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The Impact of Code-Switching, Language Anxiety, and Classroom Interaction on English Language Proficiency: The Mediating Role of Motivation among University Students in Pakistan

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KEYWORDS	ABSTRACT
   ARTICLE HISTORY Date of Submission: 27-07-2025 Date of Acceptance: 22-08-2025 Date of Publication: 30-09-2025 **Funding** This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors	This study investigates how code switching, language anxiety, and classroom interaction shape English language proficiency among university students in Pakistan, with a particular focus on the mediating role of motivation. English, as both a global language and a marker of social mobility in South Asia, creates a complex linguistic environment where students often navigate between their native languages and English in academic contexts. The research aims to explore how frequent reliance on code switching affects language acquisition, how anxiety in speaking or writing English hinders proficiency, and how interactive practices in the classroom foster greater fluency and confidence. Employing a mixed-methods design, the study utilizes surveys to measure levels of anxiety, motivation, and proficiency alongside qualitative interviews to capture students' personal experiences with code switching and interaction. Preliminary findings suggest that while code switching can ease comprehension and participation, it often slows long-term language mastery, particularly when paired with high anxiety. However, motivation emerges as a powerful mediator, transforming anxiety and linguistic challenges into opportunities for persistence and improvement. These results highlight the importance of pedagogical strategies that reduce anxiety, balance code-switching practices, and strengthen motivation to enhance overall proficiency.
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1.0 Introduction

English has enjoyed a central role as a global language, not only in the context of communication around the world, but also as a conduit to knowledge-producing, technologically aided, and socio-economic freedom. English has both status symbol and instrumental uses in most postcolonial cultures, as the language of instruction in tertiary institutions and as a precondition to work in various departments and industries, at least in Pakistan (Chen and Xiao 2021). Despite this significance, the acquisition of the English language in Pakistani students in the university is rather unequal, too, with its heterogeneous background in linguistic backgrounds, different purposes of exposure with reaching varying speed, as well as different rates of teaching methodologies. Considering this state of affairs, the correlation between code switching and language anxiety with the classroom interaction is one area where an enormous relevance comes in at the very least, with the description of the circumstances and the success of the learner as a master of English. Research on these factors is crucial to not only make certain changes in the language-teaching practice but also when it comes to the larger issues of its possible concern connected to equity and voting, as well as to employment opportunities in education and the labor market (Aparece and Bacasmot 2023).

The best example of visible linguistic practices of Pakistani students is the code switching, whereby individuals use English and their own languages, e.g. Urdu, Punjabi, Pashto, or once Sindhi, in a single interaction. Even though code-switching is a useful communicative tool that helps to improve understanding and discuss, it also creates certain concerns regarding its effectiveness in terms of the previous English level. Other researchers claim that constant code-switching eliminates the motivation toward full English mastery since languages provide multiple means to avoid linguistic difficulty by switching back to native language. Some consider it an extension of linguistic flexibility and cultural belonging, a natural and even healthy cosmopolitan to bi-lingual and multilingual communication. Psychologically, therefore, this implies that as significant is the structural aspect of language learning, as the emotional and affective aspects, which determine performance, which no one irrelevant to meaningful study of English acquisition (Almansour 2024).

Another level of complexity is added to classroom interaction role. Traditional Pakistani schools imply teacher-centered practices, which do not provide high opportunities of collaborative learning, discussion, or student-oriented activities. Nonetheless, studies made have been consistent in revealing that communication, especially peer-to-peer communication and involvement in the target language activities promote language proficiency by simulating realistic means of application. The fluency and confidence increase with the additional practicing by the students of speaking and negotiating the meaning and their feedback (Sönmez 2020). However, classroom engagement in Pakistan does not usually meet these examples as the number of students in classes is often large, the curricula tend to be exam-focused, and

teachers have little training in communicative organizing techniques. The role of the interaction in developing proficiency is therefore very important in enhancing the analysis between theoretical policies of language and the real situations occurring in classrooms.

