

## THE IMPACT OF CODE-SWITCHING AND CODE-MIXING ON IDENTITY FORMATION AMONG BILINGUAL YOUTH IN MULTICULTURAL MULTAN

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### ABSTRACT

*This research looks at how bilingual teens in multicultural cities use code-switching and code-mixing to shape their identities. As the globe becomes more interconnected, people are starting to use new linguistic practices like code-switching and code-mixing. These are important for bilingual speakers to get along with others. The research gathered qualitative data from multilingual people between the ages of 18 and 25 who are studying at the Institute of Southern Punjab Multan. It focused on their thoughts, feelings, and reasons for code-switching and code-mixing. Discourse analysis can assist build identities by finding shared themes, patterns, and linguistic elements. This research looks at how code-switching and code-mixing can be used as discursive tools in the ongoing development and negotiation of identity in a culturally and linguistically diverse setting. It does this by using several important theoretical frameworks, such as Gumperz's (1982) interactional sociolinguistics, which sees code-switching as a contextualisation cue in conversational meaning, and Muysken's (2000) typology of code-mixing, which gives a structural view of bilingual speech patterns. Using sociolinguistic theories of identity and bilingualism, the research shows that language is more than just a way to talk to others; it is also an important symbol of who you are, what group you belong to, and what culture you belong to. The study's goal is to find out why bilingual teens switch and mix codes, what they think about it, and how it affects their mental and social health. It does this using qualitative interviews, discourse analysis, and surveys. The results will help us understand how language use affects identity development, which has crucial effects on language policy, education, and social integration in multilingual environments.*

**Keywords:** code-switching, code-mixing, identity formation, bilingual youth and multicultural urban areas

### 1. INTRODUCTION

As our world grows increasingly interconnected and diverse, the coexistence of multiple languages—especially in urban areas with significant multicultural populations—has become commonplace. Bilingual people, especially young people in complicated social and cultural situations, regularly flip between languages and mix them up when they talk to one other. Code-mixing is when you combine parts of multiple languages at different levels of communication, such words, phrases, or sentences. Code-switching is when you switch between languages or dialects in a discussion. Sociolinguists have done a lot of study on code-switching and code-mixing, looking at how they affect people in practical, social, and cognitive ways. But we still need to perform more research to understand how these behaviours affect how multilingual teens build their identities. Language does more than let people talk to one other; it also shows who they are, what group they belong to, and what they are a part of. Using code-switching and code-mixing on purpose may imply different things to different people, such as solidarity, resistance, social identity, and cultural hybridity.

As the globe grows more connected, cities are changing because of migration and the growing number of different ethnic groups. Being bilingual has become a distinguishing trait of many communities in these multicultural environments, as people from different language and cultural backgrounds come together. This is especially true for younger generations. Bilingual kids sometimes have to flip between languages or blend parts of several languages in the same sentence (Jiang, 2021) when they have to deal with complicated social and cultural situations. These language practices not only make it easier to talk to each other, but they also help people find their identity, deal with social situations, and express themselves in ways that go beyond just being easy to understand. Researchers from sociolinguistics, psychology, and cultural studies have tried to figure out how these language practices affect the identity formation of bilingual teens and young adults, especially those who live in cities where there are a lot of different languages spoken.

This study's goal is to find out how code-switching and code-mixing affect the development of identity in multilingual children living in multicultural cities. It will use both theoretical frameworks and real-world data to look at how language practices relate to issues of identity, belonging, and social power. It also stresses how young bilingual individuals use these tactics to both fit in with and fight against the society around them, which shapes their identities in ways that change depending on the situation. Sociolinguists, psychologists, and teachers are very interested in studying code-switching and code-mixing, especially how it affects the identity formation of multilingual children who live in metropolitan cosmopolitan regions. As more people move throughout the world and cities become more diverse, it's important to understand how language affects the construction of identity.

Code-mixing is when you use parts of more than one language in the same sentence. Code-switching is when you transition between two or more languages or dialects throughout a discussion. Both of these things are common among people who speak more than one language and have to deal with complicated social situations where different languages and cultural norms intersect. Researchers have looked at these language behaviours from several angles, such as sociolinguistics, cultural studies, identity theory, and psychology. All of these fields have helped us understand how young bilinguals deal with their identities in different situations (Yim, 2019). From a sociolinguistic point of view, multilingual teens use code-switching and code-mixing as tools to show group membership, set boundaries, and build solidarity, among other things. Gumperz (1982) says that code-switching may be a planned move to achieve certain communication goals, such as making ideas clearer or being on the same page as discussion partners. Young people often use code-switching to deal with power dynamics and social circumstances in cities where several languages are spoken. Identity theory is also a useful way to think about how language and identity are connected. Bucholtz and Hall (2005) talk about how identity is always changing and how language habits affect this process. So, both code-switching and code-mixing are ways of showing who you are that take into account social, cultural, and political factors as well as language. Young people who speak more than one language might show their mixed identities by switching languages.

