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Code-Switching as a Linguistic Resource in University Students' Academic Interaction

Muhammad Hassan
MPhil English Linguistic Scholar, Riphah International University, Faisalabad Campus, Pakistan

Shamim Kausar
MPhil English Linguistic Scholar, Riphah International University, Faisalabad Campus, Pakistan

Dr. Wasim Hassan (Corresponding Author)
Associate Professor of English, Department of English Linguistics and Literature, Riphah International University, Faisalabad Campus, Pakistan (Email ID. dr.wasim@riphahfsd.edu.pk, Contact No. +92 333 9931343)

ABSTRACT
This study suggests that code-switching is an important linguistic practice, especially in the academic interaction of university students. In multilingual contexts like Pakistan, students frequently switch between English, Urdu, and other languages during classroom discussions and other forms of academic communication. Instead of considering this practice as a weakness, the study suggests how code-switching helps students in communicating ideas more clearly, understanding concepts better, and participating more confidently in classroom activities.
The research used a mixed-methods approach that combined quantitative and qualitative data. Information was collected from 20 multilingual university students through questionnaires, WhatsApp voice recordings, written responses, and classroom observations. The findings suggest that most participants regularly use code-switching during academic interaction. Many students reported that switching languages helps them in explaining difficult concepts, emphasizing important ideas, improving comprehension, and communicating with greater confidence.
The study also suggested a strong link between code-switching and the cultural and linguistic identities of students. Participants thought that using more than one language allowed them to express themselves in a more natural and meaningful way. However, some students felt that excessive use of code-switching could occasionally reduce focus and atmosphere of academic interaction.
Overall, the findings indicate that code-switching is not only source of common communicative habit but also as a useful learning strategy in multilingual classrooms. The results align with earlier sociolinguistic research which shows that language choice is affected by social context, communicative goals, and identity. The study helps in the understanding of multilingual education and argues that code-switching should be considered as a supportive educational practice rather than treated as a language deficiency.

Keywords: Sociolinguistics, code-switching, bilingualism, linguistic identity, classroom discourse

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1. Introduction

1.1 Overview of the Study

Language is of central importance in education, human communication and the formation of social relationships. In multilingual societies, individuals frequently switch between languages according to their needs and the context. Code-switching is one of the linguistic practices that is used in such environments. It is switching between two or more languages which could be within same conversation. This phenomenon can be observed in both spoken and written communication and is widely used in homes, classrooms, workplaces, and digital communication platforms.

Pakistan is a multilingual society where speaking multiple languages is an everyday reality. Different languages like English, Urdu, and Punjabi are spoken across various social, cultural, and educational domains. So, switching between different languages has become a common communicative practice. University students, in particular, frequently switch between languages during lectures, group discussions, classroom tasks, and informal academic interaction. Although English is commonly used as the official medium of instruction in higher education institutions, students often depend on Urdu or other languages when they explain complex concepts, clarify meanings, or express ideas in a more comfortable and effective way.

In earlier educational perspectives, code-switching was often viewed negatively and associated with limited English proficiency or weak linguistic competence. Therefore, the use of multiple languages in academic settings was frequently discouraged. However, recent sociolinguistic research challenges this traditional viewpoint. Modern scholars now consider code-switching a structured and purposeful communicative strategy rather than evidence of linguistic deficiency. Shana Poplack (1980) argued that code-switching follows systematic linguistic and social patterns and is shaped by contextual and interactional factors.

From a sociolinguistic perspective, code-switching serves multiple important communicative functions. Speakers may switch languages to emphasize key points, clarify ideas more effectively, express emotions, or strengthen social relationships. John J. Gumperz (1982) explained that code-switching carries social and conversational meaning rather than indicating language confusion. Similarly, Carol Myers-Scotton (1993) emphasized that multilingual speakers make deliberate language choices based on social context and communicative intent. These perspectives highlight that language selection is intentional and strongly influenced by situational factors.

Within academic environments, code-switching can play a supportive role in both teaching and learning. Students frequently use it to understand difficult concepts, participate more actively in classroom discussions, and express their ideas with greater confidence. Teachers may also switch languages to simplify explanations, enhance clarity, and improve comprehension of lecture content. In multilingual classrooms, such practices contribute to creating a more supportive learning environment for students from diverse linguistic backgrounds.

