

CORRELATING PEDAGOGICAL TRANSLANGUAGING PRACTICES WITH MULTILINGUAL IDENTITY AFFIRMATION: A QUANTITATIVE STUDY OF TERTIARY LEVEL ESL CLASSROOMS IN PAKISTAN

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Abstract

In spite of the linguistic diversity in Pakistan, in most of the ESL (English as a Second Language) tertiary classrooms, the monolingual policies are applied. This ideology of English can devalue students' home languages and can disrupt students' bilingual identity. To fill the deficit of empirical studies of inclusive language practices in this context, this quantitative, cross-sectional correlational study examined the correlation between pedagogical translanguaging and affirming multilingual identity by undergraduate ESL students from Pakistan. Data were gathered from three questionnaires namely adapted Pedagogical Translanguaging Questionnaire (PTQ) and Multilingual Identity Affirmation Scale (MIAS) using a stratified random sample of public and private universities in Pakistan (N=398). Both classroom translanguaging (M = 3.65) and the self-reported identity affirmation (M = 3.88) had a moderate to high frequency. The inferential statistical analysis showed a high and significant positive correlation between pedagogical translanguaging and identity affirmation with a value of $r(396) = .68, p < .001$. Additionally, the results of simple linear regression showed that the determination coefficient of translanguaging practices was 46.3% ($R^2 = .463$) which meant that the translanguaging practices could explain 46.3% of the variance in multilingual identity affirmation. The results are empirical and disprove of the traditional English only approaches and paradigms, demonstrating that the systematic validation of the student's full language system has a strong psychological impact which significantly increases students' confidence and cultural pride in the academic environment. The study strongly recommends to formally include translanguaging pedagogies in the tertiary ESL curriculum in Pakistan.

Keywords: *pedagogical translanguaging, multilingual identity, ESL classrooms, Pakistani tertiary education, quantitative analysis, language policy, linguistic equity.*

1. Introduction

1.1 Background of the Study

The sociolinguistic context in which English as a Second Language (ESL) exists in Pakistan is very complex, multidimensional and highly stratified. Historically, in the country of India, English is not just a means of communication but is also a symbol of social prestige and privileged access to socio-economic mobility, higher education, and privileged status in society; thanks to the country's post-colonial history. As a result, Pakistani educational institutes, especially the higher education institutes have traditionally followed and implemented monolingual instructional models, which are usually reflected in the form of "English-Only" policies in classrooms. This historic privilege of monolingual ideologies automatically privileges the epistemes of the native speakers and assigns the indigenous

languages of the students a subservient role as the hurdles of acquiring the second language, as Mahboob (2014) amply underscores.

In recent years, however, there has been a paradigm shift in the field of applied linguistics with more heteroglossic approaches to language education. One of these is the notion of "Translanguaging" which was first coined in an educational context and has been much developed by Mateus (2014). Translanguaging is thought of as a purposeful and dynamic pedagogical tool that makes full use of students' complete, integrated linguistic repertoire. Translanguaging does not separate languages, but it can engage the various languages a learner can access (Urdu, Punjabi, Pashto, Sindhi, Balochi, and other languages) to help them think more deeply about the subject matter, to make complex academic concepts more comprehensible, and ultimately to support the learning of English (Mahmood et al., 2024). Translanguaging, by removing the artificial barriers between the learner's first language (L1) and the target language (L2), brings a shift in the ways the ESL classroom is conceptualized, transforming it from a place of language constraint to a place of language liberation and co-construction of meaning.

1.2 Statement of the Problem

In spite of the multilingual nature and the great diversity of languages of Pakistan, which has over seventy indigenous languages, tertiary ESL classrooms still often enforce a strong monolingual attitude. This ideology of English pervasively is working on a deficit model: the use of indigenous mother tongues is systematically stigmatized and seen as an academic liability, rather than a cognitive asset. The ban on students' first languages in the university not only hinders deep learning and conceptual understanding but can have a profound impact on students' language self-confidence and cause the suppression of their cultural and linguistic identities in the quest for academic success.