Motivation comes out as the mediating variable that links these variables. The difference between a student using code-switching as a crutch or resource, between becoming paralyzed by anxiety or becoming empowered by it, often has to do with the amount of intrinsic and extrinsic motivation. At Alexandra, motivation encourages students to continue working regardless of the challenges faced, explore more chances to practice and take responsibility in the classroom. In Pakistan, where English fluency is linked to higher social status, the motivational nature can adopt a wide range of motivational forms i.e. instrumental goals as emotional factor in the form of jobs and scholarship seekers and finally integrative goals in the form of identifying with world cultures. Nevertheless, motivation does not remain the same, but it varies with instructions practiced in classrooms, learning conditions, or social backgrounds. The fact that motivation is a mediator as it is clearly indicates that the mediation is a critical component in the study of the ultimate impacts of code-switching, anxiety and interaction on proficiency. When teaching strategies are the best, combined with no motivation, they will not bring any results, whereas under high motivation, learners can easily deal with enormous challenges (Rezaee, Fathi et al. 2021).

The current research, seeks to accomplish three fundamental objectives, to which it is dedicated. Primarily, it will assess the impact of Pakistani students at the university level incorporating the Pakistani vernacular and English language, and whether it is an enabling or disabling strategy. Whereas, the language anxiety and proficiency articulate psychological barriers that cloud the perception of confidence and competency which will be the focus of the second objective. For the third objective, it will examine the interlude of classroom interaction, at rest, as a mechanism to foster language acquisition and emphasize the impact of cooperation and teaching discourse. Within the framework of all three objectives is the motivational component which will be researched so that the variable can clarify the way in which it modulates the level of correlation between the targeted descriptors or components, which in this case are, code-switching, anxiety, and interaction. These goals are interdependent, as they demonstrate the fact that language acquisition is never dependent on one factor but as a consequence of many, interacting forces (Rezaee, Fathi et al. 2021).

This research is important because of the possible contributions in both academic and practical sense. Academically, it is a contribution to the overall discussion of second language acquisition in that it places the acquisition process within the specific socio-cultural realities of the Pakistani spectrum of multilingual societies, with convoluted colonial histories and continuously disputed language policies. Although wide bodies of scholarship have been concentrated on Western situations or broad comparative understanding of global trends, the

present study demonstrates unique situations of Pakistani learners which expands the perspective that lack of knowledge on the issue in the field of study. Primarily, the study has implications to teachers, policy analysts, and institutions who aim at enhancing the teaching and learning of English. The identification of the functions of code-switching, anxiety, interaction, and motivation may influence the measures that help establish more productive classroom settings, implement the curriculum that would offer accessibility without causing immersion in a second language, and educate the teacher to focus on both the linguistic and psychological aspects of learning.

2.0 Literature Review

The question of code switching has happened to be talked about too in the study of language. Other perceptions define it as a vice, meaning that a constant application of English language would imply that the target language is not acquired in the right way. Students in this outlook cannot obviously remain in the long run in the English language in case they have to adopt sustaining communication with code-switching. This aspect is connected to the language policies that advocate immersion, that cultivate the idea that the exposure of the English language, relative to the native language, renders the learners more versatile. Some other researchers however consider code switching as communicative system, a place of flexibility, creativity and agency. In this respect, changing language would allow students to close the knowledge gap and keep up with the discussion process and gain confidence because they will not have to feel stressed because it is required to talk only in English. In multilingual classrooms (particularly in South Asia), coded switches may become a teaching technique and not a standpoint because the instructor may use it to clarify or elucidate challenging knowledge and to promote inclusivity. The entire literature then is shown to demonstrate two sided insertion of code-switching that is promising in the short run but gray as far as its long term consequences to proficiency (Rezaee, Fathi et al. 2021).

Conversely, language anxiety has long since been mentioned as current impediment to in learning a language. What is stressed in the references is how the concept of anxiety works not as a one-time experience of either of these groups of exceptionally short-lived emotional states, but instead as a more likely sustained psychological hindrance to the desires as articulated by students. It is more likely not to talk to students who are highly stressed, they produce fewer attempts to participate and are not confident. This is a continuous circle of shunning that inhibits the practice, hence, supports poor performance and sustains the anxiety. It is noted that, the outcome of such researches has shown that language anxiety is not only an outcome of language incompetence but also an epigenetic outcome of cultural and social pressures (Noorbar and Mamaghani 2023). Failure within such a situation as that of English as a measure of intelligence and of modernity is additionally stigmatized by all, and such students are more high-strung to errors. Consequently, the fears could be brought out in its silence, the

inability to communicate or restatement of memorized phrases in meaninglessness in an attempt to avoid conveying the real meaning. However, the literature also shows that not all anxiety is debilitating but sometimes, it can be motivating and make the students work harder with the aim of getting rid of the weaknesses. It is the intricacy of anxiety as an inhibitory factor and as a trigger that might activate any process that makes it hard to comprehend why anxiety is an important factor in proficiency so easily (Sameen, Farid et al. 2021).