The multilingual reality of Pakistan further strengthens the relevance of code-switching in education. Many students grow up speaking regional languages at home, use Urdu in daily communication, and study academic subjects in English. Because of this linguistic background, language switching becomes a natural part of classroom interaction. Students often use English for technical vocabulary while relying on Urdu or Punjabi to explain, interpret, or elaborate ideas during academic discussions.

In addition to classroom interaction, code-switching is also highly visible in digital communication among students. Social media platforms, WhatsApp conversations, and

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online academic groups frequently involve a mixture of English and Urdu. Students naturally combine languages when discussing assignments, sharing academic information, or interacting informally with peers. This shows that code-switching is not limited to formal educational settings but has become a part of everyday communication practices. The growing use of digital platforms has further strengthened multilingual communication patterns among young people in Pakistan.

Code-switching may also help reduce communication barriers in academic environments. Students who feel less confident using only English often participate more actively when allowed to incorporate familiar languages alongside academic terminology. In this way, code-switching encourages interaction, supports collaborative learning, and enhances classroom participation. At the same time, maintaining a balance between languages remains important so that students continue developing English proficiency while benefiting from multilingual communication strategies.

Although code-switching is widely practiced in education, opinions about its effectiveness still vary among educators and researchers. Some argue that excessive reliance on multiple languages may reduce exposure to English and negatively affect language development. Others, however, believe that code-switching enhances comprehension, improves classroom participation, and strengthens learner confidence. These differing perspectives highlight the need to further explore how university students actually use and perceive code-switching in real academic contexts.

1.2 Objectives of the Study

The main objectives of the current study are:

i. To explore the use of code-switching among university students during academic interaction.
ii. To examine the reasons why do the students switch between languages in classroom communication.
iii. To investigate how code-switching affects students' comprehension and participation in academic discussions.
iv. To analyze students' attitudes toward code-switching in educational settings.
v. To examine the relationship between code-switching and students' cultural and linguistic identity.

1.3 Research Questions

This study is guided by the following research questions:

i. How frequently do university students use code-switching during academic interaction?
ii. Why do students switch between languages in classroom communication?
iii. How does code-switching help students in understanding and explaining academic concepts?
iv. What are students' attitudes toward code-switching in educational settings?
v. How does code-switching reflect students' cultural and linguistic identity?

1.4 Significance of the Study

This study has a great significance because it helps to understand the actual role of code-switching in multilingual educational settings, especially at the university level. In Pakistan, students commonly switch between English, Urdu, and other languages during communication. However, code-switching is often seen as negatively in formal academic settings. This research suggests that code-switching functions as a useful linguistic resource that supports communication and learning.

The study has significance for students because it explains how multilingual learners use language to improve their understanding, confidence, and participation in classroom

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discussions. It also helps students think that use of more than one language is not always a weakness but can be an effective communication strategy.

The research is also significant for teachers and educational institutions. The findings may support educators in the better understanding of students' linguistic requirements and classroom communication patterns. Teachers may use this understanding to create more inclusive and supportive learning environments for multilingual learners.

Moreover, this study adds to the field of sociolinguistics and bilingual education and provides deep insight into language use among the students of Pakistani university. It also adds to existing research on multilingual communication

2. Literature Review

2.1 Theoretical Perspectives on Code-Switching in Sociolinguistics

In sociolinguistics, bilingualism, and educational research, code-switching is viewed as an important area of investigation. It is the changing from one language to another while speaking, writing, or interacting with others. This type of language mixing is a common daily practice where people commonly speak more than one language, and is widely used by bilingual and multilingual speakers in different social situations. For many years, researchers have investigated code-switching from different perspectives, including its grammatical structure, social meanings, , and relevance in teaching and learning contexts.

Shana Poplack (1980) conducted a very significant research on code-switching. Her research showed that code-switching is not a result of a careless or random speech. She suggested that bilingual speakers generally follow proper grammatical patterns when they move from one language to another during conversation. This opposed the old thought that switching languages was a sign of weak language skills or poor fluency. Instead, her work helped people understand that code-switching does not happen because of a mistake in speech rather it is an organized and meaningful form of communication that follows clear linguistic rules.

Similarly, Gumperz (1982) explained code-switching from an interactional and communicative point of view which highlighted its role in the construction of meaning during conversation. He explained that code-switching does not happen randomly rather it speakers switch languages depending upon the needs, situation and context. According to him, speakers use code-switching in order to emphasize key points, express emotions, or clarify meaning in interaction. This shift made scholars pay attention towards the pragmatic and social functions of language choice in real-life communication.