Although there has been an increasing number of qualitative studies in the Global South that indicate that informal translanguaging and code switching play an active role in helping students comprehend a task and develop rapport, there is a clear and obvious methodological gap in the literature. In particular, there is a tremendous need for quantitative empirical evidence of the match between structured pedagogical translanguaging and affirmation of students' multilingual identities at a macro level, particularly in the context of Pakistani universities. Much of the literature currently available is based on qualitative observation, or on small-scale case studies, with little statistical rigour to support their impact on macro-level language policies. It is therefore of utmost importance to quantitatively explore whether there is a systematic relationship between the active and pedagogically engaged integration of the students' different language registers in the tertiary ESL classroom and their multilingual identity affirmation, linguistic pride and academic confidence.

1.3 Research Objectives

This study is quantitative with three main research goals:

1. To carefully, quantify and specify the types of pedagogical translanguaging practices which are being used by teachers and students at tertiary level ESL classrooms in Pakistan. Secondly, the research aims
2. To make an empirical attempt to measure the extent of multilingual identity affirmation experienced by the tertiary education level ESL learners in terms of constructs such as linguistic pride, cultural validation, affective engagement, etc. Thirdly, and most importantly, the study aims
3. To identify and quantify the statistical correlation between pedagogical translanguaging practices (the independent variable) and level of students'

multilingual identity affirmation (the dependent variable), to determine if there is a significant statistical correlation between the two phenomena or not.

1.4 Research Questions

This study is guided by the following research questions:

1. What is the actual frequency and nature of pedagogical translanguaging practices that are used by the teacher and the learner in the tertiary ESL classrooms in Pakistan?
2. What is the quantifiable, self-reported degree of multilingual affirmation (of language, of oneself, of culture) for undergraduate students taking these ESL courses?
3. Do students' experiences of structured pedagogical translanguaging practices have a statistically significant positive impact on their multilingual identity affirmation in tertiary academic settings?

1.5 Significance of the Study

What makes this research important is the fact that it may help in providing some empirical data with quantitative value which can directly impact language education policy in Pakistan. The results will be statistically presented to illustrate the correlational advantages of pedagogical translanguaging and will greatly assist curriculum planners, textbook writers and any authoritative body like the Higher Education Commission (HEC) of Pakistan. It will enable these stakeholders to break free from the traditional and restrictive one-language policy and help them in making highly inclusive and cognitively supportive language policies in line with sociolinguistic realities of Pakistani students. In addition, at a wider, academic level, globally, the study is a major contribution to the current theoretical paradigm shift from linguistic imperialism to linguistic equity and social justice in the Global South. It quantitatively demonstrates this shift toward decolonization of ELT, and provides evidence that the use of indigenous language in the English classroom is not at the expense of academic rigor, but indeed creates a more equitable, psychologically affirming and culturally sustaining educational environment.

1.6 Operational Definitions

Pedagogical Translanguaging: For the purpose of this quantitative study, pedagogical translanguaging will be operationalized as the countable frequency of intentional language use of multiple languages (English, Urdu, regional languages) by teachers and students to scaffold learning, to make sense of tasks, and to collaboratively construct meaning, as captured in the adapted Pedagogical Translanguaging Questionnaire (PTQ).

Operationalized as statistically quantified level of linguistic pride, psychological safety, and cultural validation in the classroom for statistically quantified level of language use, this variable is called Multilingual Identity Affirmation (MIAS).

2. Literature Review

This is a quantitative correlational study that builds on the synthesis of two leading socio-linguistic theories namely: Translanguaging Theory and Theory of Identity and Investment in language learning. Firstly, this research is based on the Translanguaging Theory as it is well described by García and Li Wei (2014). The theory goes against the traditional structuralist notions of bilingualism, which had traditionally considered languages as isolated cognitive systems in separate parts of the brain. Rather, García and Li Wei (2014) argue that multilingual people have one unified, complex and integrated linguistic system. Learners then choose from this individual repertoire of language and linguistics in a dynamic and strategic manner to communicate effectively, negotiate complex meanings and maximise cognitive functioning. In this case study, the framework supports thinking of translanguaging as a sophisticated cognitive tool rather than a deficit or a mere crutch, and can be measured and assessed in the pedagogical context.