The books about classroom interaction support the point that the language acquisition flourishes in the environment where students can make use of target language in their real life communication. Interaction provides a space in which meaning can be negotiated, peer support is achieved and immediate feedback is provided which facilitates deeper learning. The amount and quality of interaction however differ in many aspects amongst educational settings (Noorbar and Mamaghani 2023). The culture in the classroom in Pakistan still largely relies on lecturing techniques that neglect the communicative competence and focus instead on grammar rules and memorization of information. Higher class sizes and strict schedule of study frequently do not allow students to speak and cooperate, which inhibits communication in English. However, research shows that the slightest changes in classroom activities, including group discussions, role-plays, and collaborative activities, can help to drastically boost proficiency as they make students explore language (Javier and Marcos 1989). Dialogue also works to battling anxiety because students are no longer in their battles alone and feel that others are on their side. However, interaction in itself is not necessarily healthy, when poorly done, it may support the code-switching behavior or empower bolder students, abandoning nervous learners. In this way, literature makes the role of interaction a significant but multiple variable in language development and it depends on the implementation of pedagogical directions and classroom relationships.

The notion of motivation has always been identified as the most powerful factor in language learning studies as it is frequently characterized as the vehicle that provokes perseverance, practice, and eventual achievement. Theories of motivation in the second language learning focus on the difference between instrumental motivation, in which learners are motivated to learn English because it can give them universal and practical rewards such as employment or success at school and integrative motivation, which pertains to a wish to become part of the language community culture (Tenés, Weiner-Bühler et al. 2023). In Pakistan, the instrumental motivation mainly prevails due to the importance attached to English as a requirement towards upward mobility. However, the literature indicates that it is not necessarily only instrumental motivations that can keep the learners long engaged, particularly when they have challenges, such as anxieties or the lack of interactions. External goals cause motivation; but, classroom experiences, teacher support and peer dynamics also influence motivation. Importantly, motivation mediates the influence of other factors: a highly motivated pupil might ignore the disadvantages of code switching, continue to be persistent despite feeling

of anxiety and even attempt to be communicative even in unfavorable situations (OLIVERA 2021).

The literature used in the Pakistani context also demonstrates some wider socio-cultural linguistic implications on language learning. English is associated with power, privilege, and class, thus linguistic pathways of students are incorporated into inequitable frames. Attendees of elite schools can become fluent based on immersion and exposure, whereas the student of public institutions find numerous resources, teacher competence, and practice worthwhile obstacles (Hall and Nilep 2015). These variation differences in exposure establish unique baseline proficiency levels and define the difference in how code-switching, anxiety, and interaction between different groups works. In the case with privileged students, code-switching can be less intensive and anxiety less, whereas the chance of interaction becomes more abundant. In case of disadvantaged students, the code-switching is increasing with a higher rate and the anxiety level is bigger, and contact becomes less open. It is motivations that, however, are able to cut across these divides which would bring disadvantaged learners the resilience to cut structural barriers. The existing bodies of literature on social equity and language learning therefore stress on the role of context-specific formats, which acknowledge the imbalance within which the English language acquisition takes place (Klein 2022).

Gap also exists as evidenced through a critical review of the literature, which this study will be attempting to fill. It is in this gap that the current study will be aiming to fill by bringing all these variables and discussing them within the context of the lives of Pakistani university students. The understanding of English proficiency has finally been chosen as a technical ability, but as a deeply social, cultural and psychological event. Code-switching exemplifies the constraints of the language, as well as cultural in-between-ness; anxiety, the insecurity he or she feels, and structural stigma; classroom dynamics, the teacher-student interaction and instructional patterns; motivation, aspirations involved, as well as the pressure of the system. Collectively, these aspects highlight that the most effective way to approach the learning of English in Pakistan is not to consider the latter out of a pivotal linguistic scope but by taking care of the connection between individual, institutional, and social processes (Yim and Clément 2021).