Building on these ideas, Myers-Scotton (1993) introduced the Markedness Model, according to which language choice is a socially meaningful and strategic decision. According to this model, bilingual speakers select languages according to their social norms, expectations, and relationships within a given context. The switching between languages may hint at solidarity, authority, intimacy, or distance depending on the situation. This model further strengthened the thought that code-switching is not a random phenomenon rather it is a purposeful and socially driven linguistic practice.

2.2 Code-Switching in Educational Contexts and Classroom Interaction

Code-switching has received a considerable attention in the field of education, and especially in multilingual classrooms where students naturally use more than one language during learning. The previous educational policies did not encourage using multiple languages in classrooms, that promoted a strict monolingual approach, particularly the dominance of English in postcolonial academic settings. According to this view, code-switching was often viewed as a barrier to language learning and academic development.

However, there has been some research that has challenged this traditional perspective.

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Macaro (2005) argued that appropriate and purposeful code-switching is helpful in improving classroom communication and helping students understand difficult concepts more efficiently. He observed that both teachers and students naturally rely on multiple languages to explain points, manage classroom interaction, and maintain smooth communication. From this view, code-switching becomes a supportive tool rather than a barrier, especially when it is used in a controlled and meaningful way.

Cook (2001) further enhanced this understanding by using the concept of multicompetence. According to this concept, bilingual individuals have an integrated linguistic system rather than two separate languages stored independently. This idea suggests that multilingual learners naturally draw on their entire linguistic range when they communicate or learn. As a result, code-switching is not a behavior that happens unusually rather it is a normal expression of bilingual competence.

A research has been conducted in bilingual education which shows that allowing code-switching can reduce student anxiety and increase participation in classroom activities. When learners have the ability to switch between languages alongside a second language, they often feel more confident and comfortable. It helps them in expressing their ideas. This linguistic flexibility helps in creating an environment that is more supportive and inclusive.

Furthermore, studies suggest that there is a link between strategic code-switching and teacher clarity. Titsworth et al. (2015) emphasized that clear communication affects students' cognitive load negatively and improves learning outcomes. In multilingual classrooms, switching between languages can help students connect new and complex academic ideas with their prior linguistic knowledge. In a similar vein, Bolkan (2017) argued that effective instructional communication not only enhances comprehension but also enhances student motivation and positive emotional engagement in learning activities.

2.3 Sociocultural, Identity, and Digital Dimensions of Code-Switching

Code-switching has a deep connection with sociocultural identity and daily communication practices. Language choice shows not only a person's linguistic ability but also their social identity and cultural background. In multilingual societies such as Pakistan and India, people often switch between languages like English, Urdu, Hindi, and regional languages according to the context and purpose of communication.

Fishman (1972) proposed his idea of domain-based language use that explained this pattern. According to this idea, different languages are associated with specific areas of life such as home, education, religion, or friendship. In academic settings, students often use English for formal expression, while they switch to Urdu, Punjabi, or other local languages to explain something or to expression emotions. This shows that code-switching is not random but closely linked to social context and communicative needs.

Myers-Scotton (1993) also highlighted the role of code-switching in identity construction. He also argued that language choice can reflect cultural identity and social alignment. In multilingual environments, code-switching helps speakers maintaining a balance between local cultural identity and participation in global or academic discourse.

With the increase in digital communication, code-switching has become more common in everyday interaction. Social media platforms such as WhatsApp, Facebook, Instagram, and TikTok those sources where people freely mix languages in text messages, captions, and voice communication. University students, particularly, often combine English with Urdu or regional languages in online discussions and peer communication. This digital form of multilingualism shows natural language behavior and shows how code-switching has a link with modern communication platforms.

Moreover, research shows that code-switching has a positive influence on students'

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confidence and participation in academic environments. When students are allowed to use their full linguistic ability, they feel less anxious and more willing to take part in discussions. This helps in greater engagement and a better understanding of academic content, as students are not bound to use only one language.

2.4 Research Gap

There have been many studies on the role of code-switching in bilingual and multilingual contexts. These studies have focused on its grammatical structure, classroom management functions and teacher-centered practices. Inadequate attention has been given to how university students active switch between different languages and use them as a communicative and academic resource in real classroom interaction, particularly in the Pakistani higher education context.

Moreover, many current studies are dependent on either quantitative or qualitative methods separately, which limits a more realistic understanding of actual language use in academic settings. There is also a need of research that involves spoken interaction, written communication, and digital platforms such as WhatsApp within one integrated framework. This type of approach is not enough to fully understand the complexity of multilingual communication in educational environment.

