012) the Pakistani English newspapers employ a hybrid approach to maintain their local audience retention by adopting Urdu terminology. Urban mixed identity develops through the combination of different languages in use. According to Ghani (2003) educators shift between language codes as an educational tool for both behavioral control and emotional connection with their students. The same purpose of code-switching exists in media communication. TV characters switch between languages to demonstrate power dynamics together with class status and gender position (Ali & Musarrat, 2018). The speech patterns used by people in everyday communication also appear in this writing. Mansoor (2004) indicates that university students use specific languages which reveal their socioeconomic status. The selection between English and Urdu or regional languages indicates whether someone identifies as part of the elite or the local community. The findings from these studies demonstrate that code-switching conducts according to

deliberate patterns. Through this tool people can actively mold both their personal perception as well as external perceptions because of others. The use of language in Pakistan strongly connects to self-expression related to cultural heritage and social ranking.

Most academic research about code-switching came from teacher usage perspectives. Researchers paid minimal attention to the students' preferences. A numerous body of research tackled the application of code-switching as an educational methodology. Researches lack how code-switching creates identity within educational contexts. Research from the past demonstrated that code-switching produces positive outcomes regarding classroom management along with student learning practices. Little attention was dedicated to emotional or cultural expression linked to code-switching. The area of research concerning South Asian contexts remains quite restricted. Research about minority language speakers remains insufficiently studied. Research investigations regarding establishing connections between dominant language use with minority language use was not very promising. This study addresses the research shortage by investigating the ways students in multilateral classrooms employ code-switching for identity representation while seeking classroom inclusion and managing communication activities.

Multilingual classrooms require code-switching as their fundamental element because it serves both instructional and cross-cultural purposes. Future research should establish optimized policies to utilize code-switching in order to transform linguistic diversity into educational enhancements and not into learning barriers. The identification of code-switching as a linguistic resource helps develop educational spaces supporting students' cultural along with linguistic identities. Successive research needs to investigate proper methods of implementing code-switching into educational trainer development to unlock its maximum educational value. Code-switching functions as an essential tool in multilingual classrooms to offer training facilitation along with cultural understanding. Valuing code-switching as a linguistic resource helps establish classrooms where students receive full cultural and linguistic identity support. Through this skill, students can efficiently handle different social identities while connecting with their culture and improve their overall communication abilities. Teachers should investigate practical approaches for integrating code-switching as an effective pedagogical technique that promotes language acquisition with strong identity affirmation.

Methodology

A mixed method approach is used in this research study which integrates both quantitative data collection methods along with qualitative data collection methods.

The research employed mixed methods to deliver thorough insights into the examined subject by combining statistical data with deep participant responses. The questionnaire adopted a structured approach for quantitative investigation while interviews applied a semi-structured methodology for the qualitative method. The research design enabled triangulation which improved both validity and depth of the collected findings.

This research examined students from universities of Peshawar who made up the target population. There were almost 100 students involved in the quantitative data collection through convenience sampling. It is an easy way to collect data (Alkassim, 2016). A purposive sampling strategy helped select 8 to 10 interview participants based on their willingness and availability to obtain diverse perspectives in the research.

A structured questionnaire served as the main data collection instrument for important study variables. The research instrument included both fixed set questions together with Likert-type questions to permit statistical evaluation. The online questionnaire was provided to 100 students from different universities located in Peshawar. The research objectives required measurable data collection to identify patterns which would lead to suitable findings. For the qualitative method semi-structured interviews were held with 8 to 10 students. The interview guide is built upon questionnaire themes while keeping space open for students to discuss their answers in detail. The interviews extended from 10 to 20 minutes in duration while the researcher transcribed down their answers for future analysis.

The data obtained from survey questionnaires underwent descriptive statistical analyses. The data analysis included both percentage distributions along with mean scores combined with frequency distributions. Statistical data revealed the total number of students who selected particular responses and the average responses received from the student population.