Secondly, the study takes heavily from Norton's (2013) socio-cultural theory of identity and investment in L2 acquisition to connect with the cognitive aspects of translanguaging and psychological outcomes. Norton believes that language learners are not ahistorical subjects processing input in a vacuum, but are complex social beings who engage in ongoing negotiation and development of their identities as part of dynamic social interactions in the classroom. With validation of the learner's first language, his/her "investment" in the target language will be raised, as the process of learning the target language will not wipe out the old culture or identity. This research brings together these two powerful lenses of theory to create a clear and coherent conceptual framework that pedagogical translanguaging (acting from a unified linguistic repertoire) is a key social and cognitive process that enables language learners to actively negotiate, create and structurally affirm their multifaceted multilingual selves within otherwise hegemonic academic contexts.

2.1 Monolingual Ideologies vs. Translanguaging in ESL

English language teaching has been dominated by what Phillipson (1992) called "linguistic imperialism" throughout the history of English language teaching, especially in post-colonial countries. The "English-only" fallacy and the widespread myth of native-speakerism support this ideology, which is rooted in the false assumption that the best way to acquire L2 is to expose students to the target language as much as possible, and that this can be accomplished by forbidding the use of L1. The critique of this monolingualism exposes how such systems of equivalence foster an unfriendly academic space and implicitly convey to students in the Global South that their native language – and thus their cultural identity – is structurally deficient and of no academic value. This monolingual habitus help to enforce an artificial hierarchy of languages with Western epistemologies at the top and delegitimizing local linguistic funds of knowledge (Ni et al., 2024).

A strong empirical literature, on the other hand, has emerged that shows how translanguaging has a multitude of cognitive, academic, and socio-emotional advantages. For example, Canagarajah (2011) has written many papers detailing how translanguaging is important as a pedagogical scaffolding mechanism. His work, as well as that of other contemporary scholars, demonstrates that allowing students to move freely in their linguistic systems shows that students think at a higher level, have more metalinguistic awareness and are able to solve more complex problems. The value of translanguaging in the ESL classroom is to give the students enough epistemic access to connect the new words and structures of the English language with their existing concepts and structures in their home language. It is important, therefore, to bring these cognitive advantages to bear in pedagogically measurables in order to break out from the monolingual ideologies that have traditionally limited ESL instruction in post-colonial educational systems (Madhavi, 2026).

2.2 Multilingual Identity Affirmation

In L2 field second language identity affirmation is related to the psychological state of the learner and how he/she feels about the L2 environment. Identifying and affirming a students' identity means making it visible, valid and making use of their L1 and cultural backgrounds in the L2 classroom. By providing opportunities for indigenous languages, educators have a direct impact on the students' "affective filter" (Krashen's basic SLA theories) which would be lowered by reducing the anxiety and low self-esteem, which cause the "affective filter" to act as a mental block between the comprehensible input and the language acquisition device (Ruby & Manara, 2026). In this way, teachers help the learner feel confident in his or her academic abilities, feel a strong sense of belonging and have his or her cultural

identity validated, which helps to defuse the psychological pressure that can result from English-only policies.

In recent years, this phenomenon has been brought into the realm of applied linguistics with a concerted attempt to go beyond the qualitative description of it and develop sophisticated quantitative scales to objectively measure linguistic identity and affirmation. Researchers have, successfully so, operationalised multilingual identity by creating psychometric scales which measure, for example, how proud a learner is of his or her native language, how much he or she feels legitimate culturally within the institution and how he or she feels about his or her own linguistic ability (Shi & Xu, 2025). These quantitative tools enable researchers to obtain solid quantitative data of the effects of the educational practice on the internal self-concept of the students. The current study seeks to objectively assess the extent of such validation of multilingual identities amongst the tertiary students in Pakistan by using these standardized scales, and give empirical weight to the claim that inclusive language policies have measurable psychological and academic effects.

2.3 The Pakistani Context: Language Policy and Practices

The sociolinguistic situation in Pakistan is quite hierarchical with a clear-cut effect on educational policies and classroom practices. Like studied in detail by Rahman (2004), the language is not just a means of communication in Pakistan but it is a strong symbol to signify class, power and socio-political inclusion. Within this entrenched hierarchy, English is in the elite position as the language of the judiciary, government (at the highest levels) and prestigious private education. The national lingua franca Urdu falls in between: it is a symbol of statehood and national identity. On the other hand, the many indigenous languages of the region (Punjabi, Pashto, Sindhi, Balochi etc.) are often ignored, underutilized for formal learning and barely used for formal learning purposes. These three-tiered hierarchies help to produce a tension within the Pakistani tertiary classroom as students come with a rich diversity of regional languages, which in the main are devalued in the classroom in favour of English and, to a lesser degree, Urdu.