That is why, there should be a need to explore code-switching not considering it just as a linguistic feature rather it should be viewed as a practical academic tool that helps in the comprehension, participation and identity expression among university students in multilingual classrooms. To fill this gap, and this work focuses on code-switching as a linguistic resource in students' academic interaction. It shows how students use multiple languages during classroom communication and how this affects their learning experience and engagement.

In addition, this study also investigates students' perceptions of code-switching and its role in improving academic understanding and participation. A mixed-methods design is used, including questionnaires, classroom observation, WhatsApp text messages, and voice recordings. This approach allows for a more detailed and realistic analysis of code-switching in both formal and informal academic contexts.

To sum up, this research is important because it adds to a deeper understanding of multilingual classroom practices and shows the functional role of code-switching in education. Instead of considering it as a deficiency or interference, this study views code-switching as a valuable communicative resource that supports learning, interaction, and identity construction among university students.

3. Research Methodology

This study consists of mixed-methods approach, which means it involves both numbers and written descriptions to explore code-switching in students' academic communication. By using both types of data, it becomes convenient to understand not only how often students use code-switching, but also why and how they use it in different situations (Creswell, 2014).

3.1 Participants of the Study

The study included 20 university students who can speak English, Urdu, and Punjabi. These students were chosen because they often use more than one language during classroom discussions, which makes them suitable for this study.

3.2 Data Collection Methods

Data were collected using different methods to make the study more reliable:

i. A 17-question questionnaire with rating-scale
ii. Multiple-choice
iii. Open-ended questions

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iv. WhatsApp voice message and text messages for students' convenience

Different methods for data collection were used for the convenience of students and reliability of this research.

3.3 Procedure

Data were collected during routine classroom interaction so that students could give real and natural answer. They were allowed to speak freely in class discussions and also use mobile apps like WhatsApp. This helped in collecting real examples of code-switching as it happens in daily communication (Hymes, 1974).

3.4 Research Design

This study uses two research designs:

3.4.1. Descriptive design: This means the study describes what is happening. It shows patterns and how often students use code-switching.

3.4.2. Interpretive design: This means the study tries to understand why students switch languages and what those language choices mean in different situations.

The study is based on sociolinguistic ideas, especially the idea that people choose languages depending on the situation and social context (Fishman, 1972).

3.5 Ethical Considerations

The study followed ethical rules:

- Students took part voluntarily
- Consent was taken from all participants
- No names were recorded, so students stayed anonymous
- Data were used only for academic purposes
- These steps helped protect the privacy and rights of all participants.

4. Analysis and Discussion

This section illustrates the data gathered from 20 university students about the use of code-switching in classroom interaction. Both close-ended and open-ended questions were used to understand students' views and experiences. The responses suggest that many students regularly switch between languages during classroom discussions and learning activities. Most students felt that code-switching is helpful in understanding lessons more clearly, explaining difficult ideas, and participating in discussions with greater confidence. The findings also indicate that students use code-switching as a natural mode of communication rather than as a random mistake or language problem. To sum up, the results align with sociolinguistic perspectives that view code-switching a meaningful and useful part of communication in multilingual classrooms.

Table 4.1 Code-Switching (Frequency and Practice)

Table 4.1 presents the responses of students regarding how often they code-switch in classroom discussion.

Table 4.1 Code-Switching (Frequency and Practice)

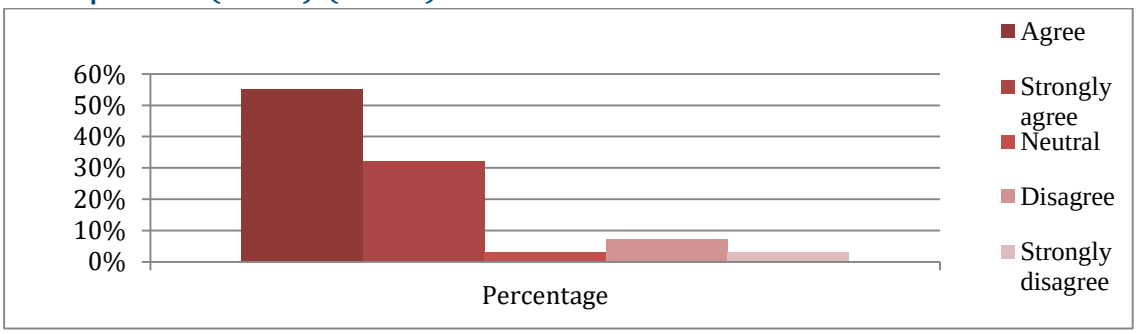
Response	**Percentage %** **Total = 60 (100%)**
Agree	55%
Strongly Agree	32%
Neutral	3%
Disagree	7%
Strongly disagree	3%