The researcher evaluated the interviews through thematic analytical practices. Thematic analysis is a common method to analyse common themes and patterns. (Braun & Clarke, 2006). The researcher carefully examined every interview transcript one by one. Researchers looked for recurring concepts and themes throughout the data. The identified themes served to explain why students selected particular responses. Analytical interpretation added more significance to the survey results. These immersive interviews enabled the researcher to explain students' decision making beyond their numerical responses.

The researcher took consent from all participants. The research purposes were explained before the beginning of participation in the study. All participants joined the study on a voluntary basis. Their answers remained strictly confidential. The responses

of participants were included anonymously to protect personal information for confidentiality reasons.

Findings

Qualitative Findings

The research gathered essential findings from Peshawar universities students possessing different linguistic backgrounds. The analysis of interviews through thematic methods uncovered how students switch codes. This code switching is based on environmental factors. It is also influenced by identifying characteristics, social ease and also classroom-related perceptions.

Multiple students revealed their habit of code switching during classroom interactions. The speakers displayed code-switching habits primarily through normal conversations along with explanations of complex subjects. A speaker from Pashto community explained that they speak Pashto with friends while using English for educational topics. The language use between English and Urdu was frequent among Urdu speakers when talking casually with their peers. Both Hindko, Chitrali and Persian speakers indicated the use of language according to their listeners and conversation content.

Students made decisions about code switching based on the listener's cultural origin and topic of discussion. Participants frequently adopted different languages to achieve comprehension. Most students chose Urdu or English when speaking formally during presentations or when speaking with their teachers. Peer familiarity and topic complexity served as main factors when the speaker made language changes.

The comfort level that students experienced depended on their communication partners. The students felt comfortable throughout their interactions with classmates who also shared same native language. The practice strengthened relationships among people. Students mostly employed Urdu or English when they interacted with teachers or those who spoke a different language. Students observed that code-switching emerges organically because it demonstrates implicit mutual comprehension between group members.

Students frequently used code-switching as an important method to communicate their cultural background. Native language speakers of Urdu, Hindko, Persian and Chitrali described feeling a deep emotional bond toward their mother tongues. The inclusion of cultural expressions in their communication developed a sense of connection to their heritage. According to a Chitral speaking student, their language enables them to maintain their heritage connection. Whereas a Pashto speaker disagreed that code-switching captured cultural identity since it was often used as a convenience.

Many students chose to use their original native words instead of both Urdu or English language equivalents. Because they held deep sentimental and cultural significance. Students preferred to use "Singa Yeh" (Pashto) and other phrases instead of their English or Urdu equivalents. People use these passionate expressions for conveying emotions which are difficult to express in alternate languages.

Users of Hindko, Chitrali and Persian languages among minority populations tended to alternately use multiple languages in their communication. Minority language users used to code switch to integrate themselves in majority language speaker. Pashto speakers, considered dominant languages tended to avoid code switching. Minority language speakers used Urdu or English in contact with teachers to present a formal image. Students reported that teachers displayed neutral or supportive behavior towards code switching. Teachers sometimes prompted students to remain within a single linguistic framework because it improved clarity. The practice of multilingual code-switching received approval among students. Several students mentioned that code-switching provided both engagement and assistance for establishing rapport.

Quantitative Findings

The data for quantitative method was collected with the help of an online questionnaire. It was filled by 100 university students, studying at different universities of Peshawar. The data was analyzed using descriptive statistics.

Code Switching and Identity

Considering the idea of identity related to the language use, one of the objectives of this research was to discover how the use of language has an impact on our identity. Most students admitted they frequently switch languages during their studies (Table 1, C1). Research findings show 65% of students agreed while only 6% disagreed to its validity regarding code switching in the classroom context. The mean of code switching frequency in class is 3.26. A large proportion of 61% agreed that the use of code-switching is tool for expression of cultural identity. However, 10% opposed this notion (Table 1, C2). The calculated mean value of 3.24 demonstrates that students moderately use language for cultural expression.

