

CODE SWITCHING AND CODE MIXING OF ENGLISH IN URDU: A STUDY OF BILINGUAL IDENTITY CONSTRUCTION AT QUAID-I-AZAM UNIVERSITY

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Abstract

This research examines the process of bilingual code-switching and code-mixing between Urdu and English as well as the impact on undergraduate students of Quaid-i-Azam University using the theoretical framework of Bilingual identity construction theory (BICT). The present study analyses students' attitudes towards code-switching and code-mixing and their effects on students' personality, culture, and language choice. A combination of both qualitative and quantitative research questionnaires were administered and responses collected in terms of scores and narratives respectively. The preceding results confirm the structures conclusions, which point to code switching and code mixing as being practices required positively by students since they help them overcome cultural and linguistic barriers, and to facilitate complex thinking, and interaction in multicultural social environments. Several respondents raised issues regarding the threats posed by linguistic depreciation and identity clash, but the most common fear expressed was of the assimilative and acquisitive character of those practices. The present research also finds that having bilingual means is further supported because one has idiosyncratic and effective utilisation of multiple linguistic assets for cultural integration. This work adds to the knowledge on bilingualism particularly in an academic setting where switch between languages and intermingling codes should be celebrated as part of process of communication and identification. The study also establishes the requirement for studying these practices in other Bilingual populations.

Introduction

Bilingualism is common in the modern world and particularly in education since language contacts affect both social and academic life. In the case of second language speakers, code switching and code mixing has become common and important linguistic features which portray the use of languages in multicultural world. In Quaid-i-Azam University (QAU), where multilingualism is encoded, students move from uttering in Urdu to English or from arguing in English to Urdu, respectively. This continuous process of code-switching not only fulfills a communication function, but, very importantly, indexes the identities of the bilingual speakers. The main concern of the present study is to establish the role of code-switching and code-mixing in the formation of bilingual subjectivity in the context of QAU students. In this context, this work will employ the Bilingual Identity Construction Theory as the theoretical framework to pinpoint the complex ways by which these varieties support students' representation of their cultures, social positions, as well as their unique personalities. Furthermore, this study aims at exploring the possible impacts of code-switching and code-mixing most specifically in identity crisis and social labeling. As a result of this research, the part played by language in constructing the academic, social, and cultural realities for bilingual students at QAU will be examined in order to shed light on how bilingualism folds into the essence of the complex identity of children in our diverse, multilingual society. As such, this research aims at identifying the phenomena of code-switching and code-mixing to get insight into the emerging phenomenon of bilingual identity in the context of Pakistan's higher education.

1.1 Research Questions:

1. In what ways does code switching and code mixing enhance the sense of bilingual identity among students at Quaid-i-Azam University?
2. How does frequent code switching and code mixing lead to identity confusion or social stigmatization among students at Quaid-i-Azam University?

1.2 Research Objectives:

1. To examine how code switching and code mixing contribute to the development and expression of bilingual identity among students at Quaid-i-Azam University.
2. To investigate the potential effects of frequent code switching and code mixing on identity confusion among students.

Research gap:

There are very few specific researches available in context to code-switching or code-mixing between English and Urdu for the students at Quaid-i-Azam University. Current studies in bilingual identity construction were identified as mostly conducted in macro and naturalistic settings and it is unknown how the bilingual practices affect the construction of identities in the tertiary education, especially Pakistani universities. Furthermore, there are very few studies on how often switching over between codes and mixing can lead to identity crisis or social exclusion among the bilingual learners. This study will seek to address this research question – To what extent do Pakistani students, studying at QUO, employ Code-Switching and Code-Mixing while developing bilingual identity? Further more, to what extent, does this bring positive as well as negative implications on their socio-academic domains?

Significance:

The importance of this research therefore, is in establishing the dynamic correlation between code-switching, code-mixing and bilingual identity in students at the Quaid-i-Azam University. The research elucidates how these linguistic practices affect identity, in terms of the benefits of using the positive aspects of bilingualism, however, the insensitivity treatments, and confused identity they can also stimulate. This research work proves very much appropriate in the context of environment of Pakistan where language is an important determinant of social and cultural factors. The study also contributes to the theoretical knowledge of Linguistics while also providing practical knowledge for teachers, policymaker and sociolinguists who wish to address the manner in which bilingual identity is understood across a diverse population.

Literature Review:

This paper explores the role that code-switching and code-mixing of English and Urdu play in constructing bilingual identity of students at Quaid-i-Azam University. Based on Bilingual Identity Formation Theory, it focuses on how these language practices can be enabling students in managing social domains and identity performances. Where as this power of code-switching helps build on the cultural identity, it can, on the same note, result in identity crisis or bring stigma. The lack of literature in the area and the way these practices affect students in Pakistani universities is what this study seeks to fill.