They mix parts of their cultural history with the standards of mainstream society. More study shows that code-switching and mixing challenge language supremacy and help people restore their cultural identities. García and Wei (2014) talk about "translanguaging," which shows how unexpected language use may be among people who speak more than one language. This

point of view goes against conventional ideas about language purity and instead emphasises the creativity and freedom that come with being multilingual. From this point of view, multilingual teens' code-switching and code-mixing behaviours help them strengthen their transnational identities while also going against policies that promote assimilation.

At the same time, some research have highlighted concerns about the possible bad consequences of mixing and switching codes too often. For instance, young bilinguals who rely too much on mixed language activities are more likely to feel insecure about their language skills and their identity. People may feel that they don't belong or that their identities don't make sense when they are under pressure to separate themselves from mixed language activities or to fit in with monolingual-based practices. Monolingual thinking is common in many schools, and here is where we see it the most.

But recent study demonstrates that code-switching and code-mixing have quite diverse effects on identity formation, depending on the situation. Some young people may feel that their identities are split or pushed to the edges, while others use their ability to speak many languages to create flexible and diverse identities. Studies (Zentella, 1997; Canagarajah, 2013) show that multilingual teens employ code-switching and code-mixing in creative ways to navigate social situations, show their cultural identities, and challenge dominant discourses.

The results show that there is a complex connection between code-switching, code-mixing, and the formation of identity among bilingual teens living in cities. These ways of using language may help people feel more powerful and build their identities, but they can also make it harder to negotiate and resolve conflicts. Future study should look more closely at how different sociocultural and institutional settings affect Punjabi multilingual youth's usage of code-switching and code-mixing, as well as what these practices mean for their identity construction. This study looks at how young bilinguals use language to shape their identities in a city with many cultures. Peer pressure, cultural background, school settings, and media habits are some of the things that affect how these teens use language to fit in with others. Also, power, position, language ideologies, and linguistic stigma make it harder to comprehend and use code-switching and code-mixing.

There is a strong need for more sophisticated research on the connection between language use and identity formation, even if interest in this field is growing. So, this research wants to look at how bilingual teens in different megacities deal with their complicated social and linguistic environments, using code-switching and code-mixing to build meaningful identities in their communities. The study will also look at the psychological and social elements that shape these language practices and how they affect identity negotiation and the feeling of belonging (Jiang, 2021).

### **1. 1 SIGNIFICANCE OF THE STUDY**

It is important to understand how language and identity are connected in multilingual cultures. This study looks at how teens swap and mix codes as they navigate their social lives. It adds to the fields of sociolinguistics, bilingualism, and identity studies. Also, the results complement efforts to promote inclusivity and cultural understanding in cities, language policy, and schools.

### **1.2 RESEARCH PROBLEM**

In many big cities, more and more people are bilingual or multilingual. This has led to different linguistic behaviours, such as code-switching and code-mixing. But we still don't know enough about how these behaviours affect the formation of identity in young bilinguals. Sociolinguistics and bilingualism are getting greater attention, but we still don't know much about how code-

switching and code-mixing help people navigate and construct their social identities in places where people speak different languages. This research tries to fill in the vacuum by looking at how language use affects identity formation in multicultural settings.

### 1.3 RESEARCH OBJECTIVES

1. To explore how code-switching and code-mixing contribute to identity formation and negotiation among bilingual youth in multicultural urban settings.
2. To analyze the sociocultural and psychological influences on code-switching and code-mixing behaviors..

### 1.4 RESEARCH QUESTIONS

1. How do bilingual youth utilize code-switching and code-mixing to shape and navigate their identities in multicultural urban environments?
2. What sociocultural and psychological elements impact bilingual youth's use of code-switching and code-mixing??