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Graph 4.1 Code-Switching (Frequency and Practice)

The findings suggest that more than half of the students (55%) agreed using code-switching frequently during academic discussions. This shows that switching between languages is a common classroom practice, though all students do not ave the same opinion about it. Only a small number of students (3%) showed neutral response, which indicates that most students have clear attitudes toward their language choices in academic settings. Many students also agreed changing languages when they have issue about remembering a suitable vocabulary, showing that code-switching often functions as a practical purpose by helping them continue communication without interruption.

At the same time, some participants considered code-switching negatively, especially in formal academic situations, where they viewed it less appropriate. These responses indicate that code-switching is affected not only by habit but also by the needs of the situation and the communicative needs of speakers. The findings align with the ideas of Shana Poplack (1980), who described code-switching as a structured and systematic linguistic practice. They also support Carol Myers-Scotton's Markedness Model (1993), which explains that speakers switch languages intentionally to achieve particular communicative goals in different social contexts**.**

Table 4.2: Code Switching (Function and Learning)

Table 4.2 shows code switching's role in explanation, emphasizing and comprehension in academic setting.

Table 4.2 Code Switching (Function and Learning)

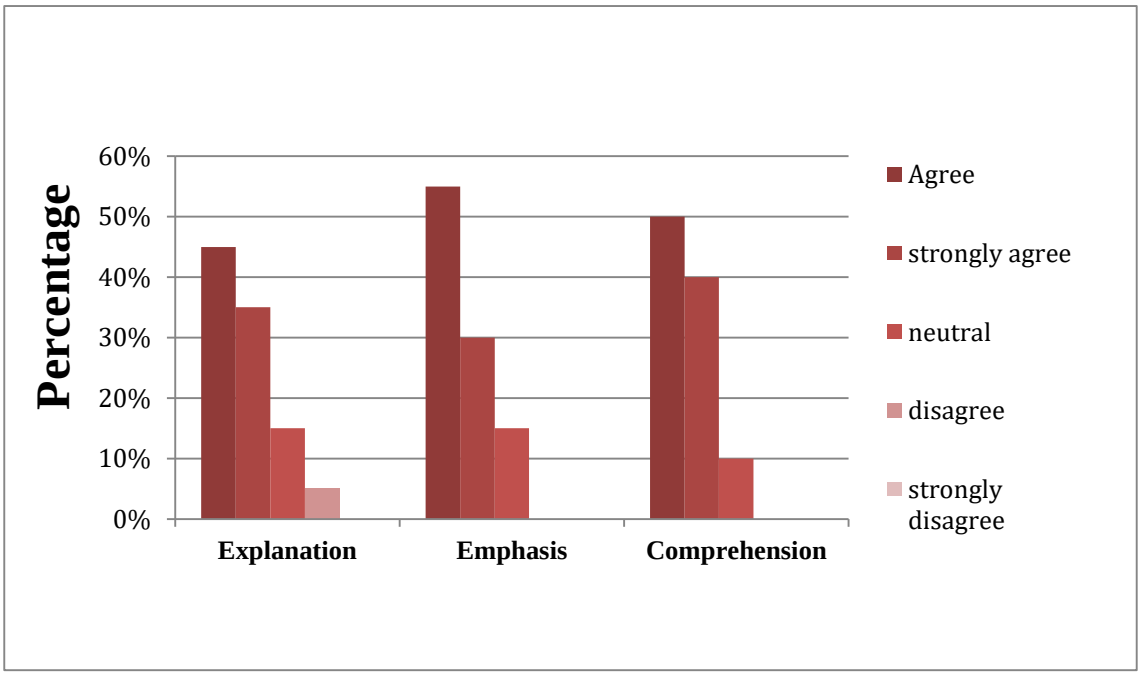
Category	**Response**	**Percentage % Total =20 (100%)**
Explantion	Agree	45%
	Strongly agree	35%
	Neutral	15%
	Disagree	5%
	Strongly disagree	0%
Emphasis	Agree	55%
	Strongly agree	30%
	Neutral	15%
	Disagree	0%
	Strongly disagree	0%
Comprehension	Agree	50%
	Strongly agree	40%
	Neutral	10%
	Disagree	0%
	Strongly disagree	0%

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Graph 4.2 Code Switching (Function and Learning)

The findings show that code-switching has a significant role in helping students explain ideas, recognize important points, and better understand lectures. A large number of participants had a positive response to explanation, emphasis and comprehension, showing that the use of more than one language in the classroom can help support the learning process in different ways.