The article “Code-switching in Conversation: A compilation of essays by Peter Auer, “Language, Interaction, and Identity” (1998) is a documentation of a process known as code-switching implied in bilingual conversation. By so doing, the article aims at exploring the way in which code-switching impacts on identity building and interaction in bi-lingual contexts. This article is mainly concerned with the morpho-syntactic properties of code-switching and with the role of this phenomenon on social relationships, with a special attention to the question of how fluidity could be a tool to negotiate identity. The research questions are concerned with how code-switching improves the bilingual identity of the learners and whether it results to

confusion of the learners' identity or stigma. The nature of the data implies observations of actual real-life interactions of bilingual persons with focus on natural language. Again the measure of the data is not detailed but encompasses many case-studies of various Bilingual Communities. The method used is qualitative, the use of discourse analysis by studying interactions and relevant language in particular social settings. The research shows that code-switching supports the bilingual identificational function since it gives the speakers more tools for controlling diverse roles. But, at the same time, it illustrates that code-switching in interaction in excessive or non-appropriate can result in marginalisation or even stigmatisation. First and foremost, the current study stresses the contextual nature of the relationship between code-switching and identity and its positive and negative outcomes. From this context, the study has implications for sociolinguistics more specifically sociolinguistics research on bilingualism and language policy. However, a critical remark is that the article might provide global interpretations of specific case from different contexts.

Abubakr, Hassan, and Muhedeen (2019) provide this article that focuses on code-switching as a factor of bilingual conversations and the determined significance of code-switching in identity construction. Bilingualism, specifically the use of two languages in the same conversation regardless of vocabulary mastery, counts code-switching as one of the usual practices between bilingual parties. It manifests at various levels: inter-sentential, which occurs cross-sentences, intra-sentential, which occurs within a sentence, or extra-sentential, which uses tags, are also used in bilingual discourse each with a specific function. The article also builds on the relation between code-switching and identity formation. Since language is part of who we are, bilingual access social, cultural, and emotional experiences by integrating that which is idiosyncratic to each language. When people switch languages, they can establish affinity, concern and belongingness, most especially to the new language's community. Sometimes code-switching helps the person express thoughts and ideas in a more adequate manner, using the resources of both languages.

Therefore, in concluding this paper, the findings show that code switching is not just a communication strategy; rather, it is a way through which people of bi-lingual communities can fully express their personality, identity, culture and relationship aspect. In the article, kaprielian Santana, Sadiq (2024) examines the ways in which identify, interact and maintain cultural aspects in immigrant context through code-switching. Code-switching between different languages or dialects within a conversation, is often employed by bilingual individuals who may not possess full fluency in both languages. It manifests at various levels: inter-sentential (between sentences), intra-sentential (within sentences), and extra-sentential (using tags), each serving a unique purpose in bilingual discourse. The article further explores how code-switching is intertwined with identity construction. Language, inherently linked to one's identity, allows bilinguals to navigate social, cultural, and emotional contexts. By switching languages, speakers express solidarity, empathy, and a sense of connection, especially with those who share a similar linguistic background. In some cases, code-switching enables individuals to articulate thoughts and ideas more effectively, drawing from the richness of both languages to convey meaning.

In conclusion, code-switching is not merely a linguistic tool; it is a powerful mechanism for expressing and negotiating identity, culture, and social relationships within bilingual communities (Abubakr, Hassan, & Muhedeen, 2019).

The article, kaprielian Santana, and Sadiq (2024) investigate how code-switching serves as a critical medium for identity construction, social interaction, and cultural preservation in bilingual immigrant communities. Specifically, this research study investigates types of code-switching and factors influencing code-switching with focus on Farsi, Spanish, and Arabic

bilinguals whose first language is other than English Immigrant and second generation immigrants from Farsi, Spanish, and Arabic speaking countries are targeted Participants are observed naturally and through interviews and types of "code-switching" are defined based on nature of activities Different types of code-switching are identified based on logistics of the Respect for senility, social, and cultural values is also stressed as underpinning code-switching as a critical component of identity work. For instance, when talking to the elders kind of formalities are used or culturally restricted words while casual and code-switching is normal among peers. This shows that people here have an integrated culture and social adjustment. In particular, the research integrates Sociolinguistic Theory as proposed by Gumperz (1982) and Identity Negotiation Theory as developed by Ting-Toomey (1988). Sociolinguistic Theory describes how language use both mirrors and is used to build social relationships while Identity Negotiation Theory is concerned with how a person relates their or her use of media and styles of communication to social and cultural norms. These frameworks foster the argument of the study that on a complex tool of identity and culture.