## 2. LITERATURE REVIEW

Sociolinguists, psychologists, and educators have been very interested in code-mixing and code-switching, particularly at the socio-cultural level, because of how they affect bilingual teens' sense of identity in multicultural metropolitan areas. As more people move about and the cities grow more diverse, it's important to know how linguistic practices shape identity. Code-mixing is when you combine words from different languages in the same sentence. Code-switching is when you switch between languages or dialects in a discussion. Many people who speak more than one language use these methods to deal with complicated social situations when different languages and cultural norms come together.

Researchers from a variety of fields, including sociolinguistics, cultural studies, identity theory, and psychology, have looked at these language practices from different angles. Each has helped us understand how young multilingual people handle their identities in different situations (Актамова, 2024). This happens a lot in linguistics. From a sociolinguistic point of view, multilingual teens commonly use code-switching and code-mixing as ways to show that they belong to a group, show solidarity, or set themselves apart from others. Montes-Alcalá says that code-switching may be a conscious decision made to reach certain communication goals, including stressing a point or mirroring the language of the people you're talking to. In a multicultural metropolitan setting, bilingual teens often use code-switching to deal with power dynamics and maintain social interactions across different language groups. Identity theory is also a great way to think about how language usage affects the development of identity.

Diko (2024) and Posavec (2023) both provide frameworks that stress how identity is always changing and evolving, with language practices playing a big role in this process. As a result, code-switching and code-mixing may be seen as performances of identity that show how our dynamic multilingualism reflects bigger social, cultural, and political realities, as well as the interesting contrasts that come with it. Code-switching lets multilingual teens show off their mixed identities by dealing with parts of their cultural background while living in a culture that isn't always accepting of them. A lot of research also shows that code-switching and code-mixing may fight against linguistic imperialism and bring back certain cultural identities. This concept goes against what most people think about language purity and emphasises the creative and active aspects of being bilingual. From this point of view, multilingual teens' use of code-switching and code-mixing is a strong and meaningful way for them to keep and strengthen their cultural identities in the face of demands to fit in.

But other researchers have raised worries about the possible problems that may come from jumping between languages and combining them. Young bilinguals who use a lot of mixed languages may feel insecure about their language skills and unsure about their identity (Baker, 2006; Baker, 2006). If people feel that they have to follow monolingual rules or be shamed for using more than one language, it might hurt their feeling of belonging and identity. This problem is most apparent in schools, where most people speak just one language. Still, new research shows that code-switching and code-mixing have more complex and context-dependent consequences on identity formation. Some young people use their ability to speak many languages as a benefit, building translingual, adaptable, and complex identities (Ahmad et al., 2024), even if there are hazards like losing their sense of self or being left out. All of these research together gives us a complicated picture of how multilingual young people in cities use code-switching, code-mixing, and identity in their lives.

These user habits show where people disagree and negotiate, but they also provide people a chance to feel powerful and declare their individuality. Future research should look further at how different social, cultural, and institutional settings affect how young multilinguals use code-switching and code-mixing, as well as how these behaviours help shape their changing identities (Yas-Alu et al., 2024)

Sociolinguistics has put a lot of time and attention into studying code-switching and code-mixing, especially when it comes to bilingualism and how it affects identity. Researchers like Myers-Scotton (1993) and Gumperz (1982) say that code-switching is more than just a language thing; it's a social activity that is connected to cultural and identity issues. Gumperz came up with this interactional point of view, which sees code-switching as a way to talk that shows social relationships, group membership, and the surroundings. Myers-Scotton's (1993) Markedness Model builds on this idea by showing how speakers use marked or unmarked language variations to navigate their social identities according on the situation or their motive. As a result, community dynamics lead to a wide range of identity negotiation methods among bilingual teens, especially in a cosmopolitan, multicultural setting where code-switching and code-mixing are common. Auer (1998) found that multilingual speakers create hybrid identities by using code-switching to adapt and fight against linguistic hierarchies. Rampton's (1995) results further support the idea that language breaks down social boundaries. This is particularly true for young bilingual people who use code-switching to go against what society expects of them and figure out how they fit into a group (Lugo, 2024).

Code-switching and code-mixing exhibit linguistic innovation and adaptability, but in certain educational or institutional settings, they might be seen as wrong or looked down upon. Some people think these behaviours show a lack of linguistic skills (Diko, 2024), while others see them as strong ways to negotiate identity. People's perspectives on these behaviours are influenced by their attitudes towards language purism and standardisation, which are major social, cultural, and ideological variables. Code-mixing, or mingling parts of several languages at different grammatical levels, may also show how multilingual teens are trying to figure out who they are. Code-mixing usually shows what languages the speakers know and how well they are at them (作为 & Posavec, 2023). There is still discussion about how code-mixing affects identity formation. Some research suggest that it can make communication less clear or challenge language authority. Code-switching, code-mixing, and identity formation are especially important in highly populated multicultural cities where language use is affected by peer groups, schools, media exposure, and cultural heritage. Studies of multilingual teens in these situations show that language usage is not



fixed; it changes based on the choices of individuals, cultural expectations, and the desire to fit in and be accepted (Kupolati, 2024).