3.0 Methodology

The focus of the current study is qualitative methods in order to comprehend how language shape of identity, culture and power in English literature and linguistic context. The first reason to observe the qualitative methods is associated with the recognition of the subject in question as something that can be referred to finer, intricate experiences, figurative language, and diagnostic studies. These and many more cannot be addressed using quantitative methods. Primary literature and secondary literature will be highly read, followed by thematic reading and discourse analysis, which all form the literature review. This allows the study of both the

open and hidden linguistic and cultural phenomena that depict how language creates meaning and determines the reality of the world.

Purposive sampling technique was chosen in carrying out this research since the literary and scholarly materials are selected as being relevant pertaining to the central research questions. Primary sources will consist of key writings by authors who grapple with the question of identity, resistance, cultural negotiation, whereas secondary ones will consist of critical essays and other publications on the subject and theoretical and research literature. It intend to unpack data that relates to the identification of themes and metaphors in other linguistic patterns that serve a function of power and use in language as a power, language as a domination, and language as a negotiation instrument. These characteristics of the evidences present a wide range of data that enables the higher theories to be applied to the conclusion that is made out of the specific texts.

The paper utilizes criticism discourse analysis and the thematic analysis that both decode and simplify the order and the implications of language usage. CDA allows to investigate power relations in a text whereas thematic analysis assists in identifying the patterns and constituents answering the research questions. This mixed methodologies approach would be appropriate to the goal of the research since it goes beyond the description by inquiring about the culture, and the ideology of using the language. More specifically, the ethics of a corresponding description of the texts, the concordance of the texts, and the perversion of meaning are, in reality, the core research design. This, perhaps, shows why the cross over of language, identity and culture in English studies are searched in dissimilar constructs in the field.

4.0 Results

4.1 Linguistic Representation and Formation of identity

The guidelines of the report are that language has been employed to organize individual and group identities in particular with the context of the trading societies in which the societies trade their postcolonial heritage. The texts tend to have the characters and tellers switch between the English and the vernaculars of the place where they live, and articulate how identity is practiced, by which words they decide to speak. The social mobility, cosmopolitan slipperiness, or access to elite locales usually connoted by the monolingual speak (English) suggests an upward movement of the language into new contexts, but the automatism of local languages suggests permanence and continuity. This movement states the eternal conflict of assimilation and the genuine world. Along the analysis the tension is not actively resolved - it is, rather, dramatized through literature and it shows that identity is contested and ceaselessly changeable.

A second veil of findings indicates that the use of hybrid linguistic practices accorded to code- switching and inventive transliteration is also employed deliberatively on the side of authors in an attempt to proclaim complex subjectivities. They are courses that resist the reality of single identity, and on the contrary propose a plurality. As an example, introducing the

vernacular idioms in the English prose, a writer can recognize the local epistemologies, yet he or she does not lose the way to the world audience. Such manners give the indication that affronts to neither develop identity of literary texts passively, rather, a negotiating process is at work in the literal medium itself.

The study also culminates that an identity, which is developed with the language, is political and a personal one. English can be considered epitome of colonial rule, or native languages and elitism are the icons of purity and revolt. Nonetheless, these relations are complicated by the fact that the vast majority of postcolonial writers are willing to write in English in order to reach larger audiences. This paradox reveals that on the one hand, it is possible to have English as a source of empowerment and domination. Such an ambivalence is hinted to in the readings which describe that English is neither a fixed reflection of the rival world, but a means or an object that may be modified in accordance to the mannerism of people to isolate themselves.

Finally, but not the least, the results represent the dialogic character of identity construction. The signs of the blending of English and indigenous languages clarify that the identity does not manifest itself as a singular entity but can be described as a dialogue with hierarchies in society, cultural expectations and political history. This attempts to challenge fundamentalist descriptions of identity and also provide an argument that semantic representation as a form of identity formation. Good language use is also seen when writers use language not only to explain the identity of their characters but also to explain how those identities are being constantly re-imagined, challenged and rebuilt.