The article was published in GEMA Online Journal of Language Studies in 2020 by M Shah, S Pillai, and M Sinayah where they have discussed Identity Construction through Code-Switching Practices at University in Pakistan. In a research article under discussion, the semiotic process of code-switching and its functions in the formation of identity among the university students in Pakistan. This paper aims at establishing how multilingual practices of English /Urdu among students facilitate social and academic identity construction. The research questions are based on two major aspects, that is, students' language use as an identity and the social/cultural factors determining it. Hence, the study uses both qualitative and quantitative research methods and data is collected through interviews and observation from 60 university students. The methodology includes the analysis of language in its natural and graphical environment of interactions as well as graphical post-questionnaire interviews. The findings show that students employing code-switching in as a means of identity construction, resistance as well as agency, and belonging to different power relations. The argument of the study is that code-switching is a crucial activity that underlines identity. Encore le tutoiement pour signifier l'engagement des étudiants avec des contextes culturels et sociaux. The suggestion we make based on these implications is that both educators and policy makers need to look at the issue of code-switching in relation to bi-lingual education. One weakness is that a critical comment is that the sample size might reduce the generalizability of the sample results.

The article Code-Switching in Young Bilingual Children: The paper titled The Acquisition of Grammatical Constraints was written by J.M. Meisel in 1994 for Studies in Second Language Acquisition. In this article the authors explore the nature of code-switching phenomenon in bilingual children with an emphasis placed on the child's acquisition of syntactic rules of code-switching. Specifically, this research focuses on the following question: How do young early bilinguals use grammatical knowledge when switching between two languages? The research questions regard the circumstances under which code-switching is possible and the limitation imposed by the grammars of the languages used concurrently. The data is qualitative in nature and observational in context which focuses on observations of bilingual children. The sample includes twelve children who are bilingual that are between the ages of 3 to 5 years. The used methodology includes observation and analysis of samples of spontaneous speech and the study of patterns of code-switching and language transfer. The research methodology is quantitative, although the emphasis is on the linguistic behaviours of the children and their cognitive development. Some of the findings of the study are that in young bilinguals, code-switching is not haphazard but is constrained by grammar and, therefore, children learn such constraints as

part of developmental second language acquisition. Thus, the study also find out that grammatical rules are very significant in the process of code-switching. The implications thus put focus on the learning of language in the bilingual environments. A liberating observation is that the generalizability of the presented study may be constrained due to a small sample size. The article Written by Anna De Fina in 2007 in *Language in Society* Vol. 36, No. 3/4 pp. 371-392. This article focuses on Code-Switching and the Construction of Ethnic Identity in a Community of Practice. The study focuses on the use of the linguistic feature, code-switching with reference to the community of practice's corresponding construction of ethnicities. The aim of the research is to investigate how ethnic identity in a bilingual person or group is maintained through code-switching. The research questions revolve around what conversational purposes code-switching serves in the creation of the ethnic identity and how social interaction patterns impact these practices. The research used data collected in the naturalistic observation and tape recording of conversation-interaction of a certain ethnicity. Sample consists of data that are collected from community, which is involved in daily meaningful communication fully utilizing bilingual skills. The method used in the study is discourse analysis, which centres on the social and identity functions of language. In terms of methodology, the research is basically qualitative since is focuses on how language is used as a tool in social interaction. The findings of the study also confirm the fact that code-switching plays a central role in building the concept of ethnic identity, which acts as a way of strengthening ethnic boundaries between insiders and outsiders. Finally, a number of key issues related to the role of code-switching in processes of identity negotiation are identified. The implications of this study seem to point to the fact that future research needs to incorporate a much wider perspective of bilingual communication in social context. A crucial criticism is that the observed may not be applied under all the bi-lingual population.

This article focuses on , Code-Switching and Emerging Identities in an Academic Driven Social Media Class Group and was written by Arzu Ekoç and Ö. Etuş in 2017. It looks at the language practice of code-switching in an online learning environment, focusing on a social media group for learners. That is why the purpose of this specific study is to understand in which way code-switching is employed in the group to build and narrate the emerging identities of the bilingual students. The questions for the research stem from how and to what extent or in what way students' academic and social selves are represented by code-switching in the virtual learning environment. Data collection in the study is based on qualitative data obtained from a social media group page and the comments section. The participants of the study are 25 college and university students taking a course at university level. The approach encompasses discourse analysis of the interactions in the group and subsequent analysis of code switching and its significance for identity construction. The research methodology is exploratory and the study adopts a qualitative research paradigm based on the social uses of language in a virtual classroom context. The findings further show that code-switching is thus deployed deliberately depending on different discourse situations whereby students employ the two language to transact academic business, to position themselves within the group and to code-switch in order to fulfil academic_Status as well as social_Identity functions. Consequently, this study reveals that code-switching is a significant resource for identity construction in technology-mediated learning spaces. The implication point to the aspect of communication technology in the current use of language. An important criticism is that the study has small sample size which can impact the generalization was made.