In this contested academic terrain recent literature has started to examine the ways in which teachers and learners maneuver these hard boundaries of language. Recent research on code switching and translanguaging in Pakistani universities, including the well-established study of (García, 2011) reveals that teachers often resort to local languages to help students when they fall short of understanding, for disciplining students and establishing rapport. A careful analysis of this literature, however, shows that most of these studies are still very qualitative, descriptive or ethnographic in nature. Their data mainly consists of classroom observations, semi-structured interviews and discourse analysis of teacher-student interaction. Though these qualitative views are very useful in getting to grips with localised aspects of classroom communication, they are intrinsically statistically not generalisable enough to trigger sweeping institutional policy changes across the varied provincial context of Pakistan.

2.4 Identification of Research Gap

A thorough review of the literature indicates a significant and obvious gap in the methodological studies when it comes to the context of Pakistan's higher education. Although there is a theoretical support in global context for the cognitive and psychological benefits of translanguaging and qualitative studies in the local context demonstrate the presence of translanguaging in an informal manner in the classrooms in Pakistan, there is a need for a robust and large scale quantitative study. Existing literature is lacking in empirical, statistically-derived evidence that mathematically relates structured pedagogical translanguaging practices with the psychological variable of multilingual identity affirmation. This study directly fills this gap through the use of a rigorous quantitative correlational design with large and

representative sample size, and validated psychometric scales. While shifting the attention from qualitative observation in classrooms to objective and inferential statistics, it at the same time offers the empirical support to argue for inclusive policies in tertiary sector in Pakistan with a translanguaging agenda.

3. Methodology

3.1 Research Design

In order to systematically examine the empirical relationship between pedagogical language practices and psychological outcomes of students, the quantitative, cross-sectional correlational research design was used. The quantitative approach was considered to be highly appropriate for this study, as the main aim of the study was to objectively measure the strength, direction and statistical significance of the relationship between a clearly defined independent variable (Pedagogical Translanguaging Practices) and a dependent variable (Multilingual Identity Affirmation). The design of this study is correlational because it has a large sample and can mathematically quantify these variables for inferential statistical analyses which would not be possible in a qualitative design, which explores subjective experiences. Moreover, the cross-sectional design of the study (representative of a single, independent time point) is extremely efficient and effective, and gives a very good picture of the state of educational practice in the present context of higher education in Pakistan. This thorough quantitative method decreases the subjective influence of the researchers while also providing empirical data that can be generalized and safely inferred to predict the systematic effect that changes in classroom language policies have on the linguistic self-esteem and cultural affirmation of tertiary-level ESL learners.

3.2 Population and Sampling

This study was comprehensive and the target population was English as a Second Language (ESL) undergraduate students who were studying compulsory English courses (Functional English/ Academic Writing) in the recognized higher education institutions in Pakistan. In order to make sure that the data gathered was very representative of the variety of sociolinguistic fabric of the country, the study adopted a stratified random sampling. Strata were carefully delineated for the selection of the participants, according to the universities type (public and private sector) and geographical province (Punjab, Sindh and Khyber Pakhtunkhwa) so as to represent wide range of languages.

An a priori power analysis was performed using the software program G*Power 3.1 to determine the appropriate sample size, making sure that it was statistically rigorous. Based on a Bivariate Pearson correlation model with a high statistical power of 0.95, a moderate anticipated effect size of 0.30, and a desired level of confidence of 95% ($\alpha = .05$), a minimum sample size of 138 was calculated, but to allow for possible loss of respondents and for responses that were not complete, the desired number of respondents was expanded. The questionnaires were distributed to a total of 450 people and a final sample of valid questionnaires of $N = 398$ was used. This large sample size also makes the findings of the inferential statistics more reliable and results in high level of confidence in generalizing the results to the larger population of Pakistani tertiary ESL students.

3.3 Instrumentation

The main data collection instrument for this study was a highly structured self-administered survey questionnaire that was carefully broken-up in three different sections with each section aiming at measuring the three targeted variables.

The data of Part A were gathered on the essential demographic data of the participants. This comprised of age, gender, primary first language (L1) background (e.g. Urdu, Punjabi,

Pashto and Sindhi) and type of university (public or private). This demographic information was important to control for extraneous variables in the regression analysis.