### 3. RESEARCH METHODOLOGY

This work uses a mixed-methodologies approach, which means it uses both qualitative and quantitative research methods, to provide a full picture of how code-switching and code-mixing affect the formation of identity. Surveys, discourse analysis, and semi-structured interviews are some of the most important approaches employed. The qualitative part comes from interviews with multilingual people between the ages of 15 and 25 who are studying at the Institute of Southern Punjab (ISP) Multan. The interviews focused on their thoughts, feelings, and reasons for code-switching and code-mixing. Discourse analysis will help people build their identities by finding common themes, patterns, and linguistic elements. The quantitative part includes information on how often, where, and how people feel about code-switching and code-mixing. This information was collected by questionnaires sent out as part of a larger study of bilingual students in ISP. Also, This study looks at how code-mixing and code-switching can be used as discursive tools in the ongoing development and negotiation of identity in a culturally and linguistically diverse world. It does this by using Gumperz's (1982) interactional sociolinguistics, which sees code-switching as a contextualisation cue in conversational meaning, and Muysken's (2000) typology of code-mixing, which gives a structural view of bilingual speech patterns. Descriptive and inferential statistics are used to look at the survey findings, which gives a full picture of the events.

### 4. DATA ANALYSIS

The tables below provide information from a research that looks at how bilingual teens from multicultural metropolitan areas build their identities when they transition between languages and combine languages. This study focusses on demographic characteristics, how often and in what situations people switch and mix languages, why they do it, what affects their identity development, and qualitative input from interviews. This improved framework aims to help us understand the experiences of the participants better.

**Table 1: Demographic Information**

Participant ID	Age	Gender	Bilingual Proficiency (Languages Spoken)	Socioeconomic Status	Cultural Background	Education Level	Residential Area (Urban/Suburban)
P01	18	Female	English, Urdu	Middle-Class	Urdu	High School	Urban
P02	19	Male	English, Punjabi	Working-Class	Punjabi	College	Urban
P03	19	Non-binary	English, Hindko	Upper-Class	Punjabi	High School	Suburban
P04	18	Female	English, Urdu	Middle-Class	Punjabi	High School	Urban
P05	20	Male	English, Sairiaki	Working-Class	Urdu	College	Suburban

P06	21	Female	English, Urdu	Middle-Class	Punjabi	University	Urban
P07	17	Male	English, Punjabi	Upper-Class	Punjabi	High School	Urban

**Table 2: Frequency of Code-Switching and Code-Mixing**

Participant ID	Frequency of Code-Switching (per day)	Frequency of Code-Mixing (per day)	Contexts of Usage (School, Home, Social Media, Work, Religious Settings, etc.)	Perceived Comfort Level (Low/Moderate/High)
P01	5	3	Home, School, Social Media	High
P02	8	5	Home, Community Events, Religious Settings	High
P03	4	2	School, Friend Groups	Moderate
P04	6	4	Home, School, Cultural Gatherings	High
P05	7	3	Work, Social Media, Public Spaces	High
P06	9	6	Home, Work, Cultural Events	High
P07	4	2	School, Online Gaming Communities	Moderate

**Table 3: Reasons for Code-Switching and Code-Mixing**

Participant ID	Primary Reasons for Code-Switching	Primary Reasons for Code-Mixing	Secondary Reasons (if applicable)
P01	Identity Assertion, Emotional Expressiveness	Ease of Communication	Cultivating Relationships with Colleagues
P02	Cultural Affiliation, Social Acceptance	Lack of Vocabulary	Upholding Religious Identity
P03	Style, Peer Influence	Creativity, Fun	Engagement on Social Media
P04	Emotional Expression, Respect for Elders	Ease of Communication	Enhancing Cultural Connections
P05	Professional Networking, Social Media Trends	Style, Mixing Cultures	Integrating into Social Circles

P06	Community Building, Religious Identity	Ease of Prayer, Ritualistic Usage	Identity Assertion
P07	Peer Acceptance, Online Identity	Style, Popular Culture References	Participating in Digital Communities

