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Code-Switching in Multilingual Societies



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Code-Switching in Multilingual Societies



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Abstract

Purpose: The general aim of this study was to look into code-switching in multilingual societies.

Methodology: The study adopted a desktop research methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

Findings: The findings reveal that there exists a contextual and methodological gap relating to code switching in multilingual societies. The study provided valuable insights into the complex dynamics of language use within diverse linguistic environments. Through an exploration of code-switching behavior across various contexts, the study revealed how code-switching served as a versatile linguistic strategy, accommodating different communicative needs and reflecting speakers' social identities and cultural affiliations. The findings emphasized the sociocultural and pragmatic functions of code-switching, highlighting its role in effective communication and social cohesion within multilingual communities. Furthermore, the study underscored the importance of recognizing and valuing linguistic diversity, advocating for inclusive language policies and culturally responsive practices to celebrate and support multilingualism.

Unique Contribution to Theory, Practice and Policy: Sociolinguistic theory, Language Contact theory and the Identity theory may be used to anchor future studies on code switching in multilingual societies. The study provided a comprehensive set of recommendations that contributed to both theoretical understanding and practical applications in language policy and practice. The study suggested further research into the sociolinguistic motivations behind code-switching behavior, emphasizing a comparative approach to enrich existing theories. It recommended integrating code-switching into language teaching pedagogies and curricula, fostering linguistic awareness and proficiency. Additionally, the study highlighted the importance of developing culturally responsive policies and fostering partnerships between stakeholders to bridge the gap between theory and practice. Professional development for language professionals and public awareness campaigns were also recommended to promote positive attitudes towards multilingualism and linguistic diversity. Overall, the recommendations aimed to create more inclusive, equitable, and linguistically diverse societies where all individuals could thrive.

Keywords: *Code-switching, Multilingual Societies, Sociolinguistic Motivations, Language Policy, Language Teaching Pedagogies, Cultural Responsiveness, Professional Development, Linguistic Diversity*

1.0 INTRODUCTION

Code-switching, a prevalent linguistic phenomenon, refers to the alternation between two or more languages or language varieties within a single discourse. This behavior occurs across diverse multilingual societies worldwide and reflects the intricate interplay of linguistic, sociocultural, and cognitive factors. Scholars have extensively researched code-switching to understand its functions, motivations, and implications within various linguistic contexts. This comprehensive exploration aims to elucidate code-switching behavior in the United States, the United Kingdom, Japan, Brazil, and African countries, highlighting notable examples and statistical trends. Recent scholarly literature provides valuable insights into the multifaceted nature of code-switching across these regions (Poplack, 2018).

In the United States, code-switching is prevalent among bilingual communities, particularly those with a large population of Spanish-English speakers. Studies reveal that Spanish-English code-switching is widespread in various domains, including informal conversations, media discourse, and online communication platforms (González, 2014). For instance, García and Wei (2014) found that over 70% of bilingual Latinx individuals in the U.S. engage in code-switching regularly, with a significant proportion occurring in everyday interactions. This reflects the dynamic linguistic landscape shaped by the coexistence of English and Spanish in American society, where code-switching serves pragmatic functions such as expressing identity, solidarity, and group affiliation (González & Melis, 2018).

In the United Kingdom, code-switching manifests in diverse linguistic communities shaped by historical immigration patterns and multiculturalism. Studies indicate that code-switching occurs predominantly among bilingual speakers of English and other languages, including South Asian languages such as Urdu and Punjabi (Heller, 2012). For instance, Li (2016) revealed that British South Asian youth frequently code-switch between English and heritage languages, particularly in peer interactions and digital communication. Statistical analysis indicates a rising trend in code-switching among second-generation immigrants, highlighting its role in negotiating hybrid identities and sociocultural belonging in the British context (Heller & McElhinny, 2019).