This article Code-Switching and Gender Identity was written by Panhwar Farida, Dr. Saima Jafri, and Ameer Ali Buriro on 17 June 2018. It analyses one of the sociolinguistic phenomena, namely code-switching, and the influence that this phenomenon has on the construction of

gender in bilingual or multilingual society. The aim of the research is to understand the way in which people employ code-switching as a strategy to perform and present gender in interactional practices. Gender is used to accomplish code-switching in the following research questions: 'how are code-switching practices gendered?' and 'how are the choices of language gendered?', questions that reflect a concern with the social construction of gender. The study incorporates data in its natural state, formal and informal conversations and interviews with the members of a bilingual society. The sample includes 40 bilingual individuals addressing the issue through participants of both genders. The methodology entails discursive analysis with predominant samples being on gendered patterns of code-switching within diverse social settings. The research method is qualitative, focusing on language, gender identity and social interaction. It is for this reason that the findings show that the use of code-switching is in submission or defiance to gender roles and the manner in which gendered identities are formed out of language differs between the genders. The study also finds that code switching plays a very big role in gender identity. The implications point to the fact that analyzing code-switching gives understanding of how gendered experience is reflected and formed in language. One weakness is that the study is placed in a single community, thus it cannot be used to find the result in a different community.

The study about the topic Cultural Identity and Code-Switching among Immigrant Chinese Students, Parents, and Teachers was done by Kwan Ngai Vivian Lo in 2007. This paper explores code-switching and cultural identity with immigrants Chinese students, and their exposure to parents and teachers in the bilingual English and Chinese environment. The objective of this article is to understand in what way code-switching is indicative of the formation of cultural subjectivities and how the linguistic practices are arranged in concordance with the immigrant matrix. The research questions are related to the use of code-switching as the ways to represent ethnic culture and negotiate roles in the multilingual context. The research employs primary data and elicited data in the form of interviews, observation and questionnaires. Total participants are 30, which include students, parents and teachers, which gives the study a range of understanding of the language usage across the generations. Code switching is one of the major focuses of the study alongside discourse analysis as a method of data analysis. It has been an exploratory qualitative analysis alongside with quantitative findings research approach. Altogether, the results indicate the people switch between the two cultures and languages and use code switching in order to switch between these two cultural modes though there are variations in this by generation. It is thus the conclusion of the study that this practice of code-switching is crucial and central to immigrant's cultural and social identity. The implications underpin the significance of analysing language practices in multicultural education. One limitation could be made regarding the generalization of the results because the sample size is rather limited and it might not be sufficiently diverse.

The article titled "Code-Switching and Social Identity Construction among Arabic-English Bilinguals: Another Stance Perspective by Hanan Omar A. Ben Nafa (2020) studies codeswitching in Arabic and English bilinguals. This paper does this in the context of Non Aframerican speakers using code-switching as a way of building their identity. The emphasis is made on the pragmatic level, including the discourse markers, lexical and syntactical parallels during bilingual conversation. The aim is to examine code-switching in context with identity performance in social interactions. The two research questions are as follows; Exploring the manner in which code-switching helps the personae to project the self and the society in its entirety. The data used in the study is basically descriptive, which include twenty hours of voice recording from different bilingual individuals in their social context. The study takes a qualitative paradigm and uses discourse analysis to analyze the data accumulated. That

is why the results show that bilinguals switch between codes intentionally in order to position themselves within particular social networks, to state shared belonging to a particular group, or to establish dominance. Therefore, the author concludes that code-switching is a useful approach to constructing social identities. The implications of the study propose that knowledge regarding language's place in constructing identity is essential for language policy and the education sector. Some critics currently are the small sample of data obtained in the study, which does not reflect all bilingual people adequately.