Around 80% of the students viewed code-switching as helpful in explaining ideas more clearly. This shows that students better understand their lessons when teachers sometimes switch between languages to link new information with known concepts. Similarly, 85% of the participants accepted that code-switching is helpful for emphasizing important points during lectures. When teachers point out main ideas or key points, students are more like to understand the points critically and it also helps students understand the significant parts of the lesson more attentively.

Almost 90% of students showed a positive response regarding code-switching helps in comprehension. This indicates that code-switching helps students understand the lecture in a better and clear way. The findings also shows that when the explanations about the topics are clear and important ideas are explained through language switching, there are more chances for students to have a full grasp on the contents of the lecture.

These findings align with the work of Scott Titsworth et al. (2015), who suggested that organized and clear explanations reduce students' cognitive load and make information easier to process. The findings also relate to the research of San Bolkan (2017), who stated that teacher clarity not only improves understanding but also increases students' motivation and positive engagement in the classroom.

Table 4.3 Code Switching (Function and Identity)

Table 4.3 shows how code-switching plays a role in functioning and building identity.

Table 4.3 Code Switching (Function and Identity)

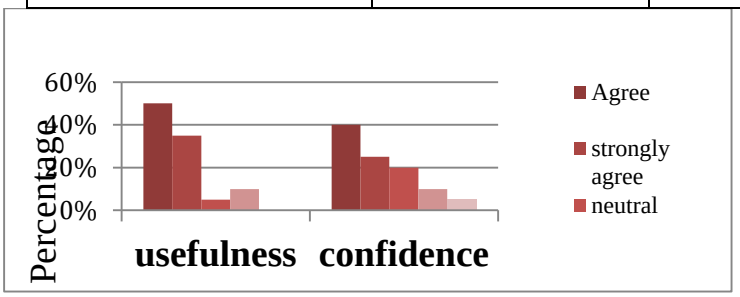
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Category	Response	Percentage % Total =20(100%)
Usefulness	Agree	50%
	Strongly agree	35%
	Neutral	5%
	Disagree	10%
	Strongly disagree	0%
Confidence	Agree	40%
	Strongly agree	25%
	Neutral	20%
	Disagree	10%
	Strongly disagree	5%



Graph 4.3 Code Switching (Function and Identity)

The findings suggest that most students hold positive opinions about the use of code-switching in educational settings. Regarding its usefulness, half of the participants agreed and 35% strongly agreed that code-switching is beneficial in the classroom. These responses show that many students view it as a helpful strategy for both learning and communication. Only a small percentage expressed disagreement, and none of the participants strongly opposed its use. This indicates that code-switching may help students understand difficult concepts more easily, communicate more effectively, and take part more actively in classroom discussions.

Students also responded positively when asked about confidence. Around 40% agreed and 25% strongly agreed that code-switching helps them feel more confident during academic interaction. The findings suggest that switching between languages enables students to express their thoughts with greater ease and lowers the fear of making mistakes while speaking. At the same time, some participants remained neutral or disagreed with the statement, which shows that not all students are equally comfortable with multilingual communication in academic environments. A number of students may still prefer maintaining the use of a single language during classroom activities.

In general, the results indicate that code-switching contributes positively to both the learning experience and students' confidence levels. These findings are consistent with the work of Ernesto Macaro (2005), who argued that code-switching can support classroom comprehension, interaction, and student participation.

Table 4.4 Excessive code-switching can be distracting

Table 4.4 suggests the students' perceptions of Code-switching as distracting.