In Japan, code-switching occurs within the context of bilingualism and language contact, primarily between Japanese and English. While Japanese maintains its dominance as the national language, English serves as a significant linguistic resource in education, business, and pop culture (Aizawa & Izumi, 2017). Studies suggest that code-switching between Japanese and English is prevalent among young urban speakers, especially in informal settings such as social media and youth subcultures (Iwasaki, 2014). For example, Sato (2018) observed a growing trend of code-switching among Japanese millennials, driven by globalization and the influence of Western media. Statistical data indicate an increase in English loanwords and phrases integrated into Japanese discourse, reflecting the ongoing process of language hybridization and cultural globalization (Ishida & Matsumoto, 2020).

In Brazil, code-switching is observed within multilingual communities shaped by historical colonization, migration, and cultural diversity. Portuguese serves as the dominant language, but code-switching occurs with indigenous languages, African diaspora languages, and immigrant languages such as Italian and German (Silva, 2019). Studies suggest that code-switching is pervasive in Brazilian urban centers, particularly among youth from marginalized communities (Schwartzman, 2015). For instance, Torres (2017) found that code-switching between Portuguese and African-Brazilian Vernaculars is prevalent in hip-hop music and urban slang, reflecting cultural resistance and linguistic empowerment. Statistical analysis reveals regional variations in code-switching patterns, influenced by sociodemographic factors and historical legacies of language contact (Almeida & Bisol, 2018).

In African countries, code-switching occurs within diverse linguistic landscapes characterized by multilingualism and language contact. Studies highlight code-switching phenomena across various African languages, colonial languages, and lingua francas such as French, English, and Arabic (Myers-Scotton, 2016). For example, Akindede and Aniebonam (2019) documented code-switching patterns among Nigerian youth, who alternate between indigenous languages and English in urban youth culture and digital communication. Statistical data indicate a rise in code-switching practices among urban populations, driven by urbanization, education, and media globalization (Ojo & Obiyan, 2018).

Code-switching behavior reflects the dynamic interplay of linguistic, sociocultural, and cognitive factors within multilingual societies worldwide. Across the United States, the United Kingdom, Japan, Brazil, and African countries, code-switching serves various pragmatic functions and is shaped by unique historical, social, and linguistic contexts. Recent scholarly research provides valuable insights into the prevalence, patterns, and motivations of code-switching within these regions, highlighting its role in language contact, identity negotiation, and cultural expression. Understanding code-switching dynamics contributes to broader discussions on language diversity, sociolinguistic variation, and communication in multicultural contexts (Hornberger, 2019).

Multilingual societies represent intricate linguistic ecosystems where a multitude of languages coexist and interact within various social, cultural, and institutional contexts. These societies are characterized by profound linguistic diversity, with individuals possessing varying degrees of proficiency in multiple languages. The dynamics of multilingualism encompass not only language acquisition, maintenance, and shift but also extend to language attitudes, ideologies, and identities, all of which are shaped by historical, political, and sociocultural factors (Wei, 2019). In multilingual societies, language contact phenomena such as code-switching, code-mixing, and borrowing are prevalent, reflecting the intricate ways in which languages intersect and influence one another. Among these phenomena, code-switching holds particular significance as it occurs when speakers alternate between two or more languages within a single conversation or discourse. It serves various communicative functions, including expressing identity, signaling group membership, negotiating social relationships, and conveying nuanced meanings (Gardner-Chloros, 2009). The frequency and patterns of code-switching behavior offer valuable insights into the sociolinguistic dynamics of multilingual communities.

Multilingual societies often exhibit linguistic hierarchies and power dynamics, where certain languages enjoy prestige and dominance over others. Language policies and practices, including education, media, and government, play a crucial role in shaping language attitudes and usage patterns, contributing to linguistic inequalities and language endangerment faced by minority languages (Heller, 2010). The marginalization of minority languages poses significant challenges to the linguistic diversity and cultural heritage of multilingual societies (Grenoble & Whaley, 2006). The sociocultural context of multilingual societies influences language maintenance and shift processes among community members. Factors such as migration, urbanization, globalization, and diaspora contribute to language contact and linguistic hybridity, resulting in the emergence of new varieties, registers, and linguistic repertoires (Blommaert, 2010). Multilingual individuals navigate between linguistic repertoires, drawing on different languages to suit specific communicative needs and social contexts, thereby shaping their linguistic identities and affiliations (Gafaranga, 2012).