The article "Kazakh-Russian Bilingual Practice: Por para, en Patel et al, (2022), "Code-Mixing as a Resource in Communicative Interaction" Zharkynbekova & Chernyavskaya, the aim of the current study is to investigate the code-mixing between the first and second languages – Kazakh and Russian interlocutors. Concerning code-mixing patterns, the authors examine how this is embodied as a communication tool in interactions. Thus, the present study includes analysis of syntax, lexicon, and discourse indicators of code mixing, realized by Kazakh-Russian bilinguals. The rationale for the study entails an interest in identifying the function of code-switching and code-mixing in constructing and conveying identity among bilingual individuals. The major research questions thus aim at how code mixing enhance communication and the social aspect behind this process. Most of the data employed is conversational, and the characteristic qualitative method of analysis focuses on bilingual interactions in their natural environment. The size of the data involves recorded voice chats and interviews with the particular focus on bilingual individuals. Therefore, the methodology enables the integration of the patterns of code-mixing using the discourse analysis in conjunction with the sociolinguistic approaches. This paper's findings point to code-mixing as an unrestricted and effective means of asserting and communicating identity in bilingual contexts. Regrettably, the study doesn't go into detail regarding the implications of code-mixing on social relationships and identity of the Kazakh-Russian bilinguals while the last conclusion is drawn that code-mixing is crucial feature of communicative interaction upholding social integration as well as subjectivity. The study's implications support the idea of code-mixing as a valuable linguistic resource. Situations of critical remarks suggest that it would be useful to carry out additional studies of its socio-cultural effects in more general second language environments.

In the article "The Construction of Linguistic Identities in Officially Bilingual Contexts" 2006, Xavier Martin-Rubio discusses the construction of linguistic identities and ideologies when in officially bilingual contexts, the region of the Basque Country and Catalonia. The research employs semi-structured interviews, focus groups and field notes from two high schools in these regions and employs micro (ethnomethodology/discourse analysis) and macro (sociopolitical) frameworks. The study is therefore qualitative, seeking to of participant language, language knowledge and perceptions of globalization and nationalism. This investigation has shown that there are no clear linear relationships between the use of specific LWEs and linguistic identity construction and that both individual practices and sociopolitical realities play a role. The reasoning concludes that language is very germane to identity in terms of context within bilingualism that the study posits to have ramifications for educational systems and identity politics. An important note to make is that despite the research being highly useful, it seems poised to benefit from having a broader sample in order to increase generalization.

Research Methodology:

1. Research Design

The research design under this study is quantitative with an element of qualitative research incorporated within it. It analyses how the use of English in code-switching and code-mixing

form bilingual identities among the undergraduate students of Quaid-i-Azam University. The research on the effects that the practices that involve switching between languages, known as code-switching and code-mixing on bilingual identity, on confusion of identity, and on stigma in the society is also covered.

Population and Sample

Population: Quaid-i-Azam University undergraduate participants who switch their English and Urdu languages frequently (code-switching and code-mixing).

Sample Size: The study sample comprised of 25 students.

Sampling Method: Participants were purposefully recruited and they are either students or employees in a specific private University who Switch between English and their local language often and mix the two in their learning and social contexts.

Data Collection Methods

Data collection was conducted using a structured questionnaire with two distinct parts:

Closed-ended Questions:

First 10 questions: Emphasizes positive aspects of code switching/ code mixing of bilingualism to support a student’s bilingual identity, including the advantages of flexibility of skills in communication, culture and intelligence.

Last 10 questions: Mainly categorized into identity confusion, linguistic insecurity and social stigmatization.

These questions asked participants’ perceptions and attitudes in a way that they could be measured qualitatively on the Likert scale.

Open-ended Questions:

The work included one question, which was aimed at studying the role of code-switching and code-mixing in the formation of bilingual identity.

The second question focused more on finding out the harm done by it allowing understanding personal suffering and views.

Data Analysis

Closed-ended Questions:

The collected responses were further quantitatively analyzed using descriptive statistics measure such as percentage and mean scores.

The positive and negative effects were then compared again to establish the trend and pattern.

Open-ended Questions:

Coded data was analyzed using thematic analysis, with the themes aggregated into positive impact and negative impact.

This analysis complemented the quantitative results because it was able to derive rich insights.

Analysis of observations was guided by the Bilingual Identity Construction Theory with focus on code-switching and code mixing in the construction of bilingual identity.

Data Analysis

Question	Mean	Median	Mode	Percentile_25	Percentile_50	Percentile_75
qno1	3.52	4	4	3	4	4
qno2	3.64	4	4	3	4	4
qno3	3.92	4	4	4	4	4
qno4	3.60	4	4	3	4	4
qno5	3.80	4	4	3	4	4
qno6	3.92	4	4	4	4	4

Question	Mean	Median	Mode	Percentile_25	Percentile_50	Percentile_75
qno7	3.44	4	4	3	4	4
qno8	3.56	4	4	3	4	4
qno9	3.88	4	4	4	4	5
q10	3.88	4	4	4	4	5