A clear majority of 83% population agreed that they feel more comfortable when chatting with classmates who share their native language (Table 1, C3). Studies revealed that participants strongly agreed with this assessment since their mean rating approached 3.5. Table 1 further reveals that 49% students feel uneasy about code-switching with students whose first language differs from theirs (C4). With the mean score being 3.14. Using code-switching helps people form better social connections

according to 68% of respondents agreeing with this statement (Table 1, C5). Overall attitudes were positive according to the mean score of 3.36.

Similarly, a considerable majority (60%) recognized social pressure for code-switching to align with the societal expectation (Table 1, C6). A mean score of 3.23 indicates a positive attitude of the participants. Next, almost two-third of them viewed that code-switching enhances social cohesion among individuals from different linguistic backdrops (Table 1, C7). Likewise, every four out of five partakers supported acceptance of code-switching in the language classrooms (Table 1, C8).

The research revealed that students displayed a positive attitude to speaking their native language since 75% of them agreed/strongly agreed with that statement and the mean score stood at 3.43 (Table 1, C9). Research showed that 85% of participants agreed/strongly agreed that communication in multiple languages helps them include themselves into different social groups (Table 1, C10). The willingness of multilingual students to feel socially included through their language abilities scored 3.57. it is one of the highest measurements.

Table 1. Code-Switching and Identity

No	Statements	Agree	Neutral	Disagree
C1	I frequently switch between languages while speaking in class.	65%	29%	6%
C2	Code-switching helps me express my cultural identity more effectively.	61%	29%	10%
C3	I feel more comfortable using code-switching with classmates who share my native language.	83%	11%	6%
C4	I feel more comfortable using code-switching with classmates from different linguistic backgrounds.	49%	18%	33%
C5	Code-switching helps me build stronger social connections with peers.	68%	28%	4%
C6	I have felt pressured to code-switch in order to fit in socially.	60%	26%	14%
C7	Code-switching creates social cohesion among students of different linguistic backgrounds.	63%	32%	5%
C8	Code-switching should be encouraged in university classrooms.	81%	13%	6%
C9	I feel a sense of belonging when I speak my native language with others.	75%	21%	4%
C10	Speaking in multiple languages helps me feel included in different social groups.	85%	10%	5%

Code-Switching Patterns Among Dominant and Minority Language Speakers

This part explores the variations between code-switching practices between dominant and minority language speakers. These people interact in multiple language

environments. As a communication strategy, code-switching facilitates individuals to express their emotions and thoughts. The findings therefore indicate that three-fourth of the participants agreed to switching code for emotional and ideational communication (Table 2, C11). Similarly, 83% learners confessed that they exploit code-switching for compensating their linguistic gap during confabulation (Table 2, C12). In other words, they switch to another language when they cannot find an appropriate lexical item for expressing a certain thought.

A large number of 84% participants agreed that dominant language speakers tend to code-switch more often (Table 2, C13). They switched to their native languages as it is widely spoken and understood. Only 3% disagreed. Survey participants strongly agreed with the statement as the mean score reached 3.51. Social adaption through code-switching is a common practice among minority language speakers. According to the survey 75% of the respondents agreed that they code-switch to fit into their social circles (Table 2, C14). It gave a mean score of 3.52. Switching serves minority speakers when they need to integrate into their social circle.

A majority of 86% students agreed/strongly agreed with the statement that minority speakers stay away from using their native language in classrooms due to language barriers (Table 2, C15). The score of 3.59 indicated one of the highest figures in this dataset. Education policies work against minority populations who cannot freely use their native tongues in institutional contexts due to linguistic barriers. The survey revealed majority student agreement regarding the preference of educational policies for dominant Urdu and English (Table 2, C16). It gave a score of 77% students agree/strongly agreeing but 2% students disagreeing with this statement. Students perceived academic policies as language biased since the mean score was 3.54.