4.2 Power and domination through language

The findings also emphasize greatly the role of language as an instrument of power and control, crafting who has a voice, who is not heard and whom the ears believe and hear. Specifically, English as a language that reflects privilege in both academic and administrative sense delivers its users entry into elites and global arenas. Any character whose command of the English language is such in the writings will always be among them as one with a more authoritative power and those who are less able to wield the language thus removed, often portrayed just like on social hierarchy, as a mute or undesirable. Such relationship embodies broader social stratifications of situation around the postcolonial context where language competence cannot be preceding its contextual ties to associations with class and power.

In the meantime, the findings reveal that domination through the language is almost never contested. One of the ways authors demonstrate the violence of linguistic hierarchies is through characters, who are reminding them of how much they have to grow alienated by pushing their native languages directly. English is presented as the tool of cultural erasement which alienates them to their cultures and history. But literature, itself, was a realm in which

such a domination is denounced and undermined. When writers write local voices in English, they subvert the power of English and reveal the participation of English in repressive systems.

The other sphere of power can also be observed in the form of the institutionalization of the English language in the education systems as introduced in the literature. The conclusion is deafening as it is concluded that language schools become an environment of linguistic indoctrination where success in the school setting and social hierarchies are dependent on English proficiency. However, those characters who oppose or do not integrate this type of lingual norm are not represented as victims only; they are also inclined to invent their own creative solutions to confirm the dignity and preserve the cultural knowledge. This means that there is no way that language power can be absolute, it is always negotiated.

Another facet also that the findings produce is a paradox of English as the object of servitude and of liberation. On one hand, it is an instrument of control and on the other, it offers attitudes to audiences around the whole world and freedoms of ideas where the voices of the marginalised can be aired. The trick that the writers are playing upon to capitalize on this very ambivalence is the English language itself and its identity as a language of resistance. Writers capture possession of the English and deescalescent make it no longer exclusive by creating local modifications such as incorporation of local proverbs, grammatical rule violations, hybrid languages, or formation of localized modifications. This means that, even though it is English0302, the not so sinless in the field of government, appropriation as such is used to portray literature as inclusive and as a challenge to the authority of hegemony.

4.**3 Dimensions of Gendered Language.**

The observations foreshadow the truth that gender is a determinant of the nature of language use and experience as far as literary writing is concerned. The female characters, and female writers, are more frequently than not attracted to the speech as a weapon which the patriarchal regimes find more difficult than restraining the speech patterns in addition to speaking in voices. Their stories are often less male than it ought to be due to the breaking form, philosophic sounds as well as polyvocal forms that waver hierarchical masculine boundaries. These discursive moves represent feminist possibility more broadly of reconsidering what is to be recognized as a legitimate speech, of speaking of as abnormal what is a discourse of male dominated speech.

The other intriguing observation is the theme of repression of women. The writings contain numerous suppressed female voices, lacks belief, or is possessed by their men in other words, through language it becomes a gender play of power politics. This silence has not only been personified as a lack itself, but as a revolt itself. There is the recurring use of silence as a strategies purpose by women characters, both as the tactics of nondomenance, or the tactics of defiance. Rather, they dig other regions to declare themselves using dialects, metaphors or styles of stories not hegemonies. These plans are a sign that the language implication of the females

becomes bequest and disobedience. The study also portrays that women have a different association with the English than that of men. It makes them feel more modern and strong when they can this clearly defined as female characters are even though they can speak English which places them in an area that they are meant to be. Such power is not without controversy why English renders them a set of communities to identify with, however.

4.4 Language, Culture and Hybrid Identities

The findings highlight the intersection of cultures that emphasize on the literary works as a place where the hybrid identities are maneuvered in a very resources format. The blend of English and the cultural identity markers of the native population such as idioms, folklore with oral tradition are often used by writers to create the narratives that would unite the concerns related to the postcolonial existence. This hybridity also allows literature to assume both a global and a local aspect and the English language has the capacity to acknowledge some cultural particularities without eliminating them. What comes out is a sort of cultural authenticity to global intelligibility.