Language ideologies and identities are deeply intertwined with multilingualism, shaping individuals' perceptions of self and others within diverse linguistic communities. Language ideologies refer to the beliefs, attitudes, and values associated with languages and language use, influencing language choice, attitudes, and behavior (Bucholtz & Hall, 2005). Multilingual speakers negotiate their linguistic and cultural identities through language choice, accent, and linguistic behavior, reflecting complex social identities shaped by intersecting factors such as ethnicity, nationality, class, and gender (Kroskrity, 2010). Code-switching serves as a linguistic resource for identity construction and performance within

multilingual societies, allowing speakers to express multiple facets of their identity and negotiate their sense of belonging (Zentella, 2016).

Economic factors, such as labor migration and global trade, contribute to the linguistic landscape of multilingual societies, fostering language contact and diversity. Transnational flows of people, goods, and information result in the spread of languages across borders, leading to the emergence of transnational linguistic communities characterized by linguistic diversity and hybridity (Fishman, 2013). Code-switching facilitates communication and interaction in multicultural and multilingual settings, bridging linguistic divides and facilitating intercultural communication and understanding (Makoni & Pennycook, 2007). Multilingual education policies and practices play a crucial role in promoting linguistic diversity and language rights within multilingual societies. Bilingual and multilingual education programs aim to develop students' proficiency in multiple languages while fostering intercultural understanding and respect. However, the implementation of such programs often faces challenges related to resource allocation, teacher training, and community involvement (Baker, 2011). Code-switching in educational contexts reflects students' language repertoires and language socialization experiences, highlighting the need for pedagogical approaches that acknowledge and leverage students' multilingual resources (Creese & Blackledge, 2010).

Digital technologies and new media platforms have transformed communication practices in multilingual societies, enabling individuals to engage in linguistic exchange and expression across languages and cultures. Social media, online forums, and digital communities serve as spaces for multilingual interaction, where code-switching is a common phenomenon. Digital code-switching reflects the fluidity and adaptability of language use in contemporary multilingual societies, allowing individuals to navigate between languages, registers, and communicative styles (Androutsopoulos, 2014; Danet & Herring, 2007). Multilingual societies are dynamic and heterogeneous linguistic environments characterized by linguistic diversity, language contact, and cultural exchange. Code-switching behavior serves as a linguistic strategy for navigating the complexities of multilingualism, reflecting individuals' linguistic repertoires, social identities, and communicative needs within diverse sociocultural contexts. Understanding the intricacies of code-switching and its role in multilingual communication is essential for fostering linguistic diversity, promoting language rights, and building inclusive societies (Zentella, 2016).

1.1 Statement of the Problem

In contemporary multilingual societies, code-switching, the alternation between two or more languages within a single conversation, is a pervasive linguistic phenomenon. Despite its prevalence, there remains a lack of comprehensive understanding regarding the intricate dynamics and implications of code-switching behavior within diverse multilingual contexts. According to recent statistical data, approximately 60% of individuals in urban multilingual communities engage in code-switching regularly (González, 2014). However, existing research predominantly focuses on specific linguistic communities or language pairs, overlooking the broader sociolinguistic factors that influence code-switching practices. This study aims to address this gap by conducting a comprehensive analysis of code-switching behavior in multilingual societies, encompassing diverse linguistic, cultural, and sociopolitical contexts.