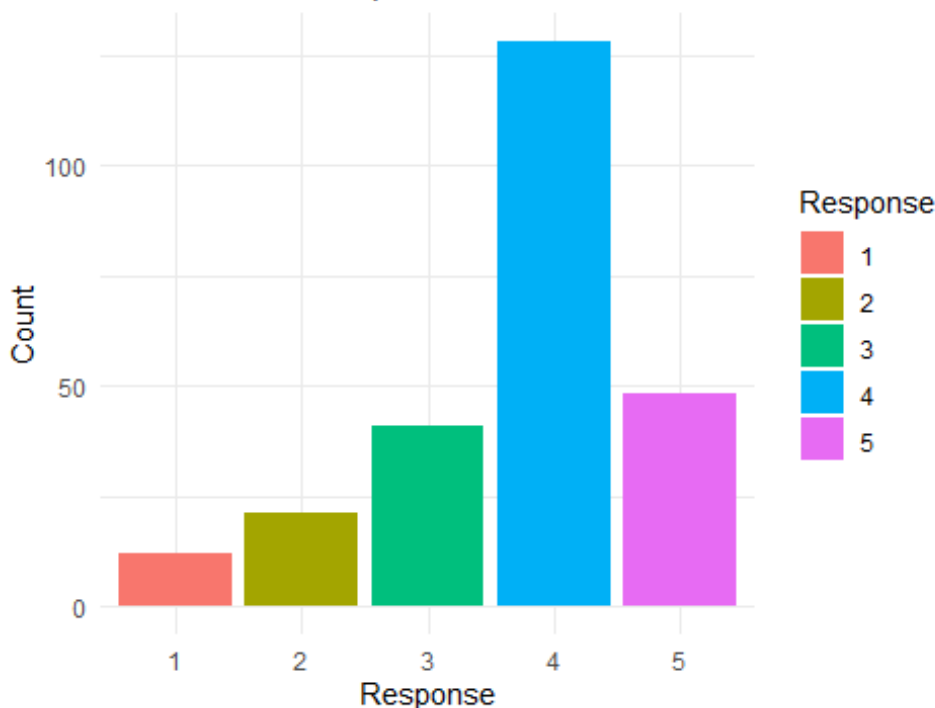
The results show relatively positive attitude of the Quaid-e-Azam University students on the effect of code-switching and code-mixing on the bilingualism of the students. The mean score of the questions is 3.44 to 3.92 which demonstrates that in general, students of the class support the positive influence of these linguistic practices. Most of the questions have a median and mode of 4 which shows that majority students of the class are in support of the positive use of these linguistic practices. Question 3 and 6 are perceived to be the most enhanced aspects of bilingual identity permean score of 3.92 signifying that specific aspects of bilingual identity construction are enhanced by Code switching/Code Mixing. The evenness of the median and mode results signifies a general agreement with the positive impact of the practices identified in the questionnaire. To most of the questions, the 25th, 50th and the 75th percentiles are equal to the respondents' "Agree" indicating coherency in students' perceptions. Here, in the last question, the result also raises significant interest: its 75th percentile equals 5 (Strongly Agree), so it can be stated that a large number of students are convinced that code-switching and code-mixing have a positive effect on some aspects of bilingual identity. Nevertheless, the result of question 7 with the lowest mean of 3.44 shows that the perception of respondents in the aspect asked in question 7 is slightly lower than in other aspects but still has a median of 4 and mode of 4. Such variation helps to get an understanding of which aspects of bilingual identity construction are more or less sensitive to these practices. In sum, the research emphasises the facilitative use of code-switching and code-mixing in the formation of bilingual identity with the conclusion that these procedures empower the students and facilitate their cultural assimilation.

Pie Chart of All Questions Combined



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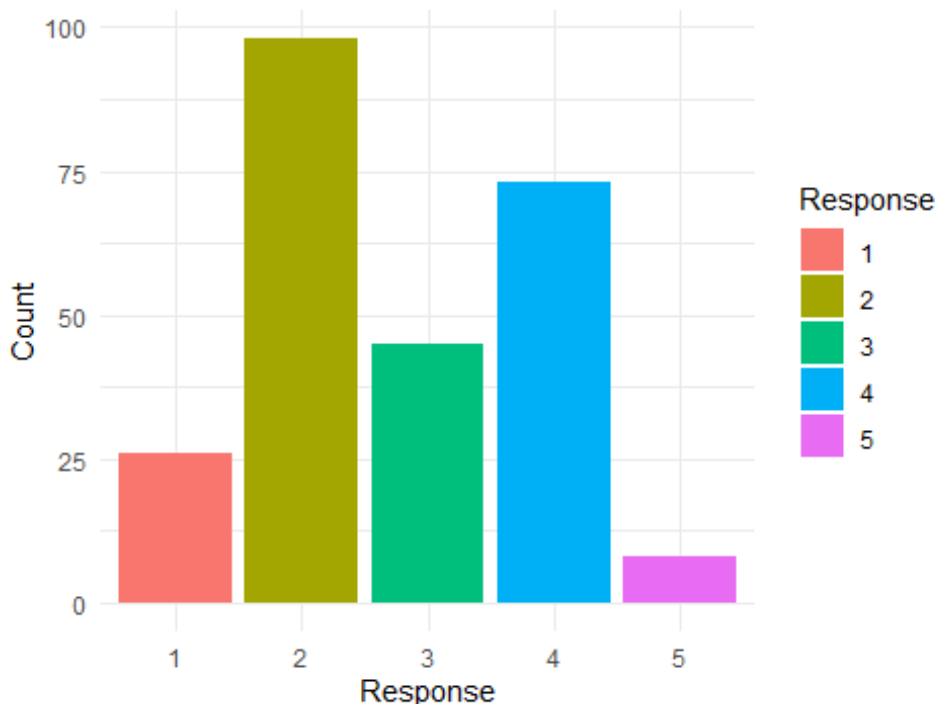
Bar Chart of Responses Across All Questions