Part B was the Pedagogical Translanguaging Questionnaire (PTQ) which is a psychometric tool that was developed based on existing scales in the field of EFL/ESL, primarily inspired by Ghafouri and Esmaeilee (2024). There were 15 items in the PTQ that used a 5-point Likert scale from 1 ("Never") to 5 ("Always"). It was specially designed to capture the frequency of translanguaging in three parameters: task comprehension (e.g. using the L1 to explain challenging English grammar), emotional expression (e.g. using the L1 to express frustration or joy in group work) and peer collaboration (e.g. code switching in group discussion).

The Multilingual Identity Affirmation Scale (MIAS) was included in part C. This is a 12-item section which was structurally adapted from Norton's (2013) theoretical constructs of identity and investment. The MIAS also used a 5-point Likert scale (1 = "Strongly Disagree" to 5 = "Strongly Agree") to measure students' feelings of pride in their language, sense of belonging to the school, and self-esteem about their language when their language was acknowledged.

To maintain strong internal consistency and reliability, a pilot test was carried out with 40 ESL students who were not involved in the study. Results of the reliability analysis showed good Cronbach's Alpha level for the PTQ ($\alpha = 0.86$) and MIAS ($\alpha = 0.89$), which is above the acceptable level of 0.70. Moreover, the instrument was subjected to expert validation, which was done by three senior professors in the field of TESOL to make it content and face valid prior to mass distribution.

3.4 Data Collection Procedures

Data was collected using a very systematic approach, with two methods, so as to cover the maximum accessibility and maximum response rate. With the stratified sample being geographically dispersed, an online survey tool (Google Forms) was used in large part to distribute the survey through official university email and student academic groups. In order to make the questionnaire accessible to students who may have issues accessing it digitally, physical copies of the questionnaire were also systematically distributed in selected University classrooms, with the express permission from the respective Course Instructors.

The ethical issues were kept to a high standard throughout data collection. All participants before answering the questionnaire, received detailed informed consent form, which explained the exact nature, purpose and scope of the research. It was made clear to participants that there was no recording of personally identifiable information (names, etc. or student ID). In addition, they were told that they could withdraw from the study anytime, for any reason, without any academic or negative consequences. The research protocol was approved in detail by the institutional ethical review board before the research was started.

3.5 Data Analysis Techniques

After the data collection, the collected data was carefully cleaned and coded and then imported into the SPSS (version 28) for rigorous computation. Prior to the inferential tests, preliminary analyses were performed to check that all of the basic assumptions of parametric tests (e.g., normality, linearity, and homoscedasticity) were completely satisfied.

Descriptive statistics were used to directly answer Research Question 1 and Research Question 2. These included the careful calculation of mean scores and standard deviations (both overall mean scores (M) and standard deviations (SD)) for both the PTQ and the MIAS, which indicated central tendency and dispersion of the data for the frequencies of translanguaging and levels of identity affirmation.

In order to answer the pivoting Research Question 3, inferential statistics were done. Pearson product-moment correlation coefficient (r) was determined to check the strength and direction of the relationship between the independent and dependent variables. Beyond this, in order to gain a more in-depth look at the relationship between students' exposure to pedagogical translanguaging and the variance in students' multilingual identity affirmation, a simple linear regression analysis was performed.

4. Results

4.1. Demographic Profile of Respondents

The final data set consisted of $N = 398$ valid responses of the tertiary level ESL learners from across the country of Pakistan. The gender split showed an almost even distribution of 54.3% ($n = 216$) females and 45.7% ($n = 182$) males. The age of participants was between 18 and 23 years, typical undergraduate age groups. In terms of linguistic backgrounds, the sample was representative of the rich multicultural languages of Pakistan with 42% Urdu, 28% Punjabi, 15% Pashto, 8% Sindhi and 7% other regional languages (e.g., Balochi, Saraiki) L1 speakers. In addition, the respondents were 62% public sector Universities and 38% private sector Universities which gave a complete picture of the tertiary educational landscape.