Table 1: Code-Switching Patterns Among Dominant And Minority Language Speakers

No	Statements	Agree	Neutral	Disagree
C11	Code-switching allows me to convey emotions and ideas more clearly.	78%	21%	1%
C12	I use code-switching when I struggle to find the right word in one language.	83%	13%	4%
C13	I have noticed that dominant language speakers (e.g., Urdu/Pashto) switch languages more often than minority language speakers.	84%	11%	5%
C14	Minority language speakers use code-switching to adapt socially in university settings.	75%	19%	6%
C15	Minority language speakers do not use their native language in classroom due to language barriers.	86%	12%	2%
C16	Educational policies favor dominant languages (Urdu, English) over minority languages.	77%	13%	10%

Integration of Findings

Diverse evidence from interviews and surveys demonstrates that multilingual learning environments include various uses of code-switching. The qualitative responses demonstrated the various emotional factors as well as socio-cultural elements that drive students to code-switch. Students changed languages depending on requirements, desired clarity in communication and when speaking with fellow students who shared their native language. The statistical patterns verified by quantitative data pointed toward student agreement regarding feeling comfortable and developing cultural identity as well as social adaptation when they use code-switching practices.

The collected data confirms that people use code-switching to achieve linguistic flexibility, identity formation and social adjustment. Survey results demonstrated student comfort levels when speaking with classmates who shared their native language through statistical data (83%) which matched interview. Data from both qualitative research methods and statistical findings prove that code-switching enables people to express their cultural identity since 61% registered agreement about how code-switching facilitates cultural expression.

The perspective on dominant language use stands as a major distinction compared with the use of minority languages. A large number of minority speakers expressed their reluctance to display their native tongues publicly because of institutional and social barriers. A majority of 86% of survey participants showed support for the idea that minority students discontinue using their native language because of educational classroom barriers. Students demonstrate code-switching for three intertwined reasons because it serves as a communicative method and reflects power structures while maintaining their cultural heritage during multilingual education.

Discussion

Code-Switching in Multilingual Classroom:

One of the primary goals of this research was to learn about the distinctions between code-switching to dominant languages and minority languages. The results show clear distinctions. Urdu and Pashto being the dominant languages were more frequently used during classroom discussions along with English being the primary medium. Whereas minority languages such as Khowar, Hindko and Persian were not commonly used, specifically during the lecture. They were mainly used by the native speakers to interact with other native speakers of same language. Natives of minority groups demonstrated marked hesitance in their speech. The learners revealed they stayed away from their mother tongues at school because there seemed to be linguistic hurdles alongside official requirements of Urdu and English. Educational institutions

maintain a hierarchy. It produces the language differential that reduces linguistic autonomy for minority students.

Minority speakers switched between different languages mainly to fit in whereas dominant population members utilized multiple languages for unrestricted communication. Either minority language speaker or majority language speaker, students mainly used English to interact with teachers and with person in authority. The research supports Canagarajah's (1995) argument that multilingual code-switching patterns emerge from the relationship between power dynamics in social environments. The research data demonstrates code-switching serves as a functional connection between people. The majority of students felt more relaxed to use their native language with peers from similar linguistic backgrounds. It created a comfortable environment, where friendships fostered.

Code-switching was not merely used to interact with peers sharing same native language. One of the major use of code-switching was to switch to more common languages such as Urdu, English and Pashto in case of Peshawar. These languages are easily understood and bridges the language gap. Students who code-switch become able to interact easily with multiple social circles resulting in better integration between groups. The process of code-switching follows Gumperz's (1982) argument which states this practice allows people to build and maintain their social identities. Minority language speakers adapted through social and academic situations by using Urdu and English language. Major cause of code-switching by minority language speakers was to integrate themselves into different groups, form networks and connections. Their adaptive language strategy enabled them to avoid social exclusion. Enhancing their social movement between different groups in the classroom which led to social advancement.