This study seeks to fill several research gaps within the field of sociolinguistics and multilingualism. Firstly, existing literature predominantly examines code-switching within specific language communities or language pairs, limiting our understanding of its universality and variability across diverse multilingual settings (Heller & McElhinny, 2019). By adopting a comparative approach, this study aims to identify commonalities and differences in code-switching patterns and motivations across multilingual societies, shedding light on the underlying sociocultural and linguistic factors that

shape code-switching behavior. Additionally, previous research often overlooks the role of power dynamics, language ideologies, and institutional influences in shaping code-switching practices within multilingual communities (Wei, 2019). This study intends to explore these factors to provide a more nuanced understanding of code-switching behavior and its implications for language policy and planning in multilingual societies.

The findings of this study will benefit various stakeholders, including educators, policymakers, linguists, and members of multilingual communities. Understanding the complexities of code-switching behavior in multilingual societies is crucial for developing effective language education policies and pedagogical approaches that acknowledge and leverage students' linguistic repertoires (Creese & Blackledge, 2010). Moreover, policymakers can use insights from this study to inform language planning initiatives that promote linguistic diversity and address linguistic inequalities within multilingual societies (Heller, 2010). Linguists and researchers will benefit from a deeper understanding of code-switching dynamics, contributing to theoretical advancements in sociolinguistics and multilingualism. Ultimately, members of multilingual communities will benefit from increased awareness and appreciation of their linguistic practices, fostering social inclusion and linguistic empowerment (Wei, 2019).

2.0 LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Sociolinguistic Theory

Sociolinguistic theory, pioneered by William Labov and Dell Hymes, explores the relationship between language and society, emphasizing how social factors influence language variation and change. This theory posits that language is not just a system of grammar and vocabulary but is deeply intertwined with social structures, power dynamics, and cultural norms (Labov, 1966; Hymes, 1974). In the context of code-switching in multilingual societies, sociolinguistic theory provides a framework for understanding the sociocultural motivations behind code-switching behavior. It highlights how factors such as social identity, group membership, and linguistic prestige influence individuals' language choices and code-switching patterns within diverse social contexts. By examining code-switching through a sociolinguistic lens, researchers can uncover the underlying sociopolitical dynamics and power relations that shape language use in multilingual communities.

2.1.2 Language Contact Theory

Language contact theory, associated with linguists such as Joshua Fishman and Uriel Weinreich, examines the linguistic consequences of language interaction and convergence between different language varieties (Fishman, 1959; Weinreich, 1953). This theory posits that when speakers of different languages come into contact, various linguistic phenomena such as code-switching, borrowing, and pidginization can emerge as a result of language contact and mutual influence. In the context of code-switching in multilingual societies, language contact theory offers insights into the mechanisms through which code-switching arises as a natural consequence of language contact. It highlights the role of bilingual speakers as mediators of linguistic exchange and the ways in which code-switching reflects the ongoing process of language convergence and hybridization within multilingual communities. Understanding code-switching from a language contact perspective provides valuable insights into the dynamic nature of language change and adaptation in diverse linguistic environments.

2.1.3 Identity Theory

Identity theory, rooted in the work of sociologists such as Erving Goffman and Anthony Giddens, examines how individuals construct and negotiate their social identities through language and

interaction (Goffman, 1959; Giddens, 1984). This theory posits that individuals use language as a tool for expressing and performing their identities within social contexts, drawing on linguistic resources such as code-switching to align themselves with specific social groups or identities. In the context of code-switching in multilingual societies, identity theory offers insights into the role of code-switching as a resource for identity construction and negotiation. It highlights how individuals strategically employ code-switching to express aspects of their cultural, ethnic, or social identity, adapting their linguistic behavior to fit the demands of different social situations. By examining code-switching through an identity lens, researchers can uncover the complex interplay between language, identity, and social context in multilingual societies, enriching our understanding of the role of language in shaping individual and collective identities.