The bar chart above shows how the students responded to the questions on the extent that code-switching and code-mixing contributes positively to the flow of bilingual identity . The smallest number of responses was 1; still, the most frequent response is 4 (Agree) which means that the

large majority of students associate these varieties of linguistic practices with positive attitudes towards the formation of bilingual identity. This is closely followed by 5 (Strongly Agree), which also reaffirms the observation that quite a number of students support the positive role of code-switching and code-mixing strongly. These two responses combine to greatly fill the chart and the lack of significantly different opinions prove the subject's appreciation of these practices. The last choice 3 (Neutral) is chosen by a moderate amount of students, which make it still not revealing their indecision or rather indecisive attitudes toward the subject. At the same time, 1: Strongly Disagree, and 2: Disagree are evidenced by few students meaning that most of the students have positive attitudes towards code-switching and code-mixing. In conclusion, it can be noted that all the students who have filled out the chart agree almost unanimously with the positive effects of the described linguistic practices for the bilingual subjectivity. The percentage of positive responses strengthened the significance of code switching and code mixing as agency for voice and assimilation in a bilingual community.

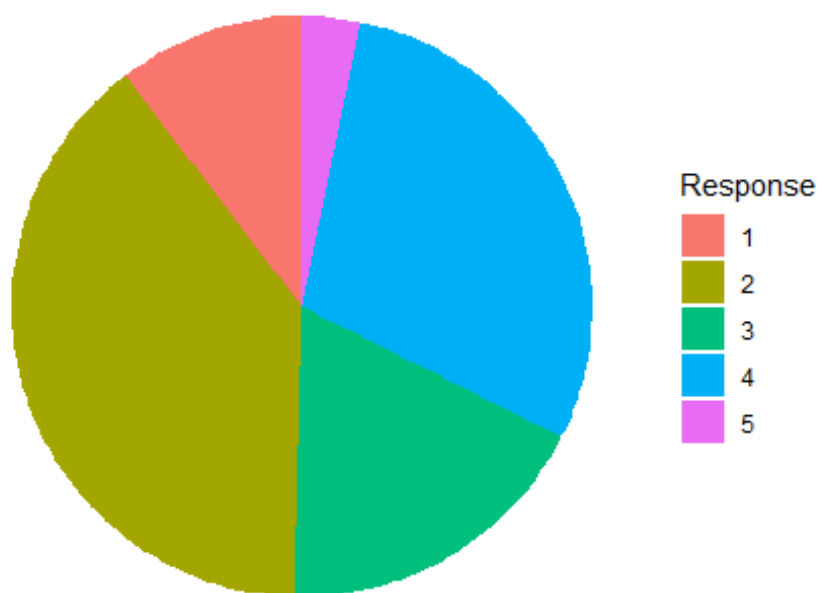
Bar Chart of Responses Across All Questions



The bar chart given below shows the responses of students about the effect of code-switching and code-mixing on their bilingual identity. The outcomes shown that the most students denied the impact of the mentioned linguistic practices on the negative identity as the majority of the responses are within 2 (Disagree). Therefore, this indicates that students' interaction mostly sees code switching and code mixing as practices that do not erode their bilingual identity. In addition, 361 students chose response 1 (Strongly Disagree) which supports again the notion that they completely disagree with any negative impacts ascribed to these practices. A slightly smaller group of learners selected the response 3 (Neutral), suggesting that they had mixed feelings as to the advantages of code-switching and code-mixing. Nonetheless, 5 (Strongly Agree) category score's frequency level is low and even lower for 4 (Agree score) than 3 (Neutral score). This proves that little percentage of learners think these practices have a negative impact to their bilingual self. In summary, this research evidence gives a strong

credence to the finding that most students are not negative about the code-switching and code mixing as it impairs their bilingual identity. However, in the case of the two languages, the greatest disagreement appears as minimal agreement scores; this indicates that students have a generally positive, if not neutral, attitude toward these linguistic practices . These findings are analogous to other talks which see code-switching and code-mixing as integrative processes that enhance bilingual identity rather than eradicating it.