**Table 4: Identity Formation Factors**

Participant ID	Language Preference (Dominant/Non-Dominant)	Perceived Cultural Identity	Influence of Code-Switching/Code-Mixing on Identity Formation	Conflict or Harmony (Internal/External)
P01	Dominant: English, Non-Dominant: Urdu	Bicultural	Positive - Balances Identity in Home vs. Public Spaces	Harmony
P02	Dominant: English, Non-Dominant: Punjabi	Punjabi	Mixed - Conflicts with Traditional Values	Internal Conflict
P03	Dominant: English, Non-Dominant: Hindko	Punjabi	Positive - Creates Unique Hybrid Identity	Harmony
P04	Dominant: English, Non-Dominant: Urdu	Urdu	Positive - Strengthens Ties with Family Culture	Harmony
P05	Dominant: English, Non-Dominant: Sairiaki	Punjabi/Sairiaki	Positive - Reflects Adaptability and Modern Identity	Harmony
P06	Dominant: English, Non-Dominant: Urdu	Punjabi/Sairiaki	Positive - Connects Religious and Cultural Identity	Harmony
P07	Dominant: English, Non-Dominant: Punjabi	Urdu	Positive - Combines Traditional & Contemporary Cultures	Harmony

**Table 5: Qualitative Findings (Themes from Interviews)**

Theme	Description	Example Quotes
Cultural Negotiation	Balancing cultural expectations with peer influence.	"I switch between English and Punjabi depending on who I'm talking to."
Identity Assertion	Using code-mixing to highlight uniqueness and creativity.	"Mixing English and Urdu makes me feel closer to home."
Social Belonging	Using bilingualism as a tool for acceptance and fitting in.	"I feel more myself when I speak both languages."
Language Bias	Negative perceptions related to code-switching in formal settings.	"People think I'm less educated when I mix languages."



Religious Identity	Incorporating spiritual language into daily speech.	"Using Hindi in prayers feels sacred and personal."
Online Identity Formation	Adapting language use to fit digital cultures and trends.	"Gaming makes me speak differently than at home."

## 5. DISCUSSION

The tables below display information derived from a study exploring how code-switching and code-mixing influence identity development among bilingual youth in multicultural urban environments.

This table shows important demographic information about the participants, such as their age, gender, language skills, socioeconomic position, and cultural background. Understanding the differences between participants might help you better understand why they code-switch and code-mix and what their experiences are like.

Table 4.2 shows how often it is for people to jump between languages and combine them in certain situations. In social situations when people are with family, friends, or online, there are more of these events. These data suggest that multilingual teens change the way they speak depending on who they are with and what they are doing.

Table 3 along with others, lists identity assertion, emotional expression, social affiliation, and ease of communication as reasons why people switch codes and mix codes (Gumperz, 1982). There are several reasons why communicating in more than one language might be hard, and they rely on the social and cultural background of the person you're talking to.

The table 4 shows how people say that code-switching and code-mixing affect their language choices and sense of cultural identity. These behaviours may have effects on identity formation that are both good (like building cultural links and reinforcing identity) and bad (like conflicts between traditional and modern ideals).

Results in table 5

The themes that came out of a qualitative analysis of interview data include cultural negotiation, identity ascription, social belonging, language bias, religious identity, and the creation of an online identity. These themes help us understand the tensions that exist between language use and identity development in this multilingual group of young people. The tables show that code-switching and code-mixing make it much easier to handle social, cultural, and personal identities. Some people use these methods to connect more deeply with their cultural history, while others use them to fit in with their social group or to create new, mixed identities.

We use both quantitative and qualitative methods to acquire data in our technique. The purpose of thematic analysis is to make sense of qualitative data from semi-structured interviews by finding themes and patterns that are relevant to how people create their identities via code-switching and code-mixing. We carefully look at topics that come up again and again, such as choosing a language, identifying with a culture, peer pressure, and negotiating identity.

We will use frequency distribution, cross-tabulation, and inferential statistics to look at data from more than 2,000 qualitative surveys to find out how often code-switching and code-mixing happen and how they seem to affect identity development. The first tries to find connections

between things like age, language background, cultural identity, and how often people transfer codes. The second, on the other hand, points out patterns that may be seen.