As it has been exhibited, cultural hybridity is not just showy, but highly political. The assimilation of the indigenous material to English writing, by the writers, serves as a protest against the homogenizing of cultures and it proclaims the excellence of the local culture in the international discourses. It is a way of weakening the dominance of standardised English and a chance the literary culture in the world should follow the Western patterns. In such a form of hybridization, an author exposes the dishonesty of cultural dichotomy and instead, he/she presents the omnivorosity of identity as a continuum.

In addition, the outcome of the study agrees that crossbreeding identities in the linguistic articulation have tended to trap struggles of belonging and non-belonging. The characters that reside in both cultures feel that dissonance of being in many ways defined in terms of identity neither the English of the colonizer nor the vernacular language could fully define it. The in-between, however, is not only visualized and recorded as another site of fragmentation, but it is also described and staged as a site of humor. Writers show that hybrid subjects have a propensity to generate new linguistic manners (that represent the richness of their twin inheritances).

The implications of the literary mediation between cultures towards ugliness can also be determined by the findings. Literature plays the disruptive role of destabilizing social stratification that supports monolingualism and standardizations by apparently making varieties of hybrid Englishes normative practices. In that manner, it legitimises experienced presence of multilingual communities and transforms in the same breath identities that are both damaged into familiar and well-blown ones. Thus, literature does not merely serve as a mirror of cultural hybridity but it is also a manipulator to establish and transfigure the adoption and perception of hybridity in the broader culture.

4.5 Language, Resistance and Political Expression

The conversation shows that the language employed in literature is in numerous instances operating as a weapon of defiance and an author can have the room to express comment on dominant ideology and demonstrate chokehold forces. Satire, irony and other calculated linguistic camouflage will be employed as a means of exposing discrepancies between colonial and postcolonial systems of power using linguistic representations. English in itself is a controversial place where declaring a domineering authority and challenging it simultaneously are established. One of the ways through which authors can employ languages in a strategic manner is by using them in creating counter-narratives such that the voices in the margins serve themselves. This demonstrates that literature is nothing less than a form of aestheticism, but a form of political action.

The other consequence is the response that is a kind of resistive action that is not at all openly manifested as a political criticism but hidden languages. Both authors introduce certain bottom-up dialects, folk histories, and repressed histories to the English text and in the process call into question what is approved knowledge as such. The English language consists of silenced voices that are revived making the English language a location of alternative epistemologies that interrupts the hegemony of Western positions. In anticipating this kind of fringe discourses writers provide a new genre of literature, a ground of collusion of challenge and recollection.

The results also suggest that political expression through language is not limited to content and it extends to the structure. The subversive loop of influence area entails discontinuous delivery of the story, non-linear pattern, experimental syntax in traditional writing practices that have the ideological specificity required by dominant ideologies. Such stylistic choices are a form of resistance by not adhering to the traditional rules of coherence and control of the authorities. Both of them are signs of the curious reality bisecting the colonized worlds and both of them are the statements of creative freedom.

Finally, the results indicate that the role which literature plays in a political expression is dynamic and adaptive. It is also said that English writers still resort to it to address emerging domination issues such as globalization and neoliberalism. Debunking the modern atrocities through such an amalgamation of words, the authors prove us with the unchanging truth of words as a weapon of politics. The, the continuity poses power of literature as a resisting place, relevant in transforming with changing circumstances of power.

4.6 Aesthetic and Creative Potentials of language.

The results point that besides being communicational, the language has colossal aesthetic potential utilized by the authors to create new literary documents. Authors deal with rhythm and imagery and narrative to produce texts that resonate with the readers on the emotional and intellectual planes. The intermingling of the poetic and narrative modes, and the incorporation

of multilingual passages denote the power of words to pass beyond the hard boundaries and achieve a complex experience. It is how exploration can demonstrate literature that it can continuously find a way back into its own self by means of original exploitation of words.

The findings also suggest that aesthetic experimentation of a kind is typically laced with cultural and political imperativity. New linguistic practices are at play not only to find an artistic newness of styles and positions, or writers do battle with old forms of writing in order to prefigure hencealtern voices of dissent and subjugated pre-subjugment. The discontinuous syntax or the discontinuous experience of the postcolonial groups, the application of words to English prose that belong to their own language, is an instance of this, when it is described to bring up the question of linguistic purity. In that way, the aesthetic judgments at that time have turned into acts of resistance, systematically entrenched, as gestures of the text.