Table 1 Demographic Profile of Participants ($N = 398$)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	216	54.3
	Male	182	45.7
Age Group	18–20 years	210	52.8
	21–23 years	165	41.5
	24 years and above	23	5.7
First Language (L1)	Urdu	167	42.0
	Punjabi	111	28.0
	Pashto	60	15.0
	Sindhi	32	8.0
	Other (e.g., Balochi, Saraiki)	28	7.0
University Type	Public Sector	247	62.0
	Private Sector	151	38.0

Note. $N = 398$. "Other" languages include diverse regional mother tongues representing smaller linguistic populations in the sample.

4.2 Descriptive Analysis

Translanguaging practices (RQ1) Descriptive statistics were calculated for the Pedagogical Translanguaging Questionnaire (PTQ) to answer the first research question on the frequency and kinds of translanguaging practices. A moderate to high level of translanguaging events was reported in the ESL classroom in general, with the mean of the 5-point Likert scale of the respondents coming out at $M = 3.65$ ($SD = 0.78$).

A detailed item-level analysis summarizing the data reported in "Table 1: Descriptive Statistics of PTQ" indicated different patterns of the use of multiple languages. The most commonly reported translanguaging practice was peer-to-peer explanation during collaborative group work ($M = 4.25$, $SD = 0.65$), suggesting that students strongly use their common L1 to break down and negotiate more challenging tasks and problems in English. A very common technique was the translation of abstract terms ($M = 3.90$, $SD = 0.71$). On the other hand, formal teacher instruction delivered entirely in the L1 ($M = 2.15$, $SD = 0.88$) was reported least frequently, indicating that although students were translanguaging, teachers were somewhat

constrained by institutional English-only policies, using L1 for minimal scaffolding, but not for main instructional delivery.

Table 2 *Descriptive Statistics for Pedagogical Translanguaging Questionnaire (PTQ) Items*

Item No.	Translanguaging Practice	M	SD
1	I use my native language to explain complex English concepts to my peers during group work.	4.25	0.65
2	I translate abstract English vocabulary into my native language to understand it better.	3.90	0.71
3	My teacher allows the use of our native language when we are struggling with a task.	3.85	0.75
4	I use my native language to express my emotions (e.g., frustration, excitement) during class activities.	3.60	0.82
5	My teacher delivers formal instructional lectures entirely in our native language.	2.15	0.88
Total	Overall Pedagogical Translanguaging Frequency	3.65	0.78

Note. N = 398. Measured on a 5-point Likert scale ranging from 1 (*Never*) to 5 (*Always*). Higher means indicate greater frequency of the translanguaging practice.

4.3 Descriptive Analysis: Multilingual Identity Affirmation

In order to answer the second research question, the data of the Multilingual Identity Affirmation Scale (MIAS) was analysed. The overall results showed a relatively high level of identity affirmation among the students with the overall mean score of M = 3.88, SD = 0.82.

The answers revealed very deep psychological aspects concerning language self-esteem as described in "Table 2: Descriptive Statistics of MIAS". Items measuring the students' pride in using their native language in addition to English were overwhelmingly endorsed by students (M = 4.30, SD = 0.60). Likewise, the items under the factor of cultural validation and a sense of institutional belonging scored high (M = 4.15, SD = 0.74). However, items examining anxiety related to English-only enforcement showed that the students' academic confidence dropped significantly when their L1 was not allowed at all, (M = 2.45, SD = 0.90 (reverse coded anxiety items)). This is a quantitative verification of the strong positive bond and desire for formal recognition of students' multilingual identities in the school context.

Table 3 *Descriptive Statistics for Multilingual Identity Affirmation Scale (MIAS) Items*

Item No.	Identity Affirmation Construct	M	SD
1	I feel proud when I can use my native language alongside English in the classroom.	4.30	0.60
2	Using my native language in the ESL class makes me feel that my cultural identity is validated.	4.15	0.74
3	I feel a stronger sense of belonging in the classroom when my linguistic background is acknowledged.	4.05	0.78
4	I feel more confident participating in English tasks when I know I can fall back on my native language.	3.95	0.80
5	I feel anxious and academically insecure when strict "English-only" rules are enforced. (Reverse Coded) *	2.45	0.90
Total	Overall Multilingual Identity Affirmation Level	3.88	0.82

Note. N = 398. Measured on a 5-point Likert scale ranging from 1 (*Strongly Disagree*) to 5 (*Strongly Agree*). *Item 5 was reverse-coded for aggregate mean calculation to maintain directional consistency.