Table 4.4 Excessive code-switching can be distracting

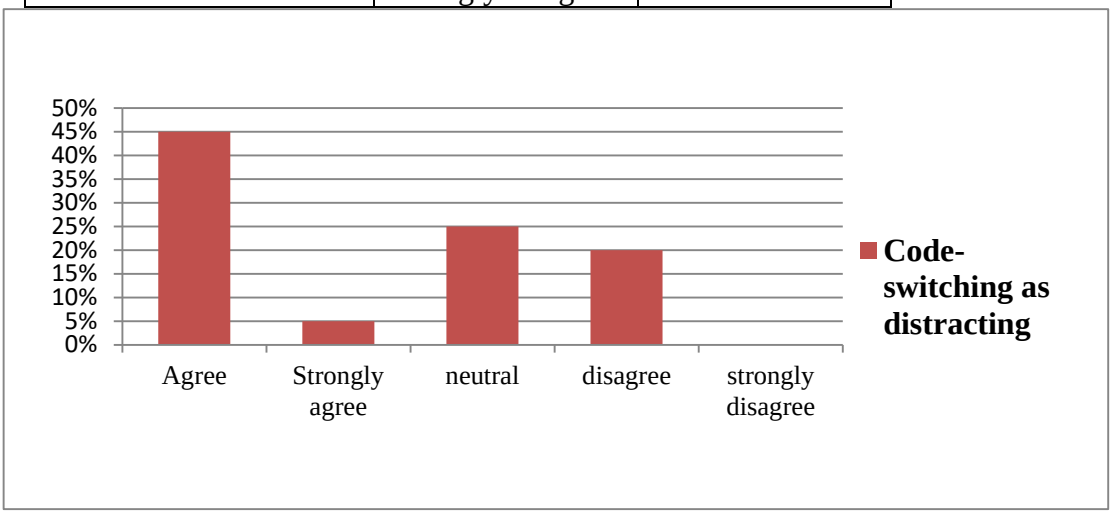
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Category	Response	Percentage% Total= 20(100)
Distraction	Agree	45%
	Strongly agree	5%
	Neutral	25%
	Disagree	20%
	Strongly disagree	0%



Graph 4.4 Excessive code-switching can be distracting

Table and graph 4.4 indicate students' opinions about whether excessive code-switching is a source of distraction during classroom learning. The responses show mixed attitudes among the participants. A large number of students believed that too much switching between languages may negatively affect classroom focus, with 45% agreeing and 5% strongly agreeing with the statement. These findings also suggest that frequently code-switching can reduce focus and cause interruption which makes lessons difficult to understand for some students.

On the other hand, 20% of the participants disagreed that code-switching is distracting which shows students' positive response towards code-switching or shows their comfort regarding switching between different languages. They also thought that code-switching is not a barrier to understanding rather it is a source of understanding some points easily In addition, 25% of the students, neither agreed nor disagreed rather they showed neutral response. This may show uncertainty or differences in personal classroom experiences.

Overall, the findings suggest that although code-switching can support understanding and communication, its excessive use may create confusion or reduce attention among some learners. This indicates that the effectiveness of code-switching in educational settings may depend on how frequently and appropriately it is used during instruction.

Table 4.5 Code-switching (Cultural or Linguistic Identity)

Table 4.5 suggests that how code-switching reflects students' cultural or linguistic identity.

Table 4.5 Code-switching (Cultural or Linguistic Identity)

Category	Response	Percentage% Total= 20(100%)
	Agree	40%

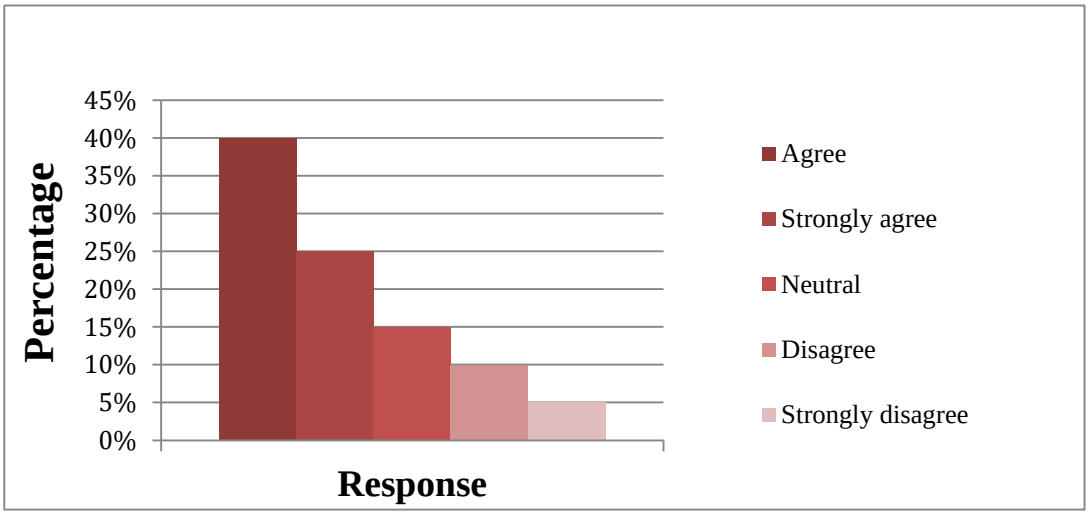
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Cultural & Linguistic Identity	Strongly agree	25%
	Neutral	15%
	Disagree	10%
	Strongly disagree	5%