2.2 Empirical Review

Smith & García (2016) investigated the relationship between language mixing, identity negotiation, and social belonging in multilingual urban communities. The researchers conducted ethnographic fieldwork in several urban neighborhoods with diverse linguistic populations. Data collection methods included participant observation, interviews, and audio recordings of naturalistic interactions. The study found that code-switching and language mixing were integral to participants' negotiation of multiple identities, including ethnic, cultural, and social identities. Language choices were influenced by social context, group membership, and individual identity goals. The researchers suggested that educational programs and community initiatives should recognize and value the linguistic diversity of urban populations, providing opportunities for language maintenance and promoting intercultural understanding.

Ngugi & Wang (2019) analyzed code-switching patterns among bilingual youth in a globalized urban environment, focusing on the sociolinguistic motivations and pragmatic functions of code-switching. The researchers conducted a mixed-methods study, combining quantitative analysis of language use patterns with qualitative interviews to explore participants' attitudes and perceptions towards code-switching. The study identified distinct code-switching patterns associated with different social contexts, such as peer interactions, family communication, and online discourse. Code-switching served pragmatic functions such as identity construction, social bonding, and linguistic creativity. The researchers recommended the development of educational materials and language policies that recognize the communicative value of code-switching and promote linguistic diversity in educational settings.

Liang & Chen (2018) aimed to compare code-switching practices across different social media platforms, exploring how linguistic norms and affordances of each platform shape code-switching behavior. The researchers collected data from popular social media platforms (e.g., Facebook, Twitter, Instagram) using web scraping techniques. They analyzed code-switching instances in user-generated content, focusing on linguistic features, communicative functions, and audience responses. The study revealed variation in code-switching practices across social media platforms, with users adapting their language choices to fit the platform's communicative norms and audience expectations. Code-switching was used strategically for identity performance, community building, and humor. The researchers suggested that platform designers and educators should consider the linguistic diversity of users and provide tools and resources that support multilingual communication online.

Rodríguez & López (2017) examined the intersection of language policy and code-switching practices in multilingual educational settings, focusing on the implementation and impact of language policies on students' language use. The researchers conducted a case study of a multilingual school, combining document analysis of language policies with classroom observations and interviews with teachers and students. The study found that language policies influenced students' code-switching behavior, with

variations in code-switching rates and patterns across different instructional contexts. Teachers played a crucial role in mediating language choices and enforcing language policies in the classroom. The researchers recommended that educators receive training on language policy implementation and develop pedagogical strategies that leverage students' multilingual resources while respecting language policy guidelines.

Chan & Liu (2015) explored how transnational migrants use code-switching as a strategy for identity performance and adaptation in multicultural contexts. The researchers conducted in-depth interviews with transnational migrants from diverse linguistic backgrounds, focusing on their language practices, identity negotiations, and experiences of migration and settlement. The study identified code-switching as a common linguistic strategy among transnational migrants, enabling them to navigate between multiple cultural and linguistic worlds. Code-switching served as a means of expressing hybrid identities, maintaining social connections, and negotiating belonging in transnational spaces. The researchers suggested that policymakers and community organizations should provide support and resources for transnational migrants to maintain their linguistic and cultural heritage while facilitating integration into host societies.

Kim & Lee (2016) investigated the role of code-switching in intergenerational language transmission within immigrant families, focusing on how language practices shape family dynamics and language attitudes. The researchers conducted longitudinal interviews with members of immigrant families, spanning multiple generations, to trace patterns of language use and language shift over time. They also administered surveys to assess language attitudes and preferences. The study revealed complex patterns of language use within immigrant families, with code-switching serving as a bridge between heritage languages and the dominant language of the host society. While younger generations tended to use more code-switching, older generations expressed concerns about language maintenance and cultural preservation. The researchers recommended that immigrant support organizations and educational institutions offer programs and resources that promote heritage language maintenance and facilitate intergenerational communication within immigrant families.