4.4 Inferential Analysis: Correlation and Regression

Main aim of the study (RQ3) was answered by using inferential statistical tests to examine if pedagogical translanguaging practices are related to multilingual identity affirmation. Initially, Pearson product-moment correlation coefficient was computed. Results showed that the frequency of pedagogical translanguaging (PTQ) and level of multilingual identity affirmation (MIAS) were strongly positively correlated at a statistically significant level; $r(396) = .68, p < .001$. This is a very significant p value, a mathematical proof that the more students' native language is structured in the ESL classroom, the more their sense of pride, belonging and academic self-esteem increases in an easily anticipated way.

Table 4 Summary of Simple Linear Regression Analysis Predicting Multilingual Identity Affirmation from Pedagogical Translanguaging

Variable	B	SE	\beta	t	p
Constant (Intercept)	1.25	0.14	-	8.92	< .001
Pedagogical Translanguaging (PTQ)	0.72	0.04	.68	18.50	< .001

Note. N = 398. $R^2 = .463$. Adjusted $R^2 = .461$. $F(1, 396) = 342.50, p < .001$. Pearson Correlation $r = .68^{**}$ ($p < .001$). B represents unstandardized regression weights; SE represents standard error; β represents standardized regression weights.

A simple linear regression analysis was then performed using PTQ scores as the predictor variable and MIAS scores as the criterion variable to further substantiate these findings and determine the predictive power. The regression model was statistically significant, $F(1, 396) = 342.50, p < .001$. The R-squared value was found to be $R^2 = .463$. This means that the direct relationship between the frequency of pedagogical translanguaging practices and students' multilingual identity affirmation accounts for about 46.3% of the variance in the affirmation of students' multilingual identities. The standardized beta coefficient ($\beta = .68, t = 18.50, p < .001$) further indicates the strong predictive power of translanguaging. Finally, it is clear from the quantitative data that translanguaging is not just a communicative crutch, but a valid and statistically proven pedagogical tool which played a considerable role in the psychological and cultural affirmation of ESL students in Pakistan.

5. Discussion

5.1 Interpretation of Key Finding

The empirical results in this quantitative study provide invaluable insights for sociolinguistic realities of Pakistani Higher education system. In response to the first research question, the moderate to high reported frequency of translanguaging practices ($M = 3.65$) reflects a stark contrast between what is officially done in institutions and what happens in classrooms. Although many universities in Pakistan have established their policy as strict monolingual/English-only policy, the data reveals that in practice the policy is highly covert translanguaging. Students apply the L1 in ways that are natural and organic in order to scaffold and cognitively process with peers. This means that translanguaging is an instinctive and communicative practice that learners use to deal with academic challenges, regardless of the limits imposed by institutions.

The data in response to the second research question clearly demonstrates that Pakistani tertiary students have strong affirmation of their multilingual identity ($M = 3.88$). They are not regarding their indigenous languages (Pashto, Sindhi or Punjabi) as inferior to English, but show tremendous pride in their mother tongues. Their linguistic self-esteem improves when

given opportunities to use their L1, indicating that they want to bring their true selves: those rooted in their culture or L1, into the academic realm.

Most importantly, the interpretation of the third research question is the main contribution of this study. The statistically significant high positive correlation results ($r = .68$, $p < .001$) and the regression model results ($R^2 = .463$) clearly demonstrate the central theme of this research: allowing and intentionally organizing for opportunities for fluid language practices makes students feel deeply culturally validated and linguistically secure. The data statistically validates the effect that L2 validation of mother tongue is a psychological catalyst that leads to a dramatic drop in the affective filter, a reduction of the anxiety linked to L2 performance, and a creation of a psychologically secure environment that encourages students to engage, participate and invest in L2 acquisition.

5.2 Alignment and Contrasts with Previous Literature

The quantitative results from this study are robustly in line with current scholarship on translanguaging from around the world and simultaneously question outdated historical paradigms. At a global level, translanguaging and identity affirmation have been shown to be strongly correlated, which perfectly aligns with the theoretical claims of García and Lin (2017) that translanguaging is a social justice act that empowers marginalised learners. The statistical data obtained in the present study locally speaks true and validates the qualitative observation made by the Pakistani researchers like Mahboob (2014). Their qualitative study descriptively pointed out the use of code-switching for rapport between teachers and students, whereas the current study adds the mathematical structure to objectively evidence that it is statistically significant in large and demographically diverse tertiary population.