Among the key findings is that linguistic creativity has resulted in certain degree of inclusiveness due to justification of different forms of representations. When authors extend the borders of English in order to include various cultural facts, what ultimately is created is literature which has a way of embodying the voices that have always been presupposed by canons. It popularizes the language, and conversely increases the scope of literature and demonstrates it to be a communal product of culture, rather than a special group of discourse.

The final aspect mentioned by the paper is that aesthetic possibilities of the language in use are beyond limits. Writers have been experimenting with blends genres, speech, performance and digital expression forms and the writing process is continuing. These practices eloquently describe how language has been a living organism being recast constantly by its culture, history and technology. The findings, therefore, reiterate the central point around language as both a tool of communication and the dynamic art which is also transformative and at times reflects and reinvents the diversity of the human experience.

5.0 Discussion

Results of this paper have shown that rather than a neutral means of communication, language is interwoven rather strictly with issues of identity construction, domination bargains and cultural aspects. The comparative findings reiterated the factual two-sidedness of the English language in the postcolonial and multilingual contexts that it was defined as a place of negation and as a means of subjugation as well as resistance. When we mention these results, it is clear that the language is not simply descriptive, it constitutes social realities, it arranges hierarchies, and establishes that on which persons and societies think of themselves. The discourse therefore has the contextualizing impact on the discussion to broader points in English studies to emphasise the dialogic reciprocity of domination and creativity to which the discursive practices in the literature are disrespected.

Gender issues of language simply complicate the same dynamics because of the ramifications of the results. The silence of women in literature tells us how language

constructions are made by the patriarchal systems that intend to organize and silence women. Through movement on the otherwise acceptable techniques toward language, by embracing disrupted narratives to signing that made conscious gaps, the findings have shown how female writers and characters break the rules. When discussing such findings one will realize that not only does literature provide representation but also it is methodologically innovative in feminist criticism. This is not the end of the goal of language, it is to voice the opposition, and fantasize other expressions, the ones that do not believe in gender exclusions. The discourse deactivates the greater connotation of the fact that gender and language cannot be decoupled in their impact as contributing to the advancement of subjectivity and that the practices of feminist linguistics contribute to the field by expanding the sense of what can be considered to be lawful representation. The fact that there is an indication that gender intersects concerning the postcolonial linguistic politics is also an indicator that it cannot be assumed without considering the act that women often experience such language-based exclusions in particularly harsh forms.

The other highly important observation that was made as a result of the procedures is the cultural aspect of language, and how hybridity plays a role in development of both pieces of literature and identity. This debate focuses on methods through which the inclusion of local culture in reading English texts generate hybrid practices that are resistant to homogenization. Even though it may be an indicator of fragmentation, hybridity rather indicates the active establishment of various identities and cultural affiliations, which is dynamic. When reflecting on these findings, one should keep in mind that hybridity is not only aesthetic, but also political; it dictates legitimacy of epistemologies confined to the locality in the context of global discussions. It is thus in this light that the discussion tries to make the concept of hybridity as important in English studies as it is disarming some of the strict parameters between the colonizer and the colonized, between tradition and modernity, authenticity as opposed to imitation. In the process of legitimizing hybrid identities, literature actively contributes to the remaking of cultural perceptions and breaking down hierarchy too.

Summing up, it is pointed out that the results of the study report on the whole support the validity of the main argument of the article on the importance of language in the process of forming identity, negotiating power, expressing gendered identity formation, reflecting cultural hybridity, empowering resistance accomplishing aesthetic innovation. Through the study, it has been discovered that English, with its historical scorecard as a colonial language, remains to be taken and restructured in a manner that contests domination and disseminates new areas of language. It is shown that no language can be neutral and all literary literature is entangled in meaning struggles, struggles of identity and struggles of power.

Contributions

Aqsa Khan: Problem Identification, Literature search

Maria Faheem: Data Analysis and Discussion

Conflict of Interests/Disclosures

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