The study looks at how code-switching and code-mixing help multilingual teens build their identities in a variety of urban environments, using both qualitative and quantitative methods. Qualitative research often focusses on ethnographic investigations, interviews, discourse analysis, and narrative inquiry to learn more about how multilingual teens use language to shape their identities. Quantitative research might also use surveys and statistical methods to find out how often bilingual teens switch between languages and mix them, as well as correlational studies to look into how these behaviours are linked to different aspects of identity, like cultural affiliation, self-esteem, and social integration. Thematic analysis of qualitative data may show patterns and themes that show how people respond to societal expectations, show cultural pride, and negotiate their place in society. From a sociolinguistic point of view, we may look more closely at how language choices show power relations, identity claims, and cultural resistance. Mixed-methodologies research, which uses both qualitative and quantitative methods, is particularly useful for getting a better understanding of how code-switching and code-mixing affect the formation of identity in multilingual teens. The results show that multilingual kids often use code-switching and code-mixing to figure out their social identity, express their cultural diversity, and build friendships within groups. The findings show that bilinguals adopt these tactics on purpose to get around social barriers and build their sense of self in metropolitan cosmopolitan environments. However, many stories talk about the problems they have, such being looked down on and having bad views from those who only know one language or the prevailing language.

These results are spoken about in terms of identity creation and modern knowledge. They have big effects on language policy, educational resources, and a wider understanding of identity in different situations.

## 6. CONCLUSION

Research demonstrates that multilingual teens' identities are heavily influenced by the numerous ways they switch and combine codes. These strategies are not simply ways to express yourself, but they are also complicated systems that people use to get about in social situations, build connections, and shape their identities via language. In places where people speak more than one language, being able to speak all of them fluently is important for understanding culture, asserting one's identity, and making friends, all while managing numerous identities that are always changing.

Language is a strong tool for building identity. For multilingual teens, code-switching and code-mixing let them show off their complex identities, which are typically influenced by a combination of cultural, social, and family factors. Switching between languages or mixing parts of other languages shows that you are fluent and that you embrace and embody a complex identity. People may have to make conscious or unconscious attempts to adapt to other cultural frameworks or to identify themselves in specific social situations throughout this shift.

Code-switching and code-mixing are quite similar to cultural negotiation. Young people who speak more than one language could switch languages to show respect for older people by following traditional language rules, but they might also use modern language tactics with their peers. This process of negotiating different cultural expectations shows how they might balance new realities with old ideals, especially in places where language is a symbol of cultural history and social

solidarity. Also, multilingual teens frequently utilise language to reinforce their identities. Language is a way for people to express their identity, whether at home, at work, online, or with friends. A lot of people mix languages to fit in with different social groups or cultural identities. They also change the way they speak to fight stereotypes or show identities that are similar to their own.

Code-switching and code-mixing let people connect with one other. Language is a way for people to connect with one other, and multilingual teens want to fit in with their peers by using the same language as them. This portion is very significant in multicultural settings when there are many different languages.

Another important part of these procedures is being able to handle more than one identity. Multilingual kids frequently modify who they are in different ways depending on where they are. This is because their experiences are so complicated, and they don't necessarily mean to do it. People who can successfully manage these several identities are seen as having a useful trait that helps them be strong, flexible, and comprehend other cultures. Cultural negotiation and identity development have numerous benefits, but code-switching and code-mixing may often be hard. Some people could have trouble dealing with a lot of cultural and language requirements.

A lot of people also have problems with themselves because they really want to go forward in life. People who are stuck between old and new ideas may have mental and emotional problems. People, particularly those who have to deal with contradictory family and social demands, may have identity crises because they are trying to keep old values while also accepting new ones. These kinds of problems are hard for people since they might make them feel like they don't belong to their communities. Experiencing prejudice or stigma because of how you speak a specific language might make these sentiments even worse. Because of this, it is important for teachers, communities, and legislators to understand that multilingual adolescents have complex and varied identities and to promote settings that encourage a variety of language use. This research also implies that people might feel more powerful when they can flip between several languages and blend them together. Multilingual kids and teens who recognise and use their language differences to express themselves are likely to have a good sense of self. language empowerment may make people proud of their culture, validate marginalised identities, and see language variety as a sign of strength instead than a hindrance.

In the end, the results show how important code-switching and code-mixing are for helping young people from different origins build their identities. These steps are very important for negotiating culture, affirming identity, making friends, and dealing with having more than one identity. It might be hard to move between traditional and contemporary frameworks, but it can also help people develop and improve society. Recognising different ways of speaking and creating places that are welcoming to people of all identities would make the lives of multilingual teens better.

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