The research demonstrates that code-switching functions as an educational resource. It should be considered beneficial instead of improper language usage. Students develop better confidence and feeling of connection when they can combine multiple languages. According to Creese and Blackledge's (2010) analysis, code-switching provides both cognitive and identity development support. Students needed to follow the rules of using either English or Urdu during lecture. Teachers showed mixed opinions regarding the use of one language for clarity since some wanted students to maintain one language but others supported switching languages when needed. Educational institutes do not explicitly follow standardized guidelines for language usage within their classrooms. But there are some untold rules which are followed.

Code-Switching as a Reflection of Cultural Identity:

The research outcomes indicate that students use code switching to maintain and show affiliation to their cultural identities. It is a way to display and safeguard their cultural backgrounds. A significant number of research participants from all the languages discussed mentioned an emotional connection to their mother tongues. Students were inclined to use words that held cultural significance and specific idioms or phrases no matter if Urdu or English offered different terms. There is support for Martin-Jones' (1995) theory that language selection functions as a social marker showing where one belongs. Code-switching was mainly done to understand or explain things which were not easily explainable in a second language. Another reason was to maintain a connection with one's cultural background. Native language phrases transmitted more profound emotional content therefore students could communicate their emotions better. The approach demonstrates the same viewpoint about identity which Hall (1996) presented through his theory of linguistic shaping of fluid identity. Code-switching functions as a cultural expression to some students but fails to achieve this perception in every case. The behavior was seen as beneficial for understanding and functional interaction by native speakers of dominant languages. Different students display diverse degrees of cultural connection through language which possibly explains their differing perceptions about these practices. Students who were majority speaker of one language easily and rapidly switched their language as their words were understandable by a wider population. While minority language speakers usually switched between English and Urdu, and not their native language. Because it was not easily understandable by larger population.

The research shows that code-switching is related to identity structures and power systems. The practice shows that how identity is reflected and created by communication patterns. Institutional validation aligns more easily with dominant speakers than it does with minority speakers. Students decide to use code-switching dependent on how power dynamics affect their belonging level. The awareness of this phenomenon let educators gain insight into why students hold back from using their mother tongues. The promotion of balanced language practices makes classrooms become places which respect cultural diversity and establish equal learning opportunities.

Conclusion

The study investigated the functions of code-switching across multilingual classrooms at universities. Students use different languages to share information, gain new knowledge and display their personal identities. Studies reveal that code-switching functions beyond linguistic functions because it embodies social dimensions and

cultural dimensions as well. Students switch between languages to achieve better understanding in their thinking process. Students apply code-switching as a tool when they need to explain complex subjects. Students change languages as a means of attaining comfort and to build relationships with other individuals. Most students felt comfortable with native language speakers when communicating. The students code-switched to create trust relationships and social connections. The predominant language members within the student body applied code-switching at a higher frequency. Students faced fewer obstacles with their communication variables during class assignments. Only minority language speakers limited their code-switching usage. They voiced their messages through Urdu or English whenever they needed to fit into the social environment. The use of native languages became less prevalent especially in conventional circumstances.

People held diverse opinions about maintaining monolingual education. Students believed code-switching provided benefits during their academic work as well as their social interactions. The practice enabled students to participate better in classroom activities with confidence. Through this practice, students were able to preserve ties with their cultural background. This research reveals that the practice of code-switching leads to the development of classrooms which welcome all students. The practice creates improved interaction between people and fosters respectful relations. The practice enables students to freely present their individual identities to the world. Professional language switching removes communication obstacles while making individuals from diverse backgrounds connect as a cohesive group. Institutions should recognize code-switching as a resource instead of considering it to be a weakness. The research findings demonstrate that code switching functions as a strong communicative tool. Academic and social growth occurs in students through code-switching.

The study also holds some limitations. One of the major limitation is that it only focuses on university classrooms and only in Peshawar. Further studies can work on diverse geographical locations and different age groups can be integrated. And it can be done on a larger scale, including a diverse group of people.

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