López & Martínez (2018) examine code-switching practices in legal discourse, exploring the challenges and implications for legal interpreting and translation in multilingual societies. The researchers conducted a comparative analysis of legal texts and transcripts of courtroom proceedings in multilingual settings, focusing on instances of code-switching by legal professionals, witnesses, and interpreters. The study identified code-switching as a common phenomenon in legal discourse, influenced by factors such as language proficiency, cultural background, and communicative goals. Code-switching posed challenges for legal interpreters and translators, highlighting the need for specialized training and professional standards. The researchers recommended that legal institutions provide training and support for interpreters and translators working in multilingual contexts, ensuring accurate and effective communication across language barriers.

3.0 METHODOLOGY

The study adopted a desktop research methodology. Desk research refers to secondary data or that which can be collected without fieldwork. Desk research is basically involved in collecting data from existing resources hence it is often considered a low cost technique as compared to field research, as the main cost is involved in executive's time, telephone charges and directories. Thus, the study relied on already published studies, reports and statistics. This secondary data was easily accessed through the online journals and library.

4.0 FINDINGS

This study presented both a contextual and methodological gap. A contextual gap occurs when desired research findings provide a different perspective on the topic of discussion. For instance, López & Martínez (2018) examine code-switching practices in legal discourse, exploring the challenges and implications for legal interpreting and translation in multilingual societies. The researchers conducted a comparative analysis of legal texts and transcripts of courtroom proceedings in multilingual settings, focusing on instances of code-switching by legal professionals, witnesses, and interpreters. The study identified code-switching as a common phenomenon in legal discourse, influenced by factors such as language proficiency, cultural background, and communicative goals. The researchers recommended that legal institutions provide training and support for interpreters and translators working in multilingual contexts, ensuring accurate and effective communication across language barriers. On the other hand, the current study focused on exploring code-switching in multilingual societies.

Secondly, a methodological gap also presents itself, for example, López & Martínez (2018), in their study on the challenges and implications for legal interpreting and translation in multilingual societies; conducted a comparative analysis of legal texts and transcripts of courtroom proceedings in multilingual settings, focusing on instances of code-switching by legal professionals, witnesses, and interpreters. Whereas, the current study adopted a desktop research method.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The study provides valuable insights into the complex dynamics of language use and interaction within diverse linguistic environments. Through an exploration of code-switching behavior across various social, cultural, and educational contexts, several key conclusions emerge. Firstly, code-switching serves as a linguistic strategy for navigating the complexities of multilingualism, allowing speakers to draw on multiple linguistic resources to accommodate different communicative needs and social situations. The findings highlight the versatility and adaptability of code-switching as a communicative tool, reflecting the rich linguistic repertoires of individuals in multilingual societies.

Secondly, the study underscores the sociocultural and pragmatic functions of code-switching within multilingual communities. Code-switching is not merely a linguistic phenomenon but is deeply embedded in social practices, identity construction, and interpersonal relationships. The analysis reveals how code-switching reflects speakers' social identities, group affiliations, and cultural belonging, highlighting the role of language in shaping individual and collective identities within multilingual societies. Moreover, code-switching serves pragmatic functions such as clarifying meaning, expressing solidarity, and negotiating social hierarchy, contributing to effective communication and social cohesion in diverse linguistic contexts.

Lastly, the study emphasizes the importance of recognizing and valuing linguistic diversity in multilingual societies. Rather than viewing code-switching as a deviation from linguistic norms, the findings suggest that code-switching is a natural and integral aspect of multilingual communication. By acknowledging the communicative value of code-switching and promoting linguistic inclusivity, policymakers, educators, and community leaders can create environments that foster linguistic diversity and empower speakers of multiple languages. The study calls for the development of inclusive language policies, culturally responsive pedagogies, and community initiatives that celebrate and support the linguistic practices of multilingual individuals and communities.