Graph 4.5 Code-switching (Cultural or Linguistic Identity)

According to this finding, many students think that code-switching has deep connection to their linguistic and cultural identity. There are number of students who gave a positive response regarding code-switching helps them express their cultural and linguistic identity and stay connected to their cultural values. These findings also suggest that some students view code-switching not just as a tool of communication strategy rather than a way to show their linguistic ability and cultural aspects.

Although, there are also some students who showed neutral response regarding, suggesting they do not associate code-switching with their linguistic or cultural identity.

Overall, the results demonstrate a generally positive perception of code-switching among the participants. For many individuals, moving between languages appears to be a normal and meaningful part of everyday interaction that allows them to express both their linguistic background and cultural identity more comfortably.

These findings align with the work of Carol Myers-Scotton (1993), who argued that code-switching often serves as a marker of social and cultural identity in multilingual communities. The results also support the observations of Masood et al. (2025), who highlighted the relationship between code-switching, identity, and cultural expression.

5. Discussions, Findings, Conclusion, and Limitations of the Study

This study viewed the role of code-switching in the academic interaction of university students. The findings indicate that code-switching is a daily part of communication among multilingual students. Many participants said that they regularly switched between English, Urdu, and Punjabi during classroom discussions and academic conversations. The findings suggest that students switch between languages not just because of their habit. They also use code-switching to better understand something, emphasize important points, highlight key ideas, to better engage in classroom, and speak confidently in classroom interaction. These results align with earlier research that describes code-switching as an important communication strategy in bilingual and multilingual settings (Auer, 1998).

The study also suggested that code-switching helpful for improving understanding and classroom participation. Many students thought that switching between languages is useful

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practice to better understand lectures, highlight key points, and express their ideas more effectively. Similar findings were suggested by Ferguson (2003), who stated that code-switching in educational settings can support explanation and improve student understanding. However, some participants also believed that too much code-switching can sometimes distract students and create problems in formal academic environments. This suggests that code-switching can support learning when it is used carefully and according to the situation. A similar view was presented by Jingxia (2010), who explained that controlled and purposeful code-switching can help second-language learning.Another important finding of the study was the connection between code-switching and cultural and linguistic identity. Many students felt that switching languages was a natural way of expressing themselves and staying connected to their cultural background. This shows that language choice in multilingual settings is influenced not only by communication needs but also by identity and social belonging. Similar observations were made by Norton (2013), who highlighted the strong relationship between language use and identity in multilingual communities.

Overall, the findings align with sociolinguistic theories that view code-switching as a meaningful and organized communication practice rather than a sign of weak language ability. The study suggests that code-switching can serve as a useful academic and social resource for multilingual students. This idea is also suggested by Wei (2005), who described code-switching as a socially meaningful and functional part of multilingual communication. Therefore, teachers and educational institutions should recognize the educational and social value of code-switching while encouraging effective and appropriate communication in multilingual classrooms.

There are certain limitations of this research work like other research studies that may affect the interpretation of the findings. One of the important limitations of this research study is very clear that it has a very small sample size as the research included only 20 university students. Due to the limited number of participants, the results cannot be considered generalized to all university students in Pakistan or to every multilingual educational context.

This research study was conducted in a single university. This is another limitation of this research study. Different institution might have different patterns of language use and class interaction may also differ across institutions, regions, and academic fields, so in this way it does not represent the experiences of students in other educational settings. Being conducted in a single university, it can be considered a proper representative of the experiences of all university students' academic interactions.

The study was based on the data collected through questionnaires. In some cases, participants may have responded to the questions according to their personal opinion rather than their actual classroom behavior, which could affect the accuracy of the results.

Moreover, although the study used different methods of data collection, including questionnaires, WhatsApp messages, text messages, and classroom observation, the observation period was not enough to capture the complexities of multilingual communication in educational settings. If there had been longer time period for the observations of language patterns, it could have given more authentic and detailed information about real-time code-switching.

To sum up, the study focused mainly on students' views and did not include the views of teachers. If the perspectives and opinions have been included, it could have offered a broader and more balanced understanding regarding the role of code-switching in classroom communication.

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