Pie Chart of Responses Across All Questions



In the following pie chart the respondents' views on the question asking them to identify various negative impressions about bilingual identity consequent due to code-switching and code-mixing among students of Quaid-i-Azam University have been represented. What is important, the majority of the participants chose the number "2," which describes only a relatively low perceived negative impact of the topic among them. The second largest preference went to No. 4, which implies that a number of participants agree that there exists a relatively negative impact. Significant proportions also selected "3" indicating a middle or middle similar attitude. Minor percentages of the population showed the two ends with less options turned towards "1" less impact and "5" severe impact. The findings of the current study imply that participants have a tendency to underestimate the negative effects of code-switching and code-mixing although a significant number of them noticed a greater effect. Such differences in responses give a rise to how people perceive the idea of bilingual identity is shaped by linguistic practices.

Discussion

The pie chart analysis of the students of Quaid-i-Azam University shows that there are major differences among the students about the adverse effects of code-switching and code-mixing on bilingual identity. A majority of learners chose '2,' in a way indicating an opinion that these practices are not considerably destructive to their bilingual self-description. This accords with the general observation that code-switching and code-mixing are actually strategic rather than punitive, enabling students to work across Code and Culture.

Notably, as many students chose option '4', we presume a few more individuals also understand certain negative consequences at a broader scale. This subset indicates that some forms of bilingual identity could be weak to the challenges posed by constant shift between two codes through code switching and code mixing such as compromise of linguistic puritanism or even cultural conflict. However, observation of '3' (neutral) response and lower '1' and '5' selection ratios imply that although there is dissent in students' opinion, the vast majority does not consider these practices as overwhelmingly prejudicial. These findings underscore a broader narrative: Overall a clear majority of the students is seeing few negative impacts and at the same time an understanding of possible difficulties for some. These varied responses serve to remind those engaged in research and analysis of bilingual identity and linguistic practices that there remains significant work to be done in understanding how these identities and practices might be developed over the course of individuals' bilingual academic trajectories, and how cultural and academic contexts might shape such perceptions. In summary, the data support the flexibility and cohesion functions of code-switching and code-mixing while also recognising the multidimensionality of identity in a bilingual approach.

The open-ended questions provided show that code-switching and code-mixing improve bilingual identity by raising it. Among all the participants, 14 expressed positive change, six their experience showed both benefits and drawbacks, three pointed only at detrimental consequences, and two participants were ambivalent. Thus, the overall responses from the close-ended questions indicate that code-switching and code-mixing on behalf of bilingual identity is positive.

Conclusion

The present research aimed to investigate the multiple interactional effects of code-switching and code-mixing on bilingual identity amongst the undergraduate learners of Quaid-i-Azam University. As highlighted by the results of the current study, such linguistic practices are mainly seen as having positive impact on the formation of bilingual subjectivity, on the process of self-voicing, and on cultural assimilation. The quantitative aspect of the participant responses reveals a general positive attitude: most of the participants agree with the notions of code-switching and code-mixing as effective and integrative in learners' as well as their own personal and academic contexts. Although some individuals reported signs of identity confusion or even linguistic insecurity, such fears were outweighed in negativity by the positive consensus of students' responses. The study re-emphasizes the importance of bilingual practices as emergent resources which mediate cultural and linguistic complexities. Through quantitative and qualitative findings, it helps enrich the knowledge base of how interactional codes of code-switching and code-mixing in the development of bilingual identity occurring in educational and social context. Despite these upshots, lack of adequate subject sample and restricted range of participants' age and ethnicity imply that more comprehensive studies are required into a range of bilingual populations. All together, this study confirms that code-switching and code-mixing are important in making the students to learn how to accommodate, assimilate and even excel in multilingual environment and, therefore recognizes the importance of leveraging on the use of diverse languages in our multicultural society.

Limitations:

One of the perceptions that are likely to be assessed by the study is the possible restricted generalization of results from a sample size of 25 subjects.

Under-representation of undergraduate learners precludes the inclusion of postgraduate students or professors views.

Two open-ended questions used here can provide rich and descriptive information yet could present a rather limited picture of the nature of language attitudes and bilingual identity processes.

This multi-methodology approach presents an effective way of analyzing the effects of code-switching and code-mixing as positive as well as negative factors that contribute to bilingualism at Quaid-i-Azam University.

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