The study on code-switching in multilingual societies sheds light on the intricate interplay of language, culture, and society in shaping communication practices within diverse linguistic environments. By exploring the sociolinguistic motivations, pragmatic functions, and social implications of code-

switching behavior, the study contributes to our understanding of the role of language in identity negotiation, social interaction, and cultural expression within multilingual communities. Moving forward, further research is needed to explore the nuanced dynamics of code-switching across different linguistic contexts and to develop strategies for promoting linguistic diversity and inclusion in multilingual societies.

5.2 Recommendations

The study offers a range of recommendations that contribute to both theoretical understanding and practical applications in language policy and practice. Firstly, the study suggests that further research should be conducted to delve deeper into the sociolinguistic motivations behind code-switching behavior across different multilingual contexts. By adopting a comparative approach and exploring code-switching patterns in various social, cultural, and educational settings, researchers can enrich existing theories of language contact, identity negotiation, and language planning. This theoretical advancement will enhance our understanding of the complexities of multilingualism and contribute to the development of more nuanced models of language use and interaction within diverse linguistic communities.

In terms of practical implications, the study recommends that educators and language policymakers recognize the communicative value of code-switching and integrate it into language teaching pedagogies and curricula. Rather than viewing code-switching as a linguistic deviation or interference, educators should embrace it as a natural aspect of multilingual communication. By incorporating code-switching activities and discussions into language learning environments, educators can create inclusive classrooms that validate students' linguistic repertoires and promote language awareness and proficiency in multiple languages. Furthermore, educators should provide support and resources for bilingual and multilingual students to develop their code-switching skills as part of their linguistic repertoire, fostering their linguistic and cultural identities within the educational context.

The study also highlights the importance of developing culturally and linguistically responsive policies that recognize and support the linguistic diversity of multilingual societies. Language policies should aim to promote linguistic inclusivity and provide equal opportunities for speakers of all languages to participate in social, cultural, and educational domains. This includes implementing language programs and services that cater to the needs of multilingual communities, such as bilingual education, language support services, and interpreter training programs. Policymakers should collaborate with community organizations, educational institutions, and language advocacy groups to develop comprehensive language policies that address the linguistic rights and needs of diverse linguistic populations.

Moreover, the study recommends fostering partnerships between researchers, educators, policymakers, and community stakeholders to bridge the gap between theory and practice in addressing code-switching in multilingual societies. Collaborative initiatives can facilitate knowledge exchange, capacity building, and advocacy efforts aimed at promoting linguistic diversity and social inclusion. By working together, stakeholders can develop evidence-based interventions and policy recommendations that are informed by the insights and experiences of multilingual communities. This interdisciplinary approach will enhance the effectiveness of language policies and programs in supporting the linguistic rights and well-being of diverse linguistic populations.

Furthermore, the study emphasizes the need for ongoing professional development and training for language professionals, including teachers, interpreters, translators, and language policy specialists. Professional development programs should provide opportunities for practitioners to enhance their understanding of code-switching phenomena, develop their skills in supporting bilingual and multilingual learners, and stay abreast of emerging research and best practices in language education

and policy. By investing in the professional development of language professionals, policymakers can ensure the delivery of high-quality language services and support to multilingual communities, ultimately contributing to improved language outcomes and social integration.

In addition, the study recommends raising awareness and promoting positive attitudes towards multilingualism and code-switching among the broader public. Public awareness campaigns, community events, and cultural initiatives can challenge linguistic stereotypes and misconceptions, celebrate linguistic diversity, and foster a sense of pride and belonging among speakers of minority and heritage languages. By promoting a culture of linguistic respect and appreciation, society can create more inclusive and supportive environments for multilingual individuals and communities, where all languages are valued and recognized as essential components of cultural and linguistic heritage.

Overall, the recommendations derived from the study have far-reaching implications for theory, practice, and policy in the field of multilingualism and language education. By promoting a holistic approach that recognizes the complex interplay of language, culture, and identity in multilingual societies, stakeholders can work together to create more inclusive, equitable, and linguistically diverse societies where all individuals can thrive.

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