On the other hand, these results are found to be in stark empirical contrast to traditional Second Language Acquisition (SLA) theories which were influential in the 20th century pedagogy. This data has a direct bearing on the theories that have been based on rigid structuralism or strict native-speakerism (theories that are dangerously based on the belief that all L1 influence is necessarily detrimental to, or that it necessarily slows down, or that it "fossilizes," L2 development). The data does not point to linguistic confusion, rather, L1 integration is a source of important cognitive scaffolding. But, results are consistent with Krashen's SLA theory in affective aspects, namely Affective Filter Hypothesis. This study statistically validates the connection between translanguaging and anxiety reduction and linguistic self-esteem, paving the way for a more comprehensive understanding of the relationship between translanguaging and classic SLA affective theory, which suggests that a low anxiety, highly affirmative environment is ideal for language learning.

5.3 Pedagogical Implications for Pakistan

The findings of this study are quantitative and strong enough to advocate for the need of urgent pedagogical reforms in the Pakistani educational system. First and foremost, there is a need to move from merely acknowledging the issue to critically reconsidering and officially modifying such restrictive monolingual language policies by authoritative bodies like the Higher Education Commission (HEC) of Pakistan with the help of this data. "Pedagogical Translanguaging" should be officially approved by the curriculum developers and made a part of the official curriculum so that it is no longer an illicit or covert practice but a structured, legitimate teaching strategy. The formal recognition of the cognitive and psychological value of indigenous languages can lead to a more balanced academic system that does not marginalise linguistically and/or rural-based learners.

Secondly, it means a total restructuring of TESOL and TEFL teacher education nationwide. Future language teachers need to be given clear instructions in how to effectively and systematically arrange translanguaging spaces. Teachers should not use L1 in an arbitrary

way or even when frustrated, but should be trained to create a bilingual reading task, to have students discuss across languages with peers—or to have students engage in cross-linguistic discussion with peers—and to be able to move between languages fluidly and purposefully to maximize student academic product.

In the end, all this information calls for a radical paradigm change in the Global South. There is need to shift the language education system in Pakistan from the colonial strategy of "English as replacement" of indigenous identities. Rather, policies need to be based on "English as an addition"—an invaluable tool which can be integrated into the students' already wide and rich repertoire of languages. By adopting this translanguaging ideology, English proficiency will not only be enhanced but the survival, dignity and psychological affirmation of the diversity of languages in Pakistan will also be ensured.

6. Conclusion

6.1 Summary of the Study

The aim of this research was to address the entrenched and problematic monolingual and English only ideologies that exist in the higher education sector in Pakistan, and which tend to marginalise indigenous languages and split students' language identities. To resolve the gap in empirical information on this issue, a strong quantitative, cross sectional, correlational study design was used in which 398 undergraduate ESL students at different public and private Universities were surveyed. The research adopted validated psychometric tools (PTQ and MIAS) to systematically collect classroom language practices and psychological outcomes. The statistically significant, strong positive correlation ($r = .68, p < .001$) found in this study between the frequency of pedagogical translanguaging and the students' multilingual identity affirmation is the most important and significant finding. The data clearly demonstrates that adopting students' full linguistic systems mathematically predicts a significant boost to students' academic confidence, cultural pride and linguistic self-esteem in the context of the ESL classroom.

6.2 Limitations

This study has several limitations. First, the use of self-report survey questionnaires adds to the possibility of social desirability bias as students can overestimate identity affirmation. Also, the research is completely quantitative, missing the qualitative triangulation of the results through direct observation in the classroom or in-depth interview that would more fully explain the numbers. Lastly, the sampling was stratified and it was limited to certain easily accessible provinces, which may restrict the absolute generalizability in the very remote provinces of Pakistan.

6.3. Recommendations for Future Research

Future research needs to be a mixed-methods study, incorporating large-scale surveys as well as ethnographic classroom observations to provide triangulation of the self-reported data, building on the findings of these empirical studies. Moreover, researchers are strongly encouraged to conduct true experimentation, to draw clear conclusions about the cause and effect relationship. Future studies can use control and experimental groups (structured translanguaging pedagogy) to directly and causally determine the effect of translanguaging on identity affirmation and objective English language assessments over a longer